Complex Concepts of Adult Health
RNSG-1343-63202
Spring 2015
1/21/2015 – 4/1/2015

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Office Number: H 22
Office Hours: As posted on office door (appointments only)
Meeting Days & Time: Wednesday, 0800-1200
Room Number: H 27
Credit Hours: 3

Division: Division Name: Health Occupations/Nursing
Office Hours: Monday-Friday, 0800-1600
Office Phone: 214-860-8697
Office Location: H building

Course Description: Complex Concepts of Adult Health
Integrate previous knowledge and skills of common adult health needs into the care of adult patients and families with complex medical-surgical body system health care needs. Continue development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of a health care team, and member of a profession. Emphasis will be on complex knowledge, judgments, skills, and professional values within a legal/ethical framework.

Course Pre-requisites: Completion of Level III

Course Materials/Supplies Needed


Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.


7. Mountain View College Nursing Program Student Handbook


Additional textbooks and resources

1. Medical Dictionary
2. Diagnostic Laboratory Test Reference
3. Nursing Drug Guide
4. Nursing Care Plan Guide
5. NCLEX-RN Examination Book

Core Objectives:

A. Communication (composition, speech, modern language) - The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.
   1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
   2. To develop the ability to research and write a documented paper and/or to give an oral presentation.

B. Mathematics - The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.
   1. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.

C. Natural Sciences- The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.
   1. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

D. Humanities and Visual and Performing Arts - The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.
   1. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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E. **Social and Behavioral Sciences** - The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.
1. To identify and understand differences and commonalities within diverse cultures.

http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C

**End Of Course Outcomes/Course Objectives**
After successful completion of this course the student should be able to:
1. Recognize (to implement in the clinical area) appropriate action when a client has an altered fluid and/or electrolyte imbalance (Provider of patient centered care).
2. Discuss appropriate care of clients with burns (Provider of patient centered care).
3. Understand and apply (in the clinical area) concepts of critical care nursing to critically ill patients (Provider of patient centered care).
4. Understand in order to apply the nursing process (in the clinical area) to care of clients with altered oxygenation, altered perfusion, neoplastic diseases, alterations in regulation and elimination, and disruptions of the nervous system (Provider of patient centered care).
5. Evaluate a client’s airway to develop strategies for managing airway problems (in the clinical area) (Provider of patient centered care).
6. Discuss trauma nursing, emergency care, and disaster preparedness (Provider of patient centered care).

**Student Learning Outcomes**
After successful completion of this course the student should be able to:

<table>
<thead>
<tr>
<th>MVC SLOs and Core Values</th>
<th>MVC Nursing Program Outcomes</th>
<th>Student Learning Outcomes for this course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Communication</strong></td>
<td>Communicate therapeutically and collaboratively with diverse patients, families, and other health team members in the performance of professional roles. <em>(Provider of patient-centered care; Member of the profession; Member of the health care team)</em></td>
<td>Apply principles of therapeutic communication, patient education, and discharge planning to the care of adult patients and families experiencing complex health problems. <em>(Provider of patient-centered care, Member of the profession)</em></td>
</tr>
<tr>
<td><strong>Apply oral and written skills using proper grammar and logic to communicate ideas and positions as appropriate to audience and occasion.</strong></td>
<td><strong>2. Critical thinking</strong></td>
<td>Utilize nursing theory, natural science, and social science concepts and principles as a base for critical thinking and nursing process which forms the foundation of competent, patient-centered nursing care across the life span. <em>(Provider of patient-centered care; Patient safety advocate; Member of the profession)</em></td>
</tr>
<tr>
<td><strong>Apply logical reasoning to solve problems relating to social, political, economic, scientific, or personal issues</strong></td>
<td>MVC SLOs and Core Values</td>
<td>MVC Nursing Program Outcomes</td>
</tr>
<tr>
<td>3. Information Competency</td>
<td></td>
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<tr>
<td>---------------------------</td>
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</tr>
</tbody>
</table>
| **Apply research skills necessary to retrieve and evaluate information to achieve educational, professional, and personal objectives** | **Implement standards of nursing practice to advocate and provide for safe patient care. (Provider of patient-centered care, Patient safety advocate)**  
**Apply research skills as necessary to retrieve and evaluate information for the achievement of educational, professional, and personal goals. (Provider of patient-centered care; Member of the profession; Patient safety advocate)**  
**Attain RN licensure. (Member of the profession)**  
**Utilize evidence-based nursing and standards of care to choose and evaluate nursing care strategies for adults and families experiencing complex health problems. (Provider of patient-centered care, Patient safety advocate)** |

