I. INTRODUCTION

A. **Course Description:** Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis on clinical decision-making for clients in medical-surgical settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders and integumentary disorders. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

**Course Description:** Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis on clinical decision-making for clients in medical-surgical settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders and integumentary disorders. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

B. This is a required course in the Associate Degree Nursing curriculum.

C. This course is occupationally related and serves as preparation for careers in nursing (Associate Degree Nursing).

D. Prerequisites:
   1. RNSG 2213, Mental Health Nursing
   2. RNSG 1331, Principles of Clinical Decision-Making
   3. RNSG 1363, Clinical-Nursing II
   4. PSYC 2301, General Psychology

E. Corequisites:
   1. RNSG 2362, Clinical Nursing III
   2. RNSG 1412, Care of Childbearing and Childrearing Family
   3. PSYC 2314, Lifespan Development
II. LEARNING OUTCOMES

Upon successful completion of this course, Concepts of Clinical Decision-Making, the student will:

A. Utilize evidence-based practice, critical thinking skills and a systematic problem-solving process as a framework for providing care for clients in structured health care settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye, ear disorders, and integument disorders. (F7-9) (MOP 2BE) (PPCC 1ABC)

B. Function within the legal scope of practice as a member of the profession and promote the profession of nursing in the provision of care for clients and families in caring for adult medical-surgical clients. (F7-9,12,16) (MOP 2BCE) (PPCC 2ABC) (PSA 2ACD) (MHCT 1ABC) (C9,12,15)

C. Use clinical reasoning, a systematic process, and evidence-based practice to promote, maintain, and restore the health of culturally, ethnically and socially diverse patients in the provision of care for the client experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders, and integument disorders. (MOP 1C) (PPCC 1A 2E) (F15, 17)

D. Describe principles of health promotion utilized for clients experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders, and integument disorders. (MOP 2BC) (PPCC 1AE)

E. Coordinate, collaborate, and apply therapeutic communication skills and techniques as a member of a health care team, to maintain effective interpersonal relationships with clients and families experiencing acute/chronic multi-system health care needs; to promote and provide quality patient-centered care (C7, 12) (MOP 2BCD) (PPCC 2CF) (PSA 1BF) (MHCT 1AD 2E) (F5-6,15)

F. Develop and implement a teaching plan for a client/family to promote health maintenance/health restoration. Utilizing technology to efficiently manage and improve patient-centered care. (C10) (PPCC 2G)

G. As a patient safety advocate acknowledge and demonstrate safe compassionate, ethical and comprehensive quality patient centered care through development of implementation and evaluation of plan of care and patient outcomes. (C1-12,14-20, F1-2,4-17) (MOP 2AB) (PPCC A2D) (PSA 1BCD 2ACDF) (MHCT 1BC 2E)
H. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions. As member of the profession assume responsibility and accountability for the quality of nursing care and continued competency in nursing practice (C9, 11, 14, F1, 5-6, 8-9, 11, 13-17) (MOP 1ABC) (PPCC 1AB 2C) (PSA 2AEH) (MHCT 1BC)

III. INSTRUCTIONAL MATERIALS

A. Instructional materials:
1. The instructional materials for this course are viewable through http://www.ctcd.edu/books
3. Access to Evolve web page at http://evolve.elsevier.com

B. Computer Accessibility:
Accessibility to computer hardware and software that will support the completion of assignments on the internet, DVD, CD, or other electronic delivery is required. All Associate Degree Nursing courses (RNSG and HPRS), whether traditional, blended, or online utilize Blackboard Learning Management System tools for communication and course requirements. Other online components, such as publisher online resources, online activities, or database searches may also be required. It is expected that students enrolled in RNSG or HPRS courses have access to a computer with minimum technical requirements, have a consistent and reliable Internet connection, possess basic computer skills, and have the ability to download and install applications or plug-ins. Online components/requirements may be completed in a CTC computer lab or on a home computer. Students are recommended to familiarize themselves with the locations and available hours of CTC computer labs in the event that home computers or Internet access are unavailable or unreliable. No extensions or alternate due dates for assignments or exams will be granted due to computer or Internet difficulties.

C. Supplementary Readings:
Selected web sites:
http://bon.state.tx.us
http://www.cdc.gov/
http://www.diabetes.org
http://www.nih.gov
http://www.medscape.com
http://www.aaao.org/
http://www.ameriburn.org/
http://www.sgna.org/
http://www.nursingworld.org/
http://www.nursingcenter.com
http://www.rn.com

D. Supplementary Materials: Various electronic media systems, computer software, web sites, experiential group exercises, and simulated situations as suggested by the faculty to enhance clinical practice in nursing are used.
E. **References:** Current professional nursing journal article readings are used to supplement dated textbook information.

F. **Library Resources:** It is expected that all students will have a working knowledge of the Oveta Culp Hobby Memorial Library and off-site access to library resources.

G. Current practice guidelines set forth by Occupational Safety & Health Administration (OSHA) and the National Institute for Occupational Safety and Health (NIOSH) related to safe patient handling and ergonomics will be implemented.

H. Seven areas of core competencies, as delineated by the Quality and Safety Education for Nurses (QSEN) project, will be taught and evaluated in relation to the course objectives and content for RNSG 1347. The (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. The seven core competencies are Patient-Centered Care, Teamwork, and Collaboration, Best Practices, Quality Improvement, Safety, and Informatics.

IV. **COURSE REQUIREMENTS**

A. **Reading Assignment:** In preparation for any unit of study, it is expected that the student must read the course objectives and assigned required readings. Reading assignments can be found in the Lesson Activities section within each Unit on Blackboard. Reading assignment may also be found on the RNSG 1347 Daily Plan that is posted on Blackboard. It is essential the student have a working knowledge base of anatomy and physiology and growth and development.

B. **Project/Oral Presentation:** Course requirements include a group presentation as a portion of the participation grade. Presentations must be made on the designated class day, no make-ups will be allowed.

