

**GRAYSON COLLEGE  
ASSOCIATE DEGREE  
NURSING PROGRAM**



**NURSING 3 Theory**

**RNSG 2414  
Spring 2017**

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## **GRAYSON COLLEGE**

### ***Course Syllabus***

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#### **Course Information**

RNSG 2414, Integrated Care of the Client with Complex Health Care Needs

#### **Professor Contact Information**

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Office Hours are posted outside of office door.

#### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

RNSG 1523, 1119, 1460, 2504, 1144, 1461; RNSG 2404, 1227; BIOL 2120, 2320, 2301, 2101, 2302, 2102; PSYC 2301, 2314. RNSG 2414 must be taken concurrently with RNSG 2462.

#### **Course Placement:**

Third semester of the nursing program.

### **Course Description**

Application of a systematic problem-solving process, critical thinking skills and concepts to provide comprehensive nursing to diverse patients and families across the life span with complex health care needs including, but not limited to, complex childhood/adolescent diseases, complicated perinatal care, acute mental illness, complex perioperative care, serious adult health problems and health issues related to aging. Emphasis on tertiary disease prevention, health maintenance/restoration and collaboration with members of the interdisciplinary health care team. Content includes the roles of the professional nurse and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework. A grade of "PASS" is required to progress to Nursing 4 courses.

**Student Learning Outcomes:** Student learning outcomes for successful concurrent completion of RNSG 2462 and 2414;

#### Member of the Profession:

1. Demonstrate professional attitudes and behaviors.
2. Demonstrate personal accountability and growth.
3. Advocate on behalf of patients, families, self, and the profession using established guidelines.

#### Provider of Patient-Centered Care:

1. Use clinical decision making skills to provide safe, effective care for two or more patients and families.
2. Develop, implement and evaluate teaching plans to meet the needs of patients and families.
3. Integrate a caring approach in the provision of care for diverse patients and families.
4. Perform skills safely and correctly in the provision of patient care.
5. Manage resources in the provision of safe, effective care for patients and families.

#### Patient Safety Advocate:

1. Implement measures to promote a safe environment for patients, self, and others.
2. Formulate goals and outcomes to reduce patient risk using evidence-based guidelines.

#### Member of the Healthcare Team:

1. Initiate and facilitate communication to meet the needs of patients and families.
2. Collaborate with patients, families, and healthcare team members to promote quality care.
3. Develop skills as the leader of a student team.

#### Scans Skills:

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When taken concurrently with RNSG 2462, the following skills will be achieved:

##### *Workplace Competencies*

#### 1. Resources: Identifies, Organizes, Plans, and Allocates Resources:

Students in RNSG 2414 have to be able to allocate their time and material/facility resources in an efficient manner in the clinical setting. They must be able to manage the care of a group of clients in the clinical setting. Students must organize and plan patient care activities so that the work is completed in the allocated time. Concepts of making client assignments for a team helps students learn how to distribute the patient care

- among members of the team are introduced.
2. Interpersonal Skills: Works with Others  
Students in RNSG 2414 must demonstrate skills of negotiation, delegation, and participation as a member of a team. Students learn to use concepts of management and evaluation skills as they work with other healthcare team disciplines. Students are also expected to meet self-directed learning goals that enable them to identify needs of growth.
  3. Information: Acquires and Uses Information  
Students in RNSG 2414 must continue with development of information skills so that all resources of patient information are used to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, CAI, (available in Health Science computer lab), patient record, physician record, nursing journals and other available references.
  4. Systems: Understands Complex Inter-Relations  
Students in RNSG 2414 must be able to practice within the legal scope of nursing practice. This legal scope includes the state of nursing regulations, federal legislation, state statutes and common law. The practice of nursing is governed by the Nurse Practice Act, which was enacted by the state legislature. A variety of laws are enacted at the state level that has a direct impact on the nurse providing clinical care.
  5. Technology: Works with a Variety of Technology  
Students in RNSG 2414 must be able to manage information and knowledge with use of advanced and emerging technology. Emerging technologies can be used to provide linkages, specifically information technologies used for information handling. The current focus is on using information collected by emerging technologies to gain a competitive advantage in healthcare.

### **Foundation Skills**

1. Basic Skills: Reading, Writing, Math, Listening, and Speaking  
Students in RNSG 2414 are required to do several written assignments reflective of their clinical experiences such as nursing care plans and teaching plans. The construction of a professional portfolio will be introduced. Participation in case study presentations is also required. Dosage calculations on math mastery exams requiring 90% competency is required.
2. Thinking Skills: Creative Thinking, Problem Solving, Visualizing Relationships, Reasoning and Learning  
Students in RNSG 2414 are encouraged to be active participants in the learning process as well as self-directed learners. They must be able to identify their learning needs. They are required to complete case studies for the purpose of problem solving and critical thinking. Formulation of a philosophy of Nursing and personal values are exposed. By recognizing and identifying problems in the client populations, students develop and implement a plan of care.
3. Personal Qualities: Responsibility, Self-esteem, Sociability, Self-management, Integrity, and Honesty  
Students in RNSG 2414 critique themselves after each clinical day with regard to professional development. They are expected to demonstrate the professional nursing role by expressing insight into their own learning needs. They must demonstrate respect for others, assume accountability for decisions and/or actions and involve self in finding solutions to problems.

