



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

**RNSG 1341 – Common Concepts of Adult Health
Medical-Surgical I**

Spring 2019

CRN# 17232/17684/17685
Wednesday – 9:00 AM – 12:00 PM
Wednesday – 4:30 PM – 7:30 PM
Thursday – 10:00 AM – 1:00 PM
Room 363 A/B

3.0 Credit hr/Lecture/48 contact hrs -16 Weeks

Type of Instruction: Face-to-Face

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Office location and hours:

Dr. Callahan Suite 326 Office# 325

Office hours: Mon: 9:00 AM – 12:00 PM and Mon: 2:00 PM – 4:00 PM

Welcome:

I've been expecting you! I will be your professor this semester. I am here to facilitate your learning. To be successful in this course, I encourage you to read all information identified, study notes taken, as I provide additional information to the PowerPoint slides, and mastery the skills in building comfort and confidence. Stay on task and study well. By learning these concepts, you will be equipped with the knowledge and necessary information to prepare for NCLEX and perform clinically. You **will** use what you learn!

Please feel free to contact me at any time concerning any problems that you are experiencing in this course. You do not want 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.

“Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.”

www.hccs.edu/harveystudentresources

Table of Contents

<u>Title</u>	<u>Page</u>
Course Description	4
Pre-requisites	4
Co-requisites	4
Program Student Learning Objectives	4
Student Learning Outcomes	4
Course Learning Outcomes	4
Learning Objectives	4
Competencies	5-6
Differentiated Essential Competencies (DECS)	7
QSEN Competencies	7-8
NCLEX-RN Test Plan	8
Professional Behavior	8
Clinical Math Testing: Policy and Procedure	9
Instructional Methods	9
Student Assignments	9
Student Assessments	10
Course Grading	10-11
Classroom Attendance	11-12
Instructional Materials (Books)	13
Grade Sheet	14
Program Discipline Requirements	14
HCC Policies and Procedures	15-18
Access Student Services	15
Accommodations	15
Access HCC New Student Handbook	16
Program Remediation Policy/Procedure	18-19
Remediation Waiver Form	20
Repeat Course Fee	21
Sex/Gender Discrimination	21
Testing Protocol	21-23
Withdrawal From A Course	22-23
Course Outline	26
Course Topic Learning Outcomes	27-54
Course Expectations Contractual Agreement	55

Course Description

Study of basic integration of the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the 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 knowledge, judgement, skills, and professional values within a legal/ethical framework.

Pre-requisites: RNSG 1413 Foundation for Nursing Practice
RNSG 1360 Clinical Nursing Foundations
RNSG 1115 Health Assessment

Co-requisites: RNSG 2360 Clinical Nursing-Adult 1
RNSG 1105 Nursing Skills I
RNSG 2201 Care of Children and Families
RNSG 2262 Clinical Nursing-Pediatrics

Program Student Learning Outcomes

Upon Graduation, you 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-RN licensure exam
4. Demonstrate safe entry-level nursing practice as defined by the four roles of the Differentiated Essential Competencies (DECs) of Graduate of Texas Nursing Programs

Course Student Learning Outcomes:

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 care needs

Learning Objectives:

- 1.1 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 associate degree nursing programs
- 1.2 Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyle
- 1.3 Participate in activities that promote the development and practice of professional nursing
- 1.4 Coordinate, human, information, and material resources in providing care for patients and their families
- 1.5 Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient
- 2.1 Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in

- collaboration with patients, their families, and the interdisciplinary health care team
- 2.2 Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration
- 2.3 Formulate goals and outcomes using evidence-based data to prevent patient risks
- 2.4 Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care

COMPETENCIES

Multiple competencies from multiple regulatory agencies will be acquired and demonstrated at multiple levels of learning during your ADN program.

Differentiated Essential Competencies (DECs)

- I - ABD
- II - ABCDEFGH
- III - ABCDE
- IV - ABCDEFG

The Texas Board of Nursing has determined that the following competencies must be acquired:

I. Member of the Profession

- A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting
- B. Assume responsibility and accountability for the quality of patient care to patients and their families
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning

II. Provider of Patient Care

- A. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice
- B. 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 associate degree nursing program
- C. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles

- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration
- H. Coordinate human, information, and material resources in providing care for patients and their families

III. Patient Safety Advocate

- A. Demonstrate knowledge of 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
- B. Implement measures to promote quality and a safe environment for patients, self, and others
- C. Formulate goals and outcomes using evidence-based data to prevent patient risks
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices
- E. Comply with mandatory reporting requirements of the Texas NPA

IV. Member of the Health Care Team

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients and their families
- E. Communicate and manage information using technology to support decision-making to improve patient care
- F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice

Differentiated Essential Competencies (DEC'S)

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

Competencies assigned to RSN 1343 based on the TBON Differentiated Essential Competencies (DECs). Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adults and families with complex health care needs related to each body system in health and illness; and explain the roles of the professional nurse in caring for adult clients (DECs: I. A, B, C; II. A, C, D, E, F, G; III. A, B, C, D; IV. B, C, D, E). DECs Four Roles (See the BON website www.bne.state.tx.us for a list of the DECs). The competencies are written to guide nursing programs to meet the approval criteria established by the Texas Board of Nursing (BON) and to ensure that programs prepare graduates to provide safe, competent care to the people of Texas. A competency described as “An expected level of performance that integrates knowledge, skills, abilities, and judgment” (American Nurses Association, 2008, p.3).

Member of the Profession

- Listed as primary role to focus on the profession

Provider of Patient Care

- Emphasizing patient-centered care

Patient Safety Advocate

- New concerns about patient safety

Member of the Health Care Team

- Relates to the nurse' participation in the health care team

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 develop in nursing pre-licensure programs for each competency as follows:

- Patient centered care
- Teamwork and Collaboration
- Evidence Based Practice
- Quality improvement
- Safety
- Informatics
- **Patient Centered Care** - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- **Teamwork and Collaboration** - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- **Evidence Based Practice** - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
- **Quality Improvement** - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and

safety of health care systems.

