

RNSG 1441

COURSE NAME: Common Concepts of Adult Health

Fall 2015

Faculty Information

Name: Professor Jackline Sirengo
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Office Hours	
Campus Office Hours:	Tue 9:00am - 1200 Noon
	Tue 2:00pm - 5pm
	Wed 2:00pm - 5pm
Online Office Hours	Thu 3:00pm - 4pm

About Your Instructor:

Ms. Sirengo received an MSN from the University of Texas at Arlington. She has strong clinical background in medical surgical area. She feels that nursing is a calling and hopes to project that to the students.

Preferred Method of Communication:

Students can access the professor using the above email address. They can also call the office number provided above during office hours and leave messages, or call on the cellphone number that will be provided in class. Phone calls made to cell phone could be made between 0600 and 2100 hours. The professor will do her best to repond promptly to missed calls and emails.

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 Saturdays. I am not online Sundays;
- 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 assignments within 2 weeks of the due date.

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 | ISBN-10: 0-8036-2782-6]

Deglin, J. & Vallerand, A. (2015) Davis's Drug Guide for Nurses (14th Ed.). Davis: Philadelphia
Publication Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Gahart, B. & Nazareno, A. (2015), Intravenous Medications. A Handbook for Nurses and Health Professionals (31st Ed.) Mosby: St. Louis. 8Pagana, K.D. & Publication Date: July 29, 2014 | ISBN-10: 0323084753 | ISBN-13: 978-0323084758 | Edition: 3

Harding, M. M., Snyder, J. S., & Preusser, B. A. (2013) Winingham's critical thinking cases in nursing: Medical-surgical, pediatric, maternity, and psychiatric (5th ed.). St. Louis, MO: Mosby/Elsevier.

[ISBN-13: 978-0323083256]

Ignatavicius, D. D. & Workman, M. L. (2016). Medical-surgical nursing: Patient-centered collaborative care, single volume (8th Ed.). St. Louis, MO: Saunders/Elsevier.

[ISBN-978-1-4557-7255-1]

Pagana, T.J. (2014) Mosby's Manual of Diagnostic & Laboratory Test (5th Edition). Mosby: St Louis, ISBN-13: 978-0323058949-4 |

Hardware:

Students need speakers to listen to podcasts and recorded lectures on Techsmith Relay. Ear buds are needed for use in the computer lab.

Software:

Adobe Reader is needed for viewing PDF articles in the course. Techsmith Relay is needed for downloading lectures, and silverlight software is needed for ATI access

Computer Browsers:

- Mac users should use Firefox
- PC users may use any browser except IE10

Websites:

You will access course materials for this course by logging into **Blackboard** at <https://blackboard.odessa.edu/webapps/login/>.

https://www.atitesting.com; http://qsen.org; http://davisplus.fadavis.com/index.aspx

- Shadow Health Website: <http://app.shadowhealth.com/>
- Student Account Setup Guide: http://bit.ly/How_to_Register
- Technical Requirements: http://bit.ly/System_Requirements
- Link to Shadow Health Support: <http://support.shadowhealth.com>
- Course Registration PIN for Students: **August2015-2029-4175-7986-6449**

vSims <http://thepoint.lww.com>

Students, if you have problems logging onto Blackboard, please call the Student Success Center at 335-6673 for assistance.

Campus Computer Labs

Information About the Course

Course Description:

Basic integration of the role of the professional nurse as provider of patient centered care, patient safety advocate, member of health care team, and member of the profession. Study of the common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing knowledge, judgment, skills and professional values within a legal/ethical framework. this course lends itself to a blocked approach.

Study of general principles of caring for selected adult clients and families in structured settings with common medical-surgical health care needs related to each body system. Emphasis on knowledge judgment, skills, and professional values within a legal/ethical framework. The student will relate the nursing process to the assessment of common acute and chronic medical-surgical health care needs associated with various body systems. The student will discuss the importance of interdisciplinary collaboration in planning safe patient centered care. The student will interpret data using nursing informatics and technology to identify problems, formulate outcomes, and develop plans of care for patients and their families.

