

Course Syllabus

Department : Nursing Science

Course Title : Introduction to Nursing

Section Name : RNSG_1309_1ST

Start Date : 01/18/2011

End Date : 03/09/2011

Modality : WEB-ENHANCED
3 HOURS (6 CONTACT; 8 WEEK COURSE)

LICENSING/CERTIFYING AGENCY: TEXAS BOARD OF
NURSING (BON)

Credits :

Instructor Information

Name : Mary Kipple

OC Email : mkipple@odessa.edu

OC Phone # : (432) 335-6556

Course Description

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Prerequisites/Corequisites

PREREQUISITES: PROGRAM ADMISSION OR CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 1201, RNSG 1215, RNSG1160 (NOTE THAT RNSG 1309 IS A PREREQUISITE COURSE TO RNSG 1341)

PLACEMENT: FIRST SEMESTER OF THE NURSING PROGRAM

Scans

(SCANS 1,2,3,4,5,6,9,10,11)

Course Objectives

Course objectives utilize the framework of Differential Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO= Corresponding Program Outcome)

As Provider of Care:

1. Comprehend the health status and health needs of clients by making use of assessment data in collaboration with clients and their families. (PO1)
 - a. Describe basic concepts and processes of normal and altered anatomy and physiology common to adult health.
 - b. Recognize changes associated with aging, family structure and processes, culture and ethnicity, and spiritual beliefs and how they relate to health and illness within the context of Maslow's Theory of Human Needs and Erickson's Theory of Human Development.
 - c. Identify key concepts of health promotion and disease prevention within the continuum of care.
2. Recognize decision-making skills necessary to understand clinical data as the basis for determining nursing diagnoses and appropriate interventions. (PO2)
 - a. Describe the concepts of the nursing process and critical thinking.
 - b. Comprehend how the nursing process is used to develop beginning plans of care for clients with uncomplicated health care needs.
3. Outline simple teaching plans for clients concerning promotion, maintenance and restoration of health. (PO 4)

- a. Outline therapeutic communication principles.
- b. Explain the elements of teaching, learning, and continuity of care as they relate to the nurse's role in client care.

As Coordinator of Care:

4. Name human and material resources for the provision of care for clients, including ways to individualize health care according to client needs and available resources. (PO8)

As Member of a Profession:

5. Explain ways to be accountable and responsible for the quality of nursing care provided to clients (individuals and families), including the legal and ethical parameters governing the practice of nursing, such as those specified in the Texas Nursing Practice Act and the ANA Code for Nurses. (PO12)
6. Show caring behaviors of the professional nurse. (PO12)

Learning Outcomes: Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adult clients with beginning health care needs involving fundamental nursing for adult clients and families.

Required Readings/Materials

a) You must purchase the following **required** readings/materials:

Deglin, J. & Vallerand, A.(2005). *Davis Drug Guide for Nurses* (10thEd.).
Davis: Philadelphia.

Mosby's Medical, Nursing, & Allied Health Dictionary (8th Ed.) (2009). St. Louis: C.V. \ Mosby.(Another current, comparable nursing and medical dictionary may be substituted.)

Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3rdEd).
Mosby: St Louis.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., & Cheever, K.H. (2009). *Brunner and Suddarth's Textbook of Medical-Surgical Nursing*. (12th Ed.). Lippincott, Williams and Wilkins: Philadelphia

Taylor, C., Lillis, C. LeMone, P. & Lynn, P. (2011). *Fundamentals of Nursing: The Art And Science of Nursing Care*. (7thEd.). Lippincott, Williams and Wilkins: Philadelphia.

Williams, S.R. (2009) *Basic Nutrition & Diet Therapy* (13th Ed.). Mosby: St. Louis.
Silvestri. (2008) *Saunders Comprehensive Review/NCLEX-RN Exam* (4th ed) Elsevier: Saunders: St. Louis.

Doenges, M., Moorhouse M., Murr A.(2008). *Nursing Diagnosis Manual: Pocket Guide* (11th ed).
FA Davis: Philadelphia.