- **Safety** - Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics** - Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

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.

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

NCLEX-RN TEST PLAN

The NCLEX Test Plan provides a concise summary of the content and scope of the exam. The Test Plan also serves as a guide for both exam development and candidate preparation.

Client Needs	Percentage of Items From Each 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%

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 is to leave the classroom at the discretion of the instructor.
4. In consideration of others and of safety, no children allowed in 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 and pagers are to be turned off during class time and when testing

Clinical Math Testing: Policy and Procedure

Policy: Safe administration of medications is a cornerstone of safe patient care. In an effort to assure students are prepared to calculate medication dosages, there will be a math test prior to each clinical rotation

Procedure: Each student will be given a math packet to review prior to the new semester. On the first day of theory for the designated term (Foundations, Transition, Medical/Surgical Nursing I and II, Pediatrics, and Obstetrics), the instructor for the theory class will present an overview of the math for the upcoming clinical.

With the exception of the foundation course, the math test will be given the second week of classes by the theory instructor. Students will be required to pass the exam with 90% or better. The student who is not able to successfully pass the math test with 90% or better on the first exam will have two more chances to obtain a grade of 90%. Students who do not pass the exam is given a second test the following week after remediation with a peer tutor or faculty tutor.

All students will take the initial math exam the 2nd week of the semester.

A third and final math test is given the following week after the second test, if necessary. Any student unable to pass the exam by the third attempt will not be allowed to continue in the clinical rotation and therefore will be counted as failing the clinical course. The student will also have to drop the theory co-requisite course.

Each unit exam will have two (2) math questions. The Final Exam will be the standardized exam and will be comprehensive.

INSTRUCTIONAL METHODS

As your instructor, I want you to be successful. It is my responsibility to provide the knowledge concerning the foundations of nursing practice by modeling good teaching strategies, implementing scenarios, and providing real-life examples that allow you to connect the information learned to the real world. Classroom lectures, discussions, varied small/large group learning activities, work groups, case studies, multi-media and videos, are part of computer-aided instruction, and nursing skills lab-and simulation learning may be utilized in this course. These activities are to enhance your learning experience and award credit towards your grade.

As a student who wants to learn the nursing care of common concepts of adult health, it is your responsibility to read the assigned chapters in the textbook, submit assignments on the due dates, study for the exams, participate in face-to-face classroom activities, utilize the online component of the course, and enjoy yourself throughout the experience.

Evaluation

Student Assignments

Assignments have been developed that will enhance your learning and increase your understanding of each topic. Assignments may cover key information that you will need to

remember, and learn to apply, in order to be successful in this course. You may watch a video or complete an activity prior to class. Assignments help you perform the following:

A. Use Information/Acquire information

Develop skills and techniques to implement the basic nursing process

Reflect knowledge of the nursing process by active participation in patient care in clinical experience

B. Organize Information

Be able to assign acquired data to correct categories within the nursing process

C. Enhance Basic Skills

Demonstrate reading competence. Analyzes written/printed information to determine appropriate course of action

Student Assessments

Quizzes

There are topic-related quizzes that can be completed in PrepU and adaptive quizzes in Elsevier Evolve that may be used for remediation and/or tutoring.

Quizzes help determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. You are encouraged to reflect on how you study and prepare for each class. We welcome your observations on what you discover. Our goal is to help you in your success.

EXAMS

Exams are listed in the schedule course calendar. Online computer testing is used. Please refer to the Testing Protocol listed later in this document.

In order to pass the theory or clinical component of a course with an RNSG prefix, minimum Grade of “C” or “75” must be achieved.

COURSE GRADING

Unit Exam 1	15%
Unit Exam 2	20%
Unit Exam 3	20%
Unit Exam 4	20%
Standardized Specialty Final Exam	20%
Standardized Practice HESI Exam	5%

HCC ADN 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
AUD (Audit)	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.

HESI Grading Scale will be based on the score as listed by HESI.

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 and quizzes
- 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

Classroom Attendance

- A student is expected to attend all classes and skills laboratory experiences in order to meet course objectives. In RNSG prefix courses, absences will not exceed the designated number as listed in the course syllabus. *The A.D.N. program follows the policy that a student may be administratively dropped after absences exceeding 12.5% of scheduled class time.* This is in accordance with the HCCS policy. The instructor will monitor attendance.
- Attendance will be taken at the beginning of each class. A student, in order to be counted as present, must sign the attendance sheet or indicate presence when roll is called. An instructor may also elect to take attendance at any time during the class. Failure to sign the attendance roster or indicate presence when roll is called will result in being marked absent

for the day.

- A student signs only his/her own name and never signs the attendance sheet for another student.
- Signing for another student is a form of academic dishonesty will result in dismissal from the Program.
- The instructor controls the classroom. Students arriving late to the class in progress will have to **wait to enter the classroom after a break**, as it is disruptive entering during class.
- Remain quiet during class. If there is a need to communicate with the instructor or to ask a question, the student is to raise his/her hand
- When speaking, address faculty and fellow students in a professional and respectful manner.
- Refrain from interrupting when someone else is speaking. If a student is disruptive, the instructor is authorized to ask the student to leave the classroom.
- Turn-off all personal communication devices (cell phones, etc.) prior to start of class.
- There is to be no food or beverages in the classroom or lab.
- Appropriate street clothing or the uniform of the A.D.N. program should be worn in class

Instructional Materials

Required:

<u>AUTHOR</u>	<u>TEXTBOOK</u>	<u>PUBLISHER</u>
Lewis, Bucher, Heitkemper, Harding	Lewis, et al Medical Surgical Nursing 10th Edition, 2017	Elsevier
Recommended: Lynn, Pamela	Taylor's Clinical Nursing, Skills, 5 th Ed, 2019	Lippincott
Morris, L.	Calculate With Confidence. 6 th edition	Elsevier
Texas Board of Nursing	Nursing Practice Act	https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp
Sparks and Taylor	Sparks and Taylor Nursing Diagnosis Procedures Manual	Lippincott
Corbitt, JJ	Laboratory Tests and Diagnostic Procedures with Nursing Diagnosis	Pearson/Prentice Hall
Stedman, Thomas	Stedman's Medical Dictionary	LWW

RNSG 1341: COMMON CONCEPTS OF ADULT HEALTH

GRADE SHEET

Student Name (print):

Last	First	Middle
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Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 75

D = 74 – 60

59 and below = F

You are highly encouraged to maintain a record of your own grades.