C. **Class Performance:**
   1. **Attendance Policy:** RNSG 1347 adheres to the departmental attendance policy published in the Department of Nursing Student Handbook. Also, refer to the college catalog “Attendance Policy”.
      a. Classroom: If absences occur from the classroom, it is the student’s responsibility to obtain missed material from peers.
      b. Attendance at Examinations: Written examinations will be given on dates noted on the Daily Plan. (See V. Examinations for policy)

D. **Other requirements:**
   1. Following an illness or other medical or mental health-related event, during the duration of the program, the student may be required to obtain “Student Nurse Medical Release Return to Class/Clinical” from their health care provider prior to returning to the classroom/clinical agency. The required release must include 1) when the student can return to school/clinical and 2) specific limitations on activity level, if any. The form must be faxed or mailed from the health care provider’s office or
submitted in a sealed envelope. Please see the Department of Nursing office or Blackboard for the official form.

2. The student scoring <75% on any exam must make an appointment with the course faculty for exam review and counseling within one (1) week after completing the exam.

3. A student in academic jeopardy will be required to make an appointment with the Department of Nursing Assistant Chair for further assistance, counseling, and recommendations for academic success.

E. **Progression:** A student must successfully complete RNSG 1412, RNSG 1347, and RNSG 2362 to progress to the fourth semester.

If **failure or withdrawal for any reason occurs from any of the co-requisite nursing courses, withdrawal from the corresponding clinical course (Clinical Nursing I, II, III, or IV) is required.** (If withdrawal occurs from RNSG 2201 or RNSG 1347, withdrawal from RNSG 2362 is required.)

If a student does not successfully complete any nursing course or withdraws from a nursing course with a failing average, the student may apply for readmission to the Nursing Program one time. This applies to the following nursing courses: RNSG 1115, 1262, 1331, 1347, 1363, 1412, 1413, 2213, 2221, 2331, 2362, and 2363. **Failure of any two RNSG courses will result in ineligibility for readmission.**

F. **Scholastic Honesty:** The following statement is published in the Central Texas College Catalog and all RNSG 1347 students are expected to abide by this policy.

“All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following are considered examples of scholastic dishonesty:

1. Plagiarism - the taking of passages from the writing of others without giving proper credit to the sources.
2. Collusion - using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating - giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and subject to disciplinary action, which may include suspension and expulsion.”

G. **Office Hours:** Each faculty member keeps office hours for the purpose of conferring with students. Students are encouraged to make appointments with the faculty to discuss their needs and/or problems related to RNSG 1347. Please use the phone at the reception desk to call the faculty member’s office before your appointment.

V. **EXAMINATIONS**

A. Examination dates are identified on the Daily Plan, which is posted on Blackboard.

1. Exams consist but not exclusive of:
   a. Multiple choice questions.
   b. Alternate format questions such as multiple response, true/false, fill in the blank, and prioritizing.
c. Dosage calculations must reveal the methodology utilized to acquire the answer.

2. The student will be allowed (as close to) 1.5 minutes per test item as is possible, given the class schedule time. The posted CTC schedule allows two hours for a final exam.

3. All electronic devices, to include cell phones, must be turned off and put away (in a back pack or purse, placed at the front of the room, etc.) during exams. They cannot be on the desk or accessible while taking an exam.

4. Testing Policy: Answers to all questions must be entered on the scantron by the student; with the exception of calculation problems and alternate format. Once the student has submitted the scantron for grading no changes/additions can be made to the form with the exception of the instructor marking it after grading of calculation problems and alternate format questions. Students will not have further access to the scantron once it has been submitted. The ParScore™ scantron form is the only acceptable form for exam grading. Students must check it carefully before submitting it.

5. An exam review will be provided following each exam, including the final exam. The date, time and place will be announced prior to the exam. **Attendance is voluntary.**

6. Any pertinent questions regarding exam content must be made during the exam review. You must write the question number and your rationale for your choice on the PAR Score student test report or progress report sheet. The course faculty will review these comments and a decision will be made prior to the subsequent exam.

Written examinations will be given on dates noted on the daily plan. If a student cannot attend an examination, the course coordinator/professor must be notified at their office number (254) 526-1987 or (254) 526-1890 **before the examination is given.** It is your responsibility and a requirement to notify the professor in advance of any absence to retain the privilege of sitting for a make-up exam without grade penalty. **Make-up examinations may include a variety of formats to include essay.** Students requiring a make-up exam will report to the Department of Nursing at 9:00 a.m. on the Friday following the missed exam. If the rescheduled opportunity is missed there will be no other opportunities afforded. RNSG 1347 follows the testing policy published in the Department of Nursing Student Handbook.

6. A student scoring 75% or less on any exam must make an appointment with the course faculty for exam review and counseling. (Appointments are optional for scores >75%). According to Department policy, individual appointments with the course faculty must be made within one week of the test date for individual review of the exam. The exam may be reviewed with the faculty at a later date **but the appointment must be made** within the one-week time frame. No exceptions! Once a subsequent exam has been administered, no prior exam may be reviewed.
7. The “Course & Testing Policy” fully explains the grading policy, exam dates and times, time limitations, review, challenge policy, and counseling. Please refer to last page of this syllabus.

B. Examination grades alone will not ensure successful completion of the course.

VI. SEMESTER GRADE COMPUTATIONS

A. The course grade is determined by written examinations and participation assignments. The participation points earned will be added at the end of the semester after completion of all exams and only if the student has a cumulative exam average of at least 75% (270 raw points). Students who do not have a cumulative exam average of at least 75% (270 raw points) after all exams will fail RNSG 1347.

Students are required to have a cumulative exam score of 75% (270 raw points) AND a total of at least 300 points in the course to be successful. It is possible that a student could achieve a cumulative exam score of 75% (270 raw points) and still be unsuccessful if the student does not earn enough participation points to bring total points up to 300. Students who do not have a total of at least 300 points at the end of the semester will fail RNSG 1347.

