

## Course Syllabus

Note: This syllabus is subject to change during the semester. Please check syllabus on a regular basis for any updates.

Department: Nursing---Vocational

Course Title: Nursing in Health & Illness I VNSG 1500

Section Name: L9

Start Date: 08/27/2012

Stop Date: 12/14/2012

Modality: Web Enhanced

Credits: 5

## Instructor Information

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Course Number: VNSG 1500

Course Level: Introductory

Course Description: Introduction to general principles of growth and development, primary health care needs of the client across the life span, and therapeutic nursing interventions. Selected medical-surgical disorders will be presented in this course along with pharmacological and nutritional principles related to those disorders.

Learning Outcomes: The student will recognize the uniqueness of the gerontology client related to physical, mental, and emotional changes associated with the aging process; describe the psychosocial, growth and development, and physiological needs of clients across the life span; identify common and overt and actual and potential primary health care needs of the client; identify the basic interventions to support the client and family during life stages including death and dying; identify pharmacological agents and related nursing interventions; and demonstrate competency in dosage calculations.

Lab Required. Co requisite: VNSG 1360 (SCANS 1,2,3,4,5,6,7,8,9,10,11)

Semester Hours: 5 Contact Hours: 128 Lecture: 4 Lab 4

## **ESSENTIAL COMPETENCIES OF GRADUATES OF TEXAS VOCATIONAL NURSING EDUCATIONAL PROGRAMS**

### I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Contribute to activities that promote the development and practice of vocational nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

### II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.
- B. Assist in determining the physical and mental health status, needs, and preferences of

culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

- C. Report data to assist in the identification of problems and formulation of goals/ outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
- F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
- G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

### III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Assist in the formulation of goals and outcomes to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments that take into consideration patient safety and organizational policy.

### IV. Member of the Health Care Team:

- A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
- E. Communicate patient data using technology to support decision making to improve patient care.
- F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible.

### **Refer to textbook List for 2012-2013**

Supplies:

Stethoscope

Nurse Pac

Scissors

Pen Light

Tape Measure

Indelible Marker

Course Requirement: See Odessa College Vocational Nursing, Monahans Extension, Student Handbook.  
Method of Evaluation: See Odessa College Vocational Nursing, Monahans Extension, Student Handbook.

Attendance Policy: See Odessa College Vocational Nursing, Monahans Extension, Student Handbook.  
Academic Ethics: See Odessa College Vocational Nursing, Monahans Extension, Student Handbook.

Student Assistance: Available upon request

A. A-V materials available in LRC and Extension laboratories

B. Tutoring Center Services: Tutoring available 10 hours per week.

C. Computer Availability: Computer time and computers are available in the Monahans laboratories.  
At the main campus in Odessa, the LRC has computer availability from 0730 until 2130 Monday through Thursday and from 0730 until 1300 Friday.

### Course Objectives

Human Development and Health Promotion, Medical-Surgical Nursing I, and Pharmacology I  
After studying Healthy Lifestyles, Culture, the Family, Communication, Theories of Growth and Development, the vocational nursing student will:

- Describe the history of health
- Describe the model for the nation's health as proposed by *Healthy People 2010*
- Describe the concept of health
- List five healthy lifestyle practices
- State the role of the vocational nurse in health promotion
- List two factors that interfere with people's abilities to change their personal habits
- Define culture
- Describe the difference between values and beliefs
- State how culture is relevant to nursing practice
- List and describe four common ethnic groups
- Identify the basic components in a cultural assessment
- Give the common definition of the term family
- Describe the eight family types
- Name two groups that assist the family in socializing the child
- List the four different stages of family development
- Contrast the characteristics of functional and dysfunctional families
- Define communication
- Describe the difference between verbal and nonverbal communication
- Distinguish between social and therapeutic communication
- List responses that block effective communication
- Name techniques for effective communication
- Describe the five common characteristics of growth and development
- Name the two major influences on an individual's growth and development
- Compare Freud's psychoanalytical and Erikson's psychosocial theories of development
- describe the common defense mechanisms used to lower anxiety
- Describe Piaget's theory of cognitive development
- Describe Kohlberg's theory of moral development
- Describe Maslow's theory of human needs

