

Course Syllabus

COURSE: RNSG 1343 Complex Concepts of Adult Health (3:4:1)
 SEMESTER: Spring 2026
 CLASS DAYS: Hybrid and Tuesday
 CLASS TIMES: 0800-1200

Faculty: All Faculty can be reached via EMAIL or REMIND App during business hours

| Faculty Information | | | |
|--------------------------|--|----------|---|
| Name | Email | Office | Office/Virtual Hours |
| Jessica Williams MSN, RN | jlwilliams@southplainscollege.edu | AH 112 A | Monday 0900-1600, Thursday 1300-1600, Friday 0900-1600, Or by Appointment |

Table 1

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

It is the responsibility of each student to be familiar with the content and requirements listed in the syllabus.

CLASS SCHEDULE

Follow the class schedule on Blackboard. The schedule is subject to change as the need arises. Any changes will be announced, and students will be notified via Blackboard, Remind, and/or SPC Email.

COURSE DESCRIPTION

RNSG 1343 is a medical-surgical nursing course which focuses on the provision of direct, assigned, and delegated safe nursing care for clients, families, and/or groups throughout the life span. Integration of previous knowledge and skills related to complex adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems.

Emphasis is placed on complex knowledge, judgement, skills, and professional values within a legal/ethical framework. Further, emphasis is placed on developmental, physiological, and psychosocial changes of the older adult in regard to health promotion, maintenance, and restoration. Concepts of pharmacology, nutrition, gerontology, growth and development, and cultural aspects are integrated throughout the course. Integration of the nursing process, effective communication skills, and teaching-learning techniques enable the student to develop problem solving, collaboration, and critical thinking skills. Thus, the student utilizes knowledge, skills, clinical data, and current literature to meet the needs of clients, families, and/or groups and to make appropriate nursing decisions. This course lends itself to a blocked approach.

In addition, the course, RNSG 1343, will promote the nurse as an advocate who can evaluate the effectiveness of community resources, coordinate referral sources, and coordinate health care teams in the delivery of care on the general hospital floor, critical care units, and/or community settings. This course must be taken concurrently with RNSG 2221, 2201, 1251, 2261, 1210 or 1211.

SEMESTER II STUDENT LEARNING OUTCOMES

Upon satisfactory completion of this level, the student should be able to:

1. Assess physiological changes and signs and symptoms to utilize critical thinking and systematic problem-solving process as a framework for providing care for adult clients in structured health care settings. (EPSLO 1)
2. Assess and evaluate clinical data, diagnostics, and labs with current literature to make appropriate therapeutic interventions and nursing practice decisions. (EPSLO 1 and 2)
3. Integrate theoretical concepts with nursing knowledge, communication, and skills to meet the basic needs of clients, families, and/or groups throughout the life span in a variety of settings. (EPSLO 3 and 4)
4. Integrate the five steps of the nursing process and nurse management into nursing practice. (EPSLO 1)
5. Integrate ethical and legal responsibility and accountability for one’s nursing practice. (EPSLO 4)
6. Evaluate the effectiveness of nurse management and medication therapy in patient care. (EPSLO 1-4)

BLACKBOARD

Blackboard is a web education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

COMPUTER USAGE

Students will be expected to utilize computers to access assignments and classroom resources. All students have access to computers and printers on the South Plains College campus. All registered students are supplied with a working Microsoft Office 365 with email account from South Plains College. All students are expected to know their SPC student username and password.

ELECTRONICS POLICY

*During online lecture, isolate yourself in a quiet place to prevent interruptions.

*Students, classmates, and instructors maintain the right to refuse to be audio and/or visually recorded.

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*Students must ask permission from the instructor before audio recording a lecture

CELL PHONE POLICY

*See Student Handbook.

PRINTING/COMPUTER LAB USAGE

Please check with the computer lab for printing options

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of honesty and a high standard of integrity. Students represent the School of Nursing and are expected to maintain the highest standards. Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program Student Handbook. It is the student's responsibility to demonstrate professional and academic integrity.

Any attempt to present work that the student has not done themselves is regarded by faculty and administration as a serious offense and renders the student liable to consequences, up to and including suspension or expulsion from the Nursing program and South Plains College.

Cheating - Dishonesty on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office or offering the work of another as one's own are examples of cheating or offering the work of another as one's own. Honesty is required in the presentation of any and all phases of coursework.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism. Any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, websites such as blogs, journals, or articles, other referenced works, from themes, reports, and/or other writings of a fellow student, is guilty of plagiarism. If there is any suspicion of work completed by Artificial Intelligence (AI), the student and their work may be questioned, and if proven that AI was used will be considered guilty of plagiarism.

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing.
- Copying ideas, words, answers, exams, or shared work from others when individual work is required.
- Using another's paper in whole or in part.
- Allowing another student to use one's work.
- Claiming someone else's work is one's own
- Resubmitting one's own coursework when original work is required (self-plagiarism).
- Falsifying references or bibliographies.
- Getting help from another person without faculty knowledge or approval.
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Violations of the honesty policy, including cheating during testing, plagiarizing another's work, and falsifying records will result in dismissal from the program. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.

