

Course Syllabus

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

Department :Nursing- Vocational

Course Title : VNSG 1510 Nursing Health and Illness III

Section Name : L9

Start Date : 06/10/13

End Date : 08/15/13

Modality : WEB-ENHANCED

Credits : 5

Instructor Information

Name : Nancy Wells

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Course Description

VNSG1510NursinginHealthandIllnessIII(51.1613)(4-5)5hours

ContinuationofNursinginHealthandIllnessII.Furtherstudyofcommonmedical-surgicalhealthproblemsoftheclientincludingconceptsofmentalillness.Incorporatesknowledgenecessarytomakethetransitionfromstudenttograduatevocationalnurse.Thestudentwillcompareandcontrastnormalphysiologyofbodysystemstopathologicvariationsintheadultclientwithcommonmedical-surgicalhealthproblems;compareandcontrastdiagnosticevaluationandtreatmentoftheadultclientwithcommonmedical-surgicalhealthproblems;incorporatenutrition,rugtherapy, andnursinginterventionsindevelopingplansofcareto meettheneedsoftheadultclientexperiencingcommonmedical-surgicalhealthproblems;utilizethenursingprocessincaringforadultswithcommonmedical-surgicalhealthproblemsandrelatednursinginterventions;andutilizelearnedskillsandknowledgefor transitionfromstudenttograduatevocationalnurse.Criticalthinkingexercisescarriedthroughoutthecourse.ThecapstoneexperienceisthePNComprehensivePredictorforvocationalnurses.Labfeerequired.

Prerequisites : VNSG 1260, VNSG 1327, VNSG 1500, VNSG 1502, VNSG 1406, VNSG 1407, VNSG 1361 and VNSG 1505

Co-requisites : VNSG 1363

Scans 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Course Objectives

- Upon successful completion of this course the student will be able to:
- Demonstrate knowledge of common medical-surgical health problems of the patient including concepts of mental illness
- Apply the nursing process in identifying physiology of body systems to pathologic variations in the adult patient with common medical-surgical health problems
- Identify the appropriate nursing interventions for the diagnostic evaluations and treatments of the adult client with common medical-surgical health problems

- Identify the appropriate nursing interventions for the safe administration of pharmacological therapy for common medical-surgical health problems
- Demonstrate nursing interventions that achieve culturally congruent care for the medical surgical patient
- Identify the role of the nurse in development of appropriate patient and family education
- Identify nursing actions for infection control and prevention
- Identify the legal guidelines in the necessary and appropriate documentation of the care/needs of the medical-surgical patient.
- The student must be prompt in reporting for classroom. Tardiness, which is defined as being late in excess of fifteen minutes, is not professional and is an unacceptable practice. Absences are discouraged.
 1. When a student is to be absent or late to class, she or he is to notify the instructor.
 2. The student is strongly encouraged to attend all classroom sessions. Please refer to the Absence and Tardiness policy. Absences in excess of this policy may result in the dismissal of the student from the program.

Required Readings/Materials

You must purchase the following **required** reading/ materials:

- 1.** Introductory Medical-Surgical Nursing, 10th Edition; Timby, Barbara K. and Smith, Nancy E.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010.
- 2.** Roach's Introductory Clinical Pharmacology, 9th Edition; Ford, Susan M, and Roach Sally, S.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010
- 3.** Nutrition Essentials for Nursing Practice, 6th edition; Dudek, Susan G. ; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2013.

Course Requirements (Lectures, Assignments and Assessments)

Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date.

Missing assignments will not be accepted.

Missing an Exam: Exams are defined as formally scheduled examinations covering a major portion of the course content and make up a 70 percent of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified and the exam must be taken on the next class day the student is present. 10 points will be taken off of the grade as a penalty for taking the examination late. The instructor has the option to give the same exam or to make up another examination over the same content. If the exam is not made up within the first class day an additional 10 points will be taken off for each day the exam is not taken (including Saturday and Sunday).

Quizzes:

Daily work will include quizzes. If the student misses a quiz due to being absent, the student will not have the option to make-up the quiz. Zeros will be recorded and averaged in the final grade.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online 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 within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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
 - post grades for discussion postings within one week of the discussion thread closing.
 - 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
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or 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
 - **getting "kicked off" of the system during tests or quizzes;**
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
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,**

- access my course several times during the week to keep up with assignments and announcements.

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.

Week 1 Content: Unit #1- Caring for Clients with Multisystem Disorders
Timby 16,17, 18, 66, Roach Ch55

Week 2 Content: Unit #1 - Caring for Clients with Multisystem Disorders
Timby 16,17, 18, 66, Roach Ch55

Week 3 Content: Unit #2 Caring for Clients with Immune Disorders
Timby Ch33-35, Roach Ch50-52, Dudek Ch 22

Week 4 Content: Unit #2 Caring for Clients with Immune Disorders
Timby Ch33-35, Roach Ch50-52, Dudek Ch 22

Week 5 Content: Unit #3 – Caring for Clients with Neurological Disorders
Timby Ch36-40, Roach Ch28-31

Week 6 Content: Unit #3 – Caring for Clients with Neurological Disorders
Timby Ch36-40, Roach Ch28-31

Week 7 Content: Comprehensive ATI Proctored Exam #1, ATI Live Review

Week 8 Content: Review

Week 9 Content: Review

Week 10 Content: Final Exam

Summary of Assignment and Activities

Grading Policy

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. 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. The following method of evaluation will be used in assigning course grades:

Tests and Quizzes.....	70%
Daily Work	10%
Final Exam exams.....	20%

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.

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.