After studying Early Adulthood, Middle Adulthood, Late Adulthood, and death and Dying, the vocational nursing student will:

- List four goals for the early adult period of development
- Describe three physiological changes that occur during early adulthood
- Describe the psychosocial task as identified by Erikson for the early adulthood period
- Name three nutritional concerns for young adults

- describe two health screening tests important for women in the early adult period of development
- List three physiological changes that occur during middle adulthood
- Describe the psychosocial task that Erikson identified for this stage
- List three goals unique to middle adulthood stage of development
- Describe three areas of health concern for the middle-aged adult
- Describe three demographic changes affecting the older population
- Contrast the biological and psychosocial theories of aging
- List four normal physical age-related changes that occur during the Late Adulthood stage of development
- Describe two developmental milestones associated with aging
- Describe Erikson's psychosocial task for late Adulthood period of development
- List three dietary changes important for old age
- List two health-promoting activities important for old age
- Describe Kübler-Ross's stages of death and dying
- Describe different types of losses
- Describe the development of a concept of death
- Contrast cultural aspects of death
- Describe signs of approaching death
- Describe ethical concerns regarding end-of-life issues

After studying Carbohydrates, Fats and, Proteins, the vocational nursing student will demonstrate understanding of the following Key Concepts:

- Carbohydrate foods provide practical energy sources because of their availability, relatively low cost, and storage capacity.
- Carbohydrate structures vary from simple to complex, providing both quick and extended energy for the body.
- Dietary fiber, an indigestible carbohydrate, serves separately as a regulatory agent within the gastrointestinal tract.
- Dietary fat supplies essential body tissue needs, both as an energy fuel and structural material
- Foods from animal and plant sources supply distinct forms of fat that affect health in different ways.
- Excess dietary fat, especially from animal food sources, is a negative risk factor in overall health.
- Food proteins provide the amino acids necessary for building and maintaining body tissue.
- Protein balance, both within the body and in the diet, is essential to life and health.
- The quality of a protein food and its ability to meet the body's needs are determined by the composition of amino acids.

After studying Digestion, Absorption, and Metabolism; Energy Balance; and Vitamins, the vocational nursing student will demonstrate understanding of the following Key Concepts:

- Through a balanced system of mechanical and chemical digestion, food is broken down into smaller substances and the nutrients are released for biological use.
- Special organ structures and functions conduct these tasks through the successive parts of the overall system.
- Vitamins are non-caloric essential nutrients necessary for many metabolic tasks.
- Certain health problems are related to inadequate or excessive vitamin intake.
- Vitamins occur in a wide variety of foods packaged with the energy- and tissue-building macronutrients (carbohydrate, fat, protein). The body uses vitamins to make coenzymes required for some enzymes to function.
- The need for particular vitamin supplements depend on a person's vitamin status.

After studying the Nurse-Client Relationship, and Cultural Care Considerations, the vocational nursing student will:

- List four roles that nurses perform within the nurse--client relationship.
- Describe three phases in a nurse-client relationship.
- Differentiate between verbal, nonverbal, and therapeutic communication.
- Give examples of therapeutic and nontherapeutic communication techniques.
- List and explain five components of nonverbal communication.
- Name and explain the four proxemic zones.
- Explain what is meant by a client's "comfort zone."
- Differentiate between task-oriented and affective touch.
- Explain the learning styles of cognitive, affective, and psychomotor learners.
- Describe variables that affect learning.
- Compare informal with formal learning.
- Discuss guidelines for teaching adult clients.
- Define terms related to culture.
- List the five population groups delineated in the United States.
- Differentiate race from ethnicity and culture.
- Contrast stereotyping and generalization.
- Describe how cultural background and practices influence actions and behaviors.
- Name three views that societies use to explain illness or disease.
- Discuss biocultural assessment.
- Describe cultural assessment.
- Explain the meaning and characteristics of transcultural nursing.
- List at least five ways to demonstrate culturally competent nursing care.
- Differentiate between the terms *complementary therapy*, *alternative therapy*, and *integrative medicine*.
- Give five reasons that individuals choose to use complementary and alternative therapies.
- List five categories of complementary and alternative therapies that the National Center for Complementary and Alternative Medicine investigates.
- Describe the basic beliefs of three examples of alternative whole medical systems: Ayurvedic medicine, Chinese medicine, and Native American medicine.
- Identify four examples of practices that use the mind to promote or restore physical health.
- Describe four examples of biologically based practices.
- Name anatomic structures that are the focus of manipulative and body-based therapies, and give examples of these therapies.
- Describe techniques that are used in energy medicine.
- Discuss the role nurses can play in relation to complementary and alternative therapies.