Doenges, M., Moorhouse M., Murr A.(2009). *Nursing Diagnosis Manual: Planning, Individualizing and Documenting Client Care* (3rd ed). FA Davis: Philadelphia.

b) You are encouraged to buy the following *optional* books/materials

Scaontron answersheets, Form no. F-288-PAR-L

Course Requirements (Lectures, Assignments and Assessments)

Topic/Overview:

Summary of Assignments & Activities

Item(Name)	Type	Description	Due
Unit I <i>Orientation Intro to Nursing</i>	<i>Taylor- chapt. 1 Williams- Chapt. 1</i>	<i>orientation and Chapter one History of Nursing</i>	<i>Jan/19/2011</i>
Health of family Health and Illness Healthcare delivery	<i>Taylor Chpts. 3, 4, 8,</i>	<i>Discuss various delivery systems and how illness affects the family</i>	<i>Jan/26/2011</i>
Communication and Teaching	Taylor Chapt 21, 22	Identify the various components of communication and teaching	Jan/26/2011
Safety and Asepsis	Taylor 26, 27	Identify the various safety problems throughout the lifespan and the infectious cycle	Jan. 31/2011
Unit II Unit test I Nutrition and Activity	Taylor chap- 33, 36 Test Unit I	Discuss various diets and activity	Feb.2 2011
Urinary and Bowel Elimination	Taylor 37, 38 Williams-5	Discuss medications and ways to obtain various specimens	Feb.7 2011
Unit III Unit Test II StressHygieneSkin Integrity	Taylor 31, 32, 42 Williams 2, 3,4 , 7, 8	Identify various stages of skin ulcers and treatment modalities and how stress affects the body	Feb. 9 2011
oxygenation and fluids	Taylor 39, 40 Williams 9	Identify t the process of respiration	Feb. 14, 2011

fluids cont, and sleep	Taylor 40, 34	fluids and electrolytes Identify the phases of sleep and sleep disorders	Feb. 16 2011
Unit IV Unit test III comfort and sensory	Taylor 35, 44	discuss pain and pain relief measures	Feb. 21, 2011
culture and spirituality	Taylor 2, 46	identify and discuss various cultures and differences they have	Feb. 24, 2011
Unit V Unit test IV legal ethics aging	Taylor Chapt 6, 7 Chapt. 20 Williams- Chapt. 12 appendices a, b, c, d	introduction to legal and ethical issues in nursing in depth look at middle and latter adulthood	Feb. 28, 2011
Peri-op	Brunner & Suddarth chapt 18, 19, 20 Williams chapt. 22 ppg. 433-444	Pre-op, intra-op and post-op overview	March 2, 2011
		Comprehensive final exam	March 7, 2011

UNIT OBJECTIVES /UNIT OUTLINE

Unit I: (CO#1,2,3,4,5,6,7,8,9)

Chapter 1

1. Identify the aims of nursing as they interrelate to health and quality of life for patients.

- 2. Describe the historic background of nursing, definitions of nursing and the status of nursing as a profession and as a discipline.**

Chapter 2

1. Describe each level of Maslow's hierarchy of basic human needs.

2. **Discuss nursing care necessary to meet needs for each level of Maslow's hierarchy.**

- 3. Describe nursing interventions to promote and maintain health of the individual as a member of a family and as a member of a community.**

Chapter 4

1. Define health, illness, and wellness.

2. Compare and contrast acute illness and chronic illness.

- 3. Summarize the role of the nurse in promoting health and preventing illness.**

Chapter 8

- 1. Compare and contrast agencies and settings in which healthcare are provided.**

2. Describe the members of the collaborative healthcare team.

3. Discuss selected trends and issues affecting health care delivery.

Chapter 21

1. Describe the communication process.

2. Identify factors that influence communication.

Chapter22

1. Describe factors that should be assessed in the learning process.

2. Name three methods for evaluating learning.

- 3. Explain what should be included in the documentation of the teaching-learning process.**

Chapter 26

1. Identify factors that affect safety in an individual's environment.

- 2. Describe strategies to decrease the risk for injury in the home and health care settings.**

3. Describe health-teaching interventions to promote safety for each developmental stage.

Chapter 27

1. Explain the infection cycle.

2. Describe nursing interventions used to break the chain of infection.

3. List the stages of an infection.

4. Identify patients at risk for developing an infection.

Unit 2 (CO #6, 7, 8)

