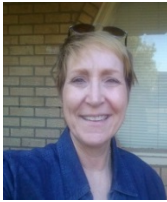


RNSG 1360
Clinical Registered Nursing
Fall 2014

Faculty Information



Name: Professor Margaret Hawkins, RN, MSN
E-Mail: mhawkins@odessa.edu
Phone: 432-335-6448
Office: CT 226B
Campus Office Hours: TBA



Name: Jackie Sirengo, RN, MSN
E-Mail: jsirengo@odessa.edu
Phone: 432-335-6672
Office: CT 215

About Your Instructor/s

Professor Hawkins is a graduate of the Odessa College Nursing Program. She obtained her Bachelor's of Science in Nursing from Texas Tech University and her Master's Degree in Nursing Education from Angelo State University. She has clinical experience in Medical/Surgical, Ambulatory Health, and Oncology. Professor Hawkins has experience as a staff nurse in several medical/surgical and has been student health center nurse on a major university campus where she came to enjoy working with college students. She seeks to prepare her students to become safe, effective nurses.

Ms. Sirengo received an MSN from U.T.A with a focus in administration with a certificate in education. She has strong nursing skills in the medical surgical area, home health, long-term care. She feels that nursing is a calling and hopes to project that to the students.

Preferred Method of Communication:

(Students can access the instructor during office hours or through texting between 0600 and 2100 hours regarding clinical issues.)

Expectations for Engagement for Instructor:

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

- provide 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 during the time I am unavailable.

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.

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.

Textbook Information and Required Hardware/Software

Textbook(s):

Doenges, Marilyn E., Moorhouse, Mary Frances & Murr, Alice C.(2013) Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales (13th Ed.) F.A. Davis: Philadelphia |ISBN-13 978-0-8036-2782-6||

Ignatavicius, D., Workman, M.L., (2012). Medical-Surgical Nursing: Patient-Centered Collaborative Care, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Pagana, K. D., & Pagana, T. J. (2014) Mosby's Manual of Diagnostic & Laboratory Test (5th Edition). Mosby: St Louis |ISBN-13: 978-0323057479 | Edition: 5

Treas, Leslie S. & Wilkinson, Judith M. (2014) Basic Nursing: Concepts, Skills & Reasoning. F. A. Davis: Philadelphia, |ISBN 978-0-8036-4134-1|

Vallerand, A. H., & Sanoski, C.A. (2014) Davis's Drug Guide for Nurses (14th Ed.). F.A. Davis: Philadelphia Publication Date: 2014 | ISBN-13: 978-0803639768

Hardware:

Speakers are needed for podcasts. Ear buds are needed for computer lab.

Software:

Adobe Reader is needed for viewing PDF articles in the course.

Websites:

The following websites are utilized in this course:

<http://www.atitesting.com>; <http://qsen.org>; <http://davisplus.fadavis.com/Index.aspx>

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. (CO # 1, 2, 3, 4, 5)

Course Student Learning Outcomes

1. Describe the health status and health needs of clients based upon interpretation of health data and preventive health practices. (PO 1, 2, 3, 5, 6)
2. Give examples of simple teaching plans appropriate to client health status to promote, maintain and restore health in a caring environment. (PO 4)
3. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 4).
4. 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 (PO 2, 3, 4, 19)
5. Comprehend accountability and responsibility for actions in nursing care, including legal and ethical boundaries. (PO 12)
6. As a Member of the Health Care Team: Recognize resources to facilitate continuity of care for diverse populations. (PO 22)

Course Prerequisites:

Admission to the Professional Nursing Program

Biology 2401

English 1301

ITSC 1191

PSCY 2301

HPRS 1106

RNSG 1108

RNSG 1215

Course Topics:

Advocacy Role, Introduction to Health Care Team, Client Rights, HIPPA, Therapeutic and Professional Communication with Staff, Introduction to Electronic Health Record/ Documentation, Code of Ethics, Legal/ Nurse Practice Act, .Accident/Errors/Injury/ Prevention, Health Assessment, Vital Signs Monitoring for Adults and Geriatrics, Ergonomics Principles, Handling Hazardous and Infectious Materials (PPE)(Transmission Based Precautions, Restraints, Geriatric (Growth & Development/ Abuse & Neglect/Behavioral Interventions/Grief & Loss, Cultural Awareness/Influence Health, Religious and Spiritual Influences on Health, Sensory/Perceptual Alterations, Assistive Devices/ Mobility/Immobility, Basic Elimination, Pain Assessment/Basic Comfort Measures, ADL’s Assessment/ Hygiene, Basic Nutrition/Hydration/ Fluid Balance, Rest and Sleep, .Non-parenteral medication administration, .Basic psychomotor skills/ Pulse Ox, Potential Skin Breakdown/ Poor circulation/Basic Needs, Nursing Process, Sensory Alterations

Grading

<i>Type of Assignment</i>	<i>Percentage/Points</i>	<i>Learning Objective</i>
Concept Map	10%	
Concept Map	10%	
Concept Map	10%	
Concept Map	10%	
Simulation #1	25%	
Simulation #2	35%	
	#####	TOTAL

Evaluation & Grading

Please understand that this is a required course for the ADN program in order to prepare you for NCLEX. Quality work and active participation is expected and not to be negotiated. As a general policy, you can expect feedback on assignments within a week’s time.

The final clinical grade is evaluated as ‘Pass’ or ‘Fail”. Students will receive daily, mid-rotation and final clinical evaluations. Components of clinical evaluation include:

Grading Scale:

1. Clinical performance
2. Patient selection
3. Weekly written pre and post clinical work for all assigned areas
4. Satisfactory grades on a minimum of 4 nursing concept maps with a grade of 75% or higher. Students must continue to complete concept maps until this requirement is met.
5. Two graded simulations are required in this course. Each simulation must be passed with a 75% or higher.

Using the clinical evaluation tool, performance criteria are measured as ‘satisfactory’ or ‘unsatisfactory’. The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of "***".

Instructor observation of care delivered to patients, input from agency staff, written concept maps, charting, assigned written work, and other requirements are included in the assessment of clinical performance.

Verbal and written feedback on student performance occurs throughout the course (formative evaluation). If the student has been told he/she made an error, a clinical evaluation will be given immediately with a corrective prescription to remediate. If the student demonstrates unsafe clinical practice, the student may receive an unsatisfactory clinical evaluation and may be dropped from the course. Unsafe occurrences are found in the Nursing Student Handbook and learning materials packet.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the instructor may rate clinical objectives as **Needs Improvement (NI)**.

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A satisfactory rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

Unsatisfactory ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

- 1) Unsafe practice by the lack of application of principles of safety and asepsis;
- 2) Failure to accomplish task(s);
- 3) Disregard for the patient and /or family in administering care;
- 4) Inability to identify or correct errors;
- 5) Inability to transfer theory knowledge to clinical practice; and/or
- 6) Inconsistent clinical behavior in the performance of nursing responsibilities.
- 7) Violation of HIPPA

The clinical evaluation tool for each clinical course denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by "***"

1. Unsatisfactory rating on a *non-critical element* will be addressed in the following manner: (**u = unsatisfactory**)
first “u” – The infraction will be identified and a written feedback to improve performance will be given. The student may continue in the clinical course.

second “u” – The student will meet with the clinical faculty to discuss the second infraction and be given a prescription on how to correct the infraction/problem. Also during this meeting the student will be given a warning that if another infraction occurs during the clinical semester, the student will fail the clinical course. The student may continue in the clinical course.

third “u” – The student will meet with clinical faculty team to discuss the third infraction. In courses with no designated team, the faculty member will meet with the Level Coordinator or designee. The Program Director will be informed of student situation and subsequent actions. The student will receive a clinical failure grade for the course and options, in regards to the nursing program, will be discussed with the student at this time.