VERIFICATION OF WORKPLACE COMPETENCIES

External learning experiences (clinicals) provide workplace settings where students apply content and strategies related to theory and management of workflow. Successful completion of Semester 3 course outcomes will allow the student to advance within the program. Successful completion of RNSG 1343 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

SPECIFIC COURSE INFORMATION

COURSE DISCLAIMER

Working within the healthcare field can be stressful and requires a mentally tough individual to provide medical care in the hospital environment. In order to better prepare students for a career in the healthcare profession, there will be times during this course where students will be exposed to training scenarios and situations that will be unpleasant to the average college student. If the student does not feel they can tolerate this type of learning environment, they should discuss this with me immediately before continuing the course. Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the nursing curriculum, or NCLEX- RN examination.

SPECIFIC COURSE INFORMATION TEXT AND MATERIALS

(If a newer edition is available, the newer is the book of choice)

You must have either the electronic text or physical textbook.

Taylor, C., Lynn, P., & Bartlett, J. (2022). *Fundamentals of Nursing: The art and science of person-centered nursing care* (10th ed.). Wolters Kluwer. **ISBN: 9781975168179**. May have ebook or hardcopy. (additional Course Point materials are optional)

Optional Physical Book ISBN: 9781975168155

Carpenito, L. (2023). *Nursing diagnosis: Application to clinical practice*. (16th ed). Jones and Bartlett. **ISBN: 9781284197976**. May have ebook or hardcopy.

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Ford, Susan M. (2021) *Introductory Clinical Pharmacology* eBook (12th Ed.) Wolters Kluwer.

ISBN: 9781975186883; May have ebook or hardcopy. Ebook includes online resources. Optional physical book ISBN: 9781975163730

Ford, Susan M. (2021) *Introductory Clinical Pharmacology Study Guide* (12th Ed.) Wolters Kluwer. **ISBN: 9781975163761. Need a hard copy to complete assignments or activities.**

Hoffman, J. & Sullivan, N. (2023) *Davis Advantage for Medical-Surgical Nursing: Making Connections to Practice*. (3rd Ed.) F. A. Davis. Ebook preferred because it includes 3 years online access ISBN-13: 9781719647366

Van Leeuwen , Bladh. *Davis's Comprehensive Manual of Laboratory and Diagnostic Tests with Nursing Implications*. 10th ed or later.

COURSE ASSIGNMENTS

QUIZZES, CLASS ASSIGNMENTS, AND ONLINE LECTURE MODULES

Students are required to complete scheduled quizzes, unscheduled quizzes (pop-quizzes), and online lecture modules from ATI or F.A.Davis platforms. Assignments are worth 10% of the course average.

Blackboard Quizzes: Blackboard quizzes may be given to test online. Students will have **1 attempt** to receive the highest grade. ***Blackboard Quizzes are due on Sundays at 11:59PM**

Online Lecture Quizzes: All quizzes and modules may be taken on ATI platform. Students may have as many attempts as needed to get highest grade. ***Online Quizzes are due before section Exam by 0800 AM**

Classroom Quizzes: If a student is late for a quiz or not in attendance in any way while a quiz is being conducted the student will not be able to take quiz and receive a zero. *** Due before class is over.**

Class Assignments: Assignments are anything that may be completed in class and may consist of posters, case studies, etc. Students will need to complete and upload assignments completed in class by the end of class time to receive credit. *** Due before class is over.**

Please refer to your calendar and Lesson plan for due dates. Failure to complete any assignment by due date will result in a **50-point deduction** each day late up to 2 days, at which time the student will receive a zero. If student is past due the due date policy, they will still need to complete assignment to fulfill the course objective or they may be unsuccessful to the course. Please see course calendar for due dates on Blackboard

VOICEOVER

Students may be required to use voiceovers to help them for pre-lecture assignments, if assigned. If lecture has to be cancelled due to increment weather or any other reason voiceovers may be used as supplemental lecture and participation is mandatory. Students will be required to listen to voiceover before lecture by 0800 and provide a reply that the student understands material or the student can ask questions to discuss during class lecture. All voiceover may have a quiz or a review with a classroom activity to encourage learning. Please refer to your calendar for dates.

