Course Syllabus
RNSG 1430 – Health Care Concepts I

Catalog Description: In-depth coverage of foundational health care concepts with application through selected exemplars. Concepts* include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, thermoregulation, and tissue integrity. Emphasizes development of clinical judgment skills in the beginning nurse. This course lends itself to a concept-based approach.

*The concept of grief and the exemplars for grief are now presented in level 3, RNSG 1538. (TxNCBC Consortium 6/2015)

Lecture hours = 3 Lab hours = 4

Prerequisites: Admission to the nursing program or administrative approval

Co-requisites: RNSG 1216, 1125, 1128, and 1160

Semester Credit Hours: 4
Lecture Hours per Week: 3
Lab Hours per Week: 4
Contact Hours per Semester: 112

State Approval Code: CIP 51.3801

Instructional Goals and Purposes: The purpose of this course is to utilize concept analysis diagrams from the Texas Nursing Concept Based Curriculum (TxNCBC) to guide deep learning of foundational health care nursing concepts to begin to develop clinical judgment and nursing care across the lifespan. Students will apply nursing concepts to specific exemplars providing the opportunity to develop clinical judgment.

Learning Outcomes:
1. Utilize a systematic process to analyze selected foundational concepts for patients across the lifespan.
2. Describe nursing management of care, pharmacological and non-pharmacological interventions, for selected foundational concepts.
3. Describe the interrelatedness among foundational concepts to assist in developing clinical judgment.

 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 (the nursing process) to analyze selected foundational concepts listed in the course outline for patients across the lifespan. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
2. Describe nursing management of care, pharmacological and non-pharmacological interventions, for selected foundational concepts using listed exemplars. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

3. Apply the learned concepts in the course outline to other concepts or exemplars. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

4. Describe the interrelatedness among foundational concepts to demonstrate beginning development of clinical judgment. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

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:

<table>
<thead>
<tr>
<th>HEALTH CARE CONCEPTS – BIOPHYSICAL</th>
<th>Sleep</th>
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</thead>
<tbody>
<tr>
<td><strong>Comfort</strong></td>
<td></td>
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<tr>
<td>• Osteoarthritis (Chronic Pain)</td>
<td>Sleep Deprivation</td>
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<tr>
<td>• Degenerative Disc Disease (Neuropathic Pain)</td>
<td>Insomnia</td>
</tr>
<tr>
<td>• Post-Operative Pain- Total Joint Arthroplasty (Acute Pain)</td>
<td>Sleep Apnea</td>
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<td>• Procedural Pain</td>
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<tr>
<td>o Dressing Changes/Wound Care</td>
<td>Thermoregulation</td>
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<tr>
<td>o PT after Arthroplasty (Acute Pain)</td>
<td></td>
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<tr>
<td><strong>Elimination</strong></td>
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<tr>
<td>• Benign Prostate Hypertrophy (BPH) – Urinary Retention</td>
<td>Environmental Exposure</td>
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<tr>
<td>• Diarrhea – Bowel Incontinence</td>
<td>Hypothermia</td>
</tr>
<tr>
<td>• Gerontology</td>
<td></td>
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<tr>
<td>o Urinary Incontinence</td>
<td>o Frost Bite</td>
</tr>
<tr>
<td>o Constipation/Impaction (Skills course)</td>
<td>o Infant</td>
</tr>
<tr>
<td>• Clostridium difficile infection</td>
<td></td>
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<tr>
<td><strong>Functional Ability</strong></td>
<td></td>
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<tr>
<td>• Alzheimer’s Disease</td>
<td>Hyperthermia – Heat Stroke in Elderly</td>
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<td>• Multiple Sclerosis</td>
<td>Fever - Pediatric</td>
</tr>
<tr>
<td>• Parkinson’s Disease</td>
<td>Malignant Hyperthermia</td>
</tr>
<tr>
<td>• Cerebral Vascular Accident</td>
<td></td>
</tr>
<tr>
<td>• Down’s Syndrome - *including only functional ability aspects of care in exemplars</td>
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<tr>
<td><strong>Mobility</strong></td>
<td></td>
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<td>• Hip Fractures</td>
<td></td>
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<tr>
<td>• Disuse syndrome</td>
<td></td>
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<tr>
<td>• Joint Replacement</td>
<td></td>
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<tr>
<td>• Osteoarthritis</td>
<td></td>
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<tr>
<td>• Osteoporosis</td>
<td></td>
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<tr>
<td><strong>Nutrition</strong></td>
<td></td>
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<tr>
<td>• Diets (Regular, Soft, Mechanical Soft, Clear Liquids, Full Liquids)</td>
<td>Tinea Pedis</td>
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<tr>
<td>• Obesity</td>
<td>Candida</td>
</tr>
<tr>
<td>• Malnutrition</td>
<td></td>
</tr>
<tr>
<td>o Inadequate</td>
<td>Pediculosis (lice)</td>
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</tbody>
</table>