RNSG 2414  
Fall 2016 Required Textbooks and Materials for Nursing 3  
Most books can be purchased in print or electronic form  
Print ISBN#s

**REQUIRED:**

ISBN#s PRINT	AUTHOR	TITLE
<b>ELSEVIER Publishing</b>		
9780323296601	Gahart & Nazareno	2016 Intravenous Medications
9780323280136	Kizior & Hodgson	Saunders Nursing Drug Handbook 2015
9781455770571	McCustion, Kee & Hayes	Pharmacology 8ed.
9780323265379	Jarvis	Pocket Companion 7 <sup>th</sup> ED, Physical Examination & Health Assessment
9780323084451	Mosby	Mosby PDQ For RN 3 <sup>rd</sup> ed
9780323089203	Ladwig & Ackley	Nursing Diagnosis Handbook 4th Ed
9780323322065	Potter, Perry, Stockart & Hall	Essentials of Nursing Practice 8 <sup>th</sup> Ed. /ELR Pkg
9780323322041	Potter, Perry, Stockert & Hall	EAL Ess for Nrsg Practice (AC)8
9780323086783	Lewis, , Dirksen, Heitkemper & Bucher	Medical Surgical Nursing, 9th Ed
9780323398930	Lewis, Dirksen, Heitkemper & Bucher	EAQ Med-Surg Nsg (AC)-Upd 9
9781437727753	McKinney,James, Murray, Nelson & Ashwill	Maternal/Child Nursing 4 <sup>th</sup> Ed.
9781455727551	Silvestri	Saunders Comp Review for NCLEX RN Exam 6 <sup>th</sup> ed
9780323113397	Elsevier	Elsevier Adaptive Quiz NCLEX-RN-36
<b>F.A. Davis Co.</b> 9780803638761	Townsend, Mary	Essentials of Psychiatric Mental Health Nursing Concepts of Care in Evidence-Based Practice 6th Ed
<b>CANVAS COURSE SHELL</b>	Downloadable from GCC Canvas course shell	
GCC Faculty		ADN Student Handbook
GCC Faculty		Course Syllabus – Each Semester

**NOT REQUIRED: Additional tools you may find useful**Clinical Calculations, 7<sup>th</sup> ed., Kee Marshall

Medical Nursing Dictionary/ Laboratory Tests and Diagnostic Procedures

**Required Assignments & Academic Calendar; Specific assignments, requirements, objectives, and clinical forms related to RNSG 2462 and 2414 are included at the end of the course syllabus for ease of printing.**

### **Methods of Instruction**

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1. Lecture/discussion
2. Group Process – Role Play
3. Simulated client situations
4. Study Guides
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Students Conferences
9. Written Assignments

### **Course & Instructor Policies**

#### **Attendance**

(Revised 01/15)

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. A role sheet is used to verify attendance in all theory courses.
3. Students **must** notify the faculty Team Coordinator in case of an absence on a test day at least one hour prior to the scheduled test time.

#### **Class Attendance**

Academic success is closely associated with regular classroom attendance and course participation.

All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

#### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to

a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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### **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator ([903-463-8714](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903](tel:903-415-2506)) 415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903](tel:903-463-8753)) 463-8753
- Ms. Marilyn Power, Title IX Deputy Coordinator ([903](tel:903-463-8625)) 463-8625
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903](tel:903-463-8777)) 463-8777- Main Campus) ([903](tel:903-415-2501)) 415-2501 - South Campus)
- GC Counseling Center: ([903](tel:903-463-8730)) 463-8730
- For Any On-campus Emergencies: 911

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### **Methods of Evaluation**

1. Successful completion of RNSG 2414 is based upon the following criteria:
  - a. Achieve 90% on a pharmacological math test (3 attempts within specified time frame – see class calendar).
  - b. Periodically scheduled exams (see class calendar).
  - c. Final exam (must be taken).
2. Skills Review Check-off: All students must pass a skills review check-off at the beginning of the semester in the lab sections of the second, third and fourth semesters of the program. All students will be allowed two attempts to successfully complete a random selection of any two previously learned skills. Check-offs will be conducted using a skills check-off form. Both skills selected must be completed within a 30 minute time period. Students will be given the option of a five minute warning. Failure to pass the check-off will result in the need to withdraw from the course and any concurrent nursing courses.
3. The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. A comprehensive final accounts for 25% of the course grade.

4. The dates of all exams are posted on the class calendar. Exams are based on syllabus learning objectives. Grades will be posted in Canvas.
5. In the event of illness or emergency, make up exams will be given during the week before finals week. Students must call the Nursing 3 coordinator PRIOR to the exam if the exam will be missed. Any missed make-up exams will not be rescheduled. No make-up final exam will be given. (see Class Calendar).
6. In order to progress to Nursing 4 the student must pass with a final course grade of 75 or higher.

**Grading Policy:**

A = Excellent	89.50-100
B = Good	79.50-89.49
C = Satisfactory	74.50-79.49
D = Failing	64.50-74.49
F = Failing	64.49 - and below

**Adaptive Quizzing and Learning**

(New 11/15)

Students are to complete assigned Elsevier Adaptive Quizzing and Learning assignments by the assigned deadline. Failure to complete all assignments may result in an Incomplete for the course.