EXAMS

Unit exams will consist of 50% of the final course grade. The student is responsible for, and may be tested on , all material presented in lectures and discussions, which may or may not appear in the course textbook. If students make less than a 77% on any exam, the student must make an appointment with an instructor to remediate (See Exam Remediation). There will not be a review after the exam. Students will need to complete remediation requirements to review topics missed. Cell phones, smart watches, athletic Fitbits, student badges, personal calculators or any electronic learning device of any kind are not allowed in the computer lab at any time during testing, unless specified by instructor. Ball caps and large heavy jackets are to be left in the classroom during testing. Backpacks, handbags, food or drink not allowed in the computer lab at any time. All Exams may be taken on Exam Soft testing platform and students are expected to be taken on iPads. Students are responsible for coming to Exams with iPads charged, if iPad is not charged or student forgets to bring iPad, **15 points will be deducted from exam grade.** Exam scores will not be rounded. Students are allowed to miss one test, if absent. **If the student misses a test the final will replace only one test grade. Only the first missed can be replaced by the Final Exam grade. If a student misses more than one test each additional test will be counted as a zero and student may fail or be dismissed from RNSG 1343 and all other concurrent course taken in the semester, unless it is students 2nd admission.** Please refer to your calendar for dates

EXAM REMEDIATION

Remediation is an essential component to ensure student success. Therefore, any student scoring below 80% on any exam has mandatory remediation and those who score above a 80% remediation is optional. Remediation will be completed through the ATI focused review after ever exam. Students will be required to complete remediation packet if they did not make an 80% or above. Students will be expected to use ATI Focused Review write out correct rationale to each question(s) missed on paper provided per instructions. Review the lowest percentage from topics. Write 3 key points to the topic and the appropriate rationale **why the answer is correct, IN**

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YOUR OWN WORDS. Using ATI learning worksheets or own paper. **Do not** write what book says word for word. You need to provide a full explanation to include 2-3 sentences or more. Don't just list statements, write the explanation. Include page number where correct answer was found at the end of statement. If student chooses to not complete test remediation they will need to sign the "Students Remediation Refusal Statement". There will be scheduled due dates for when test remediation needs to be completed and uploaded to Blackboard. **All exam remediation will need to be complete before reviewing any exam with instructor.** If student declines remediation they will need to sign their remediation at the bottom that they decline completing Test remediation. IF student declines to complete Topics to Review Remediation or does not complete remediation protocol they are not allowed to have a test review. Test review is a scheduled event. If a student chooses to complete a test review they will need to email instructor before Monday class and inform them that they would like to complete a test review. The instructor will print students test. At designated date and time, the student will have one hour to complete their test review. During test review the student will be given their test and Why Did I Miss This Question worksheet, and use remediation time to review own test. Please refer to your calendar and Blackboard Announcements for dates.

LETTER OF SUCCESS

Students who **have less than an 83% course average** may be given a letter of success during certain times of the semester to highlight students' needs and concerns. Students who are unsuccessful on exams and assignments will be at risk for failure of the course. To enhance student success in the program, students may self-refer or be referred to the retention counselor by faculty via letter of success for reasons other than exam success, such as time management, test-taking skills or test anxiety. Please refer to your calendar for dates

FINAL EXAM

Comprehensive (Entire semester) final will consist of 20% of the final grade. The final will consist of 100 -150 questions from all subject matter within the semester. There will not be a final review prior to final exam. The student is advised to study all previous study material from previous exams, for the final will be over all material from entire semester. It is the student's responsibility to keep up with all study material from the start of the semester. The final will not have a review at the end of the exam. Student will come to Final Exam with only pencil and iPad. No cell phones, smart watches, athletic Fitbits, student badges, personal calculators or any electronic learning device of any kind are not allowed in the computer lab at any time during testing, unless specified by instructor. Ball caps and large heavy jackets are to be left in the classroom during testing. Backpacks, handbags, food or drink not allowed in the computer lab at any time. Final Exam scores will be posted within 24 hours and will not be rounded. If student has questions regarding the Final Exam they will have to wait till all student's complete exam before making an appointment to talk to instructor. Please refer to your calendar for dates.

ATI PRACTICE ASSESSMENT AND FOCUSED REVIEW

ATI Fundamental Content Mastery Assessment, Focus Review, and ATI Homework Average will consist of 2% of the final course grade in RNSG 1343. The purpose of the exam is to evaluate the competency of the student's knowledge of fundamentals in preparation for NCLEX. **Students will be required to take Fundamental Content Mastery and Fundamental Retake Assessment to complete RNSG 1343 course.** Each ATI exam will be proctored and may include 60 questions and students will have 120 minutes to complete assessment. The first assessment will be taken at the 7th week of the semester and the second assessment will be taken at the 14th week. Students will receive the grade given from ATI Practice Assessment Individual Performance Profile. Review calendar for assessment date.

Practice ATI Assessment Focused Review

The student is required to complete Focus review (FR) and homework before starting second practice assessment or will receive a zero for Focused review grade. Late work will not be accepted and student will receive a zero. Both Focused review time and homework must be complete.

Focus Review: Students may locate the Focused Review tab by going to "My Results" and finding the test you want (under the "Practice Assessments" tab). To the right, you will see a button for Focused Review (FR). Once you click on that button, it will take you to the chapters in the online book to review for that particular missed question, as well as videos and other resources (test strategies, nursing process, etc.) that will help you. Print out your results pages, as the FR correlates with your results. It also facilitates doing your homework at the same time. You can leave the FR and return at any time. Your time spent is recorded for each sign-in and your total time.

