



**Associate Degree Nursing Program
Coleman Health Sciences College**

**RNSG 1144 – Medical-Surgical II
Nursing Skills II
Fall 2016**

CRN#s 18500, 18501, 18497, & 18499

| 9:00 AM-12:00 PM | Thursday
| 2:00 PM– 5:00 PM| Tuesday
| 5:00 PM – 8:00 PM| Monday & Thursday

3.0 Credit hrs/Lab/48 contact hrs -16 Weeks

Instructor: Dr. Rita Callahan, PhD, MA, BSN

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Office hours: (as posted)

Please feel free to contact me at any time concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and discuss course topics. Feel free to contact me by phone or email.

Course Description

Study of the concepts and principles essential for demonstrating competence in the performance of nursing procedures. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to Flip teaching (or flipped classroom) approach.

Pre-requisites: Medical-Surgical I: RNSG 1413 - Nursing Foundations
RNSG 1460 - Foundations Clinical
RNSG 1341- Adult Health I Common Concepts
RNSG 1360 - Clinical Nursing
RNSG 1144 - Med-Surg. I Skills Lab
RNSG 1412 - Nursing Care Childbearing

Co-requisites: RNSG 1343 – Complex Concepts of Adult Health
 RNSG 2261 – Clinical Nursing
 RNSG 2221 – Management of Client Care
 RNSG 2130 - Nursing Licensure (Capstone)

Student Learning Outcomes (SLOs)

Upon Graduation the student will be able to:

1. Communicate effectively with patients, families, and members of the health care team.
2. Utilize a systematic problem-solving approach in caring for patients with common and complex needs
3. Demonstrate appropriate entry level Associate Degree Nursing Program didactic competencies to pass the NCLEX licensure exam
4. Demonstrate safe entry level nursing practice as defined in the four roles of the Differentiated Essential Competencies of Graduate of Texas Nursing Programs.

Learning Objectives:

At the completion of the course, the student will be able to:

1. Explain the nursing actions which are the basis for safe, competent nursing care and the underlying principles of each competency in a given unit of instruction.
2. Demonstrate the understanding of scientific and ethical principles by satisfactory performance of each evidence-based practice competency.
3. Apply Cognitive Knowledge in the successful completion or required competencies.
4. Demonstrate the ability to critically think, consider the multiple needs of the patient, and prioritize care while performing each competency.
5. Explain the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
6. Describe laws affecting nursing practice.
7. Describe nursing practice that is consistent with the code of ethics for nursing
8. Summarize the role of the nurse in promoting health and preventing illness.
9. Prioritize patient health problems and nursing responses.
10. Explain what should be included in the documentation of the teaching-learning process.
11. Document health assessment findings in a concise, descriptive, and legally appropriate manner.

Differentiated Essential Competencies (DEC'S)

http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Member of the Profession

- Participate in activities that promote the development and practice of professional nursing.

Provider of Patient Care

- Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with

evidence-based health data derived from the diploma or associate degree nursing program of study.

Patient Safety Advocate

- Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- Comply with mandatory reporting requirements of the Texas NPA.

Member of the Health Care Team

- Communicate and manage information using technology to support decision-making to improve patient care.

QSEN Competencies

Using the institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency as follows:

- Patient centered care
- Teamwork and Collaboration
- Evidence Based Practice
- Quality improvement
- Safety
- Informatics

QSEN pursues strategies to build will and develop effective teaching approaches to assure that future graduates develop competencies in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

About QSEN, Copyright 2014, CWRU

<http://qsen.org/competencies/>

SCANS or Core Curriculum Statement and Other Standards

The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills

Six competencies are assigned to RNSG 1144: Use Information Skills:

8 – Maintain information

Obtains data regarding client's current medical/surgical history, physical assessment, diagnostic / lab tests and transforms this information into a different format in order to organize the data.

- a. Nursing Process / Nursing Care Plan

10 – Communicate information

Analyzes information and communicates the results to others using oral and written methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information.

- a. Formative Evaluation Tool
- b. Summative Evaluation Tool
- c. Nursing Process / Nursing Care Plan

Use Technology**# 23 – Select technology**

Judges which set of procedures, tools, or machines will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; judging which machine will produce the desired results.

- a. Skills Competency Exam b. Clinical Skills Practicum
- c. Formative Evaluation Tool d. Summative Evaluation Tool

24 – Apply technology

Understands the overall intent and proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task including understanding how different parts of machines interact and setting up machines efficiently to get the desired results; accurately interpreting machine output and detecting errors.