**In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.**

**Additional policies specific to the Nursing Program are published in the ADN Student Handbook.**

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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

These descriptions and timelines are subject to change at the discretion of the Professor.  
 Grayson College campus-wide student policies may be found on our Current Student Page on our website:  
<http://grayson.edu/current-students/index.html>

### Anticipated Cost for Nursing 4

ITEM	DUE DATE	FEE	Payment type / Payable to:	Address
Mock Trial Fall only	Register mid-September or earlier for October mtg.	\$30.00 non-TNSA member, \$20.00 TNSA	Check, Money Order, Credit Card	Texas Nurses Association Flyer will be posted in Blackboard and/or class when available
State Board License Fee	Apply at the beginning of Nursing 4	\$100.00	Personal Ck., MO, or Cashiers Ck. (credit card for online app) Payable to: Board of Nurses for State of Texas	Board of Nurses for the State of Texas  William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400 Web: <a href="http://www.bon.state.tx.us">www.bon.state.tx.us</a>
DPS/FBI Criminal Background Check/Finger print scan (unless done prior to starting nursing 1)	Beginning of Nursing 4, Approx. 10-14 days after applying for licensure	\$9.95 (fingerprints) \$31.50 (DPS/FBI) There are different instructions if live out of Texas	Check or Money Order Credit Card if online appl.	MorphoTrust does the background check but everything goes through Identigo McKinney, TX 1-888-467-2080  <a href="http://www.identigo.com">www.identigo.com</a> Make an appointment at location of choice
NCLEX-RN License Exam Fee	6 weeks prior to graduation	\$200.00	Certified Ck, Cashiers Ck, MO, Credit card if registering by web or phone. Payable to: National Council of State Boards of Nursing	NCLEX Registration (Pearson Vue) P.O. Box 64950 St. Paul, MN 55164-0950 Phone: 1-866-496-2539 Web: <a href="http://www.vue.com/nclex">www.vue.com/nclex</a>

RNSG 2414 Spring 2017

<p><b>Mandatory before taking NCLEX</b></p> <p>Nursing Jurisprudence Exam</p>	<p>At least 10 days after State Board license fee is paid. Is taken on-line at the Bd. Of Nurses website</p>	<p>No additional cost (cost is included in the State Board License Fee)</p>	<p>N/A</p>	<p><a href="http://www.bon.state.tx.us/olv/je.html">http://www.bon.state.tx.us/olv/je.html</a> Board of Nurses for the State of Texas William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400</p>
<p><b>Optional:</b></p> <p>Nursing Jurisprudence Prep course</p> <p>(This material is covered in lectures)</p>	<p>Prior to taking Jurisprudence exam</p>	<p>\$25.00</p>	<p>Credit Card – online Or contact the board if unable to pay by credit card</p>	<p><a href="http://www.bon.state.tx.us/olv/je-course.html">http://www.bon.state.tx.us/olv/je-course.html</a> Board of Nurses for the State of Texas William P. Hobby Bldg., Suite 3-460 333 Guadalupe Street Austin, TX 78701 Phone: 1-512-305-7400</p>
<p>NCLEX-RN Preparation Review Course (RNSG 2030, 51.3801)</p>	<p>Register prior to beginning Nursing 4</p>	<p>\$100.00</p>	<p>Register and pay through the Center for Workplace Learning (CWL)</p>	<p><a href="http://www.cwlgcc.org">www.cwlgcc.org</a> 903-463-8765</p>
<p>NCLEX-RN Review Course</p>	<p>Must complete prior to graduation if scored &lt;900 on HESI exit exam</p>	<p>~\$300.00</p>	<p>Variable depending on course</p>	<p>Nursing Educations Consultants will offer a course at Grayson the week of graduation if enough students are interested. NursingEd.com Email: info@nursinged.com</p>
<p>Nursing Pin</p>	<p>Beginning of Nursing 4</p>	<p>\$5 - \$150</p>	<p>Check, Money Order, Cash, Credit Card Payable to: Balfour</p>	<p>Balfour P.O. Box 8429 Greenville, Texas 75404 Phone: 1-888-264-900</p>
<p>Graduation Invitations</p>	<p>4 weeks prior to graduation</p>	<p>\$1.00 each</p>	<p>Check, Cash, Money Order</p>	<p>Grayson Student Nurses Association</p>

Associate Degree Nursing  
Math Application Objectives

Students are responsible for objectives listed under their current semester level in addition to all previous semesters.

Level 1

1. Interpret & properly express metric and household notations.
2. Convert from one unit to another within the same system of measurement.
3. Convert units of measure from one system of measurement to another system of measurement (metric and household).
4. Interpret medication prescriptions and standard abbreviations.
5. Interpret medication labels and calculate prescribed dosages.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a medication to be administered per pound or kilogram of body weight.
8. Calculate the volume of a liquid for injection administration.
9. When given specific diluent information for medication reconstitution, calculate the volume to be administered.
10. Select the appropriate syringe for a calculated volume for parenteral administration.
11. Express a calculated answer by selecting the correct calibrated line on a syringe.

Level 2

12. Recognize the calibration or drop factor of IV administration sets.
13. Calculate the IV flow rate in drops per minute, and/or mL/hr. of a prescribed amount of intravenous fluid.
14. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
15. For a given IV delivery rate (mL/hr), calculate the equivalent mg/hr, units/hr; mg/min or units/min dosage. (Ex: heparin, oxytocin)

Level 3 & 4

16. For a given IV dosage/time order (ex: mg/min or mg/hr) calculate the flow rate in mL/hr. or gtts/min.
17. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in mL/hr or gtts/min.
18. Recognize the reasonable amount of medication to be administered.
19. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.
20. End calculations may result in a answer to that is rounded to one decimal point.