B. The requirements for determining course grades are:

| Exam I (55 questions) | 55 points |
| Exam II (55 questions) | 55 points |
| Exam III (55 questions) | 55 points |
| Exam IV (55 questions) | 55 points |
| Exam V (55 questions) | 55 points |
| Comprehensive Final Exam (85 questions) | 85 points |
| Participation | 40 points |
| **TOTAL** | **400 points** |

Course Grade: The student receiving 75% or greater on the semester exams (≥270/360 points) will have the accrued participation points added to the exam points and their course grade will be reflected on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>320-359.99</td>
<td>80-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>300-319.99</td>
<td>75-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>240-299.99</td>
<td>60-74.9%</td>
</tr>
<tr>
<td>F</td>
<td>239.9 points or less</td>
<td>59.9-0%</td>
</tr>
</tbody>
</table>

The obtainable 40 points for participation are allocated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Assigned Case Studies (10)</td>
<td>10 points (1 point each)</td>
</tr>
<tr>
<td>Evolve –NCLEX Review Questions</td>
<td>10 points (.45 points each)</td>
</tr>
<tr>
<td>Discussion Boards (5)</td>
<td>5 points (1 point each)</td>
</tr>
<tr>
<td>HESI Practice MS Exam/Pharmacology Quiz &amp; Exam</td>
<td>3 points (1 point each)</td>
</tr>
<tr>
<td>HESI Proctored Exam</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40 Points</strong></td>
</tr>
</tbody>
</table>
Group Project – The group project consists of two parts an Oral Presentation and a Power Point Presentation. Criteria for the presentations are posted on Blackboard. The oral presentation will last a minimum of 15 minutes and maximum of 20 minutes in length. For the oral presentation, you may utilize any of the following formats: handouts, skits, video, etc. Be creative with your information and allow time for questions at the end of the presentation.

During oral presentation all members are required to participate, and evident that all members collaborated proportionately. A Peer Evaluation Form must be submitted on the day of the presentation after the group has presented. A separate grade will be submitted to the student(s) found not to have participated effectively.

As part of your presentation a mandatory power point presentation is to be submitted via the Submission Link on Blackboard (Power point criteria is posted under Group Presentation Requirements on Blackboard).

*The power point presentation must be submitted via Blackboard (Group Presentation Submission Link) the *Sunday prior to the oral presentation date assigned. A minimum of 5 references (2 textbooks, 2 journal articles, and web document) should be included on your references slide.

Evolve Case Studies – Found on Blackboard on the Evolve Link. There are 10 case studies that coincide with the course material. You will receive one point for each case study completed with a score of 75% or greater on the first attempt. Case studies may be completed in the Computer Lab or off campus, case studies are due prior 11:59 pm (2359 hrs) CST on the date assigned.

**If, the student is absent the day of lecture or does not submit the Case Study within the specified time frame; the student will have the opportunity to complete the case study at another time, but no credit will be allotted. Please refer to your Daily Plan for dates. (10 points)

**Computer Lab**

- Diabetes Type I
- Osteoporosis
- Peptic Ulcer Disease (PUD)
- Laryngeal Cancer
- Benign Prostatic Hyperplasia
- Thyroid Disorders
- Colonoscopy w/Bowel Perforation
- Inflammatory Bowel Disease
- Cervical Cancer
- Breast Cancer

Please note that some of the chapters on the evolve site have provided some additional case studies. These case studies are beneficial, and it is strongly encouraged that you complete them. No points are attached to these case studies. They are a valuable tool as an adjunct to your studying.

Evolve – NCLEX Review Questions (10 points - 0.45 points/quiz) These quizzes are located on the Evolve Site under student resources. There will be a total of 22 quizzes that coincide with the assigned chapters. In order to receive credit each quiz will be completed with a score of 75% or greater on the first attempt. Upon completion please submit electronically.

Review questions are to be completed prior to each Unit Exam administered. (For example: chapters 47, 48, and 49 should be completed and submitted prior to Exam I and so on). The review questions will close the morning of the scheduled exam. (Please note: no credit will be given unless submissions are made prior to the corresponding unit exam.)
**Discussion Boards.** (5 points) There are five (5) discussion boards one per unit. Each discussion board will contain multiple discussion opportunities related to the unit being studied. You are required to discuss at least one topic and respond to a peer’s post. Responses must be valid and relate to subject being discussed. Participation in discussion board is worth 1 point. Achieving points will be based on the posting of the discussion topic and responding in-depth to a peer’s post. Discussions will be due by midnight on the Sunday prior to the exam day.

**Evolve HESI RN Practice Medical-Surgical Exam and Pharmacology Quiz/Exam.** (3 points) The Medical-Surgical Practice Exam and Pharmacology Quiz will be available throughout the semester and may be taken multiple times. The process will be monitored throughout the semester for participation and completion. There will also be a scheduled Practice Pharmacology Exam, please see your Daily Plan for date and time.

**HESI Proctored Exam.** Students will be completing the HESI RN Pharmacology Exam. The student must successfully complete the required exam on the scheduled date (See Daily Plan). **Failure to successfully complete the assigned exam will result in an “Incomplete” (IP) grade for the course.**

Failure to achieve the national average score (850) on the exam, the student will be required to complete Evolve remediation with a minimum of one hour of remediation participation. **If a student fails to perform the required remediation, the student will receive an “Incomplete” (IP) for this course (RNSG 1347).** Remediation is to help the student better understand the questions and content of the HESI Exam.

