RNSG 1538 - Health Care Concepts III RNSG 1538 .101- Face-to face Course Syllabus

Description

In-depth coverage of health care concepts with nursing application through selected exemplars. Concepts include cellular regulation, end of life, immunity, interpersonal relationships, grief, human development, intracranial regulation, mood/affect, comfort, sexuality, mobility, and reproduction. Provides continuing opportunities for development of clinical judgment skills. This course lends itself to a concept-based approach.
Prerequisites RNSG 1533
Corequisites RNSG 1137, RNSG 2262
Credits 5
Lecture Hours 4
Lab Hours 4
Extended Hours 0
Contact Hours 128
State Approval Code CIP 51.3801
Instructor Name Miller/Witherspoon
Semester/Year Fall 2024

Meeting Time and Location

Tuesday Merle Glass Building Classroom 202
0830-1200
Lab on Fridays in HNS simulation lab 0830-1630

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of this course is to utilize concept analysis diagrams from the Texas Nursing Concept Based Curriculum to guide deep learning of nursing concepts to develop clinical judgment and nursing care across the lifespan. Students will apply nursing concepts to specific exemplars providing continuing opportunity to develop clinical judgment.

Learning Outcomes

1. Utilize a systematic process to analyze selected health care concepts for patients across the lifespan.
2. Prioritize nursing management of care for selected health care concepts.
3. Apply the learned concepts to other concepts or exemplars.
4. Examine the interrelatedness among health care concepts to make clinical judgements for optimum patient care outcomes.

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 and clinical reasoning) to analyze selected health care concepts listed in the course outline for diverse patients across the lifespan. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iv, v, 2; a; i, ii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; ii, iii, e; i, ii)
2. Prioritize nursing management of care, pharmacological and non-pharmacological interventions, for health care concepts listed in the course outline considering interrelated concepts and sub-concepts. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, 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. Appropriately integrate learned concepts with new concepts and exemplars to create nursing plans of care. (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)
4. Demonstrate understanding of the interrelatedness among health care concepts in order to make safe clinical judgements for optimum patient care outcomes. (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)

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

Cellular Regulation

- Solid tumors
- Lymphoproliferative disorder
- Cancer survivorship
- Cancer comfort (pain)
- Comfort: symptom management

Comfort (Included in Concept with Topic)

- Cancer Pain
- Labor Pain
- Neonatal Pain (Circumcision, Procedural pain, e.g. chest tube, and ET tube insertion)
- Rheumatoid Arthritis
- Trauma/Fractures/Musculoskeletal Injuries (Acute Pain)
- Amputation (Acute and Phantom Limb/Neuropathic Pain)

Immunity

- Tuberculosis (TB)
- Anaphylaxis
- Systemic Lupus Erythematosus (SLE)
- Rheumatoid Arthritis (RA)
- Multiple Sclerosis (MS)
- Inflammatory Bowel Disease (IBD)

Intracranial Regulation

- Seizure Disorder
- Stroke
- Traumatic Brain Injury/Organ Donation/Brain Death
- Post-Concussion Syndrome
- Brain Tumor
- Meningitis
- Hydrocephalus
- Parkinson’s Disease

Mobility

- Cerebral Palsy
- Spinal Cord Injury
- Musculoskeletal Trauma (Fractures/Musculoskeletal Injuries, Amputation, Compartment Syndrome)

Reproduction

- Contraception/Family Planning
- Infertility
- Pregnancy (Includes Birth Process)
- Placental Complications
- Preterm Labor
- Newborn (Includes Neonate)
- Genetics (Downs, Huntington's, Breast Cancer, Sickle Cell)
- Rh Incompatibility

Sexuality

- Dyspareunia
- Erectile Dysfunction
- Sexually Transmitted Infections
- Altered Libido
- Gender Dysphoria/Body Image

HEALTH CARE CONCEPTS – PSYCHOSOCIAL

End of Life

- Senescence (Aging)
- Persistent Vegetative State (PVS)
- Amyotrophic Lateral Sclerosis (ALS) (Chronic Disease Ending in Death)
- Pancreatic Cancer/Hospice (Palliative Care)
- Pediatric

Grief

- Prenatal Diagnosis of Congenital Defect
- Stillborn
- Amputation
- Sudden Infant Death Syndrome (SIDS)
- Myocardial Infarction
- Terminal Illness

Human Development

- Downs Syndrome
- Attention-Deficit Hyperactivity Disorder (ADHD & ADD)
- Autism Spectrum Disorders
    - Social anxiety disorder
- Developmental Delay
- Menopause
- Aging

Interpersonal Relationships

- Aging of Family Members
- Disability of Family Member
- Expanding Family (Birth, Adoption, Blended Family)