Course Prerequisites:

TRADITIONAL: RNSG 1513, 1360, 1193, 1301,

Co-Requisite: RNSG 1261

Course Topics:

Advance Directives, Time Management, Communication with Interdisciplinary Team/ Referrals, Report to Nurses, Informed Consent, Information Technology, Intro to Quality Improvement, Accident/Errors/Injury/ Prevention (ROM) (DVT)(Med Errors), Handling Hazardous and Infectious Materials (Radiation), Continuity of Care/Home Safety, Asepsis/Perioperative/Anesthesia introduce Epiderals, Health Promotion/Illness Prevention, High Risk Behaviors, Behavioral Interventions, End of Life Care/Grief & Loss/Palliative Care/Post- mortem care, Alzheimer's Support System, Eye/Ear/Irrigation/ Glaucoma, Fractures/Management/Circulation check/ Cast/ Traction, Electrolytes/Balance/Imbalance, Enteral Nutrition, Peripheral Parenteral Therapy/ Blood &

Blood Products, IV STARTS/IVPB, Wound dehiscence, DM Chronic complications (insulin therapy) / CBG's, Lab values/Interpretation/ Skills Collection, Potential for Alteration/Aspiration/NG tubes/post op DM poor circulation, Potential for complications, Elimination/Foley/TURP/Bladder Irrigation, Focus Post Op Assessment , Total Joint Replacement, Peripheral Vascular Disease, UTI, Wound healing/ Ulcers, COPD, HTN/ Atherosclerosis/ Arteriosclerosis, OA and RA/ Arthritis, Thyroid/ Hypo and Hyper, Gall bladder/ appendectomy

Grading

EVALUATION AND GRADING:

All course work is required. All aspect of course work must be submitted in order to successfully pass this course. Course grades are based on unit exams, comprehensive final, daily quizzes, standardized exams, and the Medication Administration Test.

The combined average of all unit exams and the comprehensive final exam must be 75 or higher in order to pass RNSG 1441.

Example: Meeting threshold of 75% and how it is calculated.

Example:

Unit 1: Test score 65

Unit 2: Test score 60

Unit 3: Test score 70

Unit 4: Test Score 75

Unit 5: Test Score 72

Unit 6: Test Score 70

Total of above unit exams 412, divided by 6 = 68.66 (This is the average of the unit exams.)

Final score 85 + 68.66 =153.66 divided by 2, total average 76.83

This person would meet the threshold and grades would be placed into the gradebook per syllabus.

Unit Exams and the comprehensive final are weighted in the following manner:

Exam	Weighted Value
Unit Exam #1	25%
Unit Exam #2	25%
Comprehensive Final Exam	30%
Total Value	80%

Grading Criteria	Weighted Value
Daily Quizzes	5%
Standardized testing	10%
Medication Competency Assessment*	5%
Total Value	20%

Grading Scale:

"A" = 90-100

"B" = 80-89

"C" = 75-79

"D" = 60-74.99

"F" = 0-59

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 timely manner.

For ALL CURRENT NURSING POLICIES please refer to the CURRENT nursing student handbook. ALL policies and standards are in effect for RNSG 1441.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

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 note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **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 student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx)**.

Attendance Policy: See student nursing handbook

Students are expected to attend class regularly. Students are expected to notify the course instructor of absences prior to the beginning of class. **Excessive tardiness or absences will result in a warning, and progressive disciplinary actions that could lead to dismissal from the program.**

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in this course, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time.**
 1. Course work is due at the beginning of class unless otherwise specified. Admission tickets are due at the beginning of class. Daily work more than 10 minutes late will be given a zero.
 2. Missed quizzes will not be made up. Any missed unit exam must be made up within **one week** of the original exam date. Only **one** unit exam may be made up. The student is responsible for contacting the instructor to make up the exam. **A second missed exam will be given a zero.**
 3. Standardized tests (i.e., ATI proctored exam) and the Final Exam must be taken at the specified time unless prior arrangements have been made with the instructor.

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.

Course Schedule

(Tentative and Subject to Change) See example below, please refer to blackboard shell for complete schedule

RNSG 1441 FALL 2015 LESSON PLANS				
Week 1	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment/ Evaluation method
Module 1				
Monday 08/24/15	<p><u>Class 4 hours</u></p> <p>Introduction to course</p> <p>Topic</p> <p>Team work and collaboration</p> <p>Quality improvement</p> <p>Informatics</p> <p>Safety, Patient centered care</p> <p>Evidence based practice</p> <p>Sepsis</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p>	<p>Explain the importance of collaborating with the health care team to plan and provide patient-centered care (#3)</p> <p>Apply the use of informatics and technology in researching current care for patients with</p>	<p><u>Before class:</u></p> <p>*Review course syllabus.</p> <p>*Read Iggy;</p> <p>Ch. 1 (pp. 1-7)</p> <p>Ch. 5</p> <p>Ch. 37 (pp. 749-754)</p> <p>Read ATI;</p> <p>Ch. 1</p> <p><u>During class:</u></p> <p>*Think- Pair-activity</p>	<p>Quiz</p> <p>Before lecture</p> <p>ATI Tutorial: NurseLogic 2.0: Priority Setting Frameworks due 08/28/15</p>

