Credit hours: 4

Contact Hours: 64

Instructor: Lois Ames MSN, ANP-BC
Contact information: e-mail leames@dcccd.edu
Ofc. 972-860-4757 or Cell 469-644-7818

Office Hours: By appt. I have 4th semester clinical and will be on and off campus. Wed. 12-2 pm, Thursday 12-1pm and Friday 12-1 and by appt.

Class days/hours: Wednesday 8-12 and Friday 8-12 am.

Course Description: Basic integration of the role of the professional nurse as a provider of patient-centered care, coordinator of care, patient safety advocate, member of health care team, and member of 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, judgment, skills and professional values within legal/ethical framework. This course is the application of critical thinking and nursing process to a diverse population across the adult life span. As a provider of care the student learns to implement the nursing process using the standards of professional care in the provision of competent care for clients with common health care problems. Health promotion, disease prevention, management of illness and disease are emphasized. In the role of coordinator of care the student demonstrates effectiveness of communication skills with peers and members of the health care team. Leadership and management skills are discussed. In the role as member of profession the student understands the importance of professional involvement to the advancement of nursing. Safety is always a key in any patient interaction.

Prerequisites: “C” or better in previous semester courses
Co-requisites: Clinical-Nursing-Registered Nurse Training, RNSG 2462, RNSG 1144

End of Course Outcomes:
Utilize critical thinking and systematic problem solving process as a framework for providing care for adults and families with common health needs related to each body system in health and illness; and explains the roles of the professional nurse in caring for adult clients and families.

Course Objectives:
1. Identify the Pathophysiology of common health problems of adults. (Provider of Care)
2. Collect and analyze data from adults with common health care needs. (Provider of Care)

3. Develop and implement the nursing process with clients/families and their common health problems. (Provider of Care)

4. Create and implement a teaching plan for clients and their families with common health needs. (Provider of Care)

5. Identify primary prevention for clients and their families with common health care problems. (Provider of Care)

6. Discuss principles of pharmacology in caring for clients with common health problems. (Provider of Care)

7. Develop effective communication with adults/families and staff in health care setting. (Provider of Care, Coordinator of Care)

8. Correctly calculate and administer medications safely to adults with common health problems. (Provider of Care, Safety Advocate)

9. Identify ethical and legal standards of care for adults and families with common health problems. (Provider of Care, Member of the Profession)

10. Discuss delegation of care of clients with common health problems. (Coordinator of Care)

11. Formulate teaching/discharge plans for clients and their families. (Provider of Care, Coordinator of Care, Member of Profession)

12. Identify community resources available for clients and their families with common health problems (Provider of Care, Coordinator of Care)

13. Describe the role of the interdisciplinary health care team in caring for the adult client. (Coordinator of Care)

14. Improve critical thinking about common health problems of adults and their families. (Provider of Care)

15. Discuss appropriate safety considerations in clients with common health problems. (Safety of Patient Centered Care)

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**Brookhaven College SCANS Statement**

**What Are SCANS Skills?**
These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

**Who Defined These Skills?**
In 1989, the U.S. Department of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills)

**Brookhaven College Students and SCANS**
Brookhaven College is committed to the preparation of our students for success in the workplace.
At Brookhaven College courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree or transfer program) a student will have the opportunity to master all SCANS competencies.

## SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>1a. MANAGING RESOURCES</th>
<th>1b. INTERPERSONAL SKILLS</th>
<th>1c. INFORMATION SKILLS</th>
<th>1d. SYSTEMS KNOWLEDGE</th>
<th>1e. USING TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Manage time</td>
<td>(1) Work on teams</td>
<td>(1) Acquire/evaluate data</td>
<td>(1) Work in social systems</td>
<td>(1) Select equipment/tools</td>
</tr>
<tr>
<td>(2) Manage money</td>
<td>(2) Teach others</td>
<td>(2) Organize and maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
</tr>
<tr>
<td>(3) Manage materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret and communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain/troubleshoot technologies</td>
</tr>
<tr>
<td>(4) Manage space</td>
<td>(4) Lead others</td>
<td>(4) Process data with computer</td>
<td>(4) Design/improve systems</td>
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<tr>
<td>(5) Manage human resources</td>
<td>(5) Negotiate conflict</td>
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<td></td>
<td>(6) Work with diversity</td>
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</table>

## SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>2a. Basic Skills</th>
<th>2b. Thinking Skills</th>
<th>2c. Personal Qualities</th>
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<thead>
<tr>
<th>SCANS</th>
<th>COURSE COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a (1-6), 2a (1)</td>
<td>Describe how growth and development concepts relate to providing nursing care for infants, children, and adolescents.</td>
</tr>
<tr>
<td>1a (1-6), 1b (1), 2a (2), 2b (1-6), 2c (1)</td>
<td>Apply nursing process to care of infants, children, and adolescents experiencing preventable alterations in health or problems with altered protection.</td>
</tr>
<tr>
<td>1a (1-6), 1b (1), 2a (2), 2b (1-6), 2c (1)</td>
<td>Apply nursing process to care of infants, children, and adolescents experiencing activity—exercise alterations or nutritional-metabolic/elimination alterations.</td>
</tr>
<tr>
<td>1a (1-6), 1b (1), 2a (2), 2b (1-6), 2c (1)</td>
<td>Apply nursing process to care of infants, children, and adolescents experiencing self-perception or cognitive-perceptual alterations or when caring for children with alterations in role relationship.</td>
</tr>
<tr>
<td>1a (1-6), 1b (6), 1c (1-6), 2b (1-6)</td>
<td>Utilize critical thinking skills, nursing literature research, and sociocultural knowledge to plan care for infants, children, and adolescents with health alterations and their families.</td>
</tr>
<tr>
<td>1a (1) (5), 1b (1-3), 2b (1-6), 2c (1)</td>
<td>Describe therapeutic nursing interventions and therapeutic modalities essential to providing care for infants, children, and adolescents with health alterations.</td>
</tr>
<tr>
<td>All Scans</td>
<td>Describe the role of the nurse as provider of care, manager of care, and member within the discipline of pediatrics and their families.</td>
</tr>
<tr>
<td>1b (1-3) (6), 1c (3), 1d (1), 2a (3-4), 2b (5), 2c (1)</td>
<td>Explain principles of pharmacology related to safe administration of medications to infants, children, and adolescents.</td>
</tr>
<tr>
<td>1a (3) (5), 1b (3), 1c (3-4), 2a (2) (4)</td>
<td>Describe methods to evaluate individual client and family responses to therapeutic nursing interventions and therapeutic modalities used to maintain or restore health.</td>
</tr>
<tr>
<td>1b (2-3) (6), 1d (1), 2a (4-5), 2c (1-2) (5)</td>
<td>Describe the role of the nurse in the care of the dying pediatric client and his or her family.</td>
</tr>
<tr>
<td>1a (1-5), 1b (1-6), 2a (2) (4)</td>
<td>Formulate teaching/discharge plans for children and their families.</td>
</tr>
<tr>
<td>1a (1-6), 1c (1-3), 2b (3), 2c (4)</td>
<td>List community resources available to assist the child and family in achieving adaptation when the child has a congenital or acquired alteration in health.</td>
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<tr>
<td>1b (1), 1d (1), 2c (3)</td>
<td>Describe the role of the interdisciplinary health care team in caring for the child and family.</td>
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<tr>
<td>1a (1-6), 1c (4), 2b (1-6)</td>
<td>Perform selected skills that are unique to nursing care of the infant and child.</td>
</tr>
</tbody>
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**Teaching/Learning Activities:**

- Lecture/Group discussion
- Computer-assisted instruction
- Case studies
- Self-paced learning packets
- Class presentations by students
- Printed handouts
- Group discussion
- Audio-visual aids
- Critical thinking exercises
- Assigned and self-directed readings
- Internet

**Required Textbooks:**


**Classroom Expectations:**

Students are expected to attend all classes in order to meet course objectives. Attendance will be monitored by the instructor. Drop action can be taken by the instructor if a student is absent more than 10 percent of total class hours. Please notify the instructor in advance of religious observances that may interfere with class attendance or examinations. If a student is unable to complete the course, it is the student’s responsibility to withdraw from the course by the date published in the academic calendar. If the student fails to withdraw before the final drop date, a performance grade—usually an “F” will be assigned for the course. Any appeal will be handled by the Dean for Nursing.

Nursing faculty have carefully scheduled and constructed lecture content. Please make every effort to be on time to class in order to disrupt the learning of other students. It is not appropriate to leave repeatedly during class, eat noisily or bring children to class. Both subject matter and form of lecture delivery may be of a sensitive nature. Confidentiality is also of key importance and must absolutely be honored. If it is necessary to miss class, the student retains the responsibility for all content discussed. Tape recorders may be used in the class with individual faculty permission. If the faculty person elects not to allow taping, that request must be honored.
Reading the assigned chapters is an important part of this course and is directly related to the student’s success. The content and behavioral objectives are in the syllabus. It is the student’s responsibility to keep up with the readings and to notify the instructor of any difficulty with associating the readings to the content or objectives.