<table>
<thead>
<tr>
<th>4. Technological Competency</th>
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</thead>
</table>
| **Demonstrate an ability to use technical and occupational skills that are appropriate to obtaining gainful employment in the technology oriented workforce.** | **Utilize technology, informatics and technical skills in health promotion, disease prevention, and disease management across the life-span and in the care of the dying client. (Provider of patient-centered care, Patient safety advocate)**  
**Integrate the body of nursing knowledge to provide safe care. Provider of patient-centered care, Patient safety advocate)**  
**Utilize technology in the study of patients and families with common health problems. (Provider of patient-centered care, Patient safety advocate)**  
**Apply standards of safety to the care of adults and families with complex health problems and who are experiencing care in complex nursing settings. (Provider of patient-centered care, Patient safety advocate)** |

<table>
<thead>
<tr>
<th>5. Social Interaction</th>
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</tr>
</thead>
</table>
| **Core values: teamwork, collaboration, and unity; celebration of diversity; cultivation of colleagues; mutual support and respect.** | **Demonstrate caring behaviors and a holistic nursing approach. (Provider of patient-centered care)**  
**Collaborate with diverse patients, families, and other health team members in providing quality patient care that will achieve an optimal level of health and wellness. (Provider of patient-centered care; Member of the health care team; Patient safety advocate)**  
**Apply the professional aspects of caring and diversity to the care of adults with complex health needs and who are experiencing care in complex nursing settings. (Provider of patient-centered care, Patient safety advocate)** |

<table>
<thead>
<tr>
<th>6. Personal development</th>
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</tr>
</thead>
</table>
| **Core value: integrity** | **Practice within the ethical and legal framework of nursing and assume accountability for ensuring high standards of nursing practice. (Provider of patient-centered care; Member of the health care team; Patient**  
**Apply ethical and legal standards of decision making and nursing care for adults and families with complex health problems.(Member of the profession, member of the health care team)** |

**Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.**
<table>
<thead>
<tr>
<th>Safety advocate)</th>
<th>Utilize leadership and management principles in providing nursing care. (Provider of patient-centered care; Member of the health care team; Patient safety advocate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Function in a resource-driven health-care system which demands flexibility and adaptability to meet the unknown and unforeseen. (Provider of patient-centered care; Member of the health care team; Patient safety advocate)</td>
</tr>
<tr>
<td></td>
<td>Maintain accountability and responsibility for one’s own professional nursing values, behaviors, continued nursing education, and life-long learning. (Member of the profession.)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate behaviors that promote the image and integrity of the nursing profession. (Member of the profession)</td>
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<tr>
<td></td>
<td>State the value of continuing nursing education and life-long learning. (Member of the profession)</td>
</tr>
</tbody>
</table>
Course Outline:

1. Introduction to Critical Care Nursing

2. Concepts related to altered fluid and electrolytes, Burns, and Endocrine issues
   a. Burns

3. Concepts and medications related to altered oxygenation
   a. Airway problems and management i.e. chest tubes and pleural drainage
   b. The critically ill respiratory patient
   c. The obstructed airway
   d. Tracheostomies & laryngectomies
   e. The patient on a ventilator
   f. ARDS
   g. Pulmonary hypertension
   h. Pleural effusion

4. Concepts related to altered perfusion
   a. Acute coronary syndrome, MI
   b. Endocarditis
   c. Valvular heart diseases
   d. Pericarditis, pericardial effusion
   e. Shock (all types)

5. Concepts and medications related to cancer, and neoplastic diseases
   a. Brain
   b. Breast
   c. Colorectal
   d. Esophageal
   e. Head/neck
   f. Liver
   g. Lung
   h. Pancreatic
   i. Prostate
   j. Renal

6. Concepts and medications related to alterations in regulation and elimination
   a. Intestinal obstruction
   b. Liver and biliary diseases
   c. Pancreas and adrenal diseases (except DM)
   d. Acute and chronic renal failure
   e. Abdominal and renal trauma; transplant

7. Concepts and medications related to nervous system disruptions
   a. Peripheral nerve trauma and problems

Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.
b. Guillain Barre Syndrome
c. Head and spinal cord injuries
d. Diabetes Insipidus
e. Meningitis and encephalitis
f. Neuropathic pain

8. Concepts of emergency care and disaster preparedness

9. Debilitating infections
   a. MRSA

10. Jurisprudence

**Evaluation Procedures:**

Students are responsible for their own academic performance. Nursing program faculty have determined that a "C" in every course is the minimum acceptable grade for enabling a student to progress to the next semester or group of related courses. Students "earn" their academic grades rather being “given” the grade by faculty. All policies as stated in the Student Handbook are binding and students are encouraged to review these regulations on a very regular basis.