Mood Affect

- Bipolar Disorder
- Major Depressive Disorder
- Suicide
- Post-Partum Depression

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, lab, or due dates.
3. Attend and participate in all classroom, simulation, and lab activities.
4. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled class time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

For RNSG 1538L, the student is required to:

1. Comply with all policies and procedures in the Panola College ADN Student Handbook for each assigned lab class
2. Bring required equipment for clinical (please see Panola College ADN Student Handbook have section 4.4.f) to each assigned lab class.
3. Have access to all needed textbooks and resources in lab for completion of learning activities/ simulations.
4. Refer to the Panola College ADN Students Handbook "Attendance/Absences" policy (Panola ADN Handbook section 4.1) for attendance requirements. All lab hours for this course will be viewed as required clinical hours for the semester and ADN program.
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 with the instructor any additional practice needed in the lab.
7. Maintain a skills inventory for skills successfully completed.

Methods of Instruction/Course Format/Delivery

The course is offered either face-to-face or hybrid (hybrid for LVN-RN Transition students only) and utilizes various online resources for instruction. Methods of instruction include class or CANVAS discussion, assignments from required course resources, CANVAS assignments and activities, lecture, independent study, case studies, library research, videos, and group assignments. Recorded ZOOM lectures will be subject to publication on the CANVAS course.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

Assignments will be given in class or posted on CANVAS and must be completed and submitted by the posted due dates on CANVAS. Quizzes may be unannounced. (5% of final grade)

Assessments

- Exam 1
- Exam 2
- Exam 3
- Exam 4
- Level 3 Achievement Exam; administered one time
- Comprehensive final exam

Course Grade

The grading scale for this course is as follows:

A = 90-100; B = 80-89; C = 75-79; F = 74.99 or below

NO ROUNDING OF GRADES WILL OCCUR

- **4 formative exams. See CANVAS Calendar (17% each)**
- **Level 3 Achievement Exam conversion score (10%)**
- **Comprehensive final exam (17%)**
- **Assignments/Quizzes (5%)**
    - Make up exams may be given at the discretion of the instructor if prior arrangements have been made. A student must contact the instructor on the first day back for make-up assignments. This includes exams. All make-up examinations will be a separate examination and may include essay questions. Students absent for class quizzes or assignments or who do not submit online quizzes or assignments by due date will not be allowed to make up that quiz except when reasonable accommodations are agreed upon with the faculty and student per the college absence policies.
    - Exams will be constructed from a random sample of the materials from the course and will be presented in the form of a NCLEX-style item. Refer to the National Council of State Boards of Nursing, Inc. website (Next Generation NCLEX) for more information regarding the NCLEX Item Formats.
    - Exam items synthesize content from RNSG 1137 and RNSG 1538. The student will receive the same grade earned on exams for RNSG 1137 and RNSG 1538. **The student must earn an overall grade of 75 or above to successfully pass RNSG 1538.** Please see the grading policy (section 5) in the Panola College ADN Student Handbook.
    - All exams will be proctored at Panola College as directed by the professor.

Texts Materials, and Supplies

Nursing Concepts Online for RN, 3rd Edition, Texas Version access card	Required (Bundle)	Elsevier	Elsevier	3e
Concepts for Nursing Practice, 3nd Edition	Required (Bundle)	Giddens	Elsevier	3e
Medical-Surgical Nursing, 12th Edition	Required (Bundle)	Harding	Elsevier	12e
Maternal-Child Nursing, 6th Edition	Required (Bundle)	McKinney	Elsevier	6e
Fundamental of Nursing, 11th Edition	Required (Bundle)	Potter	Elsevier	11e
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 9th Edition	Required (Bundle)	Halter	Elsevier	9e
HESI Comprehensive Review for the NCLEX-RN Examination w/ access 7/e	Required (Bundle)	HESI	Elsevier	7E
Mosby's Manual of Diagnostic and Laboratory Tests	Required (Bundle)	Pagana	Elsevier	7e
Gahart's 2024 IV Medications	Required (Bundle)	Collins	Elsevier	
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	

Custom Texas Nursing concept Based Curriculum	Required (Available on CANVAS Course)	Texas Nursing Concept Based Curriculum Consortium		
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	

Required Readings

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

Recommended Readings

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

Addendum

Wear clean uniforms and white shoes. Hair may be down during lecture, but on simulation days must be up as this is clinical time. Make sure you have your clinical supplies with you at all times. Bring your device.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com.
- For testing services, use the following link: https://www.panola.edu/student-services/studentsupport/academic-testing-center.
- 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 Charles C. Matthews Student Center or go to https://www.panola.edu/studentservices/student-support/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: https://www.panola.edu/ (located on at the bottom under student)

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 timeline 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 databases 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.