- a. Skills Competency Exam b. Clinical Skills Practicum
- c. Formative Evaluation Tool d. Summative Evaluation Tool

25 – Maintain Technology

Prevents, identifies, or solves problems in machines, computers, and other technologies. Demonstrates competence in maintaining and troubleshooting technology; detects serious problems, and recognizes when to get additional help.

- e. Clinical Skills Practicum
- f. Formative Evaluation Tool
- g. Summative Evaluation Tool

Display Appropriate Personal Qualities**# 42 – Display self-management skills**

Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; responds to feedback unemotionally and non-defensively.

- a. Weekly Formative Evaluation Tool b. Summative Evaluation Tool
- c. Student Self-Evaluation Form in Nursing Process / Nursing Care Plan

Use Information Skills/Acquire information

Develop skills and techniques to implement the basic nursing process.

Reflect knowledge of the nursing process in:

- a. Class participation/case scenarios/practicum demonstrations
- b. Quizzes

Enhance Basic Skills

Demonstrate reading competence.

Analyzes written/printed information to determine appropriate course of action by utilizing:

- a. Multiple choice question quizzes

Class Schedule

Course Calendar (Also Available via Eagle Online) is reviewed during course orientation.

Changes are sometimes necessary and will be announced in class and/or via Eagle Online.

Course Calendar will be given separately from this document

16 Week Course Calendar Spring (2016)
Taylor's Clinical Nursing Skills Book, 4th Ed. Pamela Lynn

Date	Pre-Quiz in Class	Chapter Reading	Skill Topic of the Day
8/22 8/23 8/25	First Day	Review Syllabus, Calendar, & Acknowledgment	Syllabus Overview, Calendar, & Acknowledgment
8/29 8/30 9/1	Health Assessment	3 rd Ed. Chap. 2 Skill 2-1 – 2-8 Pgs. 45-91 4 th Ed. Chap. 3 Skill 3-1 – 3-10 Pgs. 80 – 136	Health Assessment (Practice)
9/5 9/6 9/8	Quiz #1	3 rd Ed. Chap. 2 Skill 2-1 – 2-8 Pgs. 45-91 4 th Ed. Chap. 3 Skill 3-1 – 3-10 Pgs. 80 – 136	Health Assessment (Practice)
9/12 9/13 9/15	Quiz #2	3 rd Ed. Chap. 14 Skill 14-8 – 14-10 Pgs. 735-750; Pg. 920 Specimen Collecting 4 th Ed. Chap. 14, Skills 14-8 – 14-10 Pgs. 802-820; Pg. 1014 Specimen Collecting	Endotracheal Tube Suctioning (Practice)
9/19 9/20 9/22	Quiz #3	3 rd Ed. Chap. 14 Skill 14-11 – 14-12 Pgs. 751-763 4 th Ed. Chap. 14, Skills 14-11-14-12 Pgs. 821-834	Tracheostomy Care with Cannula & Dressing Change/Tie Change (Practice)
9/26 9/27 9/29	Quiz #4	3 rd Ed. Chap. 14, Skill 14-13 Pgs. 764-773 4 th Ed. Chap. 14 Skill 14-13-14-14 Pgs. 835-845	Assessing the Chest Drainage System (Practice)
10/3 10/4 10/6	Quiz #5	Information Provided by Instructor	Total Parenteral Nutrition (Practice)
10/10 10/11 10/13	Quiz #6	3 rd Ed. Chap. 16, Skill 16-1 to 16-2 Pgs. 833-840; 841-846 4 th Ed. Chap. 16 Skill 16-4 -16-5; Pgs. 918; 927-948	Electrocardiogram (ECG) Placement with Basic Strip Readings
10/17 10/18 10/20	Quiz #7	3 rd Ed. Chap. 15, Skill 15-6 Pgs. 807-812 4 th Ed. Chap. 15 Skill 15-6 Pgs. 852-853; 888-893	Blood Transfusion Administration (Practice)
10/31 11/1 11/3	Quiz #8	3 rd Ed. Chap. 15, Skill 15-7 Pgs. 813-827 4 th Ed. Chap. 15 Skill 15-7 Pgs. 894-900	Central Line Dressing Change ONLY (Practice)
11/7 11/8 11/10	Quiz #9	3 rd Ed. Chap. 15 Skill 15-5 Pgs. 805-806 Chap. 5, Skill 5-10 Pgs. 203-207 4 th Ed. Chap. 15 Skill 15-5 Pgs. 884-887 Chap. 5 Skill 5-10 Pgs. 228-232	Administering Medications by IV Bolus or Push Through an Intravenous Infusion Line (Practice)
11/14 11/15 11/17	Quiz #10	Information Provided by Instructor	Transcribing Orders & Shift Reporting (SBAR) Reading information Posted on Moodle