GRAYSON COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM

***Pharmacologic Math: Medication Dosage Calculation***

Instructions for rounding will be included on all nursing exams that contain pharmacologic math questions. The instructions will be specific to the medication dose being calculated.

**These general rules must be used for correct dosage calculation and documentation:**

(These rules will not be included in exam rounding instructions: memorize these rules!!)

- Do not use trailing zeros after a decimal point.  
Example: X mg. (correct)  
X.0 mg. (incorrect)
- Do use a leading zero prior to a decimal point.  
Example: 0.X mg. (correct)  
.X mg. (incorrect)
- Carry all calculations out to two places past the decimal point.  
Example: lbs to kg = keep to two places past the decimal point.
- Do not round until the very last step in the calculation.

**Other helpful guidelines:**

**Tablets**

Tablets are most frequently administered whole or cut in half. Occasionally, tablets may be cut in quarters. Follow standard rounding rules to determine the most accurate dose.

**Oral liquids**

Round according to the measuring device being used

**3 mL syringe**

Calibrated in tenths of a mL, so doses should be rounded to the nearest tenth

Use for doses greater than 1 mL.

Examples: 1.25 mL = 1.3 mL  
2.67 mL = 2.7 mL

**Tuberculin syringe**

Calibrated in hundredths of a mL, so doses should be rounded to the nearest hundredth.

Use for doses less than 1 mL.

Examples: 0.536 mL = 0.54 mL  
0.695 mL = 0.7 mL

**Intravenous fluids**

May be administered in drops/minute or mL/hour

When calculating drops/minute:

round to the nearest whole number

When calculating mL/hour:  
(one decimal point)

round according to the capability of the infusion pump (may be to

RNSG 2414 Spring 2017

General Course Content Outline and Unit Objectives

Course content is organized by body system, using the medical model, and includes disorders of the following systems:

Unit 3: Hematological / Cardiac

Unit 4: Respiratory

Unit 5: High Risk Pregnancy / Newborn

Additional content includes:

Unit 1: Mental Health Disorders

Unit 2: Leadership / Management / Delegation

Objectives for units 1, 3-5:

In planning, implementing, and evaluating care for patients and their families:

The student will apply knowledge of:

- Underlying pathophysiology

- Nursing implications of related diagnostic tests

- Clinical manifestations and related nursing assessment

- Collaborative care measures:

  - Commonly prescribed medical/surgical care

  - Commonly prescribed parenteral and pharmacologic treatments

  - Interdisciplinary resources

  - Nursing staff assignments, delegation, and supervision

- Evidence-based practice

- Needs across the lifespan

- Diverse beliefs and values

  - Cultural, ethnic, and social

- Regional, national, and global perspectives

The student will integrate concepts related to:

- Professional attitudes and behaviors

- Advocacy

- Clinical decision making

- Patient teaching

- Caring approach

- Resource management

- Safety

- Risk reduction

- Communication

- Collaboration

- Coordination

The student will integrate knowledge of the roles of the nurse as a:

- Member of the profession

- Provider of patient-centered care

- Patient safety advocate

- Member of the healthcare team

## RNSG 2414 - Unit I

# Mental Health

### Objectives:

1. Recognize the steps in establishing a therapeutic nurse – client relationship.
2. Identify strengths and weaknesses of the DSM V.
3. Identify client's civil rights related to nursing in a mental health facility.
4. Differentiate between the types of admission to a mental health facility.
5. Identify defense mechanisms utilized in specific situations.
6. Review components of the Mental Status Exam (MSE).
7. Recognize the definition of child abuse and neglect as described in CAPTA (The Child Abuse Prevention and Treatment Act).
8. Describe TPAPN and its function.

**Note: Order of Outline Does not necessarily follow the order of lectures on Calendar. Please see calendar.**

CONTENT	LEARNING ACTIVITIES
I. Introduction to Psychiatric Nursing <ul style="list-style-type: none"> <li>A. Psychiatric nurse's role</li> <li>B. Types of admission</li> <li>C. Psychiatric team</li> <li>D. Characteristics of Mental Health / Mental Illness</li> <li>E. Psychiatric Assessment</li> <li>F. Types of therapies</li> </ul>	<p><b>(Use index or see power point for individual page numbers within chapters)</b></p> <p><u>Readings:</u> Intro to Psych: Townsend Ch 1, 4, 6, 7 Psych Therapies: Townsend Ch 6-12 Saunders NCLEX</p>
II. Crisis & Anxiety Disorders <ul style="list-style-type: none"> <li>A. Crisis               <ol style="list-style-type: none"> <li>1. Situational</li> <li>2. Developmental</li> </ol> </li> <li>B. Anxiety Disorders               <ol style="list-style-type: none"> <li>1. Generalized Anxiety</li> <li>2. Phobias</li> <li>3. Obsessive-Compulsive Disorder</li> <li>4. Panic</li> <li>5. Post-Traumatic stress disorder</li> </ol> </li> </ul>	<p><u>Readings:</u> Townsend Ch 1, 10, 18, 19 Saunders NCLEX</p>
III. Somatoform Disorders <ul style="list-style-type: none"> <li>A. Conversion</li> <li>B. Somatic Symptom Disorders</li> <li>C. Somatization</li> </ul>	<p><u>Readings:</u> Townsend Ch 20</p>
IV. Dissociative Disorders <ul style="list-style-type: none"> <li>A. Amnesia</li> <li>B. Fugue</li> <li>C. Dissociative identity</li> <li>D. Depersonalization disorder</li> </ul>	<p><u>Readings:</u> Townsend Ch 20</p>
V. Personality Disorders <ul style="list-style-type: none"> <li>A. Paranoid</li> <li>B. Avoidant</li> <li>C. Dependent</li> <li>D. Obsessive-Compulsive</li> <li>E. Passive-Aggressive</li> <li>F. Histrionic</li> </ul>	<p><u>Readings:</u> Townsend Ch 23</p>