	<p>Explain the importance of collaboration and communication with interdisciplinary team</p> <p>Delineate the role of the nurse in the process of systemic quality improvement</p> <p>Identify the importance of informatics in health care</p> <p>Explain the purpose of Rapid Response Team (RRT)</p> <p>Explain the role of the nurse in providing patient/family centered care.</p> <p>6. Explain the role of evidence based practice in making clinical decisions</p> <p>7. Apply principles of infection control to prevent infections and sepsis in susceptible patients, especially older adults</p>	<p>selected disease processes (#5)</p>	<p>*Small group activity</p>	
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Week 1 Module 2	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluatio n
<p>Wednesd ay</p> <p>08/26/15</p>	<p><u>Class 4 hours</u></p> <p>Topic</p> <p>Care of patients with Fluid and Electrolyte Imbalances</p> <p>Parenteral therapy</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Explain assessment findings in a patient with fluid and electrolyte imbalance 2. Identify medications and treatment for patients with fluid and electrolyte imbalance 3. Identify problems related to the potential risk for fluid 	<p>Describe principles of administration of parenteral medications to adults utilizing the five rights (#1)</p> <p>Apply knowledge of cultural differences when planning patient care for adults of all ages (#6)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions (#4)</p>	<p><u>Before class:</u></p> <p>Read Iggy;</p> <p>Ch. 11 (pp. 148-172)</p> <p>Ch. 60 (pp. 1244-1246)</p> <p>Read ATI;</p> <p>Ch. 43 and 44</p> <p><u>During class:</u></p> <p>*Small group activity</p> <p>*Think- Pair-activity</p>	<p>Quiz</p> <p>Before lecture</p> <p>Med math Review</p> <p>ATI Tutorial: NurseLogic 2.0: Priority Setting Frameworks due 08/28/15</p>

	<p>and electrolyte imbalance, measures to prevent imbalance, signs and symptoms of an imbalance and actions to take if signs and symptoms develop</p> <ol style="list-style-type: none"> 4. Elaborate laboratory and nursing assessment data to determine the presence of fluid or electrolyte imbalances 5. Prioritize nursing interventions for patients who have fluid and electrolyte imbalances. 6. Explain how to prevent complications of total parenteral nutrition (TPN) 			
<p>Week 2</p> <p>Module 3</p> <p>Monday</p> <p>08/31/15</p>	<p><u>Class 4 hours</u></p> <p>Topic</p> <p>Assessment and care of patients with problems of the Hematologic system</p> <p>Blood and blood products</p> <p>Transfusions</p>	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute</p>	<p><u>Before class:</u></p> <p>*Read Iggy</p> <p>Ch. 39 (pp. 785-793)</p> <p>Ch. 40 (pp. 798-825)</p>	<p>Quiz</p> <p>Before lecture</p> <p>Med math competency testing 1</p>

	<p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Apply knowledge of Anatomy and Physiology to assess adults with hematological problems and indicate the relationship between hematologic problems and Oxygen perfusion 2. Apply principles of asepsis in protecting patients with hematologic problems 3. Explain the role of a nurse in identifying appropriate community resources for patients with serious hematologic problems 4. Explain the effects of various medication on hematologic function 	<p>and chronic health care problems (#2)</p> <p>Apply knowledge of cultural differences when planning patient care for adults of all ages (#6)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions (#4)</p>	<p>ATI Ch. 39 and 40</p> <p><u>During class:</u></p> <p>*Think- Pair-activity</p> <p>*Small group activity</p>	<p>Vsim: Severe dehydration due on 09/04/15</p>
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	<ol style="list-style-type: none"> 5. Prioritize nursing care for the patient with hematologic problems after invasive procedures 6. Evaluate patient's response to blood products. 7. Assess for adverse reactions to blood products. 8. Evaluate normal laboratory values of specific tests. 			
Week 2 module 4	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluation
Wednesday 09/02/15	<u>Class 4 hours</u> Topic Perioperative patients 1.Preoperative 2.Consent forms 3. Intraoperative 4. Anesthesia	Explain the importance of collaborating with the health care team to plan and provide patient-centered care. (#3)	<u>Before class:</u> * Read Iggy; Ch. 14 (pp. 215-238) Ch. 15 (pp. 238-256) Ch. 16 (pp. 256-273) Read ATI;	Quiz Before lecture Vsim: Severe dehydration due on 09/04/15