Unit Exams

1. **X 0.15** = _____

2. **X 0.20** = _____

3. **X 0.20** = _____

4. **X 0.20** = _____

5. **X 0.5** = _____

Standardized Final Exam **X 0.20** = _____

Final Course Grade:

Program Discipline Requirements

Please read the Student ADN Nursing Handbook

Texas HB 1508 requires the following information be given to students. If you are applying for admission to a program that prepares an individual for an initial occupational license or certification and/or if you later decide to change to a program that prepares you for an initial occupational license or certification, in accordance with state law, please be advised of the following:

1. An individual charged or convicted of an offense or who is on probation may not be eligible for issuance of an occupational license or certification upon completion of the educational program.
2. It is the responsibility of the individual to immediately report to the program any change in status that would affect that individual's eligibility to apply for a license or certification.
3. Local, state or national licensing and certification authorities may issue additional guidelines related to criminal history. Applicants should contact their respective licensing or certification authority for more details.

Most health care programs require all students, admitted to the program, to submit to a national background check, which may include fingerprinting. Applicants are encouraged to review all applicable eligibility requirements related to the respective occupational license or certification. Questions related to eligibility requirements should be directed to the individual program and applicable licensing or certification authority.

POLICIES AND PROCEDURES

HCC Policy Statement:

ADA

Academic Honesty

Student attendance

3-peaters

Withdrawal deadline

Access Student Services Policies on their Web site:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

HCC Policy Statement: Accommodations due to a qualified disability

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

HCC Policy Statement: Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

HCC Policy Statement: Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/departments/police/campus-carry/>

Distance Education and/or Continuing Education Policies

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

Access New Student Handbook

<https://www.hccs.edu/resources-for/current-students/student-handbook/>

Also See ADN Handbook in Canvas

COMPUTER BASED TESTING

All Houston Community College System ADN program exams will be computer based to prepare the student for and meet the NCLEX testing requirements. Paper-and-pencil exams pose a security risk and are therefore not available for standardized exams. This is an intentional design of testing so that our computerized exams more closely emulate the NCLEX exams. Keep in mind that the NCLEX is a CAT (Computer Adaptive Test) that is not delivered in paper form.

EAGLE ALERT PROGRAM

The Houston Community College Eagle 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 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.

**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.

ELECTRONIC MEDIA POLICY

Pertinent to RNSG 2360

Protected Health Information (PHI)

You are allowed to access electronic medical records only for gathering information. The information obtained must be handwritten; it cannot be photographed or electronically transmitted. Auxiliary drives (USB drives, portable drives, discs, data storage cards, etc.) are not to be inserted into any facilities EMR system.

Do Not access any medical records that you are not using for patient care. This includes your own medical records, your child's, a family member's, someone famous, or someone you saw on the news. This is a breach in patient information and privacy and may result in consequences up to failing your clinical rotation, fines, and dismissal from the program. Hospitals consider PHI violations as critical errors in judgment resulting in grounds for immediate dismissal.

Password Security

Do not share any facility password or your username with anyone. Please be advised that facility staff members are not allowed to share their password or username with any student or faculty member.

**EMPLOYMENT OF ASSOCIATE DEGREE NURSING STUDENTS IN HOSPITALS
OR AGENCIES**

The Houston Community College Associate Degree Nursing Program supports the Nursing Practice Act of the State of Texas and is committed to excellence in nursing by nurses appropriately prepared for the service they are rendering. Therefore, the position of the Associate Degree Nursing Program regarding nursing students accepting employment in hospitals or health agencies is as follows:

1. Houston Community College nursing students who accept positions for which they receive compensation for client care do so as unlicensed individuals and will not wear

the school uniform, laboratory coat with insignia, or other indications of their student status, inasmuch as they are not functioning as nursing students but as paid employees.

2. You are advised to familiarize yourself with the State of Texas Nursing Practice Act so you will recognize the full scope and responsibility of nursing as being more than just a collection of skills. If you accept a position for pay as a Nurse Aide or Professional Student Nurse, you must recognize that you may be held legally liable for your actions; you should not accept responsibility, perform nursing actions beyond your knowledge and skills, or those within the responsibilities of the professional nurse as defined in the Nursing Practice Act.
3. You are responsible for maintaining the required grade point average and should consider the demands of employment upon your time and energy.

PREGNANCY

A pregnant student must submit written documentation from her physician that, medically, she can continue participating in classroom and clinical activities. In the event that the student is pregnant while enrolled in the ADN program, documentation must be submitted from the health care provider that states that the student's health status will not be in jeopardy from enrollment in the program. Although faculty will attempt to make clinical assignments to avoid potentially hazardous situations, it remains the student's responsibility to maintain her own wellness and demonstrate responsible behavior with respect to her fetus. HCC Coleman College assumes no responsibility for problems or exposures that occur during pregnancy or delivery. Faculty will not limit how long the pregnant student may be enrolled provided it is understood that the student is expected to meet the same standards of clinical and classroom performance as are all students enrolled in the ADN program.

REMEDICATION

Remediation

A. Remediation Policy and Procedure:

Policy: Any student who fails an exam with a score of less than 75% shall be required to participate in remediation before taking the next exam.

