

**Texas Concept-Based Curriculum
Ranger College AASN Program
RNSG 1128
Introduction to Health Care Concepts
Fall 2017**

SEMESTER HOURS	1
CONTACT HOURS	LECTURE: 1
PREREQUISITES:	ADMISSION TO ADN PROGRAM
COREQUISITES:	RNSG 1118, 1430, 1161, 1216

FACULTY INFORMATION

Vicki Calfa MSN, RN, PCCN
Office Address:
3201 Coggin Avenue Brownwood, TX 76801
Office Hours:
(email for appointment)
E-mail: vcalfa@rangercollege.edu

COURSE SCHEDULE

Lecture days: Monday
Lecture times: 2:00 to 2:50
Location: Early Campus

I. Texas Core Curriculum Statement of Purpose

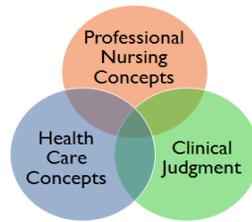
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course 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.

III. Required Background or Prerequisites

Students must meet all admission criteria for the nursing program. All corequisite courses must be completed with a C or better in order to progress. Must maintain current LVN licensure.



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IV. REQUIRED TEXTS AND MATERIALS

Required Textbooks & Equipment

PEARSON

Callahan, B. (2015). *Clinical nursing skills a concept-based approach to learning* (2 ed., Vol. 3). Hoboken, New Jersey: Pearson Education, Inc. ISBN: 9780133351798.

Callahan, B. (2015). *Clinical nursing skills a concept-based approach to learning* (2nd ed.), Vol. 1 & 2). Hoboken, New Hersey: Pearson Education, INC. ISBN: 978-0132934-269, 978-0132934-275

FA DAVIS

Gasper, M. L., & Dillon, P. M. (2012). *Clinical simulation for nursing education - learner volume*. Philadelphia : F. A. Davis. ISBN: 9780803662711

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). *Davis's drug guide for nurses*.(15th ed.) Philadelphia: F. A. Davis Company. ISBN: 9780803657052

Van Leeuwen, A. M., & Bladh, M. L. (2015). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications*. (6th ed.) Philadelphia: F. A. Davis. ISBN: 9780803659438

Yeager, D. (2015). EHR Tutor. Parma, OH

ELSEVIER

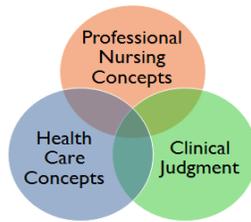
Giddens, J. F. (2017). *Concepts for Nursing Practice* (2 ed.). St. Louis: Elsevier Mosby. ISBN: 9780323374736

Jarvis, C. (2016). *Pocket Companion for physical examination and health assessment* (7 ed.). St. Louis: Elsevier. ISBN: 9780323265379

Coursey Enterprises Medical Supplies

Computer Access:

Students taking traditional, online, and Web-supported courses should have a computer that meets the minimum requirements listed in the Ranger College Handbook.



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Resources:

In this course, students are required to read all books covering the topics weekly.

V. Course Purpose

The purpose of this course is to:

1. Demonstrate critical thinking, sound judgment, innovation, and problem-solving in a variety of health care settings.
2. Collaborate with interdisciplinary team members to continuously improve systems, enhance quality, and promote safety.
3. Apply data and informatics technology to organize and deliver optimal care based on science and professional standards.
4. Advocate effectively in delivering patient-centered, culturally appropriate care.
5. Incorporate understanding of health disparities and social determinants into professional and public policy actions.
6. Practice nursing according to ethical and professional standards.

VI. Learning Outcomes

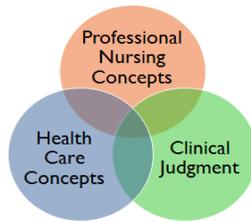
Upon completion of this course the student will:

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.

VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- ☒ **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- ☒ **Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication



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- ☒ **Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- ☒ **Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- ☒ **Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- ☒ **Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

This course utilizes a variety of teaching methods, including assigned text readings, class lectures and discussions, PowerPoint presentations, information from nursing research databases and professional websites, video clips, small group discussions, case studies, and unscheduled but nulled quizzes (such as pre- and post-lecture tests). Discussion boards and ATI resources as described below will also be utilized.

Internet technology is utilized to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. This technology can provide broader, current resources and research information; thus, students are required to access various websites and professional databases to complete certain lecture discussions and course assignments.

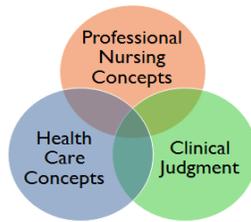
XI. Methods of Assessment

Course grades are dependent upon meeting the learning objectives and completing course requirements. Each student will receive the actual grade earned based on graded activities according to the designated evaluation criteria and percentages. Criteria for grading assignments are listed below. *****Scores and final course grades will not be rounded up.*****

The grading scale is listed below:

Exams in this course will be measured by written exams taken at the Brownwood campus site. Students are expected to take exams alone and not in a study group.

Exam 1	20%
Exam 2	20%



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Exam 3	20%
Comprehensive Final Exam	25%
ATI assignments	<u>15%</u>
<u>Total</u>	100%

Students will be required to take all exams. There will be no exemptions from final exams in the nursing program. Students achieving less than 75% on any exam are required to meet with the instructor to review the subject matter covered by the examination.

A total of FIVE ATI assignments will be given during the semester with three (3) points awarded for each. A minimum of 45 minutes must be spent on these in order to receive credit for the assignment. The instructor has access to observe the time you spend on each activity. **Students will be required to submit a transcript verifying completion of activity.** Participation and exposure to the information is the focus of these activities rather than the scores achieved on quizzes or assessments. These activities are designed to help students succeed both in school and in their chosen career field. Failure to participate will impact performance on exams and understanding of the course material

X. Course/Classroom Policies

1. Class Participation

Class attendance and active participation is encouraged for all course venues. **Students that will miss a class lecture must notify the instructor ASAP. Students will be responsible for the material presented in any activity for which they are absent.**

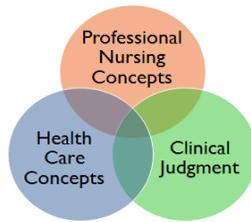
2. Missed Exams/Assignments/Make-Up Policy

Late submissions will receive a 5% deduction in points earned for each day they are late. Assignments are to be submitted via Blackboard by 1159 on the date they are due. Students are responsible for contacting the instructor for any missed exams or assignments and scheduling a potential make up testing time or assignment. See student handbook.

3. Academic Dishonesty

Nursing students are expected to maintain an environment of academic integrity. Actions involving scholastic dishonesty violate the professional code of ethics and are disruptive to the academic environment.

Students found guilty of scholastic dishonesty are subject to disciplinary action, including dismissal from the Associate Degree Nursing Program and Ranger College in accordance with outlined criteria. Procedures for discipline due to academic dishonesty have been adopted as



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published in the Ranger College Student Handbook. Examples of scholastic dishonesty include, but are not limited to:

CHEATING: Copying from another student's test. Possessing or using, during a test, materials which are not authorized. Using, buying, stealing, transporting, or soliciting a test, draft of a test, test facsimile, answer key, care plans, or other written works.

PLAGIARISM: Using someone else's work in your academic assignments without appropriate acknowledgment.

COLLUSION: Collaborating with another person in preparing academic assignments without authorization.

4. Student Behavior Policy

Students are expected to observe the following guidelines for classroom or campus testing behavior:

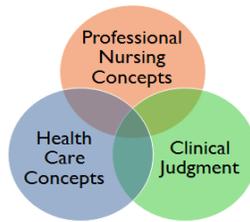
1. Neither children nor pets may be brought to classes or clinical agencies under any circumstance. **Children must not be left unattended in any area of the building.** Please do not bring a child to lecture, lab or clinical setting.
2. All buildings housing the Associate Degree Nursing Program are nonsmoking facilities.
3. No food or drinks are allowed in classrooms.
4. Students are expected to be seated by the designated starting time for classes.
5. A student deemed disruptive by a faculty member may be asked to leave the classroom or testing area.
6. **Cell phones must be turned off during class or campus testing.** In addition, pager/beepers, if used, must be set on silence. Messages received during lecture may be returned during class breaks. **Box will be by door and cell phones must be in box at beginning of lecture during testing or you will be asked to leave.**
7. Respectful, formal communication skills are used in online forums.