<ul style="list-style-type: none"> <li>G. Antisocial</li> <li>H. Borderline</li> <li>I. Adjustment &amp; Impulse Control</li> <li>J. Narcissist</li> <li>K. Schizoid</li> <li>L. Schizotypal</li> </ul>	
<ul style="list-style-type: none"> <li>VI. Schizophrenia             <ul style="list-style-type: none"> <li>A. Disorganized</li> <li>B. Paranoid</li> </ul> </li> </ul>	<p><u>Readings:</u> Townsend Ch 15</p>
<ul style="list-style-type: none"> <li>VII. Mood Disorders             <ul style="list-style-type: none"> <li>A. Unipolar Disorders                 <ul style="list-style-type: none"> <li>1) major depression</li> <li>2) dysthymia</li> <li>3) seasonal affective disorder</li> </ul> </li> <li>B. Bipolar Disorders                 <ul style="list-style-type: none"> <li>1) Bipolar I</li> <li>2) Bipolar II</li> </ul> </li> </ul> </li> </ul>	<p><u>Readings:</u> Unipolar: Townsend Ch 16 Bipolar: Townsend Ch 17 McKinney Ch 53 Kee pp. 395-397</p>
<ul style="list-style-type: none"> <li>VIII. Suicide</li> </ul>	<p><u>Readings:</u> Townsend Ch 16 McKinney Ch 53</p>
<ul style="list-style-type: none"> <li>IX. Psychiatric Disorders of Childhood             <ul style="list-style-type: none"> <li>A. Attention deficit / hyperactivity disorder</li> <li>B. Oppositional defiant disorder</li> <li>C. Conduct disorder</li> <li>D. Separation anxiety disorder</li> <li>E. Autistism Spectrum Disorders</li> <li>F. Tourettes's disorder</li> </ul> </li> </ul>	<p><u>Readings:</u> Townsend Ch 24 McKinney Ch 35, 53, 54</p>
<ul style="list-style-type: none"> <li>X. Abuse, Violence &amp; Neglect             <ul style="list-style-type: none"> <li>A. Child abuse / neglect</li> <li>B. Shaken baby syndrome</li> <li>C. Spouse abuse</li> <li>D. Elder abuse / neglect</li> <li>E. Rape / violence</li> </ul> </li> </ul>	<p><u>Readings:</u> Townsend Ch 25, 26 (pp 732-734) McKinney Ch 24 McKinney Ch 34 pp 568-573 McKinney Ch 53 pp1468-1472</p>
<ul style="list-style-type: none"> <li>XI. Eating Disorders             <ul style="list-style-type: none"> <li>A. Anorexia</li> <li>B. Bulemia</li> <li>C. Binge-Eating Disorder</li> </ul> </li> </ul>	<p><u>Readings:</u> Townsend Ch 22 McKinney Ch 7 (p 129)</p>
<ul style="list-style-type: none"> <li>XII. Addictive Behaviors             <ul style="list-style-type: none"> <li>A. Drug Abuse</li> <li>B. Alcohol Abuse</li> <li>C. Fetal Alcohol Syndrome</li> <li>D. Addicted Mother</li> <li>E. Gambling Addiction</li> <li>F. Online Addiction</li> <li>G. Chemically Impaired Nurse</li> </ul> </li> </ul>	<p><u>Readings:</u> Townsend Ch 14 Lewis Ch 11 Saunders NCLEX</p>
<ul style="list-style-type: none"> <li>XIII. Sexual Development &amp; Disorders</li> </ul>	<p><u>Readings:</u> Townsend Ch 21 McKinney Ch 11, &amp; Potter &amp; Perry Ch 23</p>

## Leadership / Management / Delegation

Objectives:

1. Define leadership and leadership styles.
2. Differentiate between formal and informal leadership.
3. Discuss appropriate workplace communication.
4. Determine the style of leadership that best supports a successful managerial role.
5. Review SBAR communication tool.
6. Apply principles for giving and receiving feedback.
7. Define delegation, responsibility, accountability and authority in relation to nursing practice.
8. Explain the regulation established by the Texas Board of Nursing (BON) regarding clinical delegation by Registered Nurses.
9. Recognize BON criteria for delegation to UAP's.
10. Apply BON delegation regulation to specific client situations and settings.
11. Describe the implication of nursing students working as unlicensed personnel.
12. Discuss roles and responsibilities of student team leaders.