To remediate is to remedy the deficiencies. Remediation procedure is as follows;

Remediation/Retention Procedure:

1. Upon the initial failure the instructor shall submit an early alert notification
2. It is mandatory that student meets with the instructor to remediate the failed test (or this can be done by the retention specialist or designate). Remediation must be completed 48 hours prior to the next exam
3. The student will schedule and attend a meeting with the Advisor/Counsellor if recommended by the instructor

4. The student will meet with the retention remediation coach or designate for study skills, time management, test-taking strategies, and/or content-specific tutorials for the next exam as appropriate.
5. If a remediation is not done, the student will be required to complete a waiver form acknowledging that opportunity was given and it was declined. The student will be required to sign the waiver form 48 hours prior to the next exam.
6. Student shall be required to repeat the above steps for each exam failure.
7. Faculty/peer tutoring will be provided if requested by the student or if deemed necessary by the retention/remediation Specialist.

Student responsibilities include bringing textbook, lecture 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)**



REMEDIATION WAIVER FORM

This is to acknowledge that I have been given the opportunity to complete remediation, but I decline the remediation opportunity that was provided to me.

Student Signature

Date

Faculty Signature

Date

Created 12/11/18

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

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
713-718-8271

TESTING PROTOCOL: Testing Protocol, and Computer Based-Testing:

An HCC picture ID is required for entrance into all exams, which are administered in assigned computer labs on the first floor. Books, papers, notes, book-bags, laptops, nor other personal belongings, should not be brought into the testing area. Cell phones, hats, electronic watches and jackets are prohibited in the testing area. The instructor controls multiple areas related to the exam, including the seating arrangement and movement into and out of the room. Students should remain seated and raise their hand if they need to communicate with the instructor. Students will not be permitted to leave the testing area once the exam has begun.

Each UNIT EXAM consists of 50 questions. Students will have one hour and 15 minutes to answer the 50 items. Students will also have 15 to 20 minutes immediately after the exam for a post-test review of missed items. If any student has missed the exam, the exam will not be reviewed until everyone has taken the exam.

The instructor may stop the exam for acts of scholastic dishonesty. Any verbal or nonverbal communication between students, after testing has begun, is grounds for the termination of the exam for the involved parties. A grade of zero (0) will be recorded for the exam, which will be

averaged into the final grade, for any instance of academic dishonesty. Any act of scholastic dishonesty is grounds for dismissal from the ADN program.

The **FINAL EXAM** is the HESI standardized exam.

Testing guidelines:

- a. A graded unit exam may only be reviewed up to the day before the next exam. All students have the option to review exams regardless of the results.
- b. If “scratch paper” is requested during an exam, the paper must be returned to the proctor after finishing the exam or the test review. The scratch paper will be shredded. All questions or concerns about the test must be formally submitted in writing/email to the instructor(s) prior to the next exam.
- c. Grades will not be available until the faculty/teaching team has reviewed the exam and analysis is completed. The official exam grade will be available to students within a working week.

Make-up Exam Policy

It is an expectation that exams will be taken at the scheduled date and time. If an exam is missed or taken at a time other than the student’s scheduled class/testing time, one and only one makeup or rescheduled exam will be considered on an emergency basis. If a second exam is missed a zero will be recorded. The missed exam must be made up within 5 business days of the scheduled exam in the testing center.

Appropriate documentation will be required for the missed exam, and must be submitted to the instructor of record and the Dean of the ADN Program within two days of the missed exam. Emergencies will be defined by The Nursing Program.

WITHDRAWAL FROM A COURSE

If you feel that you cannot complete a course, you will need to withdraw from the course prior to the final drop 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. Your 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** when obtaining a certificate and/or degree.

Withdrawing from a class must be done **PRIOR** to the withdrawal deadline in order to receive a “W” on your transcript. **Last Day to Drop deadlines vary each semester**, depending on class length. Please see the Academic Calendar that is available online or see your instructor 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 wait until the last minute and submit a request to discuss withdrawal options with only one day left before the deadline. Confer with your instructor or 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.

If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Syllabus Disclaimer: Information contained in this syllabus is, to the best knowledge of the instructors, considered correct and complete when distributed to the student. The instructors reserve the right, acting within policies and procedures of Houston Community College, to make necessary changes in course content or instructional techniques without prior notice or obligation to the student.

Course Calendar

Course Calendar (Also Available via Canvas Online) review is during the first day.
Changes are sometimes necessary and announced in class and/or via Canvas Online.

RNSG 1341 Medical – Surgical Nursing Calendar: Spring 2019

Medical-Surgical Nursing: Assessment & Management of Clinical Problems,
Lewis, et al, (2017), 10th Ed.

Date	Topic Content	Chapter Readings
Wed – 1/16/19 Thur – 1/17/19	Orientation- Math Review Reproductive Nursing	50 51 52 53 54
Wed – 1/23/19 Thur – 1/24/19	Medication Math Exam #1 – Dr. Callahan Sensorineural: Eye Sensorineural: Ear	20, 21
Wed – 1/30/19 Thur – 1/31/19	Medication Math Exam #2 – Dr. Callahan Integumentary Nursing	11, 22, 23
Wed – 2/6/19 Thur – 2/6/19	Medication Math Exam #3 – Dr. Callahan Exam # 1 Reproductive Nursing – 15 questions Sensorineural: Eye – 9 questions Sensorineural: Ear – 9 questions Integumentary Nursing – 15 questions Math – 2 questions	
Wed – 2/13/19 Thur – 2/14/19	Respiratory Nursing Anemias	25, 26, 27, 28 (COPD) 29, 30
Wed – 2/20/19 Thur – 2/21/19	Cardiovascular Nursing	31, 32, 33, 34, 36, 37
Wed – 2/27/19 Thur – 2/28/19	Exam # 2 Respiratory Nursing – 20 Questions Anemias – 13 questions Cardiovascular Nursing – 15 questions Math – 2 questions	
Wed – 3/6/19 Thur – 3/7/19	Immune Nursing	13, 14, 64
Wed – 3/13/19 Thur – 3/13/19	GI Nursing Renal Nursing	38, 40, 41, 42 16, 44, 45
Wed – 3/20/19 Thur – 3/20/19	Exam # 3 Immune Nursing – 15 questions GI Nursing – 16 questions Renal Nursing - 17 questions Math – 2 questions	