After studying Introduction to the Integumentary System, Caring for patients with Skin, Hair, and nail Disorders, and Caring for Patients with Burns, the vocational nursing student will:

- Name the structures that form the integument.
- List four functions of the integumentary system.
- Identify the purpose of sebum and melanin.
- Differentiate between eccrine and apocrine glands.
- Name at least three facts about the integument that are pertinent to document when obtaining a health history.
- Give the characteristics of normal skin.
- Discuss the criteria for staging pressure sores.
- Name four diagnostic techniques unique to identifying the etiology of skin disorders.
- List characteristics of hair assessed during a physical examination.
- Describe the characteristics of normal nails.
- Name three diagnostic tests performed to determine the etiology of skin disorders.
- Name seven medical and surgical techniques for treating skin disorders.

- Identify risks associated with tattooing and body piercing.
- Describe general care following tattooing and body piercing.
- Define and name two types of dermatitis.
- Explain factors that lead to acne vulgaris.
- Give at least four characteristics of rosacea.
- Differentiate between a furuncle, furunculosis, and carbuncle.
- Describe the appearance and cause of psoriasis.
- List a skin disorder caused by a mite, a fungus, and a virus.
- Discuss factors that promote skin cancer.
- Name two conditions characterized by hair loss, and the etiology for each.
- Describe the appearance of head lice and nits.
- Explain how to remove head lice.
- Discuss factors that promote fungal infections of the nails.
- Name at least three techniques for preventing onychocryptosis (ingrown toenails).
- Explain how the depth and percentage of burns are determined.
- Name three life-threatening complications of serious burns.
- Differentiate between open and closed methods of wound care for burns.
- Name three sources for skin grafts.
- List at least three priority nursing diagnoses for the care of a client with burns.

After studying Introduction to the Sensory System, Caring for Patients With Eye Disorders, Caring for Clients With Ear Disorders, and Drugs Used to Treat Glaucoma and Other Eye Disorders, the student vocational nurse will:

- Describe the anatomy and physiology of the eyes.
- Discuss tests that are used for visual screening.
- Identify questions to ask during an eye assessment.
- Explain the anatomy and physiology of the ears.
- Describe methods for assessing the ear and hearing acuity.
- Demonstrate understanding of specific diagnostic tests for eye and ear function.
- Explain the different types of refractive errors.
- Differentiate the terms *blindness* and *visually impaired*.
- Identify appropriate nursing interventions for a blind client.
- Discuss the nursing management of clients with eye trauma.
- Describe the technique for instilling ophthalmic medications.
- Explain how different infectious and inflammatory eye disorders are acquired.
- Specify the visual changes that result from delayed or unsuccessful treatment of macular degeneration.
- Differentiate between open-angle and angle-closure glaucoma.
- Distinguish categories and mechanisms of actions of medications used to control intraocular pressure.
- Identify a category of drugs contraindicated in clients with glaucoma.
- Name activities clients with glaucoma should avoid because they elevate intraocular pressure.
- Describe methods for improving vision after a cataract is removed.
- Discuss postoperative measures that help prevent complications after a cataract extraction.
- Give classic symptoms associated with a retinal detachment.
- Discuss the care and cleaning of eye prosthesis.
- List types of hearing impairment and the acuity levels for each.
- Name techniques those patients with impaired hearing use to communicate with others.
- Give examples of support services available for the hearing impaired.
- Discuss the role of the nurse in caring for clients with a hearing loss.
- Name conditions that involve the external ear.
- Explain the technique for straightening the ear canal of adults to facilitate inspection and the administration of medication.