2. Unsatisfactory rating involving a *critical element* will be addressed in the following manner:
first “u” – The student will meet with the clinical faculty and be given a written prescription for improvement. The student may continue in the clinical area.

second “u” – In any critical element – a meeting will be arranged by the clinical faculty team to meet with the student. In courses with no designated team, the faculty member will meet with the Level Coordinator or designee. The student will be given written documentation regarding the second critical element infraction and given a clinical failure grade for the semester. Program status will be discussed at this time.

Clinical failures may occur before the clinical course is completed or may occur at the end of a course. In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course although a passing grade cannot be issued in the didactic course since the clinical course was failed. If the student questions the decision, he/she may refer to the grievance policy.

Immediate dismissal from the Nursing Program may occur with serious violations of safe clinical practice. The following are unsafe practice categories according to patient/client impact:

Physical Hazard: A physical hazard is any action performed by the student which could endanger the client's life. Examples of a physical hazard include (but not limited to) medication error, leaving the side rails down, leaving client unattended while in bath, bed in high position, removing oxygen from a client over a period of time, non-report of symptoms that could endanger client, attempting to practice beyond scope, attempting skills that have not been checked off by instructor, performing a skill without proper or approved supervision.

Emotional Hazard: An emotional hazard is any verbal or non-verbal behavior by the student which puts the client in danger, or is inappropriate, or unprofessional. Examples of an emotional hazard include (but not limited to) displaying emotional outbursts, cursing, obscene facial or hand gestures, yelling at faculty, staff or client, racial slurs/comments, talking about client in an inappropriate setting, making unfavorable statements regarding patients or their significant others to other students in an inappropriate setting or to the public.

Revised: 9/04; 6/05; 7/07; 6/10; 8/15

In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the best possible grade for the corresponding didactic course, RNSG 1315, will be 71%. If the student questions the decision, he/she may refer to the grievance policy.

The student should refer to the Nursing Student Handbook for further information on clinical requirements and grading policies. Students are encouraged to speak with instructors at any time regarding clinical performance.

Students should plan sufficient time to prepare for the clinical experience. At the instructor's discretion, incomplete prep work may result in the student receiving; 1) an absence and being sent home, 2) another assignment, 3) an unsatisfactory grade, or 4) a clinical failure for the day.

NURSING PERFORMANCE EVALUATION: It is the instructor's expectation that clinical nursing skills will be performed in a manner that shows the application of basic nursing principles. The evaluation tool is based on the Differential Level of Competencies for A.D.N. Graduates of Texas

Student Course Participation

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

- identify alternative computer and internet access in case my primary computer crashes or my internet service 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.

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.

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.

As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in a timely manner.

1. **In order to be admitted to the first day of class/clinical proof of required health information, CPR, fingerprints, health & liability insurance, etc. MUST be in the students file in the nursing office. If any of the information is not in file, the student will be required to obtain the information BEFORE being able to attend class/clinical.**

2. Adhere to the OC Nursing Student Handbook and guidelines found in this syllabus and the Learning Material Packet.
3. Students will attend clinical properly attired. Follow Student Handbook policy regarding hair, nails, and jewelry. Failure to do so will result in being sent home. No student may go into a patient's room, in a student uniform if no faculty is present in the hospital (example: when in hospital obtaining pre-work on patient on the day prior to the clinical experience). ***Gum chewing*** is **not** allowed during clinical time.
4. All assigned written work must be turned in or the student will receive an incomplete for the semester. Assignments are graded satisfactory, needs improvement, or unsatisfactory.
5. Apply skills and theory taught in the classroom to practice in the clinical site.
6. Overview of assignments: Assignments will include preparatory and post work as assigned by the instructors. See the Learning Materials Packet for detailed information about assignments. All assignments are due to obtain a passing grade. No assignment is optional.