16 Week Course Calendar Spring (2016) Cont.
Taylor's Clinical Nursing Skills Book, 4th Ed. Pamela Lynn

Date	Pre-Quiz in Class	Chapter Reading	Skill Topic of the Day
11/21 11/22 11/24	Health Assessment Skill Demonstrations	-----	-----
11/28 11/29 12/1	Health Assessment Skill Documentation Due	-----	-----

Instructional Methods

Flip teaching (or flipped classroom) is a form of [blended learning](#) in which students learn new content online by watching Taylor's Clinical Nursing Skills Videos or You Tube videos, and chapter reading, usually at home. Students come to class prepared to perform assigned skills, with the instructor offering more personalized guidance and interaction with students, instead of lecturing. This is also known as **backwards classroom, reverse instruction, flipping the classroom** and **reverse teaching**. **The Skills Lab Instructor will demonstrate procedures during the interactive activities, as needed to assist in learning the application process of the skill.**

- The student will learn new content online by reading and viewing assigned procedural/skill videos at home prior to attending class.
- The student will come to class with questions about the content, and be able to dialogue and participate in interactive activities (psychomotor concepts) that will reinforce cognitive concepts.
- RNSG 1144 is arranged in a way that facilitates knowledge learned at home by allowing students to clarify concepts, and apply concepts utilizing psychomotor skills.

Progress Assessment and Grading

- Skills Quizzes (10): In Class Prior to each day's Skill 15%
- Health Assessment Skill Demonstration 25% **Due Dates: 11/21, 22, 24/2016**
- Health Assessment Documentation/DocuCare 10% **Due Dates: 11/28, 29, 12/1/16**
- Competencies: Skills Practicum Check-Off 50%

HCC Grading Scale

A = 100 – 90:	4 points per semester hour
B = 89 – 80:	3 points per semester hour
C = 79 – 75:	2 points per semester hour
D = 74 – 60:	1 point per semester hour
59 and below = F.....	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn).....	0 points per semester hour
I (Incomplete).....	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Instructor Requirements

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through interactive class activities; provided lab practices
- Inform students of policies such as attendance, withdrawal, tardiness and make up procedures
- Provide the course outline and class calendar which will include topics of the day, chapter reading, and due dates for quizzes and skill check-offs
- Arrange to meet with individual students before and after class as needed

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required readings, quizzes, and health assessment assignment
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and quiz grades
- Complete the course with a **75%** passing score

Grading Criteria

I will conduct quizzes and practicum skills check-off that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome your observations on what you discover and may be able to assist you in finding resources that will improve your performance.

Instructional Materials

REQUIRED TEXTBOOKS: Taylor's Clinical Nursing Skills – A Nursing Process Approach
4th Ed. By Pamela Lynn

See ADN booklist for recommended (optional) textbooks.

*Order online via the HCC Bookstore webpage at <http://hccs.bkstore.com>

QUIZZES

THERE ARE PRE-SKILLS/LAB QUIZZES EACH WEEK, TO BE TAKEN AT THE START OF EACH WEEK'S CLASS PRIOR TO THE DAY'S SKILL TOPIC. PASSING A QUIZ IS ACHIEVING A MINIMUM GRADE OF 75. THE QUIZZES WILL COMPRISE INFORMATION FROM THE TAYLOR'S BOOK, VIDEOS VIEWED, AND INFORMATION DISCUSSED/PROVIDED BY THE CLASS INSTRUCTOR. IF YOU HAVE ONE, BRING YOUR LAPTOP OR TABLET TO SKILLS LAB IN ORDER TO TAKE THE WEEKLY QUIZ. LET ME KNOW IN ADVANCE IF YOU DO NOT HAVE ONE.

THE STUDENT WILL HAVE 15 MINUTES TO COMPLETE THE QUIZ. THERE MAY BE A MATH QUESTION WITH THE QUIZZES. STUDENTS ARE NOT TO TAKE QUIZZES IN GROUPS OR SHARE ANY INFORMATION RELATING TO THE QUIZZES WITH PEERS; THE QUIZZES ARE INDIVIDUALIZED. IF YOU MISS CLASS, YOU MISS THE QUIZ OF THE WEEK AND WILL NOT BE ALLOWED TO TAKE IT LATER. AT THE SAME TOKEN, IF YOU ARE LATE TO CLASS; MORE THAN THE ALLOTTED TIME, YOU WILL NOT BE ALLOWED TO ENTER THE CLASSROOM TO TAKE THE QUIZ. YOU MAY ENTER THE SKILLS CLASS DURING A BREAK, BUT NOT BE ALLOWED TO TAKE THE QUIZ.