Chapter 39

1. Differentiate isotonic, isometric and isokinetic exercise.

- 2. Describe the effects of exercise and immobility on major body systems.**

3. Assess body alignment, mobility, and activity tolerance.

Food, Nutrition and Health

1. What is the function of nutrients in food.

2. Describe the food pyramid.

3. Interpret a food label.

Nutritional care. Nutrition and activity

1. **Collect nutritional information utilizing intake and output.**

2. Plan for nutritional care in hospitalized patients.

Chapter42

1. Describe how nutrition influences growth and development throughout the lifespan.

- 2. Describe nursing interventions to help patient achieve their nutritional goals.**

3. Differentiate between enteral and parenteral nutrition.

Chapter43

1. Identify variables that influence urinary elimination.

- 2. Assess urinary elimination, using appropriate interview questions and physical assessment skills.**

3. Describe nursing interventions that can be used to manage urinary incontinence effectively.

Chapter 44

1. Identify variables that influence bowel elimination.

- 2. Assess bowel elimination using appropriate interview questions and physical assessment skills.**

- 3. Describe how to promote regular bowel habits and proper use of cathartics, laxatives, and antidiarrheals.**

Digestion and Absorption:

1. Identify the digestive and absorption processes and structures.

2. Identify the digestive enzymes.

Unit 3 (CO 6,7,8)

Chapter45

1. Describe a respiratory assessment using appropriate interview questions and physical assessment skills.

- 2. Describe nursing strategies to promote adequate respiratory functioning, and give their rationale.**

Chapter46

1. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments.

- 2. Describe the functions, regulation, sources, and losses of the main electrolytes of the body.**

3. Explain the principles of osmosis, diffusion, active transport, and filtration.

Water Balance:

1. Function of acid base balance.

2. How is homeostasis achieved through water balance.

Chapter 32

1. Describe physical and emotional responses to stress.

- 2. Discuss the effects of short-term and long-term stress on basic human needs, health and illness on the family.**

Chapter37

1. Identify factors affecting skin condition and personal hygiene.

- 2. Assess the integumentary system and the adequacy of hygiene self-care behaviors using appropriate interview and physical assessment skills.**

Chapter38

1. Describe teaching measures for patients and caregivers for self-care of wounds at home.

2. Identify patients at risk for a pressure ulcer.

3. Describe the four stages of pressure ulcers.

4. Describe nursing interventions to prevent or minimize pressure ulcers in adults.

Chapter40

1. Describe the functions and physiology of sleep.

2. Identify variables that influence rest and sleep.

3. Describe nursing implications that address age-related differences in the sleep cycle.

4. Describe common sleep disorders, noting key assessment criteria.

5. Describe nursing strategies to promote rest and sleep.

Unit 4 (CO 2,7,8,9)

Chapter 41

1. Compare and contrast acute and chronic pain.

2. Identify factors that may affect an individual's pain experience.

3. Describe the correct use of non-pharmacologic/pharmacologic pain relief measures.

Chapter34

1. Describe a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.

Protein, Vitamins, Minerals, Carbohydrates, Fats

1. Identify the fat and water soluble vitamins.

2. Identify the use of fats in the body. Name 2 sources of fat in the diet.

3. Name 3 purposes for protein in the body. Name 3 sources of protein.

4. What is the purpose of iron, iodine, sodium, potassium, calcium, chloride, and phosphate in the body?

5. How do we obtain these minerals through our diet?

Chapter 3

1. Describe influences that affect culturally competent health care.

- 2. Discuss factors in the health care system that facilitate or impede culturally competent nursing care.**

3. Describe nursing interventions for patients from diverse cultural groups.

Chapter36

1. Describe the influences of spirituality on every day living, health, and illness.

- 2. Distinguish the spiritual beliefs and practices of the major religions practiced in the United States.**

3. Describe nursing strategies that promote spiritual health and state their rationale.

Unit 5 (CO 2,5,6,7,9)

Chapter 6

1. List five common modes of value transmission.

- 2. Describe nursing practice that is consistent with the code of ethics for nursing.**

3. Describe the purpose of the Bill of Rights for Registered Nurses.

4. Recognize ethical issues as they arise in nursing practice.

Chapter 7

1. Describe the professional and legal regulation of nursing practice.

2. Explain the purpose of incident reports.

3. Describe laws affecting nursing practice.

Chapter19: pages 430-440

1. List common health problems of the adolescent and young adult.

- 2. List nursing interventions to promote health in the adolescent and young adult.**

Chapter 20

1. Describe common health problems of middle and older adults.

2. Discuss physiologic and functional changes that occur with aging.

3. Describe common myths and stereotypes that perpetuate aging.

4. Describe nursing interventions to promote health for middle and older adults.

5. Identify the healthcare needs of older adults in terms of chronic illnesses, accidental injuries, and acute care needs.