Homework: Students will use Focused Review, to complete homework by review their weakest areas of their ATI Content Mastery Assessment. Students will write out in their own words and understanding the key points to each topic and subtopic, using the ATI Learning Templates, for each question missed. Submit homework in Blackboard under the Assignments Due – Content Mastery Focus Review link. **Students can use ATI Practice Assessment A and B for practice and increase their knowledge and testing practice for Content Mastery Retake.** Please see course schedule for due dates. ATI Practice Assessment and Focused review may subject to change at any time. Instructor will notify students before assignment is due and post directions on blackboard.

ATI Content Mastery Focused Review

| | | | | |
|---------------------------------------|---|--|---|---|
| ATI Practice Exam Score | 95-90 | 89-80 | 79-77 | 76 and below |
| ATI Focused Review Remediation | 1 hour of focused review remediation | 2 hours of focused review remediation | 3 hours focused review remediation | 4 hours focused review remediation |
| Homework Requirements | 3 key points each 5 topics | 3 key points each 10 topics | 3 key points each 15 topics | 3 key points each 20 topics |

Table 2

ATI CONTENT MASTERY EXAM

ATI Content Mastery Retake Assessment may consist of 8% of the final RN 1343 Course Grade. Students are required to complete the Fundamentals ATI Content Mastery Assessment prior to taking their Final Exam. The ATI Content Mastery Retake Assessment will be graded by levels indicated on the ATI Content Mastery Table. Content Mastery Retake Assessment will be given per calendar, date may be subject to change.

ATI Content Mastery Table

| Table 3 | Level 3: | Level 2 | Level 1 | Below Level 1 |
|--|--|---|---|--|
| ATI CUT SCORES | 81.7 to 100% | 65.0 to 81.6 | 50.0 to 64.9 | 64.8 and below |
| NCLEX-RN standards in the content area | Exceeds | Readily meets | Just meets | Does not meet |
| Knowledge demonstrated in this content area | High level | Adequate level | Minimum level | Does not demonstrate the minimum level |
| Performance in this area | Exceeds most expectations. Student should engage in continuous focused review to maintain and improve their knowledge of this content in their weakest areas until completion of NCLEX. | Exceeds minimum expectations. Student should engage in continuous focused review in order to improve their knowledge of this content in weakest areas until completion of NCLEX. | Meets the absolute minimum expectations. Advise student to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content, until completion of NCLEX. May need to meet with instructor and/or Retention Specialist. | Does not meet the absolute minimum expectations Advise students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content areas until completion of NCLEX. May need to meet with instructor and/or Retention Specialist. |
| Content Mastery Grade per Level | 97 | 87 | 77 | 67 |

GRADING POLICY

There is a total of 100% to obtain in this course. **There are no exemptions for the final exam.** In this course there will not be any extra points, extra credit, or curves given on any grades. All exams will go through a SPC ADN Program policy driven item analysis and instructor review before all grades are finalized on blackboard. All grades uploaded to Blackboard will not be rounded.

| Grading Criteria | | |
|---|------------|--|
| All Unit Exams | 50% | Grading Scale: A = 90-100% B = 80-89.99% C = 77-79.99% D = 70-76.99% F = 69% or below |
| Final Exam | 20% | |
| ATI Content Mastery and ATI Focused Review | 2% | |
| ATI Content Mastery Retake | 8% | |

| | |
|--|------|
| All Lecture, Modules, and Quizzes Case Studies and Discussion | 10% |
| Total | 100% |

Table 4

TO CALCULATE YOUR OVERALL AVERAGE: DO NOT ROUND

A. Add all unit **All Exams**, take your **average** and multiply it by 0.6.

Example: $81 \times 0.5 = 48.6$

B. Then take your **Final Grade** and multiply it by 0.2. Example: $84 \times 0.3 = 25.2$

C. Then take your **ATI Content Mastery and Focus Review** and multiply it by 0.02. Example: $88 \times 0.02 = 1.76$

D. Then take your **ATI Content Mastery Retake** and multiply it by 0.08. Example: $85 \times 0.08 = 6.8$

E. Then take your All Lecture Modules and Quizzes and multiply it by 0.15. Example: $95 \times 0.1 = 9.5$

ADD: A + B + C + D + E together to get your overall course average: $48.6 + 25.2 + 1.76 + 6.8 + 9.5 = 83.3 = B$

*****In order to be successful in RNSG 1343 the student must have a 77% or greater on the didactic component and pass all skills. Failure of RNSG 1343 will necessitate repeating all concurrent Transition courses. When repeating any course, the student is required to complete all aspects of the course including the required written work.**

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. The instructor will not initiate communication using private email accounts. **Students are encouraged to check SPC email and Blackboard Announcements on a regular basis** each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via the classroom website. Any student having difficulty accessing the classroom website or their email should immediately contact their instructor or SPC IT for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website. Communication is imperative to your success in this course and is highly encouraged. **When emailing allow 24 hours during Monday through Friday, and during weekends and holidays, allow the next business day for the instructor to respond back to email.**

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development. A high standard of conduct is expected of all students.