- Discuss methods for preventing or treating disorders of the external ear.
- Name conditions that affect the middle ear.
- Describe nursing interventions appropriate for managing the care of a client with ear surgery.
- Explain the pathophysiology of Ménière's disease, and name some consequences of this Innerear disorder.
- Discuss the nursing management of clients with Ménière's disease.
- Describe the normal flow of aqueous humor in the eye
- Identify the changes in normal flow of aqueous humor caused by open-angle and closed angle glaucoma
- Explain baseline data that should be gathered when an eye disorder exists
- Review the correct procedure for instilling eye drops or eye ointments
- Develop teaching plans for a person with an eye infection and a person receiving glaucoma medication

After studying Caring for Patients with Pain, Caring for Patients With Infectious Disorders, Drugs Used for Pain Management, and Antimicrobial Agents, the student vocational nurse will:

- Define the term *pain*.
- Name two types of pain classified according to their source and two types classified according to onset, intensity, and duration.
- Compare nociceptive pain with neuropathic pain.
- Give three characteristics distinguishing acute from chronic pain.
- List four phases of pain transmission.
- Differentiate between pain perception, pain threshold, and pain tolerance.
- List seven essential components of pain assessment.
- Explain why assessing pain is difficult.
- Name four tools for assessing the intensity of pain.
- Discuss the Joint Commission on Accreditation of Healthcare Organizations' standards on pain assessment and pain management.
- Explain pain management, and list five techniques commonly used.
- Name two categories of analgesic drugs.
- Identify two surgical procedures performed on clients with intractable pain.
- List at least five examples of noninvasive techniques that nurses can implement independently to manage pain.
- Name two endogenous opiates that block pain transmission.
- Discuss the nursing management of clients with pain.
- List at least three nursing diagnoses, besides Acute Pain and Chronic Pain that are common among clients with pain.
- Discuss information pertinent to teach clients and family about pain management.
- List three factors that influence whether an infection develops.
- Describe infectious agents, and list at least three examples.
- Differentiate between non-pathogens and pathogens.
- List at least five factors that increase susceptibility to infection.
- Name the six components of the infectious process cycle.
- Explain the difference between mechanical and chemical defense mechanisms.
- Differentiate localized from generalized infections.
- Describe events during the inflammatory process.
- Name at least three diagnostic tests ordered for clients suspected of having an infectious disorder.
- Discuss the medical management of clients with infectious disorders.
- Name three nursing interventions to prevent or control infectious disorders.
- List three reasons why clients in healthcare agencies are at increased risk for infection.
- Explain the role of an infection-control committee.
- List at least four measures that have reduced community-acquired infections.

- Discuss measures to take if a needle-stick injury occurs.
- Differentiate among opiate agonists, opiate partial agonists, and opiate antagonists
- Describe monitoring parameters necessary for patients receiving opiate agonists
- Cite the side effects to expect when opiate agonists are administered
- Compare the analgesic effectiveness opiate partial agonists when administered before or after opiate agonists
- Explain when naloxone can be used effectively to treat respiratory depression
- State three pharmacologic effects of salicylates
- Prepare a list of side effects to expect, side effects to report, and drug interactions that are associated with salicylates
- Explain why non-opiate analgesics are not used for inflammatory disorders
- Prepare a patient education plan for a person being discharged with a continuing prescription for an analgesic
- Identify the active ingredients in commonly prescribed analgesic combination products.
- Identify products containing aspirin and compare the analgesic properties of agents available in different strengths
- Identify significant data in a patient history that could alert the medical team that a person is more likely to experience an allergic reaction
- Identify baseline data the nurse should collect on a continual basis for comparison and evaluation of antimicrobial drug effectiveness
- Describe the basic principles of patient care that can be implemented to enhance an individual's therapeutic response during an infection
- Identify criteria used to select an effective antimicrobial agent
- Differentiate between gram-negative and gram-positive microorganisms and anaerobic and aerobic properties of microorganisms
- Explain the major action and effects of drugs used to treat infectious diseases
- Describe the nursing assessments and interventions for the common side effects associated with antimicrobial agents: allergic reaction; direct tissue damage (e.g., nephrotoxicity, ototoxicity, hepatotoxicity); secondary infection; and other considerations such as photosensitivity, peripheral neuropathy, and neuromuscular blockage
- Review parenteral administration techniques and the procedure for vaginal insertion of drugs
- Develop a plan for implementing patient education for patients receiving aminoglycosides, carbapenems, cephalosporins, glycyclus, ketolides, penicillins, quinolones, streptograms, sulfonamides, tetracyclines, antifungal agents, and antiviral agents