The grading scale in this course is consistent with the grading scale of all courses in the nursing program. Throughout the nursing program, no grades including the final grades will be rounded up. For example: if the student makes a 74.9 on any test or assignment, the grade computes to a ‘D’ or if a student has a 83.9, the grade computes as ‘C’.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>92 – 100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84 – 91</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>75 – 83</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67 – 74</td>
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</tr>
<tr>
<td>F</td>
<td>Below 67</td>
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</tbody>
</table>

Grading for this course:

- Unit Exams x 5: 10% each
- ATI Leadership and Mgmt: 10%
- ATI practice/proctored: 10%
- Resumes/Interview: 5%
- HESI Final: 25%

If a student fails a theory, skills, or clinical course, he/she must repeat all related courses. A student who withdraws or is dismissed from a course during the semester will no longer be able to attend the clinical lab. Reapplication is necessary to re-enter the nursing program. Re-application is not a guarantee of re-entry. See the Student Handbook and the nursing web site for details.

In compliance with the Family Educational Rights and Privacy Act of 1974, 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 and in person.

**Student Review of Exams**

At the discretion of the instructor, a student may review Exams 1 & 2 on an individual basis and by appointment only. At no time will a student be alone to review a previous test and no note taking during the test or its review will be allowed. Previous tests must be reviewed, if desired, within one week.

Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.
following that exam and prior to the final. There will be no review of any exams after the fourth one cut-off date or after the final exam.

**Procedures for students who are unsuccessful**
Any student earning a grade of 75 or below on any exam must make an appointment with the faculty member to analyze the exam results, and develop a plan for improvement. This appointment is the student’s responsibility and must be completed in a timely manner prior to any new exam.

**Grade Appeals**
A student who wishes to appeal a grade should follow these guidelines:
1. Make an appointment immediately with the instructor to discuss performance.
2. If discussion with the instructor is unproductive, speak with the Nursing Dean, Katrina Walker.
3. If you are still dissatisfied, you may request an appointment with the MVC Vice-President of Academic Affairs and Student Success, for instruction.

Students may also discuss the situation with the Mountain View College counselors, especially the nursing counselor, Rochelle Self-Drake, Sr. Coordinator Nursing Admissions, but this does not take the place of a formal appeals process via the correct chain of command as listed above.

**Educational Resources**
Students should use all resources available in order to understand the material and to achieve the best grades possible. These include, but are not limited to: working in a study group, utilizing the materials which are on the EVOLVE website, utilizing the MVC learning center and the programs on learning which it provides, meeting with the instructor as needed, getting a tutor, and researching any topics which may be unfamiliar or difficult. The student should become familiar with Blackboard and check it several times weekly for announcements, grades, and other pertinent information. In order to use the Blackboard e-mail system, the student’s e-mail address must be kept up to date with the college. Problems with Blackboard should be referred to the Blackboard telephone help desk, 972-669-6402.

**Instructor Attendance Policy:**
Students are expected, and have the responsibility, to attend all classes and must consult with the instructor when an absence is expected or occurs. *If for some reason the student must leave class early, the instructor should be informed prior to the start of class.* If necessary to miss class, the student is responsible for all class content and assignments. Only the course instructor can excuse a student from class or course responsibilities.

In the event of an illness, accident, or emergency, the student should make direct contact with the instructor before a class, presentation, examination, or other activity takes place. If the instructor cannot be reached in person or by telephone, the student should leave a message with the nursing program administrative assistant or the instructor via voice mail. Any extenuating circumstance will be handled by the instructor. Drop action may be taken by the instructor if a student is absent more than ten percent (10%) of total class hours.

**Late Work Policy:** Late work will not accepted. A grade of ‘0’ will be given for late assignments.

**Makeup Exam Policy:** No makeup exams are allowed without the Nursing Dean, Katrina Walker’s approval.

**Electronic Devices:** Electronic Devices such as tablets, Pads, phones, and computers are to be used for classroom purposes only and not personal use during class time.