ATI POLICY: ATI policy: Assessment Technologies Institute's (ATI) Comprehensive Assessment and Review Program (CARP) are designed to assist the student in passing the NCLEX-RN. It is composed of comprehensive on line learning tools that complement a variety of learning styles. Critical thinking and test taking skills are emphasized throughout the program. Focused content modules are comprised of critical thinking tools, practice exams, remediation suggestions and content driven proctored exam(s). Odessa College nursing students will begin ATI upon admission into the A.D.N. program and work through the program in each subsequent nursing course. Completion and successful attainment of level 2 or higher on each proctored exam at the end of each course of the ATI program is the goal.

1. Students will be given 2 ATI practice exams A & B during the 16 week course, or 8 week course, (A) will occur during the first week of class. Students will be allowed to take exam (A) as many times as student would like after the practice exam is given in class and remediation has been assigned. Students will perform remediation on items from the practice exam utilizing the; create focused assessment and templates provided and will turn remediation for practice A in the day of testing for Practice B which will occur the 4th week for 8 week courses and the 8th week of class for 16 week courses (after taking practice B, students can take it the second half of course as many times as they wish), students will then remediate on Practice B and it will be turned in on the date the Proctored exam is scheduled. The instructor will create a group driven review of areas as determined by student's comprehensive report from the proctored exam. Students will be required to attend this review in preparation for the final exam. Students are required to complete an individualized remediation component to assist in areas that are specific to each student as delineated by the individual report in order to receive the remediation points per grid below. Students should aim to achieve a level 2 or higher, this is a validation tool to help you and your instructor locate the areas that need more time dedicated. Students who do not reach a level 2 or higher will be required to attend remedial instruction to help student reach their goal of success in the current course. Students must use "create the focused assessment", and the templates that are provided for all remediation for ATI. (NO cutting or pasting is allowed, your instructor may choose to assign remediation in group study format during class or at another assigned time). Attendance of remediation is mandatory for any student who does not reach the level 2 or higher.

Remediation tools are available within the ATI program to facilitate the success of the student. Practice exams will be made available by the course coordinator. The proctored exam(s) will be

scheduled by the course coordinator. Specific information will be found on the course calendar. These exams(s) are secured online and proctored by nursing faculty. See the table inserted below for how points will be awarded on the proctored exam.

Proficiency level on ATI Proctored Assessments	Points Awarded for Achievement on ATI proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI assessment	Total points awarded out of ten
Proficiency Level 3 on the content mastery series	8	2	10
Proficiency Level 2 on the content mastery series	6.0	2	8.0
Proficiency Level 1 on the content mastery series	5.0	2	7.0
Proficiency Level below Level 1 on the content mastery series	4	2	6

A grade below 75, “C” does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: 74.99 = grade of D).

ATI should be utilized with your text book throughout the courses, correlating pages are given for each chapter, please complete the application exercises at the end of each chapter.

***The Medication Competency Assessment Exam** must be passed prior to giving medication in RNSG 1360.

MATH COMPETENCY:

Calculating correct dosages, IV rates, and other medications is essential to safe practice in nursing. Since math medication errors greatly endanger patients, the faculty has determined that each student must demonstrate proficiency in medication calculation competency prior to graduation. The ability to accurately calculate medication dosages will be measured in the following ways.

1. The pre-requisite course RNSG 1108 Dosage Calculations must be passed with a minimum grade of a “B” which is a numerical grade of 80.
2. Dosages will be accurately calculated in the skills laboratory and clinical setting.
3. Medication calculation questions are included on exams in nursing courses at the instructor’s discretion.

Medication Math Competency Testing in First Semester

First semester students will be tested in the skills lab while learning to administer medications. In addition the first semester student will be administered a medication math exam in RNSG 1360, Basic Clinical. The exam will contain 25 calculation questions from the following categories:

- A. Currently used conversions between and within systems
- B. Calculations of medication doses administered IM, SC.
- C. Calculations of medication dosages administered PO in liquids, tablets or capsules.