CONTENT	LEARNING ACTIVITIES
I. Leadership/Management in Nursing A. Styles B. Effectiveness C. Charge Nurse Duties D. Managing Shift Activities E. Prioritization F. Workplace communication F. Feedback G. Student team leading	<u>Readings:</u> Syllabus for RNSG 2462 Team Leader Responsibilities Saunders NCLEX Texas Board of Nursing Nurse Practice Act Scope of Practice RN, LVN, UAP
IV. Delegation in Nursing A. Purpose B. Definitions C. Criteria for delegation D. Supervision and evaluation E. Specific tasks commonly delegated F. Tasks that may not be delegated G. Settings for delegation H. Client factors in delegation I. Obstacles to effective delegation	<u>Readings:</u> Lewis: Chapter 1 pg 15 Nurse Practice Act – Delegation <a href="http://www.bne.state.tx.us">www.bne.state.tx.us</a> -Nursing practice –Delegation Resource Packet -Video: Delegating Effectively

## Hematological / Cardiovascular System

In addition to the common course objectives listed, the following objectives apply for the hematological / cardiovascular system.

1. Discuss eligibility criteria for blood donor and donations, including criteria for temporary and permanent non-eligibility.
2. Describe the steps to initiating a blood transfusion.
3. Explain types of transfusion reactions, signs & symptoms, and appropriate nursing actions related to each.
4. List and discuss nursing actions regarding common problems encountered during a transfusion.
5. Explain the cause and prevention of hemolytic disease of the newborn secondary to Rh incompatibility.
6. Compare Rh incompatibility to ABO incompatibility with regard to occurrence, treatment and implications for the fetus / newborn.
7. Relate the electrical events of the cardiac cycle to the waveforms on an EKG.
8. From a sample EKG strip, identify life-threatening dysrhythmias.
9. Discuss the principles of hemodynamic and nursing management of clients with a pulmonary artery catheter, central venous pressure line and arterial lines.

**Note: Order of Outline Does not necessarily follow the order of lectures on Calendar. Please see calendar.**

CONTENT	LEARNING ACTIVITIES
I. Skills related to Hematological & Cardiovascular function  A. Blood Administration 1) Transfusion Reactions 2) Circulatory Overload	<b>(Use index or see power point for individual page numbers within chapters)</b>  <u>Readings:</u> Potter & Perry Ch 18 Saunders NCLEX
II. Inherited / acquired hematological disorders A. Rh/ABO incompatibility B. Hyperbilirubinemia C. Neutropenia D. Anemia 1) Iron Deficiency 2) Thalassemia 3) Pernicious 4) Folic acid 5) Aplastic E. Sickle Cell Disease F. Thrombocytopenia G. Hemophilia H. VonWillebrand Disease I. DIC	<u>Readings:</u> Lewis: Ch. 30, 31 Saunders NCLEX McKinney Ch 46, 47
III. Neoplastic Disorders A. Leukemia B. Lymphoma	<u>Readings:</u> Lewis: Ch. 31 McKinney Ch 48 Saunders NCLEX

CONTENT	LEARNING ACTIVITIES
C. Multiple myeloma D. Polycythemia vera	
IV. Immunodeficient Disorders A. HIV B. AIDS	<u>Readings:</u> Lewis: Ch. 15 Saunders NCLEX McKinney Ch 42 Kee Ch. 33 p. 454 Kee Ch. 35
V. Coronary Artery Disease A. Angina pectoris B. Myocardial infarction	<u>Readings:</u> Lewis: Ch. 34 Saunders NCLEX, Ch 60 (791-795) Kee Ch. 42 pp 607-612 Kee Ch. 45
VI. Heart Failure / Pulmonary Edema A. Acute decompensated failure B. Chronic heart failure	<u>Readings:</u> Lewis: Ch. 35 McKinney Ch 46 Kee Ch. 42 pp 601-607 Kee Ch 59 pp 924
VII. ECG Monitoring A. Lead placement B. Electrode application C. Interference D. ECG waveforms E. Systematic assessment	<u>Readings:</u> Lewis: Ch. 36
VIII. Rhythms / Dysrhythmias A. Normal sinus rhythm B. Sinus bradycardia, tachycardia, C. Atrial fibrillation / flutter D. Supraventricular Tachycardia (SVT) E. Premature ventricular contraction (PVC) F. Ventricular tachycardia, fibrillation, G. Asystole, Pulseless Electrical Activity (PEA) H. Heart blocks I. Cardiac arrest	<u>Readings:</u> Lewis: Ch. 36 McKinney Ch 46 Kee Ch. 42 pp 613-618
IX. Congenital Cardiac A. Defects with increased pulmonary Flow 1) Atrial septal defect 2) Ventricular septal defect 3) Atrioventricular canal defect 4) Patent ductus arteriosus B. Obstructive defects 1) Coarctation of the aorta 2) Aortic stenosis 3) Pulmonic stenosis C. Defects with decreased pulmonic flow 1) Tetralogy of fallot 2) Tricuspid atresia D. Mixed defects 1) Transposition of great vessels 2) Truncus arteriosus	<u>Readings:</u> McKinney Ch 46 Saunders NCLEX