<p>5.Minimally invasive vs traditional surgery</p> <p>6. Post-operative, PACU, Recovery, Assessment , NG tube suction DVT Risk of PE, suture, staple removal, atelectasis, surgical dressing and drains, Pain management</p> <p>7. Health care team</p> <p>8. Home care continued</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <p>Preoperative:</p> <ol style="list-style-type: none"> 1. Identify activities aimed at maintaining patient safety throughout the perioperative period 2. Apply knowledge of physiology and behavioral principles to describe preoperative assessment <p>Intraoperative:</p>	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems. (#2)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions (#4)</p> <p>Apply knowledge of cultural differences when planning patient care for adults of all ages (#6)</p>	<p>Ch. 95, 96 and 97</p> <p><u>During class:</u></p> <p><u>Review for Unit 1A Exam</u></p> <p>*Think- Pair-activity</p> <p>*Small group activity</p> <p><u>After Class:</u></p>	
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	<ol style="list-style-type: none"> Describe the roles and responsibilities of all intraoperative personnel Explain the difference between various types of surgical procedures <p>Postoperative:</p> <ol style="list-style-type: none"> Prioritize care for patients recovering from surgery during the first 24 hours Describe emergency care procedures for surgical wound healing complications 			
<p>Week 3</p> <p>Module 5</p> <p>Tuesday</p> <p>09/08/15</p>	<p><u>Class 4 hours</u></p> <p>Topic</p> <p>Arthritis/Musculoskeletal</p> <ol style="list-style-type: none"> Osteoarthritis (OA) 	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems (#2)</p> <p>Explain the importance of collaborating</p>	<p><u>Before class:</u></p> <p>*Read Iggy ;</p> <p>Ch. 18 (pp. 291-304)</p> <p>Ch. 18 (pp. 304-313)</p>	<p>(Unit 1 A Exam to cover modules 1, 2, & 3)</p> <p>Med math competency testing 2 (only those not passed 1)</p>

<ol style="list-style-type: none"> 2. rheumatoid arthritis (RA) 3. Osteoporosis 4. fractures, Total joint Replacement for Hips and Knees 5. Traction, Amputations 6. Neuro-vascular assessment 7. Cast care 	<p>with the health care team to plan and provide patient-centered care (#3)</p>	<p>Ch. 50 (pp. 1029-1036)</p> <p>Ch. 51 (pp. 1051-1079)</p> <p>Read ATI;</p> <p>Ch. 68, 69, 70, 71,72,73,89</p> <p><u>During class:</u></p> <p>Unit 1A Exam</p> <p>*Think- Pair-activity</p> <p>*Small group activity</p>	
<p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Analyze the collaboration of health care team when providing care to patients with arthritis 2. Identify the difference between the pathophysiology and clinical manifestations of OA and RA 3. Discuss the role of a nurse in the prevention of complications of the hip and knee arthroplasty 4. Identify a teaching plan 			

	<p>for all age groups about ways to decrease the risk for osteoporosis</p> <p>5. Delineate nursing care needed to maintain casts, traction external fixation for patients with fractures</p> <p>6. Prioritize nursing care for patients with musculoskeletal trauma</p>			
Week 3	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluation
Module 6 Wednesday 09/09/15	<p>Topic</p> <p>Gastrointestinal (GI) System</p> <p>Gallbladder - 1213</p> <p>Gastroenteritis - 1172</p> <p>Pancreas - 1218</p> <p>Appendicitis- 1168</p> <p>Peritonitis - 1170</p>	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems (#2)</p> <p>Utilize critical thinking skills in identifying</p>	<p><u>Before class:</u></p> <p>*Read Iggy;</p> <p>Ch. 56 (pp. 1144-1146)</p> <p>Ch. 57 (pp. 1168-1186)</p>	<p>Quiz</p> <p>Before lecture</p>

