HOUSTON COMMUNITY COLLEGE SYSTEM

JOHN B. COLEMAN HEALTH SCIENCE CENTER

Associates Degree in Nursing Program

RNSG 2130
CRN 16607
CRN 15694

Professional Nursing Review and Licensure Preparation

SYLLABUS

Summer 2014

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I. COURSE DESCRIPTION
Review of concepts required for licensure examination and entry into practice. This includes application of National Council Licensure Examination for Registered Nurse (NCLEX-RN) test plan, assessment of knowledge deficit, and remediation. This course lends itself to being a block or integrated approach. This course is a hybrid course and will include classroom interaction and the utilization of an online learning management system.

II. PRE-REQUISITES: ENGL 1301, ENGL 1302, BIOL 1406, BIOL 2401, BIOL 2402, BIOL 2420, PSYC 2301, PSYC 2314, RNSG 1301, RNSG 1413, RNSG 1360, RNSG 1115, RNSG 2213, RNSG 2263, RNSG 1441, RNSG 2360, RNSG 1105, RNSG 1460, RNSG 1412,

III. CO-REQUISITE: RNSG 1343, RNSG 2361, RNSG 1144

IV. COURSE LEARNING OUTCOMES
At the completion of the course, the student will have been provided with opportunities and resources to:
1. Identify weakness in nursing content and participate in customized remediation plans to improve knowledge deficit
2. Demonstrate the ability to critically think, consider the multiple needs of the patient, and prioritize care while performing each competency
3. Apply a cognitive knowledge in successful completion of defined content of the NCLEX-RN Test Plan
4. Identify testing strategies to utilize while taking the National Council Licensure Examination for the Registered Nurse

V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES
1. Classroom Instruction/Discussion
2. Online Course Management System

The student will be required to take the pre-test, post-test, and comprehensive test and each module of the HESI Saunders Online Review. The module exams will be taken online, and proctored HESI Specialty Exams will be taken in a proctored computer testing lab. Each online module exam and assigned HESI Specialty Exams will provide students with remediation that will be required to complete. Students will provide evidence of completion on the dates assigned by instructor. A timely submission is expected to meet the requirements of the course. A discussion board will be utilized to provide student and instructor online interaction. Students will be required to post discussion questions and responses. The discussion board (Forums) will be monitored by the instructor. Instructor will provide feedback to the discussion as necessary.

V. EVALUATION
Progress assessment and grading will be used to evaluate satisfactory performance in this course. A passing score of 850 and above is required to pass the HESI Exit Exam. Students will be given two opportunities to take the
HESI Exit Exam in order to achieve the passing score of 850 and above. A conversion score for the HESI Exit and Specialty Exams will be utilized to obtain students grades.

GRADING CRITERIA
Required HESI Online Saunders Modules and Participation – Discussion Board 20%
HESI Specialty Exams
  Fundamentals 10%
  Pharmacology 10%
  Mental Health 10%
HESI Exit Exam 50%

GRADING SCALE:
A = 90 – 100
B = 89 – 80
C = 79 – 75
D = 74-70
F = 69 or less

Students need a “C” to pass this course. In addition, students are required to achieve a score of 850 or above in the HESI Exit Exam in order to pass this course.

VII. COURSE OUTLINE

Week 1
Course Orientation/Syllabus/Expectations
Introduction – Discussion Board (Forums)
Peer-Review Articles – HESI Testing and Review

Week 2
Course Calendar
Introduction to NCLEX-RN
TBON NCLEX-RN Requirements
Test Plan and Question Formats
Test-Taking Strategies

Week 3
Pre-Test/Review
Module 6: Safety and Infection Control
Module 7: Basic Care and Comfort

Week 4
Module 2 Health Promotion and Disease Prevention
Module 9 Monitoring Health Problems

Week 5 – HESI Specialty Exam Fundamentals

Week 6
Module 8 Pharmacology and Intravenous Therapies
Additional Resources: Dosage Calculations
Week 7 – HESI Specialty Exam Pharmacology

Week 8
Module 3 Mental Health Concepts
Module 4 Psychosocial Alterations

Week 9 – HESI Specialty Exam Mental Health
3-DAY RN Review Course
Module 10 Physiological Problems

Week 10
Module 10 Physiological Problems
Crossing the Finish Line: Practice Tests
HESI Exit Exam V1

Week 11 – Comprehensive Exam Online Modules
Post-Test/Review

Week 12 –
Review
HESI Exit Exam V2

VIII. STANDARDIZED TESTING
Many vocational and professional nursing educational programs have incorporated the use of standardized examinations into the curriculum in various ways. Though the Texas Board of Nursing has no authority over a nursing program’s decision to utilize standardized exams, Board staffs respond to numerous reports and questions from students, parents, and policy-makers about the use of standardized tests, especially when they are used as a graduation requirement. Evidence indicates that a remediation plan for nursing students is helpful in promoting success on the NCLEX examination. Using standardized examinations as an indicator of the need for remediation is only one strategy to assist nursing students in successful preparation for licensure. The Board of Nursing suggests these standardized examinations can be utilized as follows:

1. A gauge of students’ strengths and weaknesses for remediation purpose
2. An indicator of the need for early remediation
3. A comprehensive indicator for performance on the NCLEX
4. National comparison of the student performance
5. An assistive tool to familiarize students with computerized testing
6. A measurement of content and instructional effectiveness

IX. CLASS PREPARATION/PERFORMANCE/DISCUSSION
All students are expected to complete assigned modules and additional readings while attending this class. The assigned chapters and additional readings should help prepare students for active participation and discussion in class forums. Students are responsible in completing satisfactorily each objective and assignment. All cell phones must be in the OFF mode while in class. All laptops must be on class material only.