The first semester student must achieve a minimum passing grade of 80% (25 questions X 4 points each = 100%; 4 X 20 (correct) = 80%) The exam will be administered during the first week of the course. The first semester student will be allowed to participate in clinical activities while completing Medication Math Competency requirements. Students not passing the first Medication Math Competency exam will take a second Medication Math Competency exam within two weeks after completing documented remediation approved by the course instructor. If unsuccessful on the second attempt at the Medication Math Competency exam, the student will take a third and final Medication Math Competency exam within two weeks of the second exam after completing documented remediation approved by the course instructor. If not successful on the third attempt, the student must withdraw from both class and clinical RNSG 1513 & RNSG 1360. The student will be eligible for readmission to RNSG 1513 & RNSG 1360 pursuant to the readmission policies. **There will be NO make-up Medication Math Competency Exams.**

Medication Math Competency Exam 1 Pass with 80% = Requirement Complete for First Semester. Score below 80% = Complete documented remediation approved by course instructor AND must take Medication Math Competency Exam 2	Exam 1 Date	8/26/14
Medication Math Competency Exam 2 Pass with 80% = Requirement Complete for First Semester. Score below 80% = Complete documented remediation approved by course instructor AND must take Medication Math Competency Exam 3	Exam 2 Date	9/8/14
Medication Math Competency Exam 3 Pass with 80% = Requirement Complete for First Semester. Score below 80% = Student must withdraw from RNSG 1513 & RNSG 1360.	Exam 3 Date	9/15/14

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course.

Course Alignment with Industry Standards

The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of pre-licensure nursing education programs. They were written with input from the BON Advisory

Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate learning.

For online submissions, the electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time. Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to students with pertinent information and status reports. Assignments submitted electronically need to follow the file-type requirements provided by the instructor.

Attendance Policy

Attendance will be recorded through the Blackboard system. Clinical attendance is required. ALL CLINICAL ABSENCES MUST BE MADE UP. The faculty schedules one make-up day **ONLY**. Make-up day is at the discretion of the instructor. Two clinical absences will result in an Incomplete for the course and will be made up before the next semester begins. Three clinical absences will result in a clinical failure. The clinical make-up day WILL NOT BE RESCHEDULED. Back-up plans **need** to be made in case of family illnesses. **To report a clinical absence, call and speak with personnel on your assigned unit** (get the name of the person you spoke with) **and call your instructor between 0500 & 0600** (do not leave a message or send a text message). Please refer to the Student Handbook for the Clinical Absence policy for further requirements. If you are late it may result in a clinical absence.

AVID

(Describe AVID strategies/activities in your course)

Grade Inquiry

It is the responsibility of the student to keep track of assignment submissions and grades. At any point, you are welcome to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. (insert your late work policy).**

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.
3. An Incomplete form is submitted

Course Schedule

(Tentative and Subject to Change. Complete schedule to be handed out the first day of class.)

Date	Instructional Approach (* denotes a strategy adopted by AVID)	Topic	Assignment	Assignment Submission
8/26	Cornell Notes, Group Discussion, Hands on Simulation	Orientation MCH Computer Orientation Nurse Logic/ATI Critical Thinking Nursing Process	Treas & Wilkinson Ch. 2 pp. 25-35 Ch. 3 pp. 37-50 ATI Ch. 7	Bring written paper with 4 objective and 4 subjective assessment findings that you might find for a patient with anxiety. (See Doenges & Moorhouse)
9/2	Group Discussion, Hands on Simulation, Concept Mapping	Infection Prevention and Control The Nursing Process (Assessment, Diagnosis, Planning, Implementation and Evaluation)	Treas & Wilkinson Ch 22 pp. 623-650	Bring a written paper with three nursing interventions for a patient with anxiety.
9/9	Group work (teams of 2 nurse and one patient, then switch roles), practice physical assessment	Hygiene, bed making, vital sign assessment, PPE use, safety, empathy	Treas & Wilkinson Ch. 24 (pp.683-742) ATI review 26-29, 31, 37)	Prep work for C-diff and TB – precautions needed and patient teaching