Dr. Callahan

Competencies: Skills Practicum Check-Off

Your Skills Practicum Check-off will consist of you being checked off by the lab instructors. You will have to demonstrate the performance of three randomly selected skills from the SEVEN skills practiced in skills lab, by drawing from a box or basket. You will have 20 minutes per skill (1 hour) to perform all three skills. There will be no prompting from the instructor. A sign-up sheet will be posted for selected timeframes towards the last three weeks of the semester, if skills aren't completed ahead of time. The skills are listed in your Taylor's book. A rubric will be used to document your performance.

You **will not** be given additional time to redo a skills lab competency. Whatever score you receive at the time of checkoff, is the score you will receive for that skill if pulled. The three skills will be computed together and averaged, then times 50% for your final grade of the practicum aspect.

ATTENDANCE AND TARDINESS

It is important that you are present each time the class meets. A student who exceeds the allowed absence of six (6) hours can be administratively dropped from the course and would not be allowed to progress in the ADN program. See ADN hand book for specific attendance policy.

Students are responsible for notifying faculty of absences prior to the scheduled time for class.

Students are expected to follow guidelines provided by individual courses or levels. Discussion with your course faculty member should occur prior to any anticipated absence such as illness or crisis in the family or death of a close family member. Students who are either pregnant or have become pregnant during their clinical rotation must submit documentation from their physician to assume full duty in clinical.

A student who is not in their seat by class time will be marked late, and will have to wait until the break, before entering the class.

Classroom attendance records will be maintained. It is the responsibility of the student to sign the attendance record, or answer the roll when called.

Students will not sign for other students, which is a violation of the Honesty Policy. Failure to sign the roll will constitute an absence for that day.

Repeated tardiness (more than 2 times) may result in counseling and possible disciplinary action. A student who exceeds the allowed absences may be administratively dropped from the course and co-requisite courses.

If a student has a disability or needs instructional accommodation due to a disability, please meet with the instructor at the beginning of the course the first day. Documentation must be provided at this time with an official letter of accommodation.

Remediation, Testing Protocol, and Computer Based Testing:

Remediation Policy and Procedure:

If a student needs remediation, an appointment may be made with an instructor or designated remediation counselor during their designated office hours. Faculty office hours will be posted outside faculty offices. Remediation will be available to any student enrolled in RNSG 1144 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, notes, questions or topics for discussion and following through with all instructor-made assignments. Student may receive extra assignments to facilitate his/her learning. **(NOT FOR EXTRA CREDIT)**

EARLY ALERT SYLLABUS STATEMENT

- 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 the issues and possible solutions to their academic difficulties.

NCLEX-RN Test Plan

https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf

Client Needs	Percentage of Items from Each
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	Category/Subcategory
Safe and Effective Care Environment	
• Management of Care	17-23%
• Safety and Infection Control	9-15%
Health Promotion and Maintenance	6-12%
Psychosocial Integrity	6-12%
Physiological Integrity	
• Basic Care and Comfort	6-12%
• Pharmacological and Parenteral Therapies	12-18%
• Reduction of Risk Potential	9-15%
• Physiological Adaptation	11-17%

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.

Academic Dishonesty:

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with Houston Community College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating includes:

- Copying from another students' test paper or assignments;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of "0" or "F" in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (See Student Handbook).

Professional Behavior

- As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Any student disrupting the class may be asked to leave the classroom at the discretion of the instructor.
- Students are to report to Skills Lab in the appropriate lab attire: Black uniform pants and black top, and clinical white shoes. Students are to bring clinical tools to skills lab: stethoscope, scissors, pen light, and watch with second-hand. The same clinical rules apply for skills lab. Students are to bring skills sheets/booklet to each class for documentation of performed skills by the lab instructor.
- **All cell phones and other digital devices that may ring or make loud sounds are to be turned off when in the lab.**

HCC Course Withdrawal Policy:

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. **Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. **Last day for Administrative/Student Withdrawals is Monday March 28, 2016 at 4:30 pm.**

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to

pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Sex/Gender Discrimination

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

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 near the end of the term, 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 department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

THE FLIPPED CLASS ROOM CONCEPTUAL FRAMEWORK FOLLOWS

Flipped Classroom

PROBLEML.docx - Microsoft Word

File Home Insert Page Layout References Mailings Review View Acrobat

Themes Colors Fonts Effects Margins Orientation Size Columns Breaks Line Numbers Hyphenation Watermark Page Color Page Borders Indent Spacing Position Wrap Text Bring Forward Send Backward Selection Pane Group Rotate

THE FLIPPED CLASSROOM *Turning Traditional Education on Its Head*

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

The Traditional Classroom
Teacher's Role: Sage on the Stage

LECTURE TODAY
Homework: reading and questions for tomorrow

The Flipped Classroom
Teacher's Role: Guide on the Side

ACTIVITY TODAY
WATCH lecture online tonight!