<p>Irritable bowel syndrome - 1144</p> <p>Crohn's Disease - 1181</p> <p>Diverticular Disease 1186</p> <p>Ulcerative colitis - 1174</p> <p>Total Enteral nutrition (TEN)- 1240</p> <p>Nasal Gastric tube (NG) -1241</p> <p>Nasal duodenal tube - 1241</p> <p>Percutaneous endoscopic gastrostomy (PEG) tube - 1241</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Describe factors that place patients at risk for GI problems 2. Compare and contrast common deviations from normal within the GI system. 3. Identify tests utilized for 	<p>changes in patient conditions (#4)</p>	<p>Ch. 59 (pp. 1213-1226)</p> <p>Ch. 60 (pp. 1240-1245)</p> <p>Read ATI;</p> <p>Ch. 48- 53, 55</p> <p><u>During class:</u></p> <p>Review for Unit 1 B Exam</p> <p>*Think- Pair-activity</p> <p>*Small group activity</p>	
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	<p>diagnosing /GI disorders.</p> <ol style="list-style-type: none">4. Identify treatment modalities and nursing interventions for pre and post-operative conditions of the GI system.5. Identify nutrition and drug therapies of patients experiencing disorders of the /GI system.6. Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.7. Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing disorders of the GI system.			
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Week 4	<u>Class 4 hours</u>			Unit 1 B Exam to cover module 4, 5 & 6)
Module 7			<u>Before class:</u>	
Monday	Topic	Utilize critical thinking skills in identifying changes in patient conditions (#4)		Vsim: Leg fracture-compartment syndrome due on 09/18/15
09/14/15	Endocrine system		*Read Iggy ;	ATI Fundamentals Practice B due on 09/15/15
	Chronic diabetes complications	Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems (#2)	Ch. 61 (pp. 1255-1265)	
	Hyperthyroid - 1285		Ch. 63 (pp. 1285-1299)	
	Hypothyroid- 1291		Ch. 64 (1300-1340)	
			Read ATI ;	Med math competency testing 3 (only those not passed 1&2)
			Ch. 77,79, 80,83-84	
	Learning Outcomes: By the end of the week, the students will be able to—			
	1. Compare and contrast common deviations from normal within the endocrine system as related to diabetes mellitus.	Apply the use of informatics and technology in researching current care for patients with selected disease processes. (#5)	<u>During class:</u>	
	2. Identify tests used in diagnosing diabetes mellitus.		<u>Unit 1 B Exam</u>	
	3. Identify nutrition and		*Think- Pair-activity	
			*Small group activity	

	<p>drug therapies of patients experiencing diabetes mellitus.</p> <p>4. Identify treatment modalities and nursing interventions for pre and post-operative patients with endocrine problems</p> <p>5. Identify tests used in diagnosing hypo and hyper thyroid disorders</p> <p>6. Compare and contrast common deviations from normal within the endocrine system as related to the thyroid</p>			
Week 4	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluation
Module 8	<p><u>Class 4 hours</u></p> <p>Topic</p>	Utilize the nursing process in caring for adult medical-surgical patients with	<u>Before class:</u>	<p>Quiz</p> <p>Before lecture</p>

<p>Wednesday 09/16/15</p>	<p>Cardiovascular</p> <ol style="list-style-type: none"> 1. Atherosclerosis - 706 2. Arteriosclerosis- 706 3. Peripheral Arterial Disease (PAD) - 718 4. Peripheral Vascular Disease (PVD) - 728 5. Hypertension - 709 <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Compare and contrast common deviations from normal within the CV system. 2. Identify tests utilized for diagnosing CV disorders. 3. Identify treatment modalities and nursing interventions for pre and post-operative conditions of the CV system. 4. Identify nutrition and drug therapies of patients experiencing 	<p>common acute and chronic health care problems. (#2)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions. (#4)</p> <p>Apply the use of informatics and technology in researching current care for patients with selected disease processes. (#5)</p>	<p>*Read Iggy; Ch. 36 (pp. 706-736)</p> <p>Read ATI; Ch. 35, 36</p> <p><u>During class:</u></p> <p>*Think- Pair-activity</p> <p>* Small group activity</p>	<p>Vsim: Leg fracture-compartment syndrome due on 09/18/15</p>
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	<p>disorders of the CV system.</p> <p>5. Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing disorders of the CV system.</p>			
<p>Week 5</p> <p>Module 9</p> <p>Monday</p> <p>09/21/15</p>	<p>Topic</p> <p>Sensory</p> <p>Eye and vision problems</p> <p>glaucoma - 985</p> <p>cataract - 982</p> <p>retinal disorders – 989</p> <p>Disorders of the Ear and hearing - 996</p> <p>Alzheimer’s - 871</p> <p>Alzheimer’s support system</p> <p>Learning Outcomes: By the end of the week,</p>	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems. (#2)</p> <p>Explain the importance of collaborating with the health care team to plan and provide patient-</p>	<p><u>Before class:</u></p> <p>*Read Iggy;</p> <p>Ch. 42(871-880)</p> <p>Ch. 47 (pp. 982-992)</p> <p>Ch. 48 (pp. 996-1015)</p> <p>Read ATI;</p> <p>Ch. 7</p> <p>Ch. 8</p> <p>Ch. 12</p> <p>Ch. 13</p>	<p>Quiz</p> <p>Before lecture</p> <p>ATI Fundamentals : Focused Review due on 09/22/15</p> <p>VSIm: Hypoglycemia due on 09/25/15</p>

