Course Syllabus

RNSG 1128 – Introduction to Health Care Concepts

Revision Date: 11/29/2016

Catalog Description: An introduction to concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Concepts include acid-base balance, fluid and electrolytes, immunity, gas exchange, perfusion, metabolism, coping, and tissue integrity. This course lends itself to a concept-based approach.

Lecture hours = 1, **Lab hours** = 0

Prerequisites: Admission to the nursing program or administrative approval

Co-requisites: RNSG 1430, 1125, 1216, and 1160

Semester Credit Hours: 1
Lecture Hours per Week: 1
Lab Hours per Week: 0
Contact Hours per Semester: 16

State Approval Code: CIP 51.3801

Instructional Goals and Purposes: The purpose of this course is to introduce concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Students will be introduced to concept analysis diagrams from the Texas Nursing Concept Based Curriculum (TxNCBC) to guide learning of biophysical nursing concepts. Students will explore and apply selected biophysical concepts with nursing applications.

Learning Outcomes:

1. Utilize a systematic process to evaluate the human body response to selected health problems referred to as concepts.
2. Apply pathophysiological and assessment data when planning and implementing nursing actions, both pharmacologic and non-pharmacologic interventions.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. Utilize a systematic process (nursing process) to evaluate the human body response to selected health problems referred to as nursing concepts listed in the course content. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
2. Apply pathophysiological and assessment data with concepts listed in the course content when planning and implementing nursing actions, both pharmacologic and non-pharmacologic actions. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i)

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will learn the following content:

HEALTH CARE CONCEPTS – BIOPHYSICAL

- Acid Base Balance*
- Fluid & Electrolyte Balance*
- Gas Exchange*
- Immunity*
- Metabolism*
- Perfusion*
- Tissue Integrity*
- Basic Pharmacology*

HEALTH CARE CONCEPTS - PSYCHOSOCIOCULTURAL

- Coping*

*only the concept analysis is covered – no exemplars

Students in all sections of this course will be required to do the following:

1. Review definitions of all concepts on assigned concept analysis diagrams
2. Complete required reading and posted assignments on Canvas prior to the start of the scheduled class
3. Attend and participate in all classroom, simulation and lab activities

Methods of Instruction/Course Format/Delivery:

The course is offered either face-to-face or online (for LVN-RN Transition students only) and utilizes various online resources for instruction. Methods of instruction include class or Canvas discussion, internet resources, Canvas assignments and activities, computer instruction, independent study, case studies, library research, videos, lecture, and group assignments.

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Quizzes

Weekly assignments will be posted on Canvas and must be completed and submitted by the posted due dates on Canvas. (5% of final grade)

Assessment(s):

- Exam 1
- Exam 2
- Exam 3
- Exam 4
- Level 1 Achievement Exam; administered two times
- Comprehensive final exam

Course Grade:
The grading scale for this course is as follows:

- 4 unit exams (15% each)
- Level 1 Achievement Exam conversion score (15%); higher of two scores
- 1 comprehensive final exam (20%)
- Assignments/Quizzes (5%)

The student must have a 75% average or above on exams (Exams, Achievement Exam, and Final) in order to pass the course. The course grade will be determined on the exam average along with the assignments average.

- Make up exams may be given at the discretion of the instructor if prior arrangements have been made. Any make up for a major examination must be made up the first day the student returns to class. All make-up examinations will be a separate examination and may include essay questions. Students absent for class quizzes will not be allowed to make up that quiz. For Team-Based Learning (TBL) assignments, a student absent will receive the grade earned by his/her assigned group.
- Exams will be constructed from a random sample of the materials from each unit and will be presented in the form of a multiple-choice and alternate item format exam. Alternate item format questions may include: multiple-choice items that require a student to select more than one response, fill-in-the-blank items, or items asking a student to identify an area on a picture or graphic. Refer to the National Council of State Boards of Nursing, Inc. website (www.ncsbn.org) for more information regarding the Alternate NCLEX Item Formats.
- The student will receive the same grade for RNSG 1125, RNSG 1128, and RNSG 1430 for each exam given. The student must earn an overall grade of 75 or above to successfully pass RNSG 1125, RNSG 1128, and RNSG 1430. Please see the grading policy (section 5) in the Panola ADN Handbook.
- Each exam will combine content from RNSG 1125, RNSG 1128, and RNSG 1430.

Texts, Materials, and Supplies:

Nursing: A Concept-Based Approach to Learning Volume I, II, III Plus MyNursingLab with Pearson eText -- Access Card Pack, 2/E	Required	Pearson	Pearson	2e	0133937364
Real Nursing Skills 2.0: Skills for the RN Online Code	Required	Pearson	Pearson		013508492X
PLUS Neighborhood 2.0 (24mos) – Access Card Package	Required	Pearson	Pearson		0133524523
Laboratory and Diagnostic Tests, 9e	Required	Kee	Pearson	9e	0133139050
Clinical Pocket Guide for Health & Physical Assessment in Nursing 3/e	Required	D'Amico	Pearson	3e	0134000897
PH: Reviews & Rationales, Comprehensive Review for NCLEX-RN, 2e	Required	Hogan	Pearson	2e	013262107X
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	15th	978-0-8036-5705-2 School code J7L8D22B

2014 Intravenous Medications	Required	Gahart	Elsevier	30th	978-0-323-08478-9
Drugs and Classifications (pocket guide)	Required	Katherine L. Wiley	F.A. Davis	11th	978-0-8036-2333-0
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	9th	978-0-323-07403-2
HESI Comprehensive Review for the NCLEX-RN Examination	Required	HESI	Elsevier	4th	978-1-455727520
Dosage Calculations	Required	Pickar, G. (2012)	Delmar	9th Ed.	978-1439058473
Saunders Comprehensive Review for NCLEX-RN	Optional	Silvestri	Elsevier	6th	978-1-455-72755-1

Required Readings and Recommended Readings:

All required readings and recommended readings will be posted on your Canvas course each week.

Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 1128 Introduction to Health Care Concepts. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed)_____

Student Signature _____

Date _____

Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Matthews Student Center or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder:* http://www.panola.edu/student-success/documents/pathfinder.pdf

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.