| HEALTH CARE CONCEPTS – PSYCHOSOCIOCULTURAL |       |
| **Diversity**                           |       |
| • Hispanic Traditions – Maternity with Complementary/Alternative Medicine |       |
| • Jehovah’s Witness – Blood Products, Pediatrics |       |
| • Traditional Islamic – Ritual Dying Patient |       |
| • Spirituality including Spiritual Distress |       |

*Exemplars to include race, gender, sexual orientation, age, education, abilities and life experiences

**Human Development**
Students in all sections of this course will be required to:

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 or lab
3. Attend and participate in all classroom, simulation and lab activities

For RNSG 1430L, the student is required to:

1. Comply with all policies and procedures in the Panola ADN Handbook for each assigned lab class
2. Bring required equipment for clinical (please see Panola ADN Handbook, section 4.4.f) to each assigned lab class.
3. Bring all needed textbooks and resources to lab for completion of learning activities/simulations.
4. Refer to the Panola ADN Handbook “Attendance/Absences” policy (Panola ADN Handbook section 4.1) for attendance requirements
5. Be self-directed in preparation and in participation in learning activities and simulation scenarios. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned lab class.
6. Take the initiative to schedule any additional practice needed in the lab with the instructor.
7. Maintain a skills inventory for skills successfully completed.

Methods of Instruction/Course Format/Delivery:
The course offered includes a face to face class and simulation lab but also utilizes various online resources for instruction. Methods of instruction include class discussion, internet resources, Canvas assignments and activities, computer instruction, independent study, case studies, library research, videos, lecture, group assignments, and role play.

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%)
  - 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:

<table>
<thead>
<tr>
<th>Texts, Materials, and Supplies</th>
<th>Required</th>
<th>Publisher</th>
<th>Publisher</th>
<th>Edition</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Nursing Skills 2.0: Skills for the RN Online Code</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td></td>
<td>013508492X</td>
</tr>
<tr>
<td>PLUS Neighborhood 2.0 (24mos) – Access Card Package</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td></td>
<td>0133524523</td>
</tr>
<tr>
<td>Laboratory and Diagnostic Tests, 9e</td>
<td>Required</td>
<td>Kee</td>
<td>Pearson</td>
<td>9e</td>
<td>0133139050</td>
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<tr>
<td>Clinical Pocket Guide for Health &amp; Physical Assessment in Nursing 3/e</td>
<td>Required</td>
<td>D'Amico</td>
<td>Pearson</td>
<td>3e</td>
<td>0134000897</td>
</tr>
<tr>
<td>PH: Reviews &amp; Rationales, Comprehensive Review for</td>
<td>Required</td>
<td>Hogan</td>
<td>Pearson</td>
<td>2e</td>
<td>013262107X</td>
</tr>
<tr>
<td>NCLEX-RN, 2e</td>
<td>Required</td>
<td>Vallerand/Sanoski</td>
<td>F.A.Davis</td>
<td>15th</td>
<td>978-0-8036-5705-2</td>
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<tr>
<td>2014 Intravenous Medications</td>
<td>Required</td>
<td>Gahart</td>
<td>Elsevier</td>
<td>30th</td>
<td>978-0-323-08478-9</td>
</tr>
<tr>
<td>Drugs and Classifications (pocket guide)</td>
<td>Required</td>
<td>Katherine L. Wiley</td>
<td>F.A. Davis</td>
<td>11th</td>
<td>978-0-8036-2333-0</td>
</tr>
<tr>
<td>HESI Comprehensive Review for the NCLEX-RN Examination</td>
<td>Required</td>
<td>HESI</td>
<td>Elsevier</td>
<td>4th</td>
<td>978-1-455727520</td>
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<tr>
<td>Saunders Comprehensive Review for NCLEX-RN</td>
<td>Optional</td>
<td>Silvestri</td>
<td>Elsevier</td>
<td>6th</td>
<td>978-1-455-72755-1</td>
</tr>
</tbody>
</table>

**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 1430 Health Care Concepts I. 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 Administration Building 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.
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/Customer: 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.