	<p>the students will be able to—</p> <ol style="list-style-type: none"> 1. Identify safe and effective ways to provide care for a patient with eye infection and vision limitations 2. Identify critical teaching needs for patients/family with eye and vision problems 3. Identify complications and treatments for patients with eye and vision problems 4. Describe nursing care for patients with eye and vision limitations. 5. Implement precautions to prevent infection and falls in patients with ear and hearing problems 6. Prioritize care for patients with ear and hearing problems 	<p>centered care. (#3)</p>	<p><u>During class:</u></p> <p>*Think- Pair-activity</p> <p>*Small group activity</p>	
Week 5	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluation

<p>Module 10</p> <p>Wednesday</p> <p>09/23/15</p>	<p><u>Class 4 hours</u></p> <p>Topic</p> <p>Cancers</p> <p>Surgery ----373</p> <p>Radiation - 374</p> <p>Chemotherapy ---377</p> <p>Pain management --</p> <p>Continuation of care</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Describe environmental modifications required to protect patients who have neutropenia or thrombocytopenia 2. Implement needed precautions when caring for a patient receiving radiation therapy using implanted sources. 3. Identify priority teaching for 	<p>Utilize critical thinking skills in identifying changes in patient conditions. (#4)</p> <p>Describe principles of administration of parenteral medications to adults utilizing the five rights. (#1)</p> <p>Apply knowledge of cultural differences when planning patient care for adults of all ages. (#6)</p>	<p><u>Before class:</u></p> <p><i>*Review for Unit 2A Exam.</i></p> <p>*Read Iggy;</p> <p>Ch. 22 (pp. 371 -398)</p> <p>Read ATI;</p> <p>Ch. 92 & 94</p> <p><u>During class:</u></p> <p><i>*Think- Pair-activity</i></p> <p><i>*Small group activity</i></p>	<p>Quiz</p> <p>Before lecture</p> <p>VSIm: Hypoglycemia due on 09/25/15</p>
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	<p>patients and family members of patients concerning infections when blood counts are low.</p> <p>4. Identify patients at risk for oncologic emergencies</p> <p>5. Prioritize interventions nursing interventions for patients with neutropenia or thrombocytopenia</p> <p>6. Describe the proper scheduling of antiemetic therapy to ensure prevention or relief of chemotherapy-induced nausea and vomiting.</p>			
Week 6	Topics/ Weekly Student Learning Outcomes	Related CLOs	Learning Activities / Assignments	Assessment Method/Evaluation
Module 11 Monday	<p><u>Class 4 hours</u></p> <p>Topic Respiratory System</p>	Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic	<p><u>Before class:</u></p> <p>*Read Iggy</p>	(UNIT 2A EXAM modules 7, 8, & 9)