Wed – 3/27/19 Thur – 3/27/19	HESI Practice Exam	
Wed – 4/3/19 Thur – 4/4/19	Endocrine/Diabetes Mellitus	48
Wed – 4/10/19 Thur – 4/11/19	Musculoskeletal Nursing	61, 62, 63
Wed – 4/17/19 Thur 4/18/19	Neurological Nursing	55, 56, 57, 58
Wed – 4/24/19 Thur – 4/25/19	Exam # 4 Endocrine: DM – 20 questions Neurological Nursing – 15 questions Musculoskeletal Nursing – 13 questions Math – 2 questions	
Wed – 5/1/19 Thur – 5/2/19	HESI Review Session	
Wed – 5/8/19 Thur – 5/8/19	HESI: Final Medical – Surgical Nursing	

COMMON CONCEPTS OF ADULT HEALTH

COURSE OUTLINE

1. Nursing role in management of adult clients with selected alterations of **Reproductive** function
2. Nursing role in management of adult clients with selected alterations of **Sensorineural (Eye)** function
3. Nursing role in management of adult clients with selected alterations of **Sensorineural (Ear)** function
4. Nursing role in management of adult clients with selected alterations of **Integumentary/Inflammation/Wound** function
5. Nursing role in management of adult clients with selected alteration of **Oxygenation/Respiration** function
6. Nursing role in management of adult clients with selected alterations of **Hematologic/Anemias** function
7. Nursing role in management of adult clients with selected alterations of **Cardiovascular** function
8. Nursing role in management of adult clients with selected alterations of **Immunologic/Infection** function
9. Nursing role in management of adult clients with selected alterations of **Gastrointestinal** function
10. Nursing role in management of adult clients with selected alterations of **Renal/Urological** function
11. Nursing role in management of adult clients with selected alterations of **Endocrine/Diabetes Mellitus** function
12. Nursing role in management of adult clients with selected alterations of **Musculoskeletal** function
13. Nursing role in management of adult clients with selected alterations of **Neurological** function

Nursing role in management of clients with complex problems/alterations in Reproductive Function

Learning Outcomes:

At the completion of the unit, the student will have the learning activities to:

- 1.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex reproductive problems
- 1.2 Describe the pathophysiology and clinical manifestations of complex reproductive problems
- 1.3 Discuss the various areas of assessment used in clients with complex reproductive problems
- 1.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex reproductive problems
- 1.5 Formulate a plan of care using critical thinking for clients and families with complex reproductive problems in collaboration with other health care professionals
- 1.6 Apply principles of teaching/learning to clients and families with complex reproductive problems
- 1.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex reproductive problems
- 1.8 Apply age-related concepts in the management of clients with complex reproductive problems
- 1.9 Discuss components of effective community based nursing care of clients with complex problems
- 1.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter(s)	Content
50	Female Reproductive Problems Assessment Female Reproduction Pages 1611-1646
51	Vulvovaginal Infections Genital viral infections Dysmenorrhea Abnormal Vaginal Bleeding Perimenopausal and Postmenopausal
52	Management Pelvic Inflammatory Disease Vaginal Fistula Uterine Prolapse Leiomyomas (Fibroids) Endometriosis
53	Breast Disorders
54	Male Reproductive Problems Assessment Erectile Dysfunction Prostatitis Benign Prostatic Hypertrophy Prostate Surgery Orchitis

Nursing role in management of clients with alterations of Sensorineural\Eye Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 4.1 Incorporate knowledge of anatomy and physiology as it relates to clients with selected sensorineural\eye problems
- 4.2 Describe the pathophysiology and clinical manifestations of selected sensorineural\eye problems
- 4.3 Discuss the various areas of assessment used in clients with selected sensorineural/eye problems
- 4.4 Identify therapeutic interventions used regarding health promotion, maintenance and restoration/ rehabilitation related to selected sensorineural/eye problems
- 4.5 Develop a plan of care using critical thinking for clients and families with selected sensorineural\eye problems in collaboration with other health care professionals
- 4.6 Apply principles of teaching/ learning to clients and families with selected sensorineural\eye problems
- 4.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with selected sensorineural\eye problems
- 4.8 Apply age-related concepts in the management of clients with selected sensorineural\eye problems
- 4.9 Discuss components of effective community based nursing care of clients with selected Sensorineural\eye problems
- 4.10 Evaluate the clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
20	Anatomy and Physiologic of the Eye Assessment of Visual System Gerontological Considerations Diagnostic Studies
21	Refractive Errors Myopia Hyperopia Presbyopia Astigmatism Impaired Vision Inflammation and Infection Hordeolum Conjunctivitis Keratitis Strabismus Dry Eye Disorders Corneal Disorders Intraocular Disorders Cataracts Retinal Detachment Retinopathy Age-Related Macular Degeneration Glaucoma

Nursing role in management of clients with complex problems/alterations in Sensorineural\Ear Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 8.1 Incorporate knowledge of anatomy and physiology as it relates to clients with selected sensorineural\ear problems
- 8.2 Describe the pathophysiology and clinical manifestations of selected sensorineural\ear problems
- 8.3 Discuss the various areas of assessment used in clients with selected sensorineural\ear problems
- 8.4 Identify therapeutic interventions used regarding health promotion, maintenance and restoration/ rehabilitation related to selected sensorineural\ear problems
- 8.5 Develop a plan of care using critical thinking for clients and families with selected sensorineural\eye problems in collaboration with other health ear professionals
- 8.6 Apply principles of teaching/ learning to clients and families with selected sensorineural\ear problems
- 8.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with selected sensorineural\ear problems
- 8.8 Apply age-related concepts in the management of clients with selected sensorineural\ear problems
- 8.9 Discuss components of effective community based nursing care of clients with selected Sensorineural\ear problems
- 8.10 Evaluate the clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
20	Anatomy and Physiologic of the Ear (Pg. 360) Assessment of Auditory System (Pg. 361) Gerontological Considerations (Pg. 361) Diagnostic Studies (Pg. 364)
21	Ocular Manifestations (Auditory Problems) External Otitis Otitis Media Otosclerosis Inner Ear Problems Ménière's Disease Benign Paroxysmal Positional Vertigo Acoustic Neuroma Hearing Loss and Deafness Gerontologic Considerations