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Withdrawal Policy
If unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by 3-17-15. Failure to do so will result in receiving a poor performance grade, usually an "F." If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped.

Students often drop courses when help is available that would enable them to continue. Please discuss your plans with your instructor if you feel the need to withdraw.

Stop before You Drop
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career, unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas Public Institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, access https://www1.dcccd.edu/6drop.

Academic Dishonesty: Students that caught plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.

Institution Policies: Please visit http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

Disclaimer Reserving Right to Change Syllabus
The instructor reserves the right to amend this syllabus as necessary.

HESI Assessment Testing Policy

Mountain View College Nursing Program is committed to providing resources designed to assist graduates to be successful in the nursing program and on the NCLEX-RN examination. Participation in the Elsevier HESI Assessment Testing incorporates the use of specialty exams and an RN exit exam to assess student competency and assist students in preparing for the
NCLEX-RN exam. These activities must be completed as specified in the student handbook and course syllabi in order to progress and complete the Mountain View College Nursing Program.

Completion of the listed Elsevier HESI exams are required in the following courses:
- RNSG 1309 Introduction to Nursing
- RNSG 2208 Maternal/Newborn
- RNSG 1341 Common Concepts of Adult Health
- RNSG 1343 Complex Concepts of Adult Health
- RNSG 2201 Care of Children & Families

At the end of program
- RN Exit Exam

The nursing department will coordinate scheduling of computer-administered proctored assessments. The exam will be timed and it is imperative that you are present and on time on exam day.

The HESI Specialty Exam is the final exam for the course and the desired level of achievement is a score of 850. The exam will count as 25% of the final course grade. If the student does not achieve the desired level of 850 on an exam, a mandatory remediation is required to complete the course. If the remediation is not completed, the final exam grade of zero will be given. Please see the remediation hours below.

The HESI RN Exit exam will be conducted at the end of the program. The desired level of achievement is a score of 850. Students who achieve a score less than 850 is required to complete a remediation in order to complete the nursing program. Please see the remediation hours below. Completion of the HESI-RN exit exam is mandatory for certification of completion of the Mountain View College Nursing Program.

HESI Score: Hours of Remediation
800 – 849: 2 hours
700 – 799: 3 hours
600 – 699: 4 hours
500 – 599: 5 hours
400 – 499: 6 hours
300 – 399: 8 hours

Policy for ATI Practice & Proctored Content Mastery Series Assessments
Purpose: The purpose of this policy related to ATI’s Content Mastery Series practice and proctored assessments are to:
- Evaluate students’ existing mastery of course- and content-specific nursing information,
- Facilitate review of content where student identifies needs, and
- Promote improved performance on practice assessments in preparation for completion of a content-specific standardized proctored assessment.

The Mountain View College nursing students will be required to complete ATI Content Mastery Series assessments for the required nursing courses.
- RNSG 1309 Introduction to Nursing
- RNSG 1331 Principles of Clinical Decision Making
- RNSG 2213 Mental Health Nursing
- RNSG 1341 Common Concepts of Adult Health
- RNSG 2208 Maternal/Newborn
- RNSG 1343 Complex Concepts of Adult Health
- RNSG 2201 Care of Children and Families

The student’s performance on this assessment and the required remediation will constitute a maximum of 10% of the total course grade. All students, regardless of performance on an assessment, will be required to complete a minimum number of hours of Focused Remediation using the ATI Focused Review generated from the results of their practice or proctored assessment. Not completing the required remediation can lead to failure of the ATI Assessment.
Content Mastery Series with Focused Review & Remediation

Complete Practice Assessment A
Remediation (Active Learning)
• Three hours Focused Review
• Three critical points to remember for each question topic to review-handwritten suggested

Complete Practice Assessment B
Remediation: (Active Learning)
• Three hours Focused Review
• Three critical points to remember for each question topic to review-handwritten suggested

4 pts.