5. Available Support Services

Library facilities are available at the main Ranger campus, the Brownwood campus (Heartland Mall), and the Brownwood Public Library. Reference materials are also available online as well.

6. ADA Statement:

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College



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Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.

7. GRADING SYSTEM

Course grades are dependent upon meeting the learning objectives and completing course requirements. Each student will receive the actual grade earned based on graded activities according to the designated evaluation criteria and percentages. Criteria for grading assignments are listed below. *****Scores and final course grades will not be rounded up.*****

The grading scale is listed below:

90-100	A
80-89.99	B
75-79.99	C
60-74.99	D
< 60	F

Exams in this course will be measured by written exams taken at the Brownwood campus site. Students are expected to take exams alone and not in a study group.

Exam 1	20%
Exam 2	20%
Exam 3	20%
Comprehensive Final Exam	20%
ATI assignments	15%
<u>Total</u>	<u>100%</u>

Students will be required to take all exams. There will be no exemptions from final exams in the nursing program

NON-DISCRIMINATION STATEMENT

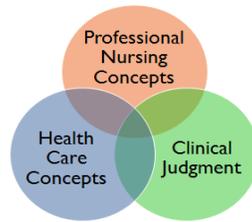
Admission, employment, and program policies of Ranger College are non-discriminatory in regard to race, creed, color, sex, age, disability, and national origin.

SYLLABUS AND CALENDAR CHANGES

The course syllabus and calendar are subject to change. Students will be notified during scheduled class or via Ranger College email concerning any revisions to course syllabus.

STUDENT EVALUATION OF COURSE

Students are strongly encouraged to participate in a course evaluation at the end of the semester. Areas of evaluation include:



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- Gaining factual knowledge
- Developing specific skills, competencies, and points of view needed by professionals in nursing
- Developing competency in verbal and written communication
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

DROP/WITHDRAWAL FROM CLASS

Students wishing to drop/withdraw from the class must do so before the final drop/withdrawal date. If the student does not drop/withdraw before the official last date, he/she will receive the grade earned. A “C” or better is needed in all nursing courses to pass. For all nursing courses, a grade of C is designated as 75-79.99 %. Failure to pass the lecture course will result in a failing grade in any corresponding clinical component.

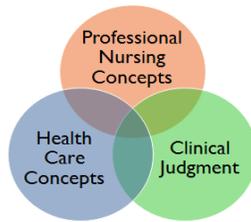
RECEIPT OF SYLLABUS FORM

All students must complete the attached “Receipt of Syllabus” form and return it to the course instructor.

RANGER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM OBJECTIVES

By the end of this program, a graduate student nurse will be able to act as a:

NURSING ROLES	ESSENTIAL COMPETENCIES
<u>Member of the Profession:</u>	<ol style="list-style-type: none">1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting;2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families;3. Participate in activities that promote the development and practice of professional nursing; and4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
<u>Provider of Patient-Centered Care:</u>	<ol style="list-style-type: none">1. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based



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practice outcomes as a basis for decision-making in nursing practice;

2. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study;

3. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team;

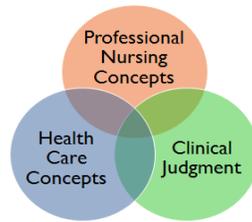
4. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services;

5. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles;

6. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care;

7. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration; and

8. Coordinate human, information, and materiel resources in providing care for patients and their families.



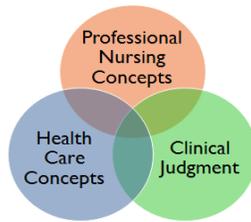
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Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards;
2. Implement measures to promote quality and a safe environment for patients, self, and others;
3. Formulate goals and outcomes using evidence-based data to reduce patient risks;
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices;
5. Comply with mandatory reporting requirements of the Texas NPA; and
6. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

Member of the Health Care Team:

1. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care;
2. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families;
3. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality;
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients and their families;
5. Communicate and manage information using technology to support decision-making to improve patient care;



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6. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need; and
7. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

XI. Course Outline/Schedule

Course Outline Topics

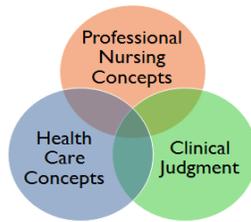
HEALTH CARE CONCEPTS – BIOPHYSICAL

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

HEALTH CARE CONCEPTS - PSYCHOSOCIOCULTURAL

- Coping*

WEEK	TOPIC (S)	READING MATERIAL
Week 1 August 28th	1. Orientation to Course 2. Syllabus Review 3. Review Materials Coping	1. Course/Syllabus Q&A 2. Receipt of Syllabus Form 3. Giddens Concepts for Nursing Practice (GCNP)-Concepts 31 & 32 4. ATI Practice Assessments Self-Assessment Inventory
Week 2 September 4th	Labor Day	1. -GCNP Concepts 3, 4, 5 2. ATI Nurse’s Touch Wellness and Self-Care (NT-WSC) Stress: Causes, Effects and Management



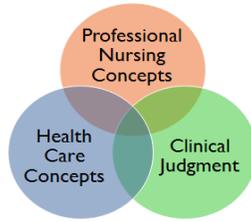
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Week 3 September 11th	Orientation BRMC 7:30 to 12:00 Ranger College Meeting 2:00	
Week 4 September 18th	Coping Immunity	<ol style="list-style-type: none"> 1. GCNP Concepts 23, 24 & 25 2. ATI Skills Module (SM) Infection control 3. Your Immune System: Natural Born Kill—Crash Course Biology #32 at: http://www.youtube.com/watch?v=CeVtPDjJBPU
Week 5 September 25th	Tissue Integrity	<ol style="list-style-type: none"> 1. GCNP Concept 27 2. ATI-SM-Physical Assessment (PA)- Complete Challenge 2
Week 6 October 2nd	Exam #1 Coping, Immunity, Tissue Integrity (25 questions, 4 points each)	
Week 7 October 9th	Perfusion	<ol style="list-style-type: none"> 1. GCNP Concept 18
Week 8 October 16th	Metabolism	<ol style="list-style-type: none"> 1. GCNP Concepts 14, 15, 16 and pages 104 & 105 2. ATI NT-WSC Eating-Healthy Physical activity & Rest and Sleep
Week 9	EXAM # 2	



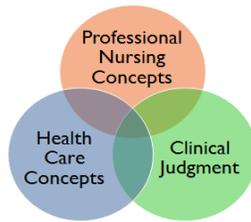
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October 23rd	(25 questions, 4 pts each) Perfusion & Metabolism	
Week 10 October 30th	Fluid & Electrolytes	1. GCNP Concept 8
Week 11 November 6th	Gas Exchange	1. GCNP Concept 19
Week 12 November 13th	Acid- Base	1. GCNP-Concept 9
Week 13 November 20th	THANKSGIVING	
Week 14 November 27	Exam #3 25 questions 4 points each Fluid, Electrolytes, & Gas Exchange Acid Base Balance	
Week 15 December 4th	Review for Final	



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Week 16 December 11th	COMPRHENSIVE FINAL EXAM 100 Questions, 1 pt each	



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RECEIPT OF SYLLABUS FORM

(Required of all students and filed by the instructor)

Legibly print the following information:

Name: _____ **Date:** _____

“I have received and understand the information in the syllabus for **RNSG 1128** and I agree to abide by the stated policies.”

Signature of Student: _____