Description of Core Objectives (CO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following

pages of this catalog and keys them to Odessa College's Institutional Core Objectives (COs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

Odessa College's Core Objectives (COs):

1. *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
6. *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes (SLOs)

Student Learning Outcome(s)	Core Objectives (CO's)
1. Describe the health status and health needs of clients based upon interpretation of health data and preventive health practices. (PO 1)	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Give examples of simple teaching plans appropriate to client health status to promote, maintain and restore health in a caring environment. (PO 4)	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 4).	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. 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 (PO 19)	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Comprehend accountability and responsibility for actions in nursing care, including legal and ethical boundaries. (PO 12)	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
6. As a Member of the Health Care Team: Recognize resources to facilitate continuity of care for diverse populations. (PO 22)	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Program-Level Student Learning Outcomes (SLOs)

Program-Level Student Learning Outcome(s)	Course Learning Outcomes	Specific Assignment
<p>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 (PO 19)</p>	<p>Function within the nurse’s legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting. (PO 1) (CO 1, 2, 3, 4, 5, 6)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>
	<p>Demonstrate accountability and responsibility for individual nursing practice and nursing care provided to patients and their families. (PO 2) (CO 1, 2, 3, 4, 5, 6)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>
	<p>Promote the profession of nursing in a manner which reflects positively on self and nursing. (PO3) (CO 1, 2, 3, 4, 5, 6)</p> <ul style="list-style-type: none"> a. Recognize and demonstrate elements of professional behavior and appearance, including those presented in the TNPA, OCADN Student Handbook, and course materials. (PO 3) (CO 1, 2, 3, 4, 5, 6) b. Function safely and competently at the beginning practice level for nursing. (PO 4) (CO 1, 2, 3, 4, 5, 6) c. Complete pre- and 	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>

	<p>post-work in a timely manner. (PO 2, 4) (CO 1, 2, 3, 5, 6)</p>	
<p>Give examples of simple teaching plans appropriate to client health status to promote, maintain and restore health in a caring environment. (PO 4)</p>	<p>Select patients that present learning opportunities, challenges, and incorporate classroom theory.(PO 3,4,5,6, 7) (CO 1, 2, 3, 5)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>
	<p>Identify the health status and basic health needs of patients based upon selected health data. (PO 8)</p> <ol style="list-style-type: none"> a. Utilize skills from theory to perform a complete health assessment to identify health related needs. (PO 5) (CO 1, 2, 3, 4, 5) b. Accurately obtain and document vital signs of patient to recognize normal and abnormal readings. (PO 10) (CO 1, 2, 3, 4, 5) c. Verbalize knowledge of patient’s baseline data (past medical history, current condition, vital signs, medications, etc. (PO 10) (CO 1, 2, 3, 4, 5,6) d. Report changes in health status of assigned patients/s to primary nurse, charge nurse, and instructor. ** (PO 10, 16, 19, 20, 22, 23) **(CO 1, 2, 3, 4, 5, 6) e. Classify medications patient receives based on beginning knowledge of pharmacology. (PO 5,8,10) (CO 1, 2, 3, 4, 5, 6) f. Interpret basic lab values (CBC, CMP, and UA) as they relate to patient’s 	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>