<p>09/28/15</p>	<p>1. Asthma - 548</p> <p>2. Chronic Obstructive Pulmonary Disease (COPD) – 557</p> <p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Compare and contrast common deviations from normal within the respiratory system. 2. Teach patients with asthma or COPD how to use a peak flowmeter and inhaler devices 3. I identify the difference between maintenance and rescue treatments in patients with asthma 4. Evaluate lab data related to respiratory problems. 5. Identify treatment modalities and nursing interventions for pre and post-operative 	<p>health care problems. (#2)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions. (#4)</p>	<p>Ch. 30 (pp.548 - 567)</p> <p>ATI Ch. 21 and 22</p> <p><u>During class:</u></p> <p>Unit 2 Exam A</p> <p>*Think- Pair-activity</p> <p>*Small group activity</p>	<p>ATI Real Life RN Medical Surgical 2.0: COPD due on 10/02/15</p> <p>VSim: Severe Asthma Attack Due 10/02/15</p>
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	<p>conditions of the respiratory system.</p> <p>6. Identify nutrition and drug therapies of patients experiencing disorders of the Respiratory system.</p>			
<p>Week 6</p> <p>Module 12</p> <p>Wednesday</p> <p>09/30/15</p>	<p><u>Class 4 hours</u></p> <p>Topic</p> <p>Renal/Urinary System</p> <p>1. Urinary Tract Infection (UTI)- 1366</p> <p>2. Benign Prostatic Hyperplasia (BPH) – 1499</p> <p>3. Transurethral resection of the prostate (TURP) - 1505</p> <p>4. Prostate cancer - 1506</p> <p>5. Pyelonephritis - 1523</p> <p>6. Glomerulonephritis- 1402-1404</p> <p>7. Bladder irrigation</p>	<p>Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems. (#2)</p> <p>Utilize critical thinking skills in identifying changes in patient conditions. (#4)</p>	<p><u>Before class:</u></p> <p>*Read Iggy</p> <p>Ch. 66 (pp. 1366-1392)</p> <p>Ch. 72 (pp.1499-1516)</p> <p>ATI Ch. 59, 60, 61, 67</p> <p><u>During class:</u></p> <p>*Think- Pair-activity</p>	

	<p>Learning Outcomes: By the end of the week, the students will be able to—</p> <ol style="list-style-type: none"> 1. Identify considerations for geriatric patients experiencing alterations in the urinary system. 2. Identify nutrition and drug therapies of patients experiencing disorders of the urinary system 3. Complete a concept map for persons experiencing disorders of the urinary system utilizing theories of development and consideration of cultural differences 4. Identify tests utilized for diagnosing urinary disorders 5. Prioritize care for patients after invasive and noninvasive testing of kidney and urinary system 		<p>*Small group activity</p>	
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Week 7	<u>Class 4 hours</u>		<u>Before class:</u>	Unit 2 B Exam
Module 13	Topic	Utilize critical thinking skills in identifying changes in patient conditions. (#4)	*Read Iggy Ch.7 (pp. 91 - 103)	Modules 10, 11 & 12
Monday	End of Life			
10/05/15	1. Advance Directives			ATI Real Life RN
	2. Palliative care		<u>During class:</u>	Medical Surgical 2.0:
	3. Hospice	Apply knowledge of cultural differences when planning patient care for adults of all ages. (#6)	*Think- Pair- activity	Urinary Tract Infection due on 10/09/15
	4. post mortem care		<u>Unit 2B Exam</u>	
	5. Grief and loss		*Small group activity	
	6. Support systems		<u>After Class:</u>	
	Learning Outcomes:			
	By the end of the week, the students will be able to—			
	1. Explain the purpose for advance directives			
	2. Describe the importance of collaborating with interdisciplinary team when caring for the dying patient			
	3. Demonstrate incorporation of culture and beliefs in the			

	<p>care of the dying patient</p> <p>4. Apply Evidence based practice in prioritizing care for the dying patient</p> <p>5. Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.</p>			
<p>Week 7</p> <p>Module 14</p> <p>Wednesday</p> <p>10/07/15</p>	<p>Cover any other remaining material and</p> <p>BEGIN REVIEW</p>			<p>ATI Fundamentals Proctored Exam</p>
<p>Week 8</p> <p>Module 15</p> <p>Monday</p> <p>10/12/15</p>	<p><u>Class 4 hours</u></p> <p>COMPLETE COURSE EVALUATIONS</p> <p>REVIEW FOR FINAL EXAM</p>	<p>ATI Proctored Fundamentals for those who need to retake on 10/13/15</p>	<p><u>During class:</u></p> <p>REVIEW</p> <p>COMPLETE COURSE EVALUATIONS</p>	<p>COMPLETE COURSE EVALUATIONS</p>

Week 8	<u>Class 4 hours</u>	COMPLETE COURSE EVALUATIONS		COMPREHENSIVE FINAL EXAM
Module 16	Turn in Remediation			
Wednesday	COMPLETE COURSE EVALUATIONS	FINAL EXAM		COURSE EVALUATIONS
10/14/15	FINAL EXAM			

Core Objectives (COs)

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 (ICOs), 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 (CT)* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills (COM)* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. *Empirical and Quantitative Skills (EQS)* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork (TW)* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Social Responsibility (SR)* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

6. *Personal Responsibility (PR)* - to include the ability to connect choices, actions and consequences to ethical decision-making

Course Objectives :

WECM End-of-Course Outcomes: Identify the roles and responsibilities of the professional nurse in administering pharmacological agents; and explain the safe utilization of medications.