**Points will be awarded for completion based on the HESI National Average Score.**

<table>
<thead>
<tr>
<th>HESI National Average Score</th>
<th>Participation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above</td>
<td>2 points</td>
</tr>
<tr>
<td>Below</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**HESI Testing:** Health Educations Systems Inc., (HESI) testing must be completed by the assigned due date. Failure to successfully complete all assigned exam(s) will result in an “Incomplete” (IP) grade for the course. The student will complete the required proctored Evolve Reach Specialty (HESI) exam for each designated RNSG course as scheduled by the faculty. The student must successfully complete the required HESI exam(s) for each semester at or above the HESI National Average Score on the scheduled date. Students who do not score at or above the HESI National Average Score will be required to complete remediation. Failure to complete remediation requirements will result in an incomplete (IP) for the course.

An Evolve Reach Specialty Exam will be scheduled in Semesters 1, 2, and 3 during these courses: RNSG 1413 (Foundations Exam), RNSG 1331 (Health Assessment Exam), RNSG 1347 (Pharmacology Exam), and RNSG 2213 (Mental Health Exam). These exams will count toward the course participation grade.

If the composite score of the Evolve Reach Specialty Exam is less than the HESI National Average Score, a required counseling session with the course faculty will be held.

Statistical data generated according to student responses will be available through the Evolve site Evolve website for each student for the purpose of self-directed remediation in identified areas that do not meet the HESI National Average Score.

**HESI Testing in Semester 4:** The RN Exit Exam will be administered and completed on the scheduled dates during RNSG 2331 with two attempts as a requirement for
completion. The RN Exit exams provide a conversion score, which is a weighted percentage score. The two HESI RN Exit Exam conversion scores will be averaged together and will be designated as the student’s final exam grade in the course, RNSG 2331.

The two (2) HESI RN Exit Exams are mandatory for all fourth semester students. Mandatory self-remediation is required PRIOR to taking the second scheduled HESI RN Exit Exam. A score of 950 or higher requires 5 hours of remediation. A score less than 950 requires 10 hours of remediation. A counseling session must be held with a faculty facilitator and remediation must be documented. Counseling and remediation is mandatory. Failure to take both exit exams and/or complete required remediation will result in course incomplete (IP). The final grade will not be configured until meeting the above requirements.

Any student repeating a course will be required to re-take the HESI exam associated with that course even if the student passed the HESI exam the first time.

There is no rounding off, of the final theory average. The student must earn >300 points to pass RNSG 1347. The faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.

Students with documented disabilities may request accommodations for these standardized exams. The student must contact the faculty at the start of each semester to activate and adopt approved accommodations.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR
A. Course Withdrawal: (Consistent with CTC policy)
B. Administrative Initiated Withdrawals: (Consistent with CTC policy)
C. Incomplete Grade: (Consistent with CTC policy).
D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom, laboratory area.
E. American’s With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
H. Support Services: The College offers a variety of support services to students. Refer to the CTC website: www.ctcd.edu and click on “Support Services” from the Main Menu.
I. Statement on Harassment and Discrimination: Central Texas College is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. Faculty, staff, and students should be aware that discrimination and harassment on the basis of race, color, religion, gender, national origin, age, disability, veteran status, genetic
orientation, sexual orientation, gender identity or transgender status is unlawful. Central Texas College also strives to protect the rights and privileges and to enhance the self-esteem of all its members. Accordingly, it is the policy of the college to maintain an academic and work environment free of discrimination and harassment in accordance with all applicable federal, state and local statutes and regulations.

J. Inclement Weather: Information about class cancellation or delay because of inclement weather can be obtained by listening to KNCT-FM (91.3 on the FM dial) or by calling (254) 501-3100 (Central Texas College Inclement Weather Information Line).

K. Progression: A student must successfully complete RNSG 1347, RNSG 1412, RNSG 2362, and PSYC 2314 to progress to the fourth semester. If withdrawal occurs for any reason from any of the co-requisite courses, RNSG 1347 or RNSG 1412, withdrawal from the corresponding clinical course, RNSG 2362 Nursing Clinical II is required. If a student has a previous RNSG course failure, the student will be allowed to register for only one RNSG course during each summer session. Exceptions to this policy will be made on an individual basis by the Admissions & Standards Committee recommendations.

VIII. COURSE OUTLINE

A. UNIT ONE
   Chapter 47 – Endocrine System (Nursing Assessment)
   Chapter 48 – Diabetes Mellitus (Nursing Management)
   Chapter 49 – Endocrine Problems (Nursing Management)

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with problems related to regulatory mechanisms.
   b. Explain the principles of growth and development and utilize best practice in relation to the adult’s physical, cultural, ethnic, psycho-social, religious, and mental development when dealing with interventions for Endocrine and Metabolic Disorders.
   c. Describe the relationship between hormones and receptor sites.
   d. Explain negative feedback as a control mechanism for hormone secretion.
   e. Apply the principles of anatomy and physiology to understand the role of the endocrine system in homeostasis.
   f. Identify adaptations in nursing assessment or interventions needed because of age-related changes in endocrine function.
   g. Interpret laboratory test findings and clinical manifestations for patients with possible endocrine problems.
   h. Compare the risk factors, age of onset, manifestations, and pathologic mechanisms of type 1 and type 2 diabetes mellitus.
   i. Assess patient risk for type 2 diabetes mellitus.
   j. Explain the effects of insulin on carbohydrate, protein, and fat metabolism.
   k. Explain how to mix different kinds of insulin together.
   l. Evaluate laboratory data to determine whether the patient is using the prescribed dietary, drugs, and exercise therapies for diabetes.
   m. Explain how to perform foot assessment and foot care for the patient with diabetes.
2. **Learning Activities:**
   a. Completion of required reading for each of the units of study. Chapters 47, 48, and 49. (C 1, 3)
   b. Classroom lecture and discussion. Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Student resources are available at http://evolve.elsevier.com/Lewis/medsurg/. (C5, 7; F5, 6, 7, 8)
   c. Completion of Evolve Prepare for Exam quizzes. For some units of study, audio-visual materials, electronic media methods, and computer software, including Internet accessible textbook-related programs, may be assigned. (C 5,8, 18) (F1; F2)
   d. Review anatomy and physiology of pancreatic gland. Review anatomy and physiology of endocrine glands. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. (F 11, 13, 16)
   e. Completion of Evolve Case Study’s. Answer Learning Outcome Objective Questions. It is the student’s responsibility to be familiar with assigned material before attending class. (F 13)
   f. Review the use of drug therapy for Endocrine and metabolic problems. The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. Also, the student must demonstrate basic mathematical skills necessary for practical problem solving for drug administration. (F 3, 4)