Disruptive behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching/learning process. The faculty member determines what is disruptive and has a duty to terminate it. The faculty person shall give at least one verbal warning to a student to cease in-class disruptive behavior. In cases of abusive behavior, this requirement may be waived. In addition, if the in-class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken the instructor may file a complaint with the office of Vice President for Student Affairs to initiate campus disciplinary action. In cases where a student exhibits abusive behavior, is physically abusive, or threatens physical abuse, a verbal warning from the faculty person is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior.

Methods of Evaluation:
The theory grade is a letter grade obtained by adding all unit exams, major papers or other assignments, and comprehensive final exam and dividing by the number of exams and assignments given in the course. The exams are worth 18% each and the project 10%. The final course grade will be rounded up if .5, or greater; (e.g. 86.5 would = 87, 77.9 = 78). No rounding will occur on unit exams or comprehensive final, only the final course grade. Every exam must be taken and no exam grade can be dropped. The actual rounded number for the final course grade is applied to the scale below to determine a letter grade. See below for specific percentages.

A = 100-90
B = 89-80
C = 79-70
D = 69-60
F = 59-0

“D” and “F” indicate unsatisfactory achievement. The Brookhaven Associate Degree Nursing Program has determined that a grade of “C” is the minimum acceptable grade for enabling a student to proceed to the next nursing course. Each student must earn a grade of “C” or higher in both theory and clinical to progress to the next nursing course. If a student fails the theory or clinical course, they must repeat both courses.

In compliance with the Family Educational Rights and Privacy Act of 1974, the following procedure will be implemented by nursing faculty: No grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via e-campus.

The course grade will be determined based on the following:

*There are 4 unit exams, a project, and a Final exam in this course. Each exam will be worth 15% of final grade; the project 10%; the Final exam which will be the Midcurricular Hesi is worth 30% of the grade.
HESI midcurricular exam will be completed by all students enrolled in course RNSG 1441. The content will cover Fundamentals (RNSG 1413) and MS 1 (RNSG 1441) information. Assignments: See Course Schedule

Academic Honesty:
The nursing faculty at Brookhaven College strongly believe that a graduate of the nursing program should: “responsibly practice within the ethical and legal framework of professional nursing.” Further, it is the responsibility of the nursing faculty and administration to recommend only those students who meet these program objectives to the State Board of Nurse Examiners to take the licensing examination for Registered Nurse. Any student who is involved in cheating is in direct violation of the stated program objective. This places the student in great jeopardy regarding the successful completion of the nursing program and subsequent recommendation to the State of Texas Board of Nurse Examiners.

Academic Dishonesty:
Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain a course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means. Examples include:

Taking Information
1. Copying graded homework assignments from another student.
2. Working together on a take-home test or homework when not specifically permitted by the instructor.
3. Looking at another student’s paper during an examination.
4. Looking at text or notes during an examination when not specifically permitted by the instructor.
5. Accessing another student’s computer and using his/her program as one’s own.

Providing Information
1. Giving one’s work to another to be copied or used in an oral presentation.
2. Giving answers to another student during an examination.
3. After having taken an exam, informing another person in a later section about questions appearing on that exam.
4. Providing a term paper or care plan to another student.
5. Taking an exam, writing a paper, or creating a computer program for another.

Plagiarism
1. Copying homework answers from the text or another student to hand in for a grade.
2. Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.

Other
1. Lying to an instructor to increase a grade.
2. Altering a graded work after it has been returned, then submitting the work for re-grading.
3. Removing tests from the classroom without the approval of the instructor, or stealing tests.
4. Planning with one or more fellow students to commit any form of academic dishonesty.
**Drop/Withdrawal Policy:** The last date to withdraw from the course with a grade of “W” is April 12, 2012. If a student is unable to complete a course or courses, it is the responsibility of the student to withdraw formally from the course. Failure to withdraw will result in a performance grade, usually a grade of “F”.

**Grievance Procedures:**
Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. Students, who wish to appeal a grade, should follow the following guidelines:

1. Speak with your instructor. Ask why you received the grade you did.
2. If that is unproductive, speak with the Dean of Nursing.
3. If that is unsuccessful, file an appeal with the Executive Dean of Health and Human Services.
4. If still dissatisfied, student may request an appointment with the Vice President of Instruction.

Additional grievance procedures and the Student Code of Conduct are outlined in the Brookhaven College Catalog, available in hard copy in advisement or on the web at [www.brookhavencollege.edu](http://www.brookhavencollege.edu).

**Disability Accommodations:**
Any student who may need accommodations due to a disability should make an appointment with the instructor and contact Special Services at 972-860-4129.

**Right to Change Syllabus Information Statement:**
* All information contained in the syllabus is for information purposes only and is subject to change at any time, without prior notice.

Revised 1/2012 L Ames