LEARNING OUTCOMES:

1. Describe principles of administration of parenteral medications to adults utilizing the five rights.
2. Utilize the nursing process in caring for adult medical-surgical patients with common acute and chronic health care problems.
3. Explain the importance of collaborating with the health care team to plan and provide patient-centered care.
4. Utilize critical thinking skills in identifying changes in patient conditions.
5. Apply the use of informatics and technology in researching current care for patients with selected disease processes.
6. Apply knowledge of cultural differences when planning patient care for adults of all ages.

Learning Outcomes

Student learning outcomes

Outcome	CO
Apply the use of informatics and technology in researching current care for patients with selected disease processes	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Utilize the nursing process in caring for adult medical-surgical	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication

patients with common acute and chronic health care problems	
Describe principles of administration of parenteral medications to adults utilizing the five rights	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Explain the importance of collaborating with the health care team to plan and provide patient centered care	<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
Utilize critical thinking skills in identifying changes in patient conditions	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
Apply knowledge of cultural differences when planning patient care for adults of all ages	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

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* <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)
MURRY H. FLY LIBRARY**

Main Number	432-335-6640
Email	library@odessa.edu
Campus Location	1 st floor of the Learning Resources Center (LRC)
Website with Additional Help and Information	http://www.odessa.edu/dept/library Ask A Librarian: https://www.odessa.edu/dept/library/askalibrarian.htm

Equipment and Services Provided:

The Murry H. Fly Library, located in the Learning Resources Center, is a full-service academic library whose mission is to provide research and other educational resources to the Odessa College community.

Super Search, the library's centralized search engine, offers easy access locating materials in the library's collection. The following resources are available through the library.

- **Books, Videos, CDs** – 30,000+ books and 4,000+ media holdings
- **Ebooks** – 50,000+
- **Specialized databases** for current students – 60+
*Remote access requires OC login
- **Magazines, newspapers, & scholarly journals**
- **Interlibrary loan services** of material from participating Texas libraries

- **Online Tutorials**
*Tips for research strategies
- **Computers for online research, homework, and printing**
- **Selected textbooks** for short-term use in the library only
- **Photocopier and FAX service** – There is a charge associated with these services
- **VHS/DVDs** – in library use only
- **Quiet study rooms** for individual and group study
*Must check in at the main desk
- **Larger meeting rooms** – for events, educational workshops, and group computer use.
Reservations required

TUTORING SERVICES

Odessa College provides tutoring services to assist students in meeting their academic and career goals. The College strives to provide new and updated resources and services at no charge to OC students. Computers provide Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing, and mathematical skills.

Appointments are preferred, but walk-ins are accepted as availability allows. Tutoring services are offered in a number of locations on and off campus. For more information or to make an appointment:

- **Student Success Center**, located in the Learning Resources Center, provides support for a variety of academic subjects as well as TSI test prep, AVID, study skills training, workshops, assistance with Blackboard, student email, OC portal, student orientation tours, and more.

Main Number	432-335-6878
Email	studentsuccesscenter@odessa.edu
Campus Location	1st floor of the Learning Resources Center (LRC)
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Chat Assistance	Click Here Subject to availability. <i>(If no one is currently available, call or email)</i>

- **Math Lab**, located on the second floor of the Wood Math and Science building, provides support for all math-related tutoring

Math Lab Main Number	432-335-6537
Email	mymathlab@odessa.edu
Campus Location	Wood Math and Science building, Room 201
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/math_lab.htm Provides support for all math related tutoring

- **Synapse Lab**, located on the third floor of the Wood Math and Science building, provides support for all science-related tutoring

Synapse Lab Main Number	Coming soon
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Email	SynapseLab@odessa.edu
Campus Location	Wood Math and Science building, Room 308
Website with Additional Help and Information	http://www.odessa.edu/dept/biology/tutoring.htm Provides support for all science related tutoring

- **Writing Center**, located on the first floor of Wilkerson Hall, provides support for all writing-related tutoring

Writing Center Main Number	Coming soon
Email	writingcenter@odessa.edu
Campus Location	Wilkerson Hall, 106
Website with Additional Help and Information	Coming soon Provides support for writing related tutoring

- **Offsite tutoring services** are available in the Rodeo and Agriculture Graham Center located in Gardendale
- **Online tutoring** is available 24/7 through Upswing, which will start Fall II, a web-based, student-friendly service

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
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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