<table>
<thead>
<tr>
<th>Proctored Assessment</th>
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<tbody>
<tr>
<td><strong>Level 3 - 4 pts.</strong></td>
</tr>
<tr>
<td>1 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td><strong>Level 2 - 3 pts.</strong></td>
</tr>
<tr>
<td>2 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td><strong>Level 1 - 1 pt.</strong></td>
</tr>
<tr>
<td>3 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td><strong>Below Level 1 - 0 pts.</strong></td>
</tr>
<tr>
<td>4 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Proctored Assessment Retake*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Retake (optional)</strong></td>
</tr>
<tr>
<td>Total Points = 10/10</td>
</tr>
<tr>
<td><strong>No Retake (optional)</strong></td>
</tr>
<tr>
<td>Total Points = 9/10</td>
</tr>
<tr>
<td><strong>Retake recommended</strong></td>
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<tr>
<td>Total Points = 7/10</td>
</tr>
<tr>
<td><strong>Retake recommended</strong></td>
</tr>
<tr>
<td>Total Points = 6/10</td>
</tr>
</tbody>
</table>

*If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)
Comprehensive Predictor
The Comprehensive Predictor assessment will be given in the last semester

<table>
<thead>
<tr>
<th>Complete Practice Assessment A</th>
<th>Complete Practice Assessment B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remediation (Active Learning):</strong></td>
<td><strong>Remediation (Active Learning):</strong></td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
<td>• Three hours Focused Review</td>
</tr>
<tr>
<td>• Three critical points to remember for each question topic to review-</td>
<td>• Three critical points to remember for each question topic to review-</td>
</tr>
<tr>
<td>4 pts.</td>
<td></td>
</tr>
</tbody>
</table>

Proctored Assessment

<table>
<thead>
<tr>
<th>95% or above Passing predictability 4pts</th>
<th>90% or above Passing predictability 3 pts.</th>
<th>85% or above Passing predictability 1pts</th>
<th>84% or below Passing predictability 0 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour Focused Review Three critical points to remember for each question topic to review 2 pts.</td>
<td>2 hour Focused Review Three critical points to remember for each question topic to review 2 pts.</td>
<td>3 hour Focused Review Three critical points to remember for each question topic to review 2 pts.</td>
<td>4 hour Focused Review Three critical points to remember for each question topic to review 2 pts.</td>
</tr>
</tbody>
</table>

Proctored Assessment Retake*

<table>
<thead>
<tr>
<th>No Retake (optional)</th>
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<th>Retake recommended</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Points = 10/10</td>
<td>Total Points = 9/10</td>
<td>Total Points = 7/10</td>
<td>Total Points = 6/10</td>
</tr>
</tbody>
</table>

*If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a student at 85% predictability can now achieve an 8/10).

Suggested Remediation Activities

1. Students will complete the prescribed “time spent” in Focused Review.

Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.
2. Students will complete a handwritten Remediation (Active Learning Template) for each topic to review.

3. Students will identify and handwrite 3 critical points for each topic missed. This handwritten document will be submitted to the assigned faculty.

Policy for ATI Tutorials

*NOTE: ATI tutorial work may be required in nursing courses but will not be included in “ATI points.”

**Purpose:** The purpose of this policy related to the use of nursing and nursing-related tutorials by students and faculty is to promote and foster acquisition and application of information related to nursing, including skills, critical thinking, and content-specific information.

In all nursing courses, students will be required to utilize ATI tutorial resources. The minimum amount of time spent in these tutorials will be based on recommendations in the resource Educator Implementation Guide (EIG) and will vary from tutorial to tutorial. For example, the student should expect to spend a minimum of 1 hour in each of the 4 Nurse Logic 2.0 tutorials, whereas the student should expect to spend up to 4 hours in some of the Pharmacology Made Easy tutorials. If points are awarded for ATI Tutorial assignments, it will be based on time spent, not on the score achieved.
Course Calendar
RNSG 1343 COMPLEX CONCEPTS OF ADULT HEALTH
CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Chapters</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to course and review of syllabus</td>
<td>Ch. 66</td>
<td>Review lab values and chapter 17, Fluid and electrolytes</td>
</tr>
</tbody>
</table>
| 1/21/2015  | Introduction to Critical Care nursing                                  | Ch. 25                        | YouTube: Understanding Ventilator Settings (William Selove) 30:38  
| 8-12n      | Concepts related to altered fluid & electrolytes: Burns                |                               | http://youtu.be/6nERo9g5sBU                                |
|            | Concepts related to trauma nursing: Chest (lung and heart) trauma      | Ch. 28: Pg. 566-568           | ARDS:                                                        |
|            | Concepts related to altered oxygenation                                | Ch. 28: Pg. 569-571           | http://www.nhlbi.nih.gov/health/health-topics/topics/ards/   |
|            | • Airway problems and management: chest tubes and pleural drainage     | Ch. 66                        | Pulmonary hypertension: http://www.mayoclinic.com/health/pulmonary-hypertension/DS00430 |
|            | • The critically ill respiratory patient                               | Ch. 27: Pg. 528-544           |                                                              |
|            | • The obstructed airway                                                | Ch. 66: Pg. 1703-1714         |                                                              |
|            | • Tracheostomies, laryngectomies                                       | Ch. 69: Pg. 1756-1761         |                                                              |
|            | • The patient on a ventilator                                          | Ch. 28: Pg. 580-582           |                                                              |
|            | • ARDS                                                                  | Ch. 28                         |                                                              |
|            | • Pulmonary hypertension                                               | Pg. 574-576                   |                                                              |
|            | • Pleural Effusion                                                     |                               |                                                              |
| **Week 2** |                                                                        |                               |                                                              |
| 1/27/2015  | (Test)                                                                 |                               | Unit 1 Exam                                                  |
| 1/27/2015  | Computer Lab Time: 9-10am                                              |                               |                                                              |