	<p>status. (PO 1,3) (CO 1,2,3)</p> <p>g. Document accurately and completely with increasing independence. (PO 10,12)</p>	
<p>Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 4).</p>	<p>Identify nursing diagnoses and interventions from assessment data to define appropriate goals based on the nursing process. (PO 7, 9) (CO 1, 2, 3, 4, 5, 6)</p> <p>a. Construct appropriate nursing diagnoses and realistic, measurable goals based on client data. (CO 1, 2, 3, 4, 5, 6)</p> <p>b. Select appropriate interventions to correct or improve client condition and maintain client safety. (CO 1, 2, 3, 4, 5, 6)</p> <p>c. Identify effective verbal and non-verbal communication techniques with patients and families. (CO 1, 2, 3, 4, 5, 6)</p> <p>d. Recognize patient and family knowledge deficits and outline appropriate teaching plans for adult clients. (PO 11) (CO 1, 2, 3, 4, 5, 6)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>
	<p>Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice. (PO 5) (CO 1, 2, 3, 6)</p> <p>a. Explain assessment findings using the psychosocial, developmental, and cultural factors and how they impact the holistic care of the adult patient. (PO 6, 9) (CO 1, 2, 6)</p> <p>b. Organize appropriate nursing care and apply interventions to one to two patients. (PO 6, 8, 10) (CO</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>

	<p>1, 2, 4, 5, 6)</p> <p>c. Identify teaching plans for patients and their families. (PO 7, 9, 10, 11) (CO 1, 2, 4, 5, 6)</p> <p>d. Explain how evidence-based practice was incorporated into care for the patient. (PO 5) (CO 1, 2, 3, 6)</p>	
<p>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 (PO 19)</p>	<p>Demonstrate knowledge to administer parenteral (not intravenous) and non-parenteral medications safely.** (CO 1, 2, 3, 4, 5, 6)</p> <p>a. Recognize need and ask for assistance as necessary. (PO 16) (CO 1, 2, 3, 4, 5, 6)</p> <p>Utilize the five rights of medication administration. (PO 14,16) (CO 1, 2, 3, 4, 5, 6)</p> <p>c. Match the drug to disease process. (PO 14, 16) (CO 1, 2, 3, 4, 5, 6)</p> <p>d. Select correct injection site/correctly prepares medication. (PO 14,16) (CO 1, 2, 3, 4, 5, 6)</p> <p>e. Calculate dosages correctly (PO 14,16) (CO 1, 2, 3, 4, 5, 6)</p> <p>f. Evaluate the patients' condition before and after applying pharmacological interventions. (PO 14, 15, 16) (CO 1, 2, 3, 4, 5, 6)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>
<p>Comprehend accountability and responsibility for actions in nursing care, including legal and ethical boundaries. (PO 12)</p>	<p>Implement measures to promote quality and a safe environment for patients, self, and others. (PO 14) (CO 1, 2, 3, 4, 5, 6)</p>	<p>Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment</p>

	Discuss formulation of goals and outcomes to reduce patient risk. (PO 15) (ICO 1, 2, 3, 4, 5, 6)	
As a Member of the Health Care Team: Recognize resources to facilitate continuity of care for diverse populations. (PO 22)	Participate in the identification of patient needs for referral to resources that facilitate continuity of care and ensure confidentiality.** (PO 19) (CO 4, 5, 6)	Clinical, simulation, hands-on learning with prep-work to prepare, concept map based on specific patient assignment
	Involve patients and their families in identifying other interdisciplinary health care team members for planning health care delivery to improve quality of care across the lifespan. (PO 21) (CO 4,5,6)	
	Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient's optimal health status. ** (PO 22) (CO 4,5,6)	

Odessa College Policies

Tuition Discounts

The “*First Course is Free*” discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The “*Academic Progress Discount*” provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of

disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities 640-6470* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the

diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu

Website

To find out more about services provided by the Special Populations office, please visit: <http://www.odessa.edu/dept/counseling/disabilities/index.htm>

Learning Resources Center (LRC; Library)**How do I contact the Learning Resource Center?**

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here <i>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</i>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu

Website

To find out more about services provided by the Veteran's Outreach office, please visit: <http://www.odessa.edu/dept/counseling/veterans/index.htm>