Preoperative Nursing; Chapter 18 in Brunner

- 1. Discuss the role of client advocate.**

- 2. Describe the legal implications and proper procedures for obtaining informed consent.**

3. Explain differences between inpatient and outpatient surgeries.

Intraoperative Nursing; Chapter 19 in Brunner

- 1. Describe the roles and responsibilities of various intraoperative personnel.**
- 2. Apply appropriate interventions to ensure the clients safety during an operative procedure**

3. **Identify nursing responsibilities for management of clients receiving anesthesia.**

4. **Recognize the clinical manifestations of malignant hyperthermia.**

5. **Apply appropriate interventions for the client experiencing malignant hyperthermia.**

Postoperative Nursing; Chapter 20 in Brunner

1. Describe the ongoing head-to-toe assessment of the postoperative client.

- 2. Prioritize common nursing interventions for the client recovering from surgery and anesthesia during the first 24 hours.**

3. Discuss the teaching priorities for postoperative clients.

Cultural diversity patterns, food habits and cultural patterns:

1. Identify 3 subcultures and their difference in food habits.

2. Identify ways in which the nurse can help the client achieve a positive eating experience.

Nutrition for adults:

1. Identify and explain how nutrition changes throughout the life span.

Grading Policy



EVALUATION/GRADINGSCALE: The grading policy for the Associate Degree Nursing Program is followed. No tests are optional. Components of student evaluation include the following: 4 unit exams, and a comprehensive final exam .

70%

4 Exams =

Final exam= 30 %

100%

Total grade

Grading Scale

100-90	A
89-80	B
79-75	C
74-60	D
59-0	F

No grades will be rounded up to 75 to pass. (Example: 74.99 = grade of D.) A final grade of C or higher must be attained in order to pass RNSG 1309. Grades are carried to two decimal places until the final grade that is rounded to the appropriate whole number. RNSG 1309 and RNSG 1160 are co-requisite courses. The student must earn a passing grade in RNSG 1309 to receive a passing grade in RNSG 1160 and earn a passing grade in 1160 to receive a passing grade in RNSG 1309.

COURSE POLICIES

ALLSTUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook.

2. Apply skills and theory taught in the classroom to practice in the clinical lab.

3. Refer to the course calendar for class schedule and units to be studied. Utilize unit objectives for study.

4. The student is responsible for any material covered through class presentation, independent study, and required readings.

5. Students who are going to miss an exam must contact the instructor prior to the missed exam in order to be eligible to take a make-up exam (exception: emergency situation). Make up exams will be scheduled at the instructor's convenience and must be within one week of the scheduled exam. They may utilize a different format, such as essay exams and cover the same material as the corresponding unit exam. Exam format is at the discretion of the instructor.

6. Students wishing to review the exam will need to make an appointment with the instructor. There will be no review of exams during the day of the final.

7. Cellular phones and beepers, If brought to class the cell phone will be placed in the appropriate pockets at the front of the class and not be allowed to be picked up until after class.

8. Students are required to check the syllabus frequently for changes in content being discussed that day.

Attendance Policy: Students are expected to attend classes and are responsible for the course material presented during any absence from class. Instructors will keep records of absences. Students who have excessive absences will meet with the instructor to determine whether to continue in class or withdraw. The instructor wants you to succeed and is there to assist you in anyway possible to help you meet your goal. Please feel free to talk to the instructor about any concern.

Students are encouraged to be on time for each class. Entering a class late is disruptive to the instructor and fellow students so please enter and sit at the first available seat. Habitual tardiness may impact the student's standing in the class.

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](http://www.odessa.edu/gmail/), 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](http://www.odessa.edu/gmail/), 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.

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](#).