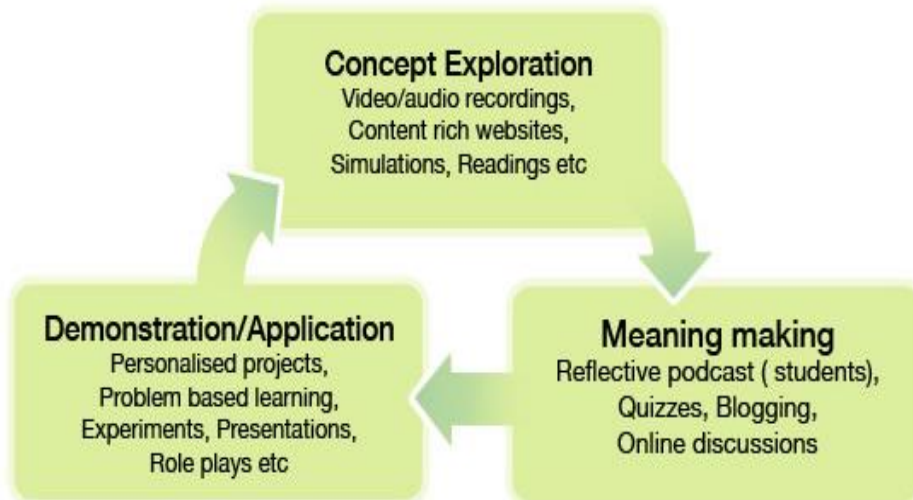
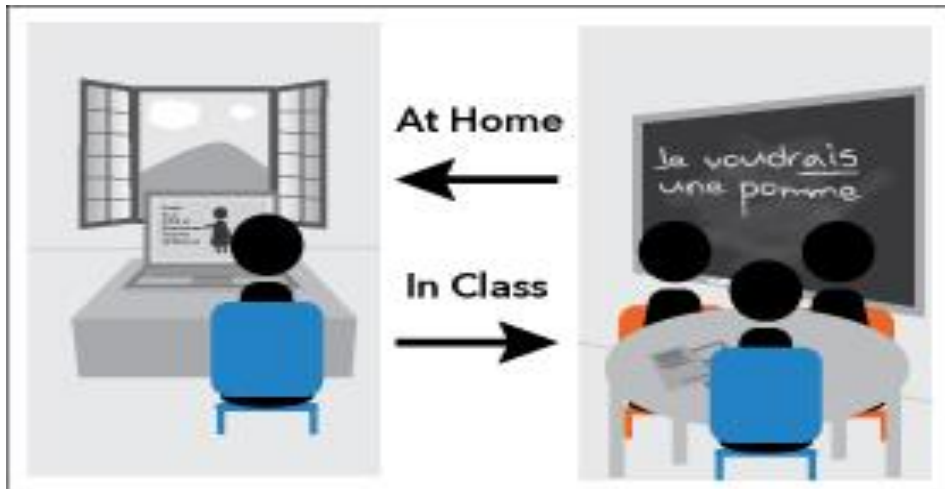
Students purchase the online package and the assess number from the book store, and the nurse educator will provide them with the code to the class on the first day.

Students will complete reading assignments and modules exams at home or school prior to coming to class.

Class time can then be spent during interactive activities and practicing and demonstrating nursing skills was spent doing labs or interactive activities to illustrate concepts.

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HOUSTON COMMUNITY COLLEGE SYSTEM
RNSG 1144 – MEDICAL-SURGICAL NURSING PRACTICE
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT

Fall 2016

I, _____, have read the RNSG 1144 syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the Houston Community College A.D.N. Student Handbook is on the course website (Eagle Online) and that I am accountable for following the policies and procedures discussed in the handbook.

In addition, I agree to uphold the honesty policy by neither giving nor receiving any information about test content in this course as well as signing in for another student in class.

Failure to submit a signed agreement will be considered a breach of contract and I may be administratively dropped.

My signature below signifies my willingness to comply with the course requirements and I don't have any questions regarding the syllabus.

SIGNATURE

PRINTED NAME

DATE