CONTENT	LEARNING ACTIVITIES
E. Acquired 1) Kawasaki disease 2) Heart Failure	
X. Infectious / Inflammatory Cardiac A. Cardiomyopathy B. Rheumatic heart disease C. Endocarditis D. Myocarditis E. Pericarditis	<u>Readings:</u> Lewis: Ch. 37 McKinney Ch 46
XI Valvular Disorders A. Mitral stenosis / regurgitation B. Aortic stenosis / regurgitation	<u>Readings:</u> Lewis: Ch 37 Kee Ch. 45
XII. Cardiac Surgery A. Procedures 1) PCTA / Stents / CABG 2) Transplant 3) Pacemaker insertion/Paced Rhythms 4) Implantable Cardioverter Defibrillator (ICD) 5) Abdominal Aortic Aneurysms B. Intra-operative concerns 1) Cardiopulmonary bypass 2) Hypothermia 3) Cardiac standstill 4) Cardioplegia C. Post op Concerns	<u>Readings:</u> Lewis: Ch. 34, 38, 66 McKinney Ch 46
XIII. Hemodynamic Monitoring A. Invasive B. Noninvasive C. Pulmonary Hypertension	<u>Readings:</u> Lewis: Ch 66, Ch 28 (pp 553-555)

## Respiratory System

In addition to the common course objectives, the following objectives apply to the respiratory system.

1. Identify indications for suctioning.
2. Demonstrate tracheostomy care.
3. Identify different types of airways with appropriate rationale for use.
4. Differentiate the indications and modes of mechanical ventilation.
5. Compare and contrast respiratory alkalosis and respiratory acidosis.
6. Compare and contrast metabolic alkalosis and metabolic acidosis
7. Identify the different types of chest drainage systems and the basic principles of their function.

**Note: Order of Outline Does not necessarily follow the order of lectures on Calendar. Please see calendar.**

CONTENT	LEARNING ACTIVITIES
I. Skills related to respiratory function A. Suctioning 1) Nasotracheal 2) Endotracheal 3) Tracheal B. Tracheostomy / Tracheotomy care C. Arterial Blood Gases D. Mechanical Ventilation	<b>(Use index or see power point for individual page numbers within chapters)</b>  <u>Readings:</u> Suctioning/Trach Care: Potter & Perry Ch 30 McKinney Ch 37 Lewis: Ch. 27 (pp 507-510, 518) ABGs: Lewis Ch 17 Ventilators: Lewis Ch 66, 68 Saunders NCLEX
II. Chest Trauma A. Injuries to bony structures B. Injuries to great vessels / heart C. Injuries to the pleural space D. Chest Tubes	<u>Readings:</u> Lewis: Ch. 28 (pp 541-547) Potter & Perry Ch 30 (pp 807-814, 828-829) Saunders NCLEX
III. Lung disorders in the adult A. Chronic obstructive pulmonary disease (COPD) B. Asthma C. Respiratory Failure D. Acute Respiratory Distress Syndrome E. Tuberculosis	<u>Readings:</u> Potter & Perry Ch 30 Lewis: Ch. 29 (COPD) Ch. 28 (TB), Ch 68(ARDS) Ch. 29 (Asthma) Saunders NCLEX Kee Ch. 41
IV. Pediatric Obstructive Disorders A. SIDS A. Foreign Body Aspiration B. Cystic Fibrosis C. Asthma	<u>Readings:</u> McKinney Ch 45 Saunders NCLEX

<p>V. Respiratory malignancies A. Cancer of the larynx B. Cancer of the lung</p>	<p><u>Readings:</u> Lewis: Ch. 27 (pp 507-520), Ch 28 (pp 535-541, 547-549) Kee Ch. 37</p>
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<ul style="list-style-type: none"> <li>A. Dysfunctional Labor</li> <li>B. Problems with the Passenger             <ul style="list-style-type: none"> <li>1) Macrosomia</li> <li>2) Shoulder Dystocia</li> <li>3) Multifetal Pregnancy</li> </ul> </li> <li>C. Problems with the Passage             <ul style="list-style-type: none"> <li>1) CPD</li> <li>2) Soft Tissue Obstructions</li> </ul> </li> <li>D. Abnormal Labor Duration</li> <li>E. Precipitate Labor</li> <li>F. Premature ROM</li> <li>G. Prolonged Labor/Pregnancy</li> <li>H. Emergency Cases             <ul style="list-style-type: none"> <li>1) Placenta Abnormalities</li> <li>2) Prolapsed Cord</li> <li>3) Uterine Rupture</li> <li>4) Uterine Inversion</li> <li>5) AFE</li> <li>6) Meconium Stained Fluid</li> </ul> </li> <li>I. Trauma</li> </ul>	<p>McKinney—Chapter 27 Saunders NCLEX</p>
<ul style="list-style-type: none"> <li>III. High Risk Post-partum             <ul style="list-style-type: none"> <li>A. PP Hemorrhage</li> <li>B. Trauma</li> <li>C. Subinvolution of the Uterus</li> <li>D. Puerperal Infection</li> <li>E. PP Mood Disorders</li> </ul> </li> </ul>	<p><u>Readings:</u> McKinney—Chapter 28 Saunders NCLEX</p>
<ul style="list-style-type: none"> <li>IV. High Risk Newborn             <ul style="list-style-type: none"> <li>A. Birth Trauma                 <ul style="list-style-type: none"> <li>1) Meconium Aspiration</li> <li>2) Asphyxia</li> </ul> </li> <li>B. Infant Respiratory Distress (RDS)                 <ul style="list-style-type: none"> <li>1) Transient tachypnea</li> </ul> </li> <li>C. Bronchopulmonary Dysplasia</li> <li>D. Fetal Demise</li> <li>E. Sepsis</li> <li>F. Persistent Pulmonary Hypertension of Newborn (PPHN)</li> <li>G. Cold stress</li> <li>H. Hyperbilirubinemia                 <ul style="list-style-type: none"> <li>1) Physiologic jaundice</li> <li>2) Pathologic jaundice</li> </ul> </li> <li>I. Hypoglycemia</li> <li>J. Infant of a Diabetic Mother</li> </ul> </li> </ul>	<p><u>Readings:</u> McKinney Ch 24, 29, 30  Saunders NCLEX</p>

