



Course Syllabus

CBC PROFESSIONAL NURSING

RNSG 2231 ADVANCED CONCEPTS OF ADULT HEALTH

*****Note to Student *****

Student Success is our number one priority at Coastal Bend College and we realize that prompt, effective communication plays a significant role in achieving that goal. It is vitally important that you have the proper contact information for your instructor. This should include their phone number, email address, and if applicable their office number and office hours. If you ever have any problems contacting your instructor or do not receive a prompt response to your inquiries, please contact the Director of Technical Programs, or the Dean of Workforce as soon as possible. Their contact information is provided below:

Coordinator of Professional Services: Jared Bleibdrey; (361)-354-2239; jbleibdrey@coastalbend.edu

Director of Technical Program, Noemi Aguilar: (361)-354-2306; aguilar@coastalbend.edu

Dean of Workforce Programs, Julia Garcia: (830) 569-4222 X 1202; jgarcia@coastalbend.edu

Course Description:

Application of advanced concepts and skills for the development of the professional nurse's roles in complex nursing situations with adult clients/families with complex health needs involving multiple body systems in intermediate and critical care settings. Emphasis on knowledge, judgment, skills, and professional values within a legal/ethical framework.

Semester Hours Credit: 2

Lecture/Lab Hours: 2 Lecture Hours/week: 16 Lab hours/semester

Prerequisite: Successful completion of all Level III courses and concurrent enrollment with RNSG 2161

Textbook(s):

Ignatavicius, D.D., and Workman, M.L. (2013). Medical surgical nursing: Patient-centered collaborative care (current edition). St. Louis: Elsevier Saunders. ISBN: 9781455772582 (enhanced package)

Sole, M., Klein, D. & Moseley, M. (2013). Introduction to Critical Care Nursing (7th ed.). St. Louis, MO: Elsevier ISBN: 9780323375528 with 9780323398985 (adaptive quizzing)

Content Mastery Series. (2013). Assessment Technologies Institute (ATI). RN Adult Medical Surgical Nursing (Ed. 9.0), Fundamentals for Nursing, (Ed. 8.0), RN Pharmacology for Nursing (Ed. 6.0), RN Mental Health Nursing (Ed.9.0).

Required Reference Books: You must own or have access to one of the reference books in each of the categories listed below as required by the Nursing Education Department:

Nursing Diagnosis Handbook
Health Assessment
Medical Dictionary
Drug Guide
Laboratory Diagnostic

Course Objectives

At the end of this course the student will incorporate evidence based practice to:

1. Demonstrate professional nursing scope of practice based on professional standards of care.
2. Display a variety of communication techniques in the development of a plan of care for clients.
3. Demonstrate critical thinking concepts in caring for clients with alterations in health status.
4. Utilize theoretical and evidence based practice concepts in the development of a plan of care for clients experiencing alterations in health status.
5. Modify nursing care plans based on the dynamic health status of adult clients.
6. Examine the physiological concepts as a basis of adaptation health and disease.
7. Describe the pathophysiological changes occurring in clients with complex medical-surgical health care needs across the adult life span.
8. Apply the nursing process and critical thinking skills to plan care and promote health for clients with complex medical surgical health care needs across the adult life span.
9. Describe the theoretical foundation for selected therapeutic nursing interventions for clients with complex medical surgical health care needs across the adult life span.
10. Examine the roles of the nurse as a provider of care, coordinator of care and member of the profession when caring for clients with complex medical surgical health care needs across the adult life span.
11. Apply knowledge of pharmacology to clients with complex medical surgical health care needs across the adult health span.
12. Examine the therapeutic modalities used to promote holistic adaption for clients with complex medical surgical health care needs across the adult health span.
13. Relate psycho-social and cultural implications in caring for clients with complex medical surgical health care needs across the adult health span.
14. Apply components of the teaching learning process to promote optimal health for clients with complex medical surgical health care needs across the adult health span.
15. Examine the professional attributes of caring in the management of clients with complex medical surgical health care needs across the adult health span.
16. Discuss community resources that promote health for clients and their families with complex medical surgical health care needs across the adult health span.
17. Examine ethical, legal, political and economic issues that impact the health of clients and their families with complex medical surgical health care needs across the adult health span.

18. Differentiate the role of the interdisciplinary health care team in caring for clients with complex medical surgical health care needs across the adult health span.
19. Describe the importance of effective communication for clients with complex medical surgical health care needs across the adult health span.

Performance Objectives: At the end of this course, the student will utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adult clients in structured health care settings with complex medical surgical health care needs; and integrate the roles of the professional nurse in the provision of care of adult clients and families.

Understands the scope of professional nursing practice based on professional standards of care in the planning of care for clients in a variety of health care environments as evidenced by:

1. Apply the concepts in the Texas Nurse Practice Act to the care plan.
2. Compare the historical development of professional nursing practice to current trends in nursing.
3. Describe the future role of nursing.
4. Use ethical dilemmas to improve the healthcare environment.