Nursing role in management of clients with complex problems/alterations in Integumentary\Inflammation/Wound Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 7.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex skin problems
- 7.2 Describe the pathophysiology and clinical manifestations of complex skin problems
- 7.3 Discuss the various areas of assessment used in clients with skin problems
- 7.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex skin problems
- 7.5 Formulate a plan of care using critical thinking for clients and families with complex skin problems in collaboration with other health care professionals
- 7.6 Apply principles of teaching/learning to clients and families with complex reproductive problems
- 7.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex skin problems
- 7.8 Apply age-related concepts in the management of clients with complex skin problems
- 7.9 Discuss components of effective community based nursing care of clients with complex skin problems
- 7.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
11	Inflammation and Wound Healing The Inflammatory Response Types of Inflammation Healing Process Wound Classification Complications of Healing Pressure Ulcers Gerontologic Considerations
22	Assessment of Integumentary System
23	Integumentary Problems Common Bacterial Infections of the Skin Impetigo Folliculitis Furuncle Common Viral Infections of the Skin Herpes Simplex Virus 1 and 2 Herpes Zoster (Shingles) Plantar Warts Common Fungal Infections of the Skin Candidiasis Tinea Corporis Tinea Cruris Tinea Pedis Tinea Unguium (Onychomycosis) Common infestations and Insect Bites Bees and Wasps Bedbugs Pediculosis (Head, Body, Pubic Lice) Scabies Ticks Common Allergic Conditions of the Skin Allergic Contact Dermatitis Urticaria

Cellulitis
Drug Reaction
Common Benign Conditions of the Skin
Acne Vulgaris
Nevi (Moles)
Psoriasis
Seborrheic Keratoses
Acrochordons (Skin Tags)
Lipoma
Lentigo
Collaborative Care of Dermatologic Problems
Nursing Management of Dermatologic Problems

Nursing role in management of clients with complex problems/alterations in Oxygenation/Respiratory Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 3.1 Integrate knowledge of the anatomy and physiology as it relates to clients with upper and lower oxygenation problems
- 3.2 Describe the pathophysiology and clinical manifestations of upper and lower oxygenation problems
- 3.3 Discuss the various areas of assessment used in clients with oxygenation problems
- 3.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex oxygenation problems (upper and lower)
- 3.5 Formulate a plan of care using critical thinking for clients and families with complex oxygenation problems in collaboration with other health care professionals
- 3.6 Apply principles of teaching/learning to clients and families with complex oxygenation problems
- 3.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex oxygenation problems
- 3.8 Apply age-related concepts in the management of clients with complex oxygenation problems
- 3.9 Discuss components of effective community based nursing care of clients with complex problems
- 3.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
25	Anatomic and Physiologic Overview Diagnostic Evaluation Sleep Apnea (Chp. 7; pg. 97)
26	Upper Respiratory Problems Acute Viral Rhinitis Sinusitis Influenza Epistaxis Airway Obstruction/Tracheostomy Laryngeal Polyps
<p>*Note: Head and Neck Cancer will be covered in Medical-Surgical II.</p>	
27	Lower Respiratory Problems Acute Bronchitis Types of Pneumonia (PNE) Pertussis Tuberculosis (TB) Pleural Effusion Pleurisy Atelectasis Pulmonary Edema Pulmonary Embolism Pulmonary Arterial Hypertension Cor Pulmonale
28	Asthma Chronic Obstructive Pulmonary Disease (COPD) Bronchiectasis Cystic Fibrosis

*Note: Lung Cancer will be covered in Medical-Surgical II.

Nursing role in management of clients with complex problems/alterations in Hematological/Anemias Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 5.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex hematological problems
- 5.2 Describe the pathophysiology and clinical manifestations of complex hematological problems
- 5.3 Discuss the various areas of assessment used in clients with complex hematological problems
- 5.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex hematological problems
- 5.5 Formulate a plan of care using critical thinking for clients and families with complex hematological problems in collaboration with other health care professionals
- 5.6 Apply principles of teaching/learning to clients and families with complex hematological problems
- 5.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex hematological problems
- 5.8 Apply age-related concepts in the management of clients with complex hematological problems
- 5.9 Discuss components of effective community based nursing care of clients with complex hematological problems
- 5.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
29	Assessment of Hematologic System Gerontologic Considerations Assessment Abnormalities (Table 29-5) Diagnostic Studies of Hematologic System
30	Hematologic Problems Anemias Thalassemia Iron-Deficiency Anemia Megaloblastic Anemias Anemia of Chronic Disease Aplastic Anemia Anemia Causes by Blood Loss Sickle Cell anemia Disease Acquired Hemolytic Anemia Hemochromatosis Polycythemia Thrombocytopenia Bleeding Disorders Hemophilia Von Willebrand Disease Disseminated Intravascular Coagulation (DIC) Neutropenia Myelodysplastic Syndrome Leukemia

*Note: Hodgkin's Lymphoma, Non-Hodgkin's Lymphoma, and Multiple Myeloma will be covered in Medical-Surgical II.