When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes, and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity, and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state, and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens.

Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state, or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw.

NURSING STUDENT CODE OF CONDUCT PURPOSE

South Plains College Nursing Programs expects that all students will conduct themselves responsibly and in a manner that reflects favorably upon themselves, the college as well as the nursing profession. When a student does not act responsibly and violates the college policies, rules, regulations, or standards of conduct, formal disciplinary action may result. The conduct process reflects the nursing department's desire that students maintain high standards and present themselves as professionals.

RATIONALE

The rationale for this Nursing Student Code of Conduct is to provide nursing students and nursing faculty with a centralized and unifying policy of conduct that will foster professional accountability and patient safety.

STUDENT CIVILITY – CIVILITY AND INCIVILITY DEFINED

1. Civility has to do with courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and demonstration of a high level of respect and consideration. In civility, we recognize that no action of ours is without consequence to others or ourselves. We need to anticipate what these consequences will be and choose to act in a responsible and caring way. Sometimes we cannot anticipate how others will react, but we still

must remain civil and appreciate that we are all individuals that are unique and different.

2. Uncivil behaviors are acts of rudeness, disrespect, and other breeches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another's well-being. Incivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.

Behaviors of Incivility (Below are examples and not a complete list.)

1. Inattentiveness in class
2. Absenteeism or arriving late, leaving early.
3. Yelling at professor in classroom or in clinical setting
4. Touching professor in objectionable physical contact
5. Dishonesty/lack of integrity
6. Disrespectful retorts
7. Threats to well-being
8. Intimidating behaviors such pointing finger in face of professor, staff or peers.
9. Monopolizing the interactions with faculty or other students (not permitting others to have a turn).
10. Persistent argumentation or refusal to comply with a direct request.
11. Nonverbal disrespectful behavior such as eye rolling, groaning, or using inappropriate gestures, etc.
12. Attire that may be perceived as offensive to other students or faculty.
13. Gross and/or inappropriate behavior such as foul and/or inappropriate language.
14. Using cell phones or pagers during class
15. Holding distracting conversations in class
16. Making sarcastic remarks
17. Demanding make-up exams, extensions, or other favors
18. Falsely accusing faculty of misplacing academic work (assignments or exams)

American Nurses Association. (2015). Code of ethics for nurses. Silver Springs, MD: American Nurses Publishing. (See Appendix A for Behaviors of Incivility).

CLASSROOM CONDUCT

1. Students in the nursing programs are engaged in preparation for professional practice. Nursing practice is guided by the ANA Code of Ethics and ANA Standards of Professional Practice, which emphasize respect for others. Students in a professional nursing education program are held to these standards. All communication with faculty and other students should always be respectful even when we disagree with one another or do not get along with the other person.
2. The following are expected behaviors that support the teaching/learning environment:
 - a. Address the faculty member appropriately by title or Mr. or Mrs.
 - b. Arrive at your class on time.
 - c. Notify the faculty member and leave a voice message or email in the event of tardiness or absence prior to class.
 - d. Students who are disruptive or uncivil may be asked to leave the classroom.
 - e. Students are not permitted to bring a guest or children to class.
 - f. Electronic equipment or devices shall not be used without the express permission and consent of faculty.
3. Behaviors considered disruptive, unruly, or that interfere with the ability of the professor to teach may include:
 - a. Intimidating behavior.
 - b. Persistent argumentation, refusal to comply with a direct request, or yelling in class.
 - c. Gross, lewd, or offensive behavior or gestures.
4. Any threats made against faculty will be reported to the Dean of Health Sciences and the Dean of Students which may result in sanctions on the student.
5. Any student who violates expected behaviors or engages in disruptive behavior, as explained above, may be reported to the Nursing Director and may advance further to the Dean of Health Sciences and the Dean of Students, who may impose further sanctions.
6. Online conduct reflects the same requirements as classroom conduct. Courtesy, politeness, and good manners must be used when students and faculty are involved in online education and/or communication; the same as if the interaction were to take place in person. Behavior must be responsible and caring toward others and individuals should anticipate the consequences of such conduct.

ATTENDANCE POLICY (*READ CAREFULLY)

Class Attendance : As a matter of courtesy and professional behavior, a student who is going to be absent should email or call the course instructor and inform the instructor of the pending absence.