Unit 1 Exam

Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.
<table>
<thead>
<tr>
<th>Week 2  (Lecture)</th>
<th>Concepts related to altered perfusion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/2015 8-12pm</td>
<td>a. Acute coronary syndrome, MI</td>
<td>Ch. 34: Pg. 777-795</td>
</tr>
<tr>
<td></td>
<td>b. Endocarditis</td>
<td>Ch. 37: Pg. 841-846</td>
</tr>
<tr>
<td></td>
<td>c. Valvular heart diseases</td>
<td>Ch. 37: Pg. 852-859</td>
</tr>
<tr>
<td></td>
<td>d. Pericarditis, pericardial effusion</td>
<td>Ch. 37: Pg. 846-849</td>
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<td></td>
<td>e. Shock (all types)</td>
<td>Ch. 67: Pg. 1717-1739</td>
</tr>
<tr>
<td></td>
<td>f. Systemic Inflammatory Response (SIR) &amp; Multiple Organ Dysfunction Syndrome</td>
<td>Ch. 67: Pg. 1739-1742</td>
</tr>
<tr>
<td></td>
<td>g. Dysrhythmias</td>
<td>Ch. 36</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week 3 (Test)</th>
<th>Unit 2 Exam</th>
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</thead>
<tbody>
<tr>
<td>2/3/2015</td>
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<tr>
<td>Computer Lab</td>
<td></td>
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<tr>
<td>Time: 10-11a</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week 3 (Lecture) 2/4/2015 8-12pm</th>
<th>Concepts and medication related to cancer, &amp; other neoplastic diseases</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. brain Ch. 57</td>
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<tr>
<td></td>
<td>b. breast Ch. 52</td>
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<tr>
<td></td>
<td>c. colorectal Ch. 43</td>
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<tr>
<td></td>
<td>d. esophageal Ch. 42</td>
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<td>e. head/neck Ch. 27</td>
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<td></td>
<td>f. oral Ch. 42</td>
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<td></td>
<td>g. liver Ch. 44</td>
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<td></td>
<td>h. lung Ch 28</td>
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<tr>
<td></td>
<td>i. pancreatic Ch 44</td>
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<td></td>
<td>j. prostate Ch 55</td>
</tr>
<tr>
<td></td>
<td>k. renal Ch 46</td>
</tr>
<tr>
<td>Ch. 16 Cancer</td>
<td>Pg. 1445-1448</td>
</tr>
<tr>
<td></td>
<td>Pg. 1311-1319</td>
</tr>
<tr>
<td></td>
<td>Pg. 1035-1038</td>
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<td>Pg. 977-978</td>
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<td>Pg. 535-538;</td>
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<td>Pg. 968-970</td>
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<td>Pg. 1086-1087</td>
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<td>Pg. 560-564</td>
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<td>Pg. 1094-1095</td>
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<td></td>
<td>Pg. 1386-1391</td>
</tr>
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<td>Pg. 1144-1145</td>
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<tr>
<td>Note:</td>
<td>most of the specific cancers are listed under different system chapters.</td>
</tr>
</tbody>
</table>

| Week 4 (Lecture) 2/10/2015 Computer lab 10-11am | Unit 3 Exam |

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### Week 4
**Lecture**
*2/11/2015*  
*8-12pm*