Nursing role in management of clients with complex problems/alterations in Cardiovascular Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 6.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex cardiovascular problems
- 6.2 Describe the pathophysiology and clinical manifestations of complex cardiovascular problems
- 6.3 Discuss the various areas of assessment used in clients with complex cardiovascular problems
- 6.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex cardiovascular problems
- 6.5 Formulate a plan of care using critical thinking for clients and families with complex cardiovascular problems in collaboration with other health care professionals
- 6.6 Apply principles of teaching/learning to clients and families with complex cardiovascular problems
- 6.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex cardiovascular problems
- 6.8 Apply age-related concepts in the management of clients with complex cardiovascular problems
- 6.9 Discuss components of effective community based nursing care of clients with complex problems
- 6.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
31	Cardiovascular System Anatomy and Physiology of the Cardiac System Assessment of the Cardiovascular System Diagnostic Studies
32	Hypertension and Gerontologic Considerations
33	Coronary Artery Disease Acute Coronary Syndrome Risk Factors/Health Promotion Gerontologic Considerations Chronic Stable Angina and Unstable Angina Nursing Management of Angina Cardiac Catheterization
34	Heart Failure
36	Inflammatory Disorders of the Heart Infective Endocarditis Acute Pericarditis Rheumatic Fever and Rheumatic Heart Disease Valvular Heart Disease Mitral Valve Prolapse Mitral Stenosis Aortic Stenosis Cardiomyopathy Dilated Cardiomyopathy Hypertrophic Cardiomyopathy Restrictive Cardiomyopathy
37	Vascular Disorders Peripheral Artery Disease Raynaud's Phenomenon Phlebitis Aortic Aneurysms Superficial Venous Thrombosis Deep Vein Thrombosis Varicose Veins

*Note: Dysrhythmias (Chp. 35) will be covered in Medical-Surgical II.

Nursing role in management of clients with complex problems/alterations in the Immunological Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 2.1 Incorporate knowledge of the anatomy and physiology as it relates to clients with immunologic\infection problems
- 2.2 Describe the pathophysiology and clinical manifestations of immunologic/infection problems
- 2.3 Discuss the various areas of assessment used in clients with immunologic\infection problems
- 2.4 Formulate a plan of care using critical thinking for clients and families with immunologic\infection problems in collaboration with other health care professionals
- 2.5 Apply principles of teaching/learning to clients and families with immunologic\infection problems
- 2.6 Describe safe nursing practice within legal/ethical parameters when caring for clients with immunologic\infection problems
- 2.7 Discuss components of effective community based nursing care of clients with immunologic\infection problems
- 2.8 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter(s)	Content
13	Normal and Altered Immune Response Immunocompetence Allergic contact Dermatitis Hypersensitivity Reactions Types of Immunity Anaphylaxis Latex Allergies Organ Transplantation Immunosuppressive Therapy
14	Human Immunodeficiency Virus Infection
64	Rheumatoid Arthritis Systemic Lupus Erythematosus Chronic Fatigue Syndrome

Nursing role in management of clients with complex problems/alterations in Gastrointestinal Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 9.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex gastrointestinal problems
- 9.2 Describe the pathophysiology and clinical manifestations of complex gastrointestinal problems
- 9.3 Discuss the various areas of assessment used in clients with complex gastrointestinal problems
- 9.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex gastrointestinal problems
- 9.5 Formulate a plan of care using critical thinking for clients and families with complex gastrointestinal problems in collaboration with other health care professionals
- 9.6 Apply principles of teaching/learning to clients and families with complex gastrointestinal problems
- 9.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex gastrointestinal problems
- 9.8 Apply age-related concepts in the management of clients with complex gastrointestinal problems
- 9.9 Discuss components of effective community based nursing care of clients with complex problems
- 9.10. Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
38	Assessment of Gastrointestinal System Assessment of GI System Diagnostic\Radiologic Studies Gerontologic Considerations
40	Obesity Bariatric Surgical Therapy Gastric Sleeve Gastric Banding Intragastric Balloons Metabolic Syndrome
41	Upper Gastrointestinal Problems Nausea/Vomiting Esophageal Disorders GERD Hiatal Hernia Esophageal Diverticula Esophageal Varices Disorders of Stomach and Upper Small Intestine Acute Gastritis Chronic Gastritis Peptic Ulcer Disease (PUD) Upper GI Bleed Food Poisoning
42	Lower Gastrointestinal Problems Diarrhea Constipation Acute Abdominal Pain Peritonitis Appendicitis Gastroenteritis Inflammatory Bowel Disease (IBD) Intestinal Obstruction Ostomy Surgery Fistulas Diverticulosis and Diverticulitis Hernias (Types) Celiac Disease

Hemorrhoids

*Note: Cancers, Liver, Biliary Tract, and Pancreas information will be covered in Medical-Surgical II.

Nursing role in management of clients with complex problems/alterations in Renal/Urologic Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 10.1 Integrate knowledge of the anatomy and physiology as it relates to clients with complex renal and urological problems
- 10.2 Describe the pathophysiology and clinical manifestations of complex renal and urological problems
- 10.3 Discuss the various areas of assessment used in clients with complex renal and urological problems
- 10.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/ rehabilitation related to complex renal and urological problems
- 10.5 Formulate a plan of care using critical thinking for clients and families with complex renal and urological problems in collaboration with other health care professionals
- 10.6 Apply principles of teaching/learning to clients and families with complex renal and urological problems
- 10.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with complex renal and urological problems
- 10.8 Apply age-related concepts in the management of clients with complex renal and urological problems
- 10.9 Discuss components of effective community based nursing care of clients with complex problems.
- 10.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
16	Fluid, Electrolyte, and Acid-Base Imbalances Electrolyte Composition of Fluid Compartments Hydrostatic Pressure Fluid Shifts Fluid Spacing Renal Regulation Fluid Volume Imbalances Alterations in Acid-Base Balance Respiratory Acidosis Respiratory Alkalosis Metabolic Acidosis Metabolic Alkalosis Mixed Acid-Base Disorders Blood Gas Values Assessment of Fluid, Electrolyte, and Acid-Base Imbalances
44	Assessment of Urinary System Diagnostic Studies of Urinary System
45	Renal and Urologic Problems Urinary Tract Infection (UTI) Acute Pyelonephritis Chronic Pyelonephritis Urethritis Interstitial Cystitis Glomerulonephritis Nephrotic Syndrome Urinary Tract Calculi Lithotripsy Polycystic Kidney Disease Urinary Diversion Urinary incontinence Urinary retention
46	Acute Kidney Surgery Chronic Kidney Disease End Stage Renal Disease (ESRD) Dialysis Kidney Transplantation