Research has proven that academic achievement for each student is enhanced when the student has regular and punctual attendance. Attendance is mandatory in the ADNP. Understanding that illnesses and unavoidable problems arise, the ADNP does allow for some absences. Faculty do not inquire as to why a student is absent because the student is an adult learner. Attendance is taken for each class and may be taken several times during a class. If the student is asked to leave the classroom for any reason (sleeping, talking or other inappropriate behavior), the student is given an absence for the day. Faculty will not do make up classes or repeat lectures for students who miss a class. Students who exceed (2) in RNSG 1343, per the board of nursing, can no longer meet the course

criteria. These students will be withdrawn from the program and receive a grade of “F”, except in the case of COVID. (see handbook) When an unavoidable reason for class absence arises, such as a covered illness, an official trip authorized by the college, or an official activity, the instructor may permit the student to make-up the work missed. It is the student’s responsibility to complete work missed in the time given by the instructor.

1443 and ADNP-Specific Requirements:

1. The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog.
2. **Punctual and regular class attendance, as stated in the SPC handbook, is required of all students attending South Plains College.** According to the SPC Student Handbook, there are no excused absences. The instructor/course leader has the prerogative of dropping the student from the course for any absences.
3. **Two tardies equal one (1) full absence;** if a tardy places a student over the allowable absences (2), the student cannot meet the course objectives and cannot pass the course. (i.e. 2 Absences and 1 tardy)
4. **Students who leave more than 30 minutes before class is dismissed are counted as tardy** unless prior arrangements have been made with the lecturing instructor. Students leaving more than an hour before class is dismissed are counted as absent unless prior arrangements have been made with the lecturing instructor. If this absence puts the student over the allowable absences (2), the student cannot meet the course objectives and cannot pass the course.
5. **Cell phones must be OFF during class and should not be accessed unless instructed to do so for a class activity.** Students with unauthorized cell phone use will be counted as absent unless prior arrangements have been made with the lecturing instructor. If this absence exceeds the allowable absences (2), the student does not meet the program objectives and cannot pass the course.
6. **ZOOM classes/meetings:** Zoom meetings/classes are considered formal class time; therefore, the student must be present, on time, dressed appropriately, and in a stationary location. (Not working, driving, shopping or engaged in some other activity.) There should be no TV, cell phones, or other distractors during the meeting. The camera must be on for the entire class/meeting. The microphone should be muted unless answering a question, presenting information, or engaged in the course discussion.

Table 5

Absent and Tardy Chart

| Occurrence | Consequence |
|--|---|
| 1st Absence | Will not be able to make up assignments or tests assigned that day. |
| 2nd Absence | As Above. |
| 3rd Absence or 2 Absences + any Tardy | Dismissal from RNSG 1443 and any concurrent courses. |
| 1st Exam missed | Final Grade will substitute for the prelim grade. |
| 2nd and subsequent exams missed | Will receive Zero "0" for the grade. |
| Up to 30 min late for class or leaving up to 30 mins before class dismissal without permission | Will receive a Tardy. Tardy x 2 will be the same as an Absence |
| Over 30 mins late or leaving more than 30 mins prior to class dismissal without permission | Will receive an absence |
| Use of cell phone without instructor approval | Will result in student being counted as absent for the day. |
| Failure to follow dress code in class | Will result in student being counted as absent for the day. |

Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class. Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate, and the student will owe any balance resulting from the adjustment.

SCHEDULE CHANGES (after late registration and before census date)

To make a schedule change after late registration (January 19) and before the census date (January 31), students should submit a Schedule Change Form. After late registration, adding a class requires instructor approval. If a student is requesting to be added to

one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

DROPPING A CLASS

Dropping a class may be instructor-initiated. If a student is not successful in RNSG 1443 the instructor will meet with the student to discuss which class(es) will be dropped and which class(es) a grade will be assigned.

WITHDRAWING FROM A CLASS

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

GRIEVANCE POLICY

The student is responsible for scheduling an appointment with the instructor/course leader to discuss the final grade or discipline action. If the student is not satisfied, he/she should schedule an appointment with the specific instructor first, then the Level 3 Semester 3 Course Leader: Mrs. McClure. Then the Med Surg Team Lead Mrs. Gill. The next chain of command is to make an appointment with the Director of the Associate Degree Nursing Program, Dr. Strawn, following that would be the Health Occupations Dean. Dr. Findley. The procedure will follow the same as found in the student handbook.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action. The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

ACCOMMODATIONS: College Policy Statements This includes the covid policy as well.