**Concepts and medication related to alterations in regulation, Endocrine, and elimination**

- Intestinal obstruction
- Liver (Cirrhosis) and biliary diseases
- Pancreas and adrenal diseases (except DM)
- Endocrine disorders/problems (Acromegaly, SIADH, Diabetes Insipidus, Cushing Syndrome, Addison’s Disease (Adrenocortical Insufficiency))
- Acute and chronic renal failure, Dialysis
- Abdominal and renal trauma; transplant

Ch. 43  
Pg. 1029-1033
Ch. 44  
Pg. 1072-1085  
Ch. 44  
1088-1094;  
Ch. 50 (see individual diseases)

Ch. 47

### Week 5
**Test**
*2/17/2015*

**Computer Lab**  
*Time: 10-11a*

**Unit 4 Exam**
Week 5 (Lecture) 2/18/2015 8-12pm

Concepts and medications related to nervous system disruptions

- Peripheral nerve trauma and problems
- Guillain Barre Syndrome
- Head and spinal cord injuries
- Meningitis and encephalitis
- Neuropathic pain
- Amyotrophic Lateral Sclerosis (ALS)
- Huntington’s Disease

Debilitating infections
- MRSA

Week 6 (Test) 2/24/2015 Computer Lab Time: 10-11a

Unit 5 Exam


[https://www.bon.texas.gov/olv/je.html](https://www.bon.texas.gov/olv/je.html)

Jurisprudence

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| Week 6 (Management Lecture) 2/25/2015 8-12n | • Interviewing Process  
• Role Transition  
• Personal Management/Time management  
• Mentorship and preceptorship  
• Employment Considerations  
• NCLEX-RN and the new Graduate  
• Historical Perspective  
• Nursing Education  
• Nursing Theories  
• Image of Nursing Management and Leadership  
• Building Nursing management Skills  
• Effective Communication and team building  
• Conflict management  
• Delegation in the clinical setting  
• The Health Care Organization  
• Economics in the Health care  
• Political Action in nursing  
• Collective Bargaining  
• Ethical Issues  
• Legal Issues  
• Culture and Spiritual Awareness  
• Quality patient care  
• Nursing Informatics  
• Using Nursing Research in Practice  
• Workplace Issues  
• Emergency Preparedness | Study the ATI Leadership Management book | ATI and HESI Review to follow management lecture (1315-1515)  

**ATI Practice A (Critical Care) and remediation due by midnight (3/5/2015) (There will not be a practice B)**

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ADMISSIONS

Disclaimer: Faculty has a right to make changes to the syllabus and calendar if needed.
In recognition of the professional nature of nursing and the nursing program and my personal responsibilities as a student, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives. I have had time and opportunity to clarify any unclear areas.

_____ I understand the importance of preparing for classes, clarifying unclear areas during class, and participating in all group discussions and workgroups. I understand that I earn a grade; that just meeting minimal requirements earns me a C, not an A.

_____ I understand the importance of being prepared and on time, not missing or being late to class, and not leaving early.

_____ I will not wait until the last minute to turn in assignments or turn them in late.

_____ I understand my role in limiting cross-conversations and other distractions or disruptive behaviors, including, but not limited to, cell phones, eating, entering and leaving frequently, loud noises, computer noise, etc. in class.

_____ I will leave the room clean of debris and papers.

_____ I understand the withdrawal date in this semester is 3/17/2015.

_____ I understand the Academic Honesty Policy and the Student Code of Conduct. I understand that not reporting cheating makes me culpable. Nurses are held to a higher degree of honesty and must protect the profession and the patients under our care.

_____ I have read and understand the testing schedule and will bring the correct Scantron to any exam situation where one is required.

_____ I understand how the course is graded, including tests, quizzes, and any extra assignments.

_____ I understand that, for any exam grade below 75, I must complete an exam preparedness evaluation and make a plan in conjunction with my instructor to improve on the next exam.

_____ I will check Blackboard frequently to ensure that I am current.

_____ I understand that I'm being held accountable for all policies in the Student Handbook as well as Mountain View policies.

_____ I understand the drop process, exit interview, & Grievance Policies.

_____ I know how to reach my instructor if I need to be absent or need help with the course

_____ I understand that it is my responsibility to maintain my grades.

_____ I understand that a final grade below “C” will not be rounded up.

Print Name _______________________________ Signature _______________________________ Date _______________
RNSG 1343 COMPLEX CONCEPTS OF ADULT HEALTH
Faculty Copy of Student Contract and Acknowledgement

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Print Name                    Signature                      Date