3. **Equipment and Materials:**
   a. Power Point Presentations
   b. Instructor prepared handouts
   c. Evolve Learning System
   d. Computer Lab
   e. Lewis 10th Ed. Student Resources
   f. MEDCOM Trainex Videos available on the CTC Library website

4. **Unit Outline:**
   a. Structures and Functions of Endocrine System
   b. Gerontologic Considerations
   c. Assessment of Endocrine System
   d. Diagnostic Studies of Endocrine System
   e. Diabetes Mellitus
   f. Culturally Competent Care
   g. Acute Complications of Diabetes Mellitus
   h. Chronic Complications of Diabetes Mellitus
   i. Disorders of Anterior Pituitary and Posterior Pituitary
   j. Disorders of Thyroid Gland and Parathyroid Glands
   k. Disorders of Adrenal Cortex and Adrenal Medulla

B. **UNIT TWO**
   Chapter 22 – Integumentary System (*Nursing Assessment*)
   Chapter 23 – Integumentary Problems (*Nursing Management*)
   Chapter 24 – Burns (*Nursing Management*)
Chapter 61 – Musculoskeletal System *(Nursing Assessment)*
Chapter 62 – Musculoskeletal Trauma and Orthopedic Surgery *(Nursing Management)*
Chapter 63 – Musculoskeletal Problems *(Nursing Management)*

1. **Learning Outcome:** Upon successful completion of this lesson, the student will:
   a. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with Problems Related to Altered Sensory Input (Skin) and Problems Related to Movement and Coordination.
   b. Explain the principles of growth and development and utilize best practice in relation to the adult’s physical, cultural, ethnic, psychosocial, religious, and mental development when dealing with interventions for Integumentary Disorders, Musculoskeletal Disorders.
   c. Explain how physiologic aging changes of the musculoskeletal system affect care of older adults.
   d. Compare wound healing by first, second, and third intention.
   e. Evaluate wounds for size, depth, presence of infection, and indications of healing. Coordinate nursing interventions for care of the patient with skin problems in the community.

2. **Learning Activities:**
   a. Completion of required reading for each of the units of study. Chapters 22, 23, 24, 61, 62 and 63. *(C 1, 3)*
   b. Classroom lecture and discussion. Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Student resources are available at [http://evolve.elsevier.com/Lewis/medsurg/](http://evolve.elsevier.com/Lewis/medsurg/). *(C5, 7; F5, 6, 7, 8)*
   c. Completion of Evolve Prepare for Exam quizzes. For some units of study, audiovisual materials, electronic media methods, and computer software, including Internet accessible textbook-related programs, may be assigned. *(C 5,8, 18) (F1; F2)*
   d. Review anatomy and physiology of the skin and diagnostic studies related to burn therapy. Review anatomy and physiology of the Musculoskeletal System. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. *(C7; F1, 6,9, 11, 13, 16)*
   e. Completion of Evolve Case Study’s. Answer Learning Outcome Objective Questions. It is the student’s responsibility to be familiar with assigned material before attending class. *(F 13)*
   f. Review the use of drug therapy for skin and musculoskeletal problems. The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. Also, the student must demonstrate basic mathematical skills necessary for practical problem solving for drug administration. *(F 3, 4)*

3. **Equipment and Materials:**
   a. Power Point Presentations
   b. Evolve Learning System
   c. Computer Lab
   d. Lewis 10th Ed. Student Resources
4. **Unit Outline:**

**Skin and Burns**
- a. Structures and Functions of Skin and Appendages
- b. Gerontologic Considerations
- c. Assessment of Integumentary System
- d. Diagnostic Studies of Integumentary System
- e. Health Promotion
- f. Malignant Skin Neoplasms
- g. Skin Infections and Infestations
- h. Allergic and Benign Dermatologic Problems
- i. Cosmetic Procedures
- j. Types and Classifications of Burn Injury
- k. Phases of Burn Management
- l. Drug and Nutritional Therapy
- m. Wound Care
- n. Excision and Grafting
- o. Pain Management
- p. Rehabilitation Phase
- q. Special Needs of Nursing Staff

**Musculoskeletal**
- a. Structures and Functions of Musculoskeletal System
- b. Assessment of Musculoskeletal System
- c. Diagnostic Studies of Musculoskeletal System
- d. Soft Tissue Injuries
- e. Sprains and Strains - Dislocation and Subluxation
- f. Rotator Cuff and Meniscus Injury
- g. Fractures – Types and Complications
- h. Common Joint Surgical Procedures
- i. Gerontologic considerations
- j. Osteomyelitis
- k. Bone Tumors – Metastatic Bone Cancer
- l. Muscular Dystrophy
- m. Low Back Pain – Intervertebral Disk Disease
- n. Metabolic Bone Diseases
- o. Drug Therapy
- p. Paget’s Disease

C. **UNIT THREE**

Chapter 38 – Gastrointestinal System (*Nursing Assessment*)
Chapter 39 – Nutritional Problems (*Nursing Management*)
Chapter 40 – Obesity (*Nursing Management*)
Chapter 41 – Upper Gastrointestinal Problems (*Nursing Management*)
Chapter 42 – Lower Gastrointestinal Problems (*Nursing Management*)

1. **Learning Outcome:** Upon successful completion of this lesson, the student will:
   - a. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with Problems of Ingestion, Digestion, Absorption, and Elimination.
   - b. Explain the principles of growth and development and utilize best practice in relation to the adult’s physical, cultural, ethnic, psychosocial, religious, and
mental development when dealing with interventions for Gastrointestinal Disorders.

c. Assess patients for complications of diagnostic tests.
d. Prioritize post-test care for patients having endoscopic procedures.
e. Briefly review the anatomy and physiology of the GI system.
f. Describe GI system changes associated with aging.
g. Perform a GI history using selected Gordon’s Functional Health Patterns.
h. Perform focused physical assessment for patients with suspected or actual GI health problems.
i. Explain the use of laboratory testing for a patient with a GI health problem.

2. **Learning Activities:**
   a. Completion of required reading for each of the units of study. Chapters 38, 39, 40, 41, and 42. *(C 1, 3)*
   b. Classroom lecture and discussion. Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Student resources are available at [http://evolve.elsevier.com/Lewis/medsurg/](http://evolve.elsevier.com/Lewis/medsurg/). *(C5, 7; F5, 6,7,8)*
   c. Completion of Evolve Prepare for Exam quizzes. For some units of study, audiovisual materials, electronic media methods, and computer software, including Internet accessible textbook-related programs, may be assigned. *(C 5, 8, 18) (F1; F2)*
   d. Review the anatomy and physiology of the gastrointestinal system. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. *(C7; F1, 6, 9, 11, 13, 16)*
   e. Completion of Evolve Case Study’s. Answer Learning Outcome Objective Questions. It is the student’s responsibility to be familiar with assigned material before attending class. *(F 13)*
   f. Review the use of drug therapy for gastrointestinal problems. Students will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. *(F 3, 4)*

3. **Equipment and Materials:**
   a. Power Point Presentations
   b. Evolve Learning System
   c. Computer Lab
   d. Lewis 10th Ed. Student Resources
   e. MEDCOM Trainex Videos available on the CTC Library website

4. **Unit Outline:**
   a. Structure and Functions of Gastrointestinal System
   b. Gerontologic Considerations
   c. Assessment of Gastrointestinal System
   d. Diagnostic Studies of Gastrointestinal System
   e. Nutritional Problems
   f. Special Diets
   g. Culturally Competent Care
   h. Malnutrition/Obesity/ Eating Disorders
i. Types of Specialized Nutritional Support
j. Conservative Management - Surgical Therapy
k. Metabolic Syndrome
l. Nausea and Vomiting
m. Oral Inflammations and Infections
n. Oral Cancer
o. Esophageal Disorders – Esophageal Cancer
p. Hiatal hernia – Surgical Therapy
q. Disorders of the Stomach and Upper Small Intestine
r. Upper GI Bleed - Peptic Ulcer – Stomach Cancer
s. Diarrhea - Fecal Incontinence – Constipation
t. Acute-Abdominal Pain – Abdominal Trauma
u. Appendicitis-Peritonitis-Gastroenteritis
v. Inflammatory Bowel Disease- Intestinal Obstruction – Polyps
w. Colorectal Cancer – Colostomy/Ileostomy Care Fistulas
x. Diverticulosis-Hernias-Malabsorption Syndrome
y. Short Bowel Syndrome
z. Anorectal Problems

D. UNIT FOUR

Chapter 20 – Visual and Auditory Systems (Nursing Assessment)
Chapter 21 – Visual and Auditory Problems (Nursing Management)
Chapter 26 – Upper Respiratory Problems (Nursing Management)

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with problems related to Altered Sensory Input and Problems of Oxygenation: Ventilation
   b. Explain the principles of growth and development and utilize best practice in relation to the adult’s physical, cultural, ethnic, psychosocial, religious, and mental development when dealing with interventions for Eye, Ears, and Nose/Throat Disorders.
   c. Compare nursing procedures throughout the aging continuum.

2. Learning Activities:
   a. Completion of required reading for each of the units of study. Chapters 20, 21, and 26. (C 1, 3)
   b. Classroom lecture and discussion. Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Student resources are available at http://evolve.elsevier.com/Lewis/medsurg/ (C5, 7; F5, 6,7,8)
   c. Completion of Evolve Prepare for Exam quizzes. For some units of study, audio-visual materials, electronic media methods, and computer software, including Internet accessible textbook-related programs, may be assigned. (C 5,8, 18) (F1; F2)
   d. Review the anatomy and physiology of the Visual and Auditory Systems. Review the anatomy and physiology of the Upper Respiratory System. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. (C7; F1, 6,9, 11, 13, 16)
e. Completion of Evolve Case Study’s. Answer Learning Outcome Objective Questions. It is the student’s responsibility to be familiar with assigned material before attending class. (F 13)
f. Review the use of drug therapy for eyes, ears and throat problems. The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. (F 3, 4)

3. **Equipment and Materials:**
   a. Power Point Presentations
   b. Evolve Learning System
   c. Computer Lab
   d. Eyes and Ears Task Trainer Mannequin
   e. Otoscopes, Ophthalmoscopes, Tuning Forks
   f. Lewis 10th Ed. Student Resources
   g. MEDCOM Trainex Videos available on the CTC Library website

4. **Unit Outline:**
   a. Structures and Functions of Visual and Auditory Systems
   b. Gerontologic Considerations
   c. Assessment of Visual and Auditory Systems
   d. Diagnostic Studies of Visual and Auditory Systems
   e. Visual Problems – Nonsurgical and Surgical Therapy
   f. Uncorrectable Visual Impairment
   g. Eye Trauma
   h. Extraocular Disorders
   i. Intraocular Disorders – Inflammation and Infection
   j. Retinal Detachment
   k. Age Related Macular Degeneration
   l. Ocular Manifestations of Systemic Diseases
   m. Auditory Problems
   n. External Otitis, Acute/Chronic Otitis Media
   o. Mastoiditis, Otosclerosis
   p. Inner Ear Problems
   q. Hearing Loss and Deafness
   r. Ototoxic Substances
   s. Assistive Devices and Techniques
   t. Problems of the Larynx
   u. Laryngeal Polyps
   v. Head and Neck Cancer
   w. Voice Rehabilitation

E. **UNIT FIVE**

   Chapter 50 – Reproductive System *(Nursing Assessment)*
   Chapter 51 – Breast Disorders *(Nursing Management)*
   Chapter 52 – Sexually Transmitted Diseases *(Nursing Management)*
   Chapter 53 – Female Reproductive Problems *(Nursing Management)*
   Chapter 54 – Male Reproductive Problems *(Nursing Management)*

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
a. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with problems related to Reproductive and Sexual Disorders.

b. Explain the principles of growth and development and utilize best practice in relation to the adult’s physical, cultural, ethnic, psychosocial, religious, and mental development when dealing with interventions for Reproductive and Sexual Disorders.

c. Perform a reproductive history using selected Gordon’s Functional Health Patterns.

d. Perform focused physical assessment of the male and the female reproductive systems.

e. Explain the use of laboratory testing for patients with suspected or actual reproductive health problems.

2. **Learning Activities:**

   a. Completion of the required reading for each of the units of study. Chapters 50, 51, 52, 53, and 54. (C1, 3)

   b. Classroom lecture and discussion. Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Student resources are available at [http://evolve.elsevier.com/Lewis/medsurg/](http://evolve.elsevier.com/Lewis/medsurg/) (C5, 7; F5, 6, 7, 8)

   c. Completion of Evolve Prepare for Exam quizzes. For some units of study, audio-visual materials, electronic media methods, and computer software, including Internet accessible textbook-related programs, may be assigned. (C5, 8, 18) (F1; F2)

   d. Review anatomy and physiology of the reproductive system. Review diagnostic studies related to the reproductive system. This course is fast paced, with new material covered daily. Class time is designed to supplement and clarify assigned learning activities. (C7; F1, 6, 9, 11, 13, 16)

   e. Completion of Evolve Case Study’s. Answer Learning Outcome Objective Questions. It is the student’s responsibility to be familiar with assigned material before attending class. (F13)

   f. Review the use of drug therapy for female and male reproductive problems. The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. (F3, 4)

3. **Equipment and Materials:**

   a. Power Point Presentations

   b. Evolve Learning System

   c. Computer Lab

   d. Breast Models with palpable lumps

   e. Testicular Models with palpable lumps

   f. Continuous Bladder Irrigation Set-up

   g. Lewis 10th Ed. Student Resources

   h. MEDCOM Trainex Videos available on the CTC Library website

4. **Unit Outline:**

   a. Structures and Functions of Male and Female Reproductive Systems

   b. Assessment of Male and Female Reproductive systems
c. Diagnostic Studies of Reproductive systems
d. Benign Breast Disorders
e. Gynecomastia in Men
f. Breast Cancer
g. Gerontologic Considerations
h. Mammaplasty
i. Sexually Transmitted Diseases
j. Bacterial/Viral Infections
k. Problems related to Menstruation
l. Abnormal Vaginal Bleeding
m. Ectopic Pregnancy
n. Culturally Competent Care
o. Conditions of the Vulva, Vagina, and Cervix
p. Pelvic Inflammatory Disease
q. Benign Tumors of the Female Reproductive System
r. Cancers of the Female Reproductive System
s. Problems with Pelvic Support
t. Fistulas
u. Sexual Assault
v. Problems of the Prostate Gland
w. Prostate Cancer
x. Problems of the Penis, Scrotum and Testes
y. Testicular Cancer
z. Erectile Dysfunction

IX. COURSE TEACHING LEARNING ACTIVITIES

A. Daily Plan: The Daily Plan for RNSG 1347 details required reading for each of the units of study. The student is to use this syllabus in conjunction with the daily plan to prepare for class. (C 1, 3)

B. Supplemental Learning Activities: Students are highly advised to utilize the supplemental learning aids that accompany the required text in preparation for each lesson. Each assigned chapter in the required text has corresponding Clinical Decision-Making Exercise and Bridge to NCLEX Examination questions that should be completed. Student resources are available at http://evolve.elsevier.com/Lewis/medsurg. These resources include NCLEX exam Review Question with rationales, interactive case studies, animations, video clips, audio clips, and chapter summaries. The study guide that accompanies the required text is also available and it is recommended that students utilize it as an additional learning aid for this course. All of these resources are excellent learning aids and are highly recommended by the instructors of this course.

C. Auto-Tutorial: For some units of study, audio-visual materials and computer-assisted instruction are assigned. Videos will be viewed in class. Computer-assisted programs may be viewed in the learning laboratory. The student will be tested over material from videos or required computer-assisted programs. (C 8, 18)

D. Self-Directed Study: Each student enters the program with varied backgrounds, educational preparations and rate of learning; therefore, to enhance the teaching-learning process, the student is expected to develop an attitude of self-direction in
acquiring knowledge. As part of the self-directed study the student is encouraged to complete Learning Outcomes at the beginning of each assigned chapter. This course is fast paced, with new material covered at each class meeting. Class time is designed to supplement and clarify assigned learning activities. Please set up an appointment time with the appropriate professor, if further assistance is needed. (F 11, 13, 16)

E. **Class Presentation**: A variety of teaching methods (lecture, discussion, demonstration, guest lectures, small group activities, computer-assisted instruction, audio visuals) will be utilized to present material on assigned units of study. Class presentations are intended to supplement assigned learning aids. It is the student’s responsibility to be familiar with assigned material before attending class. (F 13)

F. **Drug Information**: The student will be required to identify the classification, generic name, trade name, physiological action, uses, therapeutic range (if applicable), route of administration, principle side effects, contraindications, incompatibilities, patient teaching, nursing responsibilities, and evaluation of effectiveness of these drugs after being discussed in class. Also, the student **must** demonstrate basic mathematical skills necessary for practical problem solving for drug administration. (F 3, 4)
CENTRAL TEXAS COLLEGE
Associate Degree Nursing Program
Dosage Calculation for Administration (DCFA) Rounding Rules

These rules are standard rules of rounding that apply across the curriculum unless otherwise specified on an exam. All answers must be correctly labeled or they are wrong.

1. Never round off until the final answer.
2. When rounding, the general rule is: 5 and above round up; 4 and below round down. However, never round up when figuring problems for pediatrics/infants.
3. Amounts less than 1 should be preceded by a 0 and a decimal point.
4. No “trailing” zeros. Ex: 5 mL, not 5.0 mL; 0.4 mL, not 0.40 mL.
5. To convert pounds and ounces to pounds, divide the ounces by 16. For example: weight = 7 lb, 10 oz; 10/16 = 0.625; so weight is 7.625 lb.
6. Conversions you must know:
   - 1 pound (lb) = 16 ounces (oz)
   - 1 kilogram (kg) = 2.2 pounds (lb)
   - 1 kilogram (kg) = 1000 grams (g)
   - 1 gram (g) = 1,000,000 micrograms (mcg)
   - 1 gram (g) = 1000 milligrams (mg)
   - 1 milligram (mg) = 1000 micrograms (mcg)
   - 1 unit (U) = 1000 milliunits (mU)
   - 1 liter (L) = 1000 milliliters (mL)
   - 1 ounce (oz) = 30 milliliters (mL)
   - 1 teaspoon (tsp) = 5 milliliters (mL)
   - 1 tablespoon (Tbsp) = 15 milliliters (mL)
   - 1 oz of breast milk = 20 kilocalories (kcal)
   - 1 oz of baby formula = 20 kcal unless otherwise specified in problem
1. Department of Nursing “Dosage Calculation for Administration (DCFA) Rounding Rules” must be followed.

2. All Exams will consist of 55 questions each weighted at 55 raw points. The comprehensive Final Exam will consist of 85 questions and will be weighted at 85 raw points. There will be dosage calculations on each exam. Dosage calculations will not be multiple-choice questions. All dosage calculation problem-solving steps must be documented following the question and the final answer must be written on the exam in the designated area with the corresponding unit(s) of measure. Department of Nursing “Dosage Calculation for Administration Rules for Rounding Off” must be followed. Any question lacking documentation of mathematical steps, even if the correct answer is recorded in the designated area, will be marked as incorrect.

3. A minimum total of 270 points (75%) of a possible 360 must be achieved to be eligible for the earned participation points (Max: 40 points). The student must earn 300 points (75%) of a possible 400 to pass RNSG 1347. There is no rounding off, of the final theory average.

4. Written examinations will be given on dates noted on the daily plan. If a student cannot attend an examination, the course coordinator/professor must be notified before the examination is given. It is the student’s responsibility to arrange to make up assignments missed during the absence. Students are required to notify the professor in advance of any absence to retain the privilege of submitting make-up work without grade penalty. Make-up examinations will be in alternate and essay formats. Students requiring a make-up exam will report to the Department of Nursing at 9 am on the Friday following the missed exam. If the rescheduled opportunity is missed there will be no other opportunities afforded. RNSG 1347 follows the testing policy published in the Department of Nursing Student Handbook.

5. The ParScore scantron form is the only acceptable form for exam grading. Students must check it carefully before submitting it and will not have further access to the scantron once submitted. Due to the CTC class schedule, there will be the maximum time limit for the completion of Exams. A maximum of two hours will be allotted to complete the final exam.

6. A test review will be provided following each exam, including the final exam. The date, time, and place will be announced prior to the exam. Attendance is voluntary.

7. Challenges to test questions must be made during the test review. To challenge a question during the test review, you must write the question number and your rationale for your choice on the ParScore Student Test Report sheet. The course faculty will review these comments and their decision will be final.

8. A student scoring 75% or less on any exam must make an appointment with the course faculty for exam review and counseling. (Appointments are optional for scores >75%). According to Department policy, individual appointments with the course faculty must be made within one week of the test date for individual review of the exam. The exam may be reviewed with the faculty later but the appointment must be made within the one-week time frame. No exceptions! Once a subsequent exam has been administered, no prior exam may be reviewed or any prior test question challenged.

9. Failure to achieve the national average score (850) on the exam, the student will be required to complete Evolve remediation with a minimum of one hour of remediation participation. If a student fails to perform the required remediation, the student will receive an “Incomplete” (IP) for this course (RNSG 1347).

10. The faculty reserves the right to adjust the student’s classroom grade based upon classroom performance/behavior/civility.

I fully understand the HESI testing program policy as outlined in the RNSG 1347 syllabus. My signature acknowledges receipt of, and understanding of, the RNSG 1347 Course & Testing policy and receipt of the RNSG 1347 Syllabus (posted on Blackboard).

_____________________________  _______________________________  ________________
Printed Name  Signature  Date

December 2018
CENTRAL TEXAS COLLEGE
Department of Nursing & Allied Health
CONCEPTS OF CLINICAL DECISION-MAKING
COURSE & TESTING POLICY

1. Department of Nursing “Dosage Calculation for Administration (DCFA) Rounding Rules” must be followed.

2. All Exams will consist of 55 questions each weighted at 55 raw points. The comprehensive Final Exam will consist of 85 questions and will be weighted at 85 raw points. There will be dosage calculations on each exam. Dosage calculations will not be multiple-choice questions. All dosage calculation problem-solving steps must be documented following the question and the final answer must be written on the exam in the designated area with the corresponding unit(s) of measure. Department of Nursing “Dosage Calculation for Administration Rules for Rounding Off” must be followed. Any question lacking documentation of mathematical steps, even if the correct answer is recorded in the designated area, will be marked as incorrect.

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Printed Name  Signature  Date

December 2018