For college policy statements related to Intellectual Exchange Statements, Disabilities Statements, Non-Discrimination Statements, Title IX Pregnancy Accommodations Statements, CARE, Campus Concealed Carry Statements, COVID-19, and Artificial Intelligence Statement. visit: <https://www.southplainscollege.edu/syllabusstatements/>

FOUNDATION SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

COURSE SCHEDULE

***All assignments are due on Sunday at 2359. All Dates are on Blackboard.**

| Weeks | Chapters and Reading | Activities | DUE Dates |
|---|--|--|--------------------------|
| Week 1 January 13th, 2026 | <p>Unit I: Managing the Surgical Experience Chapters 15-17 (pp.299-337)</p> <p>Fluid and Electrolytes Chapter 8 (pp.118)</p> <p>Acid Base Balance Chapter 9 (pp.149)</p> | <p>Classroom</p> <ol style="list-style-type: none"> 1. Live class Lecture (SLO 1-6) 2. Review Pre-op and Post-op scrub technique (SLO 3) 3. Poster for Fluid and Electrolyte Nursing considerations (SLO 1-3) 4. Acid Base Balance equation quiz. (SLO 1,2, &3) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage Medical Surgical: Caring for the Surgical Client (SLO1-6) 3. Skills 3.0 Surgical Asepsis | 1/18/2026 at 2359 |
| Week 2 January 21st, 2026 | <p>Overview of Infusion Chapter 10 (pp.162-172)</p> <p>Hematological Disorders Chapter 33 (pp. 735 - 759)</p> <p>Chapter 34 (pp. 762) RBC Disorders: Iron, B12 Folic Acid, Sickle Cell Bleeding Disorders: Thrombocytopenia</p> <p>Integumentary Chapter 49: Assessment Chapter 50: Skin Disorder -Bacterial Infections (pp.1169) - Herpes Simplex (pp.1176) - Fungal Infections (pp. 1179) - Psoriasis (pp.1185) - Pressure Injuries (pp. 1200)</p> | <p>Classroom</p> <ol style="list-style-type: none"> 1. Live class Lecture (SLO 1-6) 2. Class Poster for Blood disorders and Integumentary Nursing considerations (SLO 1-2) 3. CJ Sims (SLO1-6) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Modules: Alteration in Hematological Process (SLO1-6) | 1/25/2026 at 2359 |

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| Week 3 March 27th, 2026 | Unit II Immuno (pp. 353) Chapter 18 (pp. 353) Chapter 20 (pp.397) Intro (pp.398) Osteo (pp398) RA (pp. 404) Scleroderma (pp.410) Lupus (pp.414) Gout (pp.418) Fibromyalgia (pp. 420) Chapter 21 Drug Resistance (pp. 426) -Organism (pp.427) -Management (pp. 434) Chapter 22 HIV (pp.443) | <p>Classroom</p> <ol style="list-style-type: none"> 1. Exam 1 (SLO1-6) 2. Live class Lecture (SLO1-6) 3. Nursing Management and nursing process case study (SLO 1-3) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Immunity and Inflammatory Process (SLO1-6) | 2/1/2026 at 2359 |
| Week 4 February 4th, 2026 | Neuro Disorders (pp. 806) Chapter 35: Assessment and Function (pp.805) Chapter 36: (pp. 836) -Headaches (pp.837) -Brain Tumors (pp.842) -Seizures (pp. 847) -Meningitis (pp. 855) -Encephalitis (pp.859) - Huntington's Disease (pp.861) - Parkinson's Disease (pp. 864) -Alzheimer's Disease (pp. 867) Chapter 37: Spinal Cord Injuries * Lower Pack Pain(pp.875) *Herniated Nucleus pain (pp.880) * MS (pp.883) * ALS (pp.889) * Spinal Cord Injury (pp.892) | <p>Classroom</p> <ol style="list-style-type: none"> 1. Live class Lecture 2. Nursing Process and Management 3. CJ Sim <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Cognition, Neurologic, and Spinal Cord Function (SLO1-6) 3. Case Study Discussion (SLO 1-3) | 2/8/2026 at 2359 |
| Week 5 February 10th, 2026 | Unit III: Cardiac Chapter 28: Assessment (pp.575) Chapter 29: Dysrhythmias (pp.596) Chapter 30: Cardiac Disorders (pp. 628) - CAD (pp.629) - Endocarditis (pp. 637) Chapter 31: Vascular Disorders - Atherosclerosis (pp. 659) - HTN (pp.662) - CAD (pp. 676) - AAD (pp. 681) - DVT (pp.686) | <p>Classroom</p> <ol style="list-style-type: none"> 1. Exam 2 (SLO1-6) 2. Live class Lecture (SLO1-6) 3. Nursing process and Nursing Management Poster (SLO1-3) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Cardiovascular Function and Perfusion (SLO1-6) | 2/15/2026 at 2359 |