Notice of Instructor’s Right to Modify the Syllabus: The instructor reserves the right to modify this syllabus and will notify the class of any changes during class or email.
X. ATTENDANCE
Students may be administratively dropped from the course after more than 12.5% or two classes before the last official date of withdrawal. Online coursework will be monitored. The students are required to complete all required modules by assigned deadlines. During classroom instruction, a “T” (Tardy) will be entered for late attendance within 15 minutes of class start time. Two tardies will constitute an absent. Students who are late after 15 minutes of class start time will not be allowed to enter the class. No exemptions.

XI. REQUIRED TEXTBOOKS:
HESI/Saunders Online Review for the NCLEX-RN Examination

XII. POLICIES:
All students will adhere to HCCS policies as delineated in the HCCS and ADN handbooks. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving a passing grade.

XIII. SPECIAL NEEDS – Compliance with American Disabilities Act
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office of their respective college* at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

XIV. EARLY ALERT PROGRAM:
The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student’s academic performance. The possible problem(s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss issues and possible solutions to their academic difficulties.

XV. TESTING PROTOCOL
1. The instructor has the option of seating arrangement, movement, leaving the room, and stopping an examination
2. All books, papers, notebooks, and personal belongings will be placed away from the desk before testing begins. All personal electronic devices must be turned off.
3. Any verbal or nonverbal communication between students during a testing situation will be grounds for the termination of the testing. A grade of zero will be recorded and averaged into the final grade.
4. Should a student need to communicate with the instructor, remain seated and raise hand.
5. Any infractions of scholastic honesty will be grounds for dismissal from the program.

Dishonesty in the Classroom: See Associate Degree Nursing Program Student Handbook, Current Edition.
XVI: REMEDIATION
If a student needs remediation, an appointment may be made with an instructor during their designated office hours. Faculty office hours will be posted outside faculty offices. Remediation will be available to any student enrolled in RNSG 2130 who expresses the need for this service. It is expected that the student will make an appointment at least one week ahead of time and come to the session prepared. Student responsibilities include bringing textbook, lecture notes, questions or topics for discussion and are to follow through with all instructor-made assignments. Students will receive extra assignments to facilitate their learning. Successful remediation necessitates an active role for both students and faculty.

XVII. EGLS3 – Evaluation for Greater Learning Student Survey System:
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College Student System online near the end of the term.

XVIII. ACADEMIC INFORMATION
Students are responsible for reading the Houston Community College System Student Handbook to be certain that they understand HCCS policies/procedures which also includes refunds and withdrawals from a course. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

XIX. A.D.N.HANDBOOK
All students are responsible for reading the Associate Degree Nursing Program Student Handbook.

XX: SCANS
The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace. SCANS have focused on one important aspect of schooling: what they called "learning a living" system. In 1991, they issued their initial report, What Work Requires of Schools. As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.
High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
☐ A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
☐ B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
A. Creative Thinking—generates new ideas
B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. Problem Solving—recognizes problems and devises and implements plan of action
D. Seeing Things in the Mind’s Eye—organizes, and processes symbols, pictures, graphs, objects, and other information
E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills
F. Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

Personal Qualities:
Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
A. Responsibility—exerts a high level of effort and perseveres towards goal attainment
B. Self-Esteem—believes in own self-worth and maintains a positive view of self
C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and
D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. Integrity/Honesty—chooses ethical courses of action

Five Workplace Competencies

Resources: Identifies, organizes, plans, and allocates resources
A. Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works Interpersonal: Works with others
A. Participates as Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers’ expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information
A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex inter-relationships
A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
C. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies
A. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
B. Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—Prevents, identifies, or solves problems with equipment including computers and other technologies

XXI: PROFESSIONAL BEHAVIOR
1. Students are to remain quiet during class time. Should a student need to ask a question or communicate with the instructor, the student is to raise their hand.
2. Students should refrain from interrupting when someone is speaking.
3. Any student disrupting the class may be asked to leave the classroom at the discretion of the instructor.
4. In consideration of others and of safety, no children are to be brought to the lab skills area or to the classroom. Frequently, the content presented in the classroom is inappropriate for children. Please be aware that children are distracting to other students trying to take notes or exams.
5. Students must abide by the appropriate standards of conduct identified in the student handbook including language and professional behavior.
6. All cell phones are pagers are to be turned off or placed in vibrate.
I __________________________ acknowledge that I have read the syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the A.D.N. Student Handbook is available to me through the program website and I am accountable for following the policies and procedures discussed in the handbook.

My signature below signifies my willingness to comply with the course requirements.

____________________________________
Printed name

____________________________________
Signature

____________________________________
Date