

RNSG 1513

COURSE NAME: Foundations for Nursing Practice

Fall 2015

Faculty Information

Name: Mary Kipple MSN RN
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Office Hours	
Campus Office Hours:	Monday noon-5pm Thursdays 7am-1pm (clinical)
Online Office Hours	

About Your Instructor:

I have been an RN since 1979. I have worked in Labor and delivery, nursery, postpartum, open heart corner surgery, kidney transplant, orthopedics, and short stay surgery. I have been teaching since 1990. I began my teaching experience in New Mexico. I have been a director of nursing for the university of new mexico before moving to Odessa to teach. I have taught at OC since 2001. I am also a American Red Cross Disaster nurse and have earned a post masters certificate in emergency management and disaster planning from university of north carolina-chapel hill.

Preferred Method of Communication:

Please contact me via cell phone. If I do not answer your text or phone call then please try again. You may also e-mail me at school at mkipple@odessa.edu.

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||

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 |[ISBN-13: 978-0803627789]

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:

You will need ear buds for listening to lessons and/or test items online or on computers in class

Software:

Firefox is recommended for Blackboard

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/>.

ATI www.atitesting.com

<http://www.techsmith.com>/Tech Smith

appshadowhealth.org

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:

Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Content includes fundamental concepts utilizing a systematic nursing framework through decision-making. Emphasis is placed on the nursing process for meeting basic care and comfort needs. The student is introduced to the role of the professional nurse within a legal and ethical framework. This course lends itself to a blocked approach.

Course Prerequisites:

TRADITIONAL: RNSG Admission to the program

Co-Requisite: Traditional: RNSG 1360, 1193

Course Topics:

Advocacy, Role of the Health Care Team, The Nurse Practice Act, Code of Ethics, Rights of the Client, HIPPA, Nursing Process, Therapeutic and Professional Communication, Cultural Awareness/Influence on Health, Religious and Spiritual Influences on Health, Introduction to Terminology, Introduction to Electronic Health Record/ Documentation, Accident/Errors/Injury/ Prevention, , Safety/Equipment, Ergonomics Principles, Infectious Materials (PPE), Transmission Based Precautions, Health Assessment, Vital Signs (adult and geriatrics), Pulse Pressure and Oxygen saturation measurement, Pain Assessment and Comfort Measures, Geriatric (Growth & Development/ Abuse and Neglect/Behavioral Interventions/Grief and Loss), Basic Psychomotor Skills, Handling Hazardous and Potential Skin Breakdown, Poor circulation, Basic Needs (nutrition, elimination, hydration, fluid balance, hygiene, rest and sleep), Sensory/Perceptual Alterations, Blindness and Deafness, Assistive Devices/ Mobility/Immobility ADL's Assessment, Restraints, Nