NORTH SEATTLE COMMUNITY COLLEGE HEALTH/MEDICAL DIVISION

COMPLEX NURSING – MEDICAL SURGICAL AND PSYCHIATRIC
NUR 227 – Winter 2010

Course Credits: 7
Course Start Date: 1/04/10
Course End Date: 3/19/10
Course Location: IB 1409
Course Times: Tuesdays and Wednesdays from 9:00am-1:00pm

FACULTY: Marti Rickel, RN, MSN, BC
Office: IB 2301 C
PHONE: 206-528-4562, cell 512-565-2468
E-MAIL: mrickel@sccd.ctc.edu
OFFICE HOURS: By appointment only

FACULTY: Lena Hristova, RN, MN, OCN, CMSRN
Office: IB 2304 B
Office Hours: By appointment only
Telephone: 206-528-4560, cell 425-879-1738
Email: lhristova@sccd.ctc.edu

COURSE DESCRIPTION:
This course is part of a structured integrated program preparing persons for employment as a Registered Nurse. In conjunction with NUR 228 this course builds upon the knowledge base of the practical nurse. Expanding theoretical knowledge and nursing care related to various complex Medical-surgical and psychiatric health conditions throughout the lifespan.

COURSE OBJECTIVES:
1. Explain holistic care for others and community and how that fits within an ethical, legal and diverse framework within the scope of practice of the RN.
2. Explain the RN role in educating and communicating with medical-surgical and psychiatric patients’, patient’s family, healthcare team, system administration and wider community with a focus on Health Promotion.
3. Understand assessment, analysis, planning, implementing medical-surgical and psychiatric patient care and comprehensive evaluation of outcomes within a variety of settings utilizing appropriate technology.
4. Demonstrate synthesis of medical-surgical and psychiatric patient assessment data with anatomy, physiology, pathophysiology and pharmacology using critical thinking in order to safely manage complex patient problems.
5. Identifies the leadership role of the RN in relationship to the Medical-surgical and psychiatric patient, patient’s family, healthcare team, system administrators, and the wider community

Student Learning Outcomes:
NSCC General Education Student Learning Outcomes:
Quantitative reasoning. Use quantitative reasoning processes to understand, analyze, interpret, and solve quantitative problems. Information literacy. Access, evaluate, and apply information from a variety of sources and a variety of contexts.
Teamwork. Work and communicate effectively in groups.
**PN to RN Ladder Nursing Program Student Learning Outcomes:**
1. Holistically care for self, others and community within an ethical, legal and diverse framework within the scope of practice of the RN.
2. Demonstrate competency in educating and communicating with patients, patient’s family, healthcare team, system administration and wider community with a focus on Health Promotion.
3. Demonstrate competency in assessment, analysis, planning, implementing patient care and comprehensive evaluation of outcomes within a variety of settings utilizing appropriate technology.
4. Synthesizes patient assessment data with anatomy & physiology, pathophysiology, and pharmacology using critical thinking in order to safely manage rapidly changing, complex patient problems.
5. Provides leadership to effectively delegate and collaborate with patient, patient’s family, healthcare team, system administrators, and the wider community.

**TEXTS:**

**Required:**

**Teaching Philosophy:**
As the instructors for this course we believe it is our job to create a safe learning environment, to provide experiences that will facilitate student’s achievement of the course outcomes, and to clearly communicate expectations. It is our expectation that each student will assume responsibility for their own learning by completing all of the reading assignments and activities as well as actively participating in class.

**GRADING CRITERIA:**
- Attendance and participation: 10%
- Exams: 60%
- ATI Exams: 10%
- Final Exam: 20% (Med-Surg 10%; Psych 10%)
- Passing Score: ≥77%

**EXPECTATIONS of STUDENTS:**
**Guidelines for Student Conduct:** Students are expected to comply with student conduct policy and procedure. Information on student responsibilities and rights is available at the following website: [http://www.seattlecolleges.com/ccrights.aspx](http://www.seattlecolleges.com/ccrights.aspx)

**Expectations:**
Students will come fully prepared for class, on time, each day. School policies for inclement weather will be followed.

**Attendance Policy:** Class attendance and participation is required. **Students must notify the instructor of an absence prior to the start of class.** Absences and tardiness of more
than 10 minutes will affect the student’s homework, participation grade and quiz scores in the following manner:

1. Due to the short nature of the course, no assignments will be accepted late, and an absence for a scheduled presentation cannot be made up thus will result in a “0” for the assignment
2. Student will receive a zero for participation for the day the student is absent.
3. The first episode of tardiness or leaving the course early without permission will result in a 50% reduction for the participation credit for the day.
4. All subsequent tardiness or leaving the course early, the student will receive 0 credits for participation for the day.
5. Student will receive a zero for quizzes or exams missed due to tardiness or unexcused absences. Excused absences are those due to unforeseen circumstances and when the student has communicated directly with the instructor in advance or as soon as communication is possible. Make-up quizzes or exams will be allowed for excused absences as arranged by the instructor.
6. If a student is tardy for a scheduled exam, the student will be allowed the remaining time to complete the exam with no penalty.
7. Students are responsible for obtaining all instructions, announcements and handouts missed due to absence or tardiness

**Dress Code:** If the student attends the course without adhering to the NSCC dress code or exhibit professional behavior, the student will be dismissed from the class and a score of zero will be given for professionalism and participation.

**Fragrance Policy:** Students are encouraged to refrain from wearing heavily scented products during class sessions, since some individuals may experience chemical sensitivities to fragrances that interfere with their learning. Do not wear any scents, perfumes, strong smelling deodorants or lotions.

**Cell Phone Etiquette:** To avoid disruption of the learning environment, students are expected to turn off or silence cell phones during class. You may check messages and make calls during break.

**Recording and Video Devices:** Recording and video devices may be used with permission of the instructor during instructional or lecture oriented class times only. **Recording and video devices are prohibited during test sessions.**

**Academic Honesty and Plagiarism:** Academic honestly is highly valued at NSCC. A student must always submit work that represents his/her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student is expected to cite all relevant sources both in the text and in the references listing at the end of the paper. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.
Academic dishonesty could involve:

1. Having a tutor or friend complete a portion of your assignment.
2. Having a reviewer make extensive revisions to an assignment.
3. Copying work submitted by another student.
4. Using information from online information services without proper citation.
5. Taking exam answers from another student’s paper.
6. Using materials not allowed answering exam questions.

Examination Conduct:
Students are expected to complete examinations without the use of reference materials, notes, electronic devices, and use other students as references unless instructed in writing on a quiz or exam.

Classroom Diversity Statement:
Respect and diversity is a core value of NSCC. Our college community fosters an optimal learning environment and an environment of mutual respect. We, the college community, recognize individual differences. Therefore, we are responsible for the content and tone of our statements and are empathetic speakers and listeners.

Respectful and Inclusive Environment:
The instructor and student share the responsibility to foster a learning environment that is welcoming, supportive, and respectful of cultural and individual differences. Open and respectful communication that allows for the expression of varied opinions and multicultural perspectives encourages us to learn freely from each other.

College Closure: If conditions necessitate delay or cancellation of day classes, notification on radio and television stations will begin as soon as conditions on campus can be evaluated. A closure decision is based on conditions at the main campus or a specific off-campus site adversely impacted.

General Disclaimer: There are many internal and external factors that influence the development of a course. Assignments and forms are used with permission from NSCC faculty and staff. This instructor reserves the right to make changes to the syllabus/schedule at any given time. If there is a discrepancy between the course syllabi and the NSCC Nursing Handbook, the Handbook supersedes any and all documents. The lead instructor may modify the terms of this syllabus in the event the instructor believes such modification will improve the student’s learning experience. Any changes will be highlighted and announced in writing to the students by email as soon as possible.

Students are responsible for all changes once they have been communicated in writing. NSCC and the instructors are not responsible or liable for any claim, loss or damage arising from the use, misuse or loss of this health care information.

Student Support Services:
Students are encouraged to seek campus support services when necessary to support their learning and academic progress. Refer to student handbook, brochures/flyers, or college website for student support resources: Disability Services, Advising Center, Tutoring
Services, Student Leadership Programs, Library, Financial Aid Office, LOFT Writing Center Plus, Admission/Registration/Records/Credentials (ARRC), Counseling, Women’s Center, Multicultural Services Office, and/or Wellness Center.

American Disability Act:
If you need classroom or course accommodations because of a disability or if you need to share emergency medical information, contact the instructor as soon as possible. Accommodations require documentation from the NSCC Educational Access/Disability Services Office at the beginning of the quarter. Website: http://www.northseattle.edu/services/disability/

Academic Advising: http://www.northseattle.edu/enroll/advise/
Counseling Services:
Website: http://www.northseattle.edu/services/counseling/index.htm
Counseling Services: Emotional/Academic Self Help
This site provides publications on Time Management, Stress Management, Dealing with Depression, Ways to Approach Decision Making, Dealing with Perfectionism, Study Skills, Study Tips for the First and Second Week of Classes, How to Prepare for Exams, and Strategies for Oral Participation for Students Who Feel Uncomfortable Speaking in Class.
Website: http://www.northseattle.edu/services/counseling/selfhelp.htm

Counseling Services: Career Counseling
This site provides publications on Building Your Resume, Writing Your Cover Letter, Interview Resources and Resume Banks. Website: http://www.northseattle.edu/services/counseling/jobsearch.htm

Financial Aid: This site provides information on student aid eligibility, types of aid available, and policies/guidelines for federal, state and institutional programs.
Website: http://www.northseattle.edu/enroll/finance/

Math and Science Tutoring:
The Math Learning Center located in the Education building offers free individual and small-group tutoring to all NSCC students currently enrolled in math, science, or computer science classes.

Writing and Language Tutoring:
The Loft Writing Center Plus, located on the second floor of the Library building, offers free individual and small-group tutoring to all NSCC students in English writing, reading, listening, and speaking; world languages; and general study skills. Students can also use a variety of self-study computer programs.
More information on school-wide tutoring can be found at: http://www.northseattle.edu/services/tutor/

The NSCC Nursing program also provides limited tutoring by nursing students. To contact a tutor, ask your instructor for details.
EXPECTATIONS OF THE INSTRUCTORS:

The instructors will:
1. Come prepared for class and will arrive on time or early
2. Try not to deviate from the course schedule
3. Treat you with respect in classes, listen to you and provide you with information you need to achieve the knowledge, skill, and motivation to successfully complete the course.
4. Respect cultural differences

Teaching Methods:
1. Class Lecture (Power Point or Overhead)
2. Case Study Analysis
3. Role Playing
4. Videos
5. Games
(This is not an exhaustive list.)

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and activities</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, 2010</td>
<td>Syllabus review, Intro to Mental Health and Mental Illness, Theories, and Pharmacology</td>
<td>Chapters 1, 2, 3, &amp; 4 Varcarolis &amp; Halter Text</td>
</tr>
<tr>
<td>January 12, 2010</td>
<td>Introduction; Nursing Process and Perioperative Nursing</td>
<td>Ch. 1, 4, 18, 19 and 20 Lewis Text</td>
</tr>
<tr>
<td>January 13, 2010</td>
<td>Mood Disorders and Suicide</td>
<td>Chapters 12, 13 &amp; 20 Varcarolis &amp; Halter Text</td>
</tr>
<tr>
<td>January 19, 2010</td>
<td>Fluid and Electrolyte Imbalance; Respiratory Disorders (Respiratory System &amp; Upper Respiratory Problems)</td>
<td>Ch. 17, 26 and 27 Lewis Text</td>
</tr>
<tr>
<td>January 20, 2010</td>
<td>Exam #1 9:00-10:00 (content from 1-6 &amp; 1-13) Schizophrenia</td>
<td>Chapter 14 Varcarolis &amp; Halter Text</td>
</tr>
<tr>
<td>January 26, 2010</td>
<td><strong>Group 1 - TB</strong> Respiratory Disorders (Lower Resp Problems &amp; Obstructive Pulmonary Diseases)</td>
<td>Ch. 28 and 29 Lewis Text</td>
</tr>
<tr>
<td>January 27, 2010</td>
<td>Anxiety Disorders &amp; Addictive Disorders</td>
<td>Chapter 8 and 16 Varcarolis and Halter Text</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapters/Text</td>
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<tr>
<td>February 2, 2010</td>
<td>Quiz #1 (Respiratory) - Cardiovascular Disorders</td>
<td>Ch. 32 and 33 Lewis Text</td>
</tr>
<tr>
<td></td>
<td>(Cardiovascular System and HTN)</td>
<td><strong>Respiratory Homework due</strong></td>
</tr>
<tr>
<td>February 3, 2010</td>
<td>Exam #2 9:00-10:00 (content from 1-20 &amp; 1-27) Personality Disorders &amp; Eating Disorders</td>
<td>Chapters 10 &amp; 11 Varcarolis &amp; Halter Text</td>
</tr>
<tr>
<td>February 9, 2010</td>
<td><strong>Cardiovascular Disorders</strong> (CAD and HF)</td>
<td>Ch. 34 and 35 Lewis Text</td>
</tr>
<tr>
<td><strong>Group 2 – HF</strong></td>
<td><strong>Cardiovascular Disorders</strong> (CAD and HF)</td>
<td><strong>Cardiovascular Homework due</strong></td>
</tr>
<tr>
<td>February 10, 2010</td>
<td>Children &amp; Adolescents &amp; Older Adults</td>
<td>Chapters 23 &amp; 25 Varcarolis and Halter Text</td>
</tr>
<tr>
<td>February 16, 2010</td>
<td>Cardiovascular Disorders (Dysrhythmias, Pericarditis and Vascular Disorders)</td>
<td>Ch. 36, 37 and 38 Lewis Text</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>9:00-10:00am Psychiatric Final Exam (All previous content)</td>
<td><strong>Psychiatric Final Exam</strong></td>
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<tr>
<td></td>
<td><strong>ATI Psychiatric Exam</strong></td>
<td>11:00 am-12 Noon IB 3307 &amp; 3309</td>
</tr>
<tr>
<td>February 23, 2010</td>
<td>Quiz #2 (Cardiovascular) - Endocrine Disorders</td>
<td>Ch. 48, 49, 50, 53,54 and 55 Lewis Text</td>
</tr>
<tr>
<td></td>
<td>(Endocrine System, Endocrine Disorders, &amp; DM)</td>
<td><strong>Cardiovascular Homework due</strong></td>
</tr>
<tr>
<td>February 24, 2110</td>
<td><strong>Endocrine and Reproductive Disorders (DM and Group Presentations)</strong></td>
<td><strong>Group Presentations</strong></td>
</tr>
<tr>
<td><strong>Group 4 – STD</strong></td>
<td><strong>Group 5 – Female and Male Reproductive Problems</strong></td>
<td>Based on Ch. 53, 54 and 55 Lewis Text</td>
</tr>
<tr>
<td><strong>Group 5 – Female and Male Reproductive Problems</strong></td>
<td><strong>Group Presentations</strong></td>
<td><strong>Group Presentations</strong></td>
</tr>
<tr>
<td>March 2, 2010</td>
<td>Quiz #3 (Endocrine) - Gastrointestinal Disorders (GI System, Upper &amp; Lower GI Disorders, Liver and Pancreatic Disorders)</td>
<td>Ch. 39,42,43 and 44 Skim read Ch. 40 and 41 Lewis Text</td>
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<tr>
<td></td>
<td><strong>Endocrine Homework due</strong></td>
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<tr>
<td>March 3, 2010</td>
<td>GU (Urinary System, Renal and Urological Problems, Acute &amp; Chronic Renal Failure)</td>
<td>Ch. 45,46 and 47 Lewis Text</td>
</tr>
<tr>
<td>March 9, 2010</td>
<td>Quiz #4 (GI, GU, GYN) - Test Review for final exam 11-12 ATI Med-Surg</td>
<td>Review all chapters for final</td>
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<tr>
<td></td>
<td>IB 3307 or IB 3309</td>
<td><strong>GI Homework due</strong></td>
</tr>
<tr>
<td>March 12, 2010</td>
<td>Final Exam</td>
<td><strong>GU/GYN Homework due</strong></td>
</tr>
</tbody>
</table>
### NSCC Grading Scale

<table>
<thead>
<tr>
<th>Grades below are passing grades</th>
<th>Grades below are not passing grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong>  4.0-3.9</td>
<td><strong>C-</strong>  1.9-1.5</td>
</tr>
<tr>
<td><strong>A-</strong>  3.8-3.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>High Passing</strong></td>
</tr>
<tr>
<td><strong>B+</strong>  3.4-3.2</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong>  3.1-2.9</td>
<td></td>
</tr>
<tr>
<td><strong>B-</strong>  2.8-2.5</td>
<td></td>
</tr>
<tr>
<td><strong>C+</strong>  2.4-2.2</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong>  2.1-2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Satisfactory Passing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E</strong>  0.0</td>
</tr>
<tr>
<td></td>
<td><strong>Excellent Passing</strong></td>
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</tbody>
</table>