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Nursing role in management of clients with common problems or alterations in the Endocrine Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 11.1 Incorporate knowledge of anatomy and physiology as it relates to clients with diabetes mellitus
- 11.2 Describe the pathophysiology and clinical manifestations of diabetes mellitus
- 11.3 Discuss the various areas of assessment used in clients with diabetes mellitus
- 11.4 Identify therapeutic interventions used regarding health promotion, maintenance, and restoration/rehabilitation related to diabetes mellitus
- 11.5 Develop a plan of care using critical thinking for clients and families with diabetes mellitus in collaboration with other health care professionals
- 11.6 Apply principles of teaching/learning to clients and families with diabetes mellitus
- 11.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with diabetes mellitus
- 11.8 Apply age-related concepts in the management of clients with diabetes mellitus
- 11.9 Discuss components of effective community based nursing care of clients with diabetes mellitus
- 11.10 Evaluate the clients' and their families' responses and outcomes to therapeutic interventions

Nursing role in management of clients with complex problems/alterations in Endocrine/Diabetes Mellitus Function

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
48	Diabetes Mellitus (DM) <ul style="list-style-type: none">Classifications of Diabetes MellitusAssessment and Diagnostic FindingsNursing Role in the Management of clients with DMAcute and Chronic ComplicationsCultural practices and strategies for health promotion/maintenance

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Nursing role in management of clients with complex problems/alterations of the Musculoskeletal Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 13.1 Integrate knowledge of the anatomy and physiology as it relates to clients with common musculoskeletal problems
- 13.2 Describe the pathophysiology and clinical manifestations of musculoskeletal problems
- 13.3 Discuss the various areas of assessment used in clients with musculoskeletal problems
- 13.4 Describe therapeutic interventions used regarding health promotion, maintenance, and restoration/rehabilitation related to musculoskeletal problems
- 13.5 Formulate a plan of care using critical thinking for clients and families with common musculoskeletal problems in collaboration with other health care professionals
- 13.6 Apply principles of teaching learning to clients and families with common musculoskeletal problems
- 13.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with common musculoskeletal problems
- 13.8 Apply age-related concepts in the management of clients with common musculoskeletal problems
- 13.9 Discuss components of effective community based nursing care of clients with common problems
- 13.10 Evaluate clients' and their families' responses and outcomes to therapeutic interventions

Nursing role in management of clients with complex problems/alterations of the Musculoskeletal Function

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
61	Anatomy and Physiology of the Musculoskeletal System History and physical assessment Diagnostic Studies
62	Musculoskeletal Trauma and Orthopedic Surgery Sprains/Strains Dislocation/ Subluxation Carpal Tunnel Syndrome Rotator Cuff Injury Meniscus Injury Bursitis Fractures: Types of Fractures (Fx) (Humerus/Pelvis/Tibia/Vertebral) Traction Casts Internal/External Fixation Neurovascular Assessment Complications of Fxs Types of Joint Surgeries Gerontologic Considerations
63	Osteomyelitis Muscular Dystrophy Low Back Pain Osteomalacia Osteoporosis Paget's disease
64	Arthritis Osteoarthritis (OA) Rheumatoid Arthritis (RA) Gout

UNIT LEARNING OUTCOMES AND RELATED CONTENT

Nursing role in management of clients with selected Alterations of the Neurological Function

Learning Outcomes:

At the completion of the lecture, the student will have the learning activities to:

- 12.1 Incorporate knowledge of anatomy and physiology as it relates to clients with selected neurological problems
- 12.2 Describe the pathophysiology and clinical manifestations of selected neurological problems
- 12.3 Discuss the various areas of assessment used in clients with selected neurological problems
- 12.4 Identify therapeutic interventions used regarding health promotion, maintenance, and restoration/rehabilitation related to selected neurological problems
- 12.5 Develop a plan of care using critical thinking for clients and families with selected neurological problems in collaboration with other health care professionals
- 12.6 Apply principles of teaching /learning to clients and families with selected neurological problems
- 12.7 Describe safe nursing practice within legal/ethical parameters when caring for clients with selected neurological problems
- 12.8 Apply age-related concepts in the management of clients with selected neurological problems
- 12.9 Discuss components of effective community-based nursing care of clients with selected neurological problems
- 12.10 Evaluate the clients' and their families' responses and outcomes to therapeutic interventions

Nursing role in management of clients with selected Alterations of the Neurological Function

Reading Assignment: Lewis, et al, (2017). Medical-Surgical Nursing, 10th Ed.

Chapter	Content
55	Anatomy Pathophysiology of Nervous System - Review Assessment of the Nervous System Diagnostic Studies
56	Inflammatory Conditions of the Brain: Brain Abscess Meningitis Bacterial Viral Encephalitis
57	Stroke / Cerebral Vascular Accident Types of Strokes Ischemic Stroke Embolitic Stroke Hemorrhagic Stroke Subarachnoid Hemorrhage Diagnostic Studies Gerontologic Considerations Nursing Management of Stroke
58	Chronic Neurologic Problems: Headaches: Types of Headaches Seizure Epilepsy Multiple Sclerosis Myasthenia Gravis Parkinson's disease Amyotrophic Lateral Sclerosis Huntington's disease

HOUSTON COMMUNITY COLLEGE SYSTEM
RNSG 1341: COMMON CONCEPTS OF ADULT HEALTH
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT

Spring 2019

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

I am aware that the course syllabus and the Houston Community College A.D.N. Student Handbook are on the course website and that I am accountable for following the policies and procedures discussed.

I agree to avoid academic dishonesty by neither giving nor receiving any information about test content in this course and I will not sign the roll for any other student.

I agree that my failure to submit this signed agreement will be considered a breach of contract and I may be administratively dropped.

I have been given an opportunity to ask and have my questions answered.

I do not have any unanswered questions regarding the syllabus.

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

SIGNATURE

PRINTED NAME

DATE