After studying Introduction to the Gastrointestinal System and Accessory Structures, Caring for Clients with: Disorders of the Upper and Lower Gastrointestinal Tract, Liver, Gallbladder, Pancreas, and Caring for Patients with Ostomies, Drugs Used to Treat: Oral Disorders, Gastroesophageal Reflux, Peptic Ulcer Disease, Nausea, Vomiting, Constipation, and Diarrhea, the student vocational nurse will:

- Identify major organs and structures of the gastrointestinal system.
- Discuss important information to ascertain about gastrointestinal health.
- Identify facts in the client's history that provide pertinent data about the present illness.
- Discuss physical assessments that provide information about the functioning of the gastrointestinal tract and accessory organs.
- Describe common diagnostic tests performed on clients with gastrointestinal disorders.
- Explain nursing management of clients undergoing diagnostic testing for a gastrointestinal disorder.
- Discuss assessment findings and treatment of eating disorders, esophageal disorders, and gastric disorders.
- Describe the nursing management of a client with a nasogastric or gastrointestinal tube or gastrostomy.
- Identify strategies for relieving upper gastrointestinal discomfort.
- Discuss the nursing management of clients undergoing gastric surgery.
- List factors that contribute to constipation and diarrhea.



- Explain the symptoms of irritable bowel syndrome.
- Contrast Crohn's disease and ulcerative colitis.
- Describe the features of appendicitis and peritonitis.
- Describe the nurse's role as related to tubes for intestinal decompression.
- Differentiate diverticulosis and diverticulitis.
- Identify factors that contribute to the formation of an abdominal hernia.
- Discuss nursing management for a client with constipation, diarrhea, inflammatory bowel disease, acute abdominal inflammatory disorders, intestinal obstruction, or surgical repair of a hernia.
- Describe warning signs of colorectal cancer.
- List common problems that accompany anorectal disorders.
- List common findings manifested by clients with cirrhosis.
- Discuss common complications of cirrhosis.
- Identify the modes of transmission of viral hepatitis.
- Describe nursing measures after liver biopsy.
- Discuss nursing management for clients with a medically or surgically treated liver disorder.
- Identify factors that contribute to, signs and symptoms of, and medical treatments for cholecystitis.
- Name techniques of gallbladder removal.
- Discuss nursing management for clients with a T-tube.
- Summarize the nursing management of clients undergoing medical or surgical treatment of a gallbladder disorder.
- Describe the treatment and nursing management of pancreatitis.
- Describe the treatment of pancreatic carcinoma.
- Explain the nursing management of clients undergoing pancreatic surgery.
- Differentiate between ileostomy and colostomy.
- Discuss preoperative nursing care of a client undergoing ostomy surgery.
- List complications associated with ostomy surgery.
- Discuss postoperative nursing management of a client with an ileostomy.
- Describe the components used to apply and collect stool from an intestinal ostomy.
- Cite reasons for changing an ostomy appliance.
- Summarize how to change an ostomy appliance.
- Explain how stool is released from a continent ileostomy.
- Describe the two-part procedure needed to create an ileoanal reservoir.
- Discuss various types of colostomies.
- Explain ways that clients with descending or sigmoid colostomies may regulate bowel elimination.
- Cite the treatment alternatives and associated nursing assessments to monitor response to drug therapy for common mouth disorders
- Identify baseline data the nurse should collect on a continual basis for comparing and evaluating drug effectiveness
- identify important nursing assessments and interventions associated with the drug therapy and treatment of diseases of the mouth
- Cite common stomach disorders that require drug therapy
- Identify factors that prevent breakdown of the body's normal defense barriers resulting in ulcer formation
- State the drug classifications and actions used to treat stomach disorders
- Develop health teaching for an individual with stomach disorders that incorporates pharmacologic and nonpharmacologic treatment
- Compare the purposes of using antiemetic products
- State the therapeutic classes of antiemetics
- Discuss scheduling of antiemetics for maximum benefits
- State the underlying causes of constipation