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| Week 6 February 16th, 2026 | Respiratory Chapter 23: Assessment (pp.457) Chapter 24: Respiratory Disorders <ul style="list-style-type: none"> - Intro (pp.478) - Influenza (pp.479) - COVID (484) - Pneumonia (pp.492) - TB (pp. 496) Chapter 25: Upper Airway <ul style="list-style-type: none"> - Rhinitis (pp.505) - Rhinosinusitis (pp.507) - Sleep Apnea (pp. 510) - Laryngitis (pp.513) Chapter 26: Lower Airway Asthma (pp.524) MU Disorders Chapter 52: Assessment (pp.1257-1270) Chapter 53: MU Disorder (pp.1272 - 1297) | Classroom <ol style="list-style-type: none"> 1. Nutrition CM Benchmark (SLO1-6) 2. Live class Lecture (SLO 1-6) 3. Nursing Process and Management Poster (SLO 1-3) 4. Case Study (SLO 1-3) 5. CJ Sim (SLO 1-2) Online Assignments <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Gas Exchange and Mobility Process (SLO 1-3) | 2/22/2026 at 2359 |
| Week 7 February 23rd, 2026 | Unit IV Endocrine (pp.969) Chapter 40: Assessment (pp.969) Chapter 41: Pituitary Disorders <ul style="list-style-type: none"> - Hypo and Hyperparathyroidism (pp. 985 and 987) - Disorder of Posterior Pituitary Gland (pp.992) Chapter 42 Adrenal Disorders <ul style="list-style-type: none"> - Intro (pp.999) - Adrenal Cortex Hyperfunction (pp.1003) Chapter 43: Thyroid and Parathyroid Disorders <ul style="list-style-type: none"> - Hypothyroidism (pp.1012) - Hyperthyroidism (pp. 1016) - Hypoparathyroidism (pp.1022) - Hyperparathyroidism (pp. 1025) Chapter 44: Diabetes Mellitus <ul style="list-style-type: none"> - Diabetes I (pp.1030) - Diabetes II (pp. 1043) | Classroom <ol style="list-style-type: none"> 1. Exam 3 (SLO1-6) 2. Live class Lecture (SLO1-6) 3. Nursing Process and Management Poster (SLO1-3) Online Assignments <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Endocrine Process (SLO 1-3) | 3/1/2026 at 2359 |
| Week 8 All Online | GI Chapter 55: Assessment Chapter 56: Oral and Esophageal Disorders <ul style="list-style-type: none"> - Stomatitis (pp.1352) - Hiatal Hernia (pp.1356) - GERD (pp.1360) Chapter 57: Stomach Disorders <ul style="list-style-type: none"> - Intro and Gastritis - Gastroenteritis (pp.1391) - Peptic Ulcer Disease (pp.1393) Chapter 58: Intestinal Disorder <ul style="list-style-type: none"> - Intro and Bowel Obstructions (pp.1408) - Hernias (pp.1410) - Hemorrhoids (pp. 1413) - Celiac Disease (pp.1430) - Diverticulitis (pp.1433) - Appendicitis (pp.1435) Chapter 59: Hepatic Disorders | Online Classroom <ol style="list-style-type: none"> 1. Online Lecture (SLO 1-6) Online Assignments <ol style="list-style-type: none"> 2. Blackboard Quiz for each section. (SLO 1-6) 3. ATI Engage: Alterations in Digestion and Bowel Elimination (SLO 1-6) 4. Patient NCLEX Case Study (SLO 1-3) | 3/8/2026 at 2359 |

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| | <ul style="list-style-type: none"> - Intro and Hepatitis (1454) - Cirrhosis (pp.1461) <p>Chapter 60: Biliary and Pancreatic</p> <ul style="list-style-type: none"> - Intro and Cholecystitis - Acute Pancreatitis | | |
| Week 9 March 10th, 2026 | Unit V Renal Chapter 61: Assessment (pp.1495) Chapter 62: Renal Disorders (pp.1521) <ul style="list-style-type: none"> - Polycystic Kidney Disease - Pyelonephritis - Acute Glomerulonephritis - Acute Kidney Injury Chapter 63: Urinary Disorders (pp. 1556-1567) Reproductive Disorders Chapter 64: Assessment Chapter 65: Female Disorders Chapter 66: Male Disorders | <p>Classroom</p> <ol style="list-style-type: none"> 1. Exam 4 (SLO 1-6) 2. Live class Lecture (SLO 1-6) 3. Nursing Process and Management Poster (SLO 1-6) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO 1-6) 2. ATI Engage: Alterations in Kidney function and elimination; and Sexual Function Process (SLO 1-3) | 3/22/2026 at 2359 |
| <i>Spring Break</i> | | | |
| Week 10 March 23, 2026 | Sensory Chapter 46 Chapter 47 Chapter 48 | <p>Classroom</p> <ol style="list-style-type: none"> 1. Exam 4 2. Live class Lecture (SLO1-6) 3. Nursing Process and Management Poster (SLO1-6) 4. CJ Sim (SLO1-3) <p>Online Assignments</p> <ol style="list-style-type: none"> 1. Blackboard Quiz for each section. (SLO1-6) 2. ATI Engage: Alterations in Sensory function and elimination Process (SLO1-6) | 3/29/2026 at 2359 |
| Week 11 March 31st, 2026 | Course Overview | Exam 5 (SLO1-6) | 4/5/26 at 2359 |
| Week 12 April 8, 2026 | Final Week | CJ Sims with Review and Finals (SLO 1-6) | |

Table 6