Demonstrates a variety of communication techniques to discuss mechanisms to improve patient outcomes in a variety of healthcare environments as evidenced by:

1. Demonstrate aspects of critical thinking that are important to the communication process.
2. Understand nursing focus areas within the four phases of a nurse client helping relationship.
3. Explain desired outcomes of nurse- health team memberships.
4. Analyze qualities, behaviors and communication techniques that facilitate professional communication in the classroom and /or healthcare environment.
5. Use effective communication methodologies in the planning of care to ensure patient follow-up and follow through in the healthcare environment.

Apply critical thinking concepts to plan care for clients in a variety of health care environments as evidenced by:

1. Interpret the nursing responsibility in making clinical decisions.
2. Compare and contrast the components of a critical thinking model for clinical decision making.
3. Explain the difference between ethical nursing practice and critical thinking.

Use theoretical and evidence based practice concepts to develop plans of care for clients experiencing alterations in health as evidences by:

1. Apply nursing theory to the practice of professional nursing.

2. Define evidence based practice used in delivering care to clients.
3. Apply current standard of nursing practice in the development of a plan of care for clients.

Apply the nurse's role in health and wellness promotion as evidenced by:

1. Utilize concepts of health-illness continuum, health belief, health promotion, basic human needs, and holistic health in developing a plan of care for clients.
2. Explain the impact of illness on the patient and family.
3. Understand the nurse's role in health and illness.
4. Discuss the variable influencing health belief, practices and illness behavior.
5. Participate in developing health promotion and illness prevention activities.

Identify clients experiencing complex alterations in health care using a systematic approach to include but not limited to the acute care setting involving the following:

- Grief
- Pain management
- Integumentary
- Respiratory
- Cardiovascular
- Blood and lymphatic
- Immune
- Gastrointestinal
- Musculoskeletal
- Nervous
- Urinary
- Sensory
- Reproductive
- Neurological
- Endocrine

Analyze a systematic approach in developing a comprehensive plan of care for patients experiencing an alteration in health care in a variety of healthcare environments to include but not limited to acute, long-term and or outpatient setting.

Student Learning Outcomes:

Upon successful completion of RNSG 2331 the student will demonstrate competencies as follows:

1. The student will utilize critical thinking skills to determine the priority needs of patients as evidence by maintaining a class average of 75% or greater on the mid-term grade in RNSG 2331.
2. The student will utilize personal responsibility skills to determine the priority needs of patient as evidence by maintaining a class average of 75% or greater on the mid-term grade in RNSG 2331.

Evaluation Methods:

TEACHING METHODS:

1. Lecture
 2. Multi media
 3. Group discussions
 4. Skills demonstration
- Simulated patient care scenarios

EVALUATION METHODS: (GRADING CRITERIA)

1. **Examination(s) – Chapter Exams are 60% of final grade**
2. **The Final examination – is 40% of the final grade**
4. Participation in Lab Assignments and ATI Capstone Content Review is **MANDATORY –Pass or Fail**
 - ATI Capstone Portion must **receive 240/260** possible points to Pass Capstone
 - Student will have **THREE (3) attempts** to successfully pass the ATI Comprehensive Exam with a **70% or greater to Pass Capstone.**
5. **A final grade of C (75) is required at the end of the semester**

Grading Scale

- A =90-100
B =80-89
C =75-79
D =70-74
F =Below 70

ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be



subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g).

See at: [GL \(Legal\)](#)

Special Needs Services: Students with special needs, including physical and learning disabilities, who wish to request accommodations in this course should contact the Student Development Office as soon as possible to make arrangements; this should occur no later than the second week of class or as soon as the student has the documentation on the disability and requested accommodation per a certified medical or psychological professional. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Student Development Advisor.

For more information, contact: in Alice at sdalice@coastalbend.edu; Beeville at sdbeeville@coastalbend.edu; Kingsville at sdkingsville@coastalbend.edu; and Pleasanton at sdpleasanton@coastalbend.edu.

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

See at: [FLB \(Local\)](#) and [FM \(Local\)](#).

See the [Student Handbook](#) for further explanation of Scholastic Dishonesty.

Copyright Law and Intellectual Property Rights Policy: Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Protection extends to literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings and architectural works. Generally speaking, a copyrighted work may not be reproduced by others without the copyright owner's permission. The public display or performance of copyrighted works is similarly restricted. Generally, the unauthorized reproduction, performance or distribution of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties. The Fair Use Doctrine outlines exceptions to this Law and is outlined in Coastal Bend College Policy, [CT \(Legal\)](#).

Coastal Bend College



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Questions regarding this information should be directed to the Director of Library Services at: library@coastalbend.edu or the Office of Marketing and Public Relations at: socialmedia@coastalbend.edu.

NOTE: The College website (www.coastalbend.edu) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.