- Explain the meaning of “normal” bowel habits
- Identify the indications for use, method of action, and onset of action for stimulant laxatives, saline laxatives, lubricant or emollient laxatives, bulk-forming laxatives, and fecal softeners
- Describe medical conditions in which laxatives should not be used
- Cite nine causes of diarrhea
- State the differences between locally acting and systemically acting antidiarrheal agents
- Identify electrolytes that should be monitored whenever prolonged or severe diarrhea is present
- Describe nursing assessments needed to evaluate the patient’s state of hydration when suffering from either constipation or diarrhea
- Cite conditions which usually respond favorably to antidiarrheal agents
- Review medications studied to date and prepare a list of those that may cause diarrhea

After studying Introduction to the Respiratory System, Caring for Patients with Disorders of the Upper and Lower Respiratory Airway Disorders, and Drugs used to Treat Upper and Lower Respiratory Disease, the student vocational nurse will:

- Describe the structures of the upper and lower airways.
- Explain the normal physiology of the respiratory system.
- Differentiate respiration, ventilation, diffusion, and perfusion.
- Describe oxygen transport.
- Define forces that interfere with breathing, including airway resistance and lung compliance.
- Identify elements of a respiratory assessment.
- List diagnostic tests that may be performed on the respiratory tract.
- Discuss preparation and care of clients having respiratory diagnostic procedures.
- Describe nursing care for clients experiencing infectious or inflammatory upper respiratory disorders.
- Discuss assessment data required to provide nursing care to clients with structural disorders of the upper airway.
- Describe airway problems a client may experience following trauma or obstruction to the upper airway.
- Identify risk factors that contribute to the development of laryngeal cancer.
- Identify the earliest symptom of laryngeal cancer.
- Discuss treatments for laryngeal cancer.
- Describe measures used to promote alternative methods of communication for clients with a laryngectomy.
- Discuss psychosocial issues that clients may experience following a laryngectomy.
- Relate treatment modalities for clients experiencing short-term or long-term problems with airway management.
- Identify possible reasons for and nursing management of a tracheostomy.
- Explain why a client may require endotracheal intubation.
- Describe infectious and inflammatory disorders of the lower respiratory airway.
- Identify critical assessments needed for a client with an infectious disorder of the lower respiratory airway.
- Define disorders classified as obstructive pulmonary disease.
- Discuss strategies for preventing and managing occupational lung diseases.
- Describe the pathophysiology of pulmonary hypertension.
- List risk factors associated with the development of pulmonary embolism.
- Discuss conditions that may lead to acute respiratory distress syndrome.
- Differentiate acute and chronic respiratory failure.
- Explain the difficulties associated with early diagnosis of lung cancer.
- Describe nursing assessments required for a client who experiences trauma to the chest.
- Explain the purpose of chest tubes after thoracic surgery.
- Describe preoperative and postoperative nursing management for clients undergoing thoracic care.