All classes should be in SC113 unless otherwise noted

January 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 MLK Day Off	17 830-3 8:30- 10 Orientation  10-11 Test Taking Skills  11-12 Math Review  1-3 Introduction to Psych	18	19 8-3 8-10 Psych Therapies  10-12 Anxiety/Crisis  1-3 Abuse/Neglect	20 9-12 9-11 Somatoform/ Dissociative Disorders  GNSA at 11	21
22	23 830-3  830-1130 Personality Disorders Schizophrenia  11:30-12 Practice Test Exam Soft  1230-3 Psych Disorders of Childhood	24 830-3 830-1130 Addictive Behaviors  1230-3 Sexual Development and Disorders	25	26 0900 0900 Test 1	27 8-11  0800 Math Test 1  9-11 Unipolar/Suicide  11 Drug Screens for TE	28
29	30 830-3  830-11 Eating Disorders  1145 145 Bipolar  2-3 Clinical Readiness Exam S	31 9-3 9-11 Leadership/Management  12-2 Delegation  1400 Math Test 2 (if needed)				

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February 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> EAQ Psych test 1 & 2 due by midnight	<b>2</b> 9-11 9-11 Clinical Info (Attendance Mandatory)	<b>3</b> 8-3 Skills Review Check Offs As assigned You will be scheduled a specific time	<b>4</b>
<b>5</b>	<b>6</b> 0900 Test 2  1-3 Immunodeficiency	<b>7</b> Clinical Orientation (Date/Times as assigned by clinical instructor)	<b>8</b> Clinical Orientation (Date/Times as assigned by clinical instructor)	<b>9</b> 9-11 9-11 Inherited/Aquired Hematological  1130 Math Test 3 (if needed)	<b>10</b> 9-11 Neoplastic Hematological  11:30-2 Skills Review Check Offs As assigned (if needed)	<b>11</b>
<b>12</b>	<b>13</b> Clinical Week 1	<b>14</b>	<b>15</b>	<b>16</b> 9-11 CAD/AMI	<b>17</b> 9-11 Heart Failure	<b>18</b>
<b>19</b>	<b>20</b> Clinical Week 2	<b>21</b>	<b>22</b>	<b>23</b> 9-11 Cardiac Dysrhythmias  12-230 Post Conf	<b>24</b> 9-11 Cardiac Dysrhythmias	<b>25</b>
<b>26</b>	<b>27</b> Clinical Week 3	<b>28</b>	<b>Notes:</b>			

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March 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b>	<b>2</b> 9-11 Blood Administration  12-230 Post Conf	<b>3</b> 9-11 Congenital Cardiac (Not on test 3)	<b>4</b>
<b>5</b>	<b>6</b> Clinical Week 4	<b>7</b>	<b>8</b>	<b>9</b> Test 3 (16 hours)	<b>10</b> 9-11 Infection/Inflammatory Valve	<b>11</b>
<b>12</b>	<b>13</b> Spring Break	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b> EAQ Cardiac level 1 due by midnight	<b>20</b> Clinical Week 5	<b>21</b>	<b>22</b>	<b>23</b> 9-11 Hemodynamics  12-230 Post Conf	<b>24</b> Faculty Development Day  No Classes	<b>25</b>
<b>26</b>	<b>27</b> Clinical Week 6	<b>28</b>	<b>29</b>	<b>30</b> 9-11 Cardiac Surgery  12-230 Post Conf	<b>31</b> 9-11 Airway Management	<b>Notes:</b>

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April 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 EAQ Cardiac Level 2 due by midnight	3 Clinical Week 7	4	5	6 9-11 COPD 12-230 Post Conf Airway Mgt. Lab	7 9-11 Pedi Obstructive	8
9	10 Clinical Week 8	11	12	13 9-11 Vents/ABGs 12-230 Post Conf Airway Mgt. Lab	14 9-11 Chest Trauma	15
16 EAQ Respiratory level 1 due at midnight	17 Clinical Week 9	18	19	20 0900 Test 4	21 8-11 Respiratory Failure 3HOUR lecture!!!	22
23 PSYCH COMM. MEETING DUE	24 Clinical Week 10	25	26	27 9-11 Respiratory Malignancy 12-230 Post Conf	28 9-11 TB Nursing 4 to Talk	29
30 EAQ Respiratory level 2 due at midnight	<b>Notes:</b>					

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May 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
EAO Respiratory level 2 due at midnight	<b>1</b> 9-12 High Risk Pregnancy  1-3 High Risk Newborn	<b>2</b> Final Evals	<b>3</b>	<b>4</b> 0900 Test 5 14 Hours	<b>5</b> Make up Clinical Day	<b>6</b>
<b>7</b>	<b>8</b> Make up Tests	<b>9</b>	<b>10</b> 0900 Final Exam	<b>11</b>	<b>12</b> Graduation/Pinning	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>Notes:</b>		

