

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
SUBJECT RUBRIC AND NUMBER	<u>RNSG 1441</u>
COURSE TITLE	<u>Common Concepts of Adult Health</u>
COURSE CREDIT HOURS	<u>4 3 :</u> <u>3</u>
	Credits Lec Lab

I. Catalog Description

Basic integration of the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Study of the common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing critical thinking, evidenced-based knowledge, judgment, skills, and professional values within a legal/ethical framework. Utilizes a systematic problem-solving process with emphasis on implementation and evaluation. A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 1208 and RNSG 1260 and RNSG 1413. Corequisite: RNSG 1261. (3:3). Lab fee. Medical Insurance required.**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Unit I: Provider of Patient-Centered Care
1. Discuss nursing clinical judgement, and the use of a systematic problem-solving process with emphasis on implementation and evaluation, when providing safe, compassionate care to culturally diverse adult patients and their families, who have common medical/surgical health care needs. **(SLO #2)**
 2. Discuss the collaboration of the interdisciplinary health care team on the implementation of the best practices, and to address health promotion, disease prevention, health maintenance and restoration when providing care for adult patients, and their families, who have common medical-surgical health care needs that relate to each body system. **(SLO #5)**
 3. Examine implementation of evidence-based nursing care for adult patients, and their families who have in common medical-surgical conditions while utilizing technology and nursing informatics. **(SLO #4)**
 4. Use critical thinking to identify biological, psychological, sociological, cultural, and communicating needs of adult patients, and their families, who have common medical/surgical conditions. **(SLO #2,5)**
 5. Explore the professional nurse's role as a communicator with adult patients, and their families, who have common medical-surgical conditions. **(SLO #2)**
 6. Develop, present, evaluate and modify teaching plans for adult patients who have common medical/ surgical conditions. **(SLO #1)**
 7. Explain how "Watson's Theory of Human Caring" can be applied to the care of adult patients, and their families, who have common medical/surgical conditions. **(SLO #2)**

8. Explore how values, patient's/family's/nurse's, and United States health care trends impact the professional nurse's practice as regards the care of patients who have common medical/surgical conditions. **(SLO #2, 3, 5)**
- B. Unit II: Member of the Health Care Team
1. Discuss the collaboration of the interdisciplinary health care team in the implementation of best practices, and to address health promotion, disease prevention, health maintenance and restoration when providing care for adult patients and their families, who have common medical-surgical health care needs that relate to each body system. **(SLO #5)**
 2. Discuss how the nurse can advocate for the rights of adult patients who have common medical-surgical health care conditions. **(SLO #2)**
 3. Examine the role of the professional nurse as regards supervision and delegation of duties relative to adult patients who have common medical/surgical health care problems. **(SLO # 3,5)**
 4. Describe resources that facilitate continuity of care, health promotion, maintenance and restoration, and disease prevention for adult patients who have common medical/surgical health care problems. **(SLO #4)**
 5. Explain the use of clinical technology and informatics in the care of adult patients who have common medical/surgical health care problems. **(SLO #4)**
- C. Unit III: Member of the Profession
1. Discuss specific legal concepts and ethical issues that impact the care of patients with common medical/surgical conditions. **(SLO #3)**
 2. Discuss activities that promote the growth, development and practice of professional nursing while in the Common Concepts of Adult Health course. **(SLO #3)**
 3. Discuss professional learning needs as they relate to the care of patients with common medical/surgical disorders. **(SLO #3)**
- D. Unit IV: Patient Safety Advocate
1. Explore the nurse's role in promoting safety for adult patients with common medical/surgical conditions, consistent with current safety standards and requirements. **(SLO #2, 4)**
 2. Describe strategies for maintaining a safe environment for adult patients and their families with common medical/surgical conditions, consistent with current safety standards and requirements. **(SLO #2, 4)**
 3. Examine the nurse's role in disaster planning and bioterrorism as it relates to adult patients with common medical/surgical conditions. **(SLO #6)**
- E. Unit V: Laboratory Skills
- Demonstrate competency in the performance of the following skills: **(SLO #5, 6)**
1. Oropharyngeal and nasotracheal suctioning, with specimen collection.
 2. Set-up and management of continuous bladder irrigation.
 3. Peripheral venipuncture.
 4. Initiating and continuing intravenous therapy, inclusive of intravenous "piggybacks."
 5. Converting a peripheral intravenous line to an intermittent infusion device.
 6. Suture/staple removal.
 7. Nasogastric tube (for lavage) insertion, management, and removal.
 8. Use of ophthalmoscope.
 10. Assessment of cranial nerves.
 11. Final lab examination.
 12. Document Skills.

III. STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING

Nursing Program Student Learning Outcomes (SLO's) assess the knowledge, skill/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The

ongoing assessment of Student Learning Outcomes is specifically linked to El Paso Community College Mission Statement, Institutional Strategic Goals, Program Review, and the Nursing Mission and Vision Statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing Program.

Student Learning Outcomes – SLO's	
1.	Integrate teaching-learning principles by developing, presenting and modifying teaching plans to meet the need of patients and their families.
2.	Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
3.	Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
4.	Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
5.	Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall, 2011

Final - 6-7-12

Revised: 09-12

Reviewed: 08-14

Reviewed: 12-15

Revised: 05-18

IV. THECB Learning Outcomes (WECM)

1. Explain the roles of the professional nurse in caring for adult patients and families.
2. Utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with common health needs.

V. Evaluation

PRE-CLINICAL DRUG CALCULATION ASSESSMENT

Mastery of drug calculations must be demonstrated for all nursing clinical courses. **A score of 90% or higher on a preclinical drug calculation assessment examination must be received.** Students must receive the **90% score prior to administering medications in the clinical setting.** This applies to all students taking or auditioning a theory or a clinical course to include the first semester. This will validate their knowledge and skills as they prepare to advance to the next course and provide an opportunity for remediation, if appropriate. **The first attempt at the calculation examination/math test will be counted as a theory quiz.** A 10–point deduction from the A.D.N./VN Competencies (clinical evaluation) for each day the medications cannot be administered plus other areas as applicable. **The Math exam will be offered once weekly.**

A. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the ADN Program Coordinator and/or to the Nursing Counselor. All nursing courses can be challenged with the exception of RNSG 2221/2261, Management of Client Care (Theory and Clinical). (See College Proficiency Exam Procedure.)

B. Articulation

Articulated credit from many area high schools is available for graduates with high school health occupations courses. Students who have previously completed a Practical Nursing Program will be able to transfer their practical nursing courses to this program under the Texas Nursing Articulation Plan.

C. Unit Written Tests

Each unit exam will cover unit objectives (plus math calculations) and will consist of a variety of types of questions (e.g. multiple choice, fill-in-the-blank, select all that apply, prioritization). The ATI proctored exam will count as an exam based on the Level achieved.

In addition, students may be tested on the previous learning (as it applies to RNSG 1441 material) from both nursing and non-nursing courses and from material already covered in RNSG 1441. Nursing process, caring, and communication will be integrated throughout the exams.

Refer to the following procedures in the Nursing Student Handbook: Scholastic dishonesty; written examinations; standardized testing.

***Special note regarding standardized testing:** Students are required to take the proctored Assessment Technologies Institute (ATI) Medical-Surgical Nursing 1 proctored test that will be scheduled towards the end of the courses. The exact date will be included on the course calendar. Prior to taking the proctored test, the student must take the practice medical-surgical nursing 1 test. Students are expected to complete any ATI-recommended remediation prior to taking the proctored exam. Students unable to take the proctored exam as scheduled will receive a “0” for the exam. The proctored test may only be taken once.

Students must create an account at the ATI website (www.atitesting.com) at the start of the semester and to keep a record of their user ID/password.

Useful ATI resources: Students are strongly encouraged to utilize the following:

- RN Adult Medical Surgical Nursing review module;
- Learning Systems RN practice exams (Medical-surgical: cardiovascular/hematology; dermatological; endocrine; gastrointestinal; immune and infections; musculoskeletal; neurosensory; renal and urinary; respiratory) and the medical-surgical final exam.
- Nurse Logic, which includes five modules that address how to take nursing exams.

D. Quizzes

Quizzes pertain to material covered in lecture and lab.

E. Lab Skills

Students will be held accountable for the performance of the specified lab skills and attendance at lab demonstrations and scheduled skill practice sessions is required.

F. Course Grade

The course grade will be determined by:

Quizzes	10%
Unit Exams	60%
Lab Skills/Final lab exam	5%
Final Exam	25%

The student must obtain a minimum of 78% in the course for successful completion. The following grading scale will be used:

90 – 100 = A
80 – 89 = B
78 – 79 = C
70 – 77 = D
0 – 69 = F

See procedure on “Rounding of Grades” in the Nursing Student Handbook.

A variety of resources are available to the student who desires/requires academic assistance; instructors can refer students to these resources.

G. Attendance

See procedure in the Nursing Student Handbook.

VI. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VII. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VIII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.