- State the causes of allergic rhinitis and nasal congestion
- Explain the major actions (effects) of sympathomimetic, antihistaminic, and corticosteroid decongestants and cromyolyn
- Define rhinitis medicamentosa, and describe the patient teaching needed to prevent it
- Review the procedure for administration of medications by nose drops, sprays, and inhalation
- Explain why all decongestant products should be used cautiously in people with hypertension, hyperthyroidism, diabetes mellitus, cardiac disease, increased intraocular pressure, or prostatic disease
- State the premedication assessments needed during therapy to monitor therapeutic responses and side effects to expect or report from using decongestant drug therapy
- Identify essential components involved in planning patient education that will enhance adherence with the treatment regimen
- Compare the physiologic responses of the respiratory system to emphysema, chronic bronchitis, and asthma
- Describe the physiology of respirations
- Identify components of blood gases
- Cite nursing assessments used to evaluate the respiratory status of a patient
- Implement patient education for patients receiving drug therapy for lower respiratory disease
- Distinguish the mechanisms of action of expectorants, antitussives, and mucolytic agents
- Review the procedure for the administration of medication by inhalation
- State the nursing assessments needed to monitor therapeutic response and the development of side effects to expect or report from expectorant, antitussive, mucolytic and bronchodilator therapy

**Odessa College  
School of Vocational Nursing  
Monahans Extension  
Nursing in Health and Illness I  
Timeline 2012-2012**

**August 22, 29**

Timby Ch 1-3, 7-8

Lab August 31 1-5pm

**Examination #1**

**September 4**

**September 4, 6**

Polan Chapters 1-3, 5

**Examination #2**

**September 11**

**September 11**

Polan 10-14

**Examination #3**

**September 18**

**September 18, 25**

Dudek Ch 1-4

**Examination #4**

**October 2**

**October 2,**

Timby Chapters 64-66

**Examination #5**

**October 9**

<b>October 9</b> Timby Ch 41-43 <b>Examination #6</b>	<b>October 16</b>
<b>October 16</b> Timby Ch 11 Roach Chapter 14-18 <b>Examination #7</b>	<b>October 23</b>
<b>October 23</b> Timby Ch 12 Roach Ch 6-13 <b>Examination #8</b>	<b>October 30</b>
<b>October 30, November 6</b> Timby 44-48 Roach Chapter 41-42 <b>Examination #9</b>	<b>November 13</b>
<b>November 13, 20</b> Timby Ch 19-21 Roach Ch 32-34 <b>Exam #10</b>	<b>November 27</b>
<b>Final Examination</b>	<b>December 13</b>

Timelines are subject to change.

## Grading Criteria

1. A minimum grade of C is required In all nursing and allied health courses. Each component within a course must be completed with a C or above or the student will receive a failing grade. A student who fails to attain 75% on a unit examination must provide documentation of remediation by an approved tutor or student mentor. Arrangements must be made in conjunction with an instructor in the program.
2. A minimum grade of C must be maintained in the clinical area. This grade will be derived from the averages on nursing care plans, case studies, and all other written clinical assignments. Written work will be factored into the clinical nursing grade which is either 'Pass' or 'Fail.'
3. Any grade below 75% will be considered failing.
4. A report of grades will be distributed to each student at the completion of each semester.
5. A minimum grade of 90% is required on the math competency examination which is administered each semester. The student will have 3 opportunities to pass this examination. A student who does not successfully pass the examination on the first and second attempts will be required to show evidence of remediation with either an instructor or a student who has attained 95% or above on the examination. A student who is unable to pass the competency examination on

the third opportunity will be dismissed from the program.

A = 90 to 100 B = 80 to 89 C = 75 to 79 D = 60 to 74 F = Below 60

Grading criteria are consistent throughout the nursing program at the Monahans Center. The following method of evaluation will be used in assigning course grades:

Tests and Quizzes..... 70%

Daily Work/ ATI content exams..... 10%

Final Exam..... 20%

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provided my contact information at the beginning of the syllabus; respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or

internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- attend class regularly to keep up with assignments and announcements

## Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog](#) (print books, videos, e-books) and [databases](#) (journal and magazine articles). [Research guides](#) covering specific subject areas, [tutorials](#), and the "Ask a Librarian" service provide additional help.

## Student E--mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or Correspondence will be submitted using your Odessa College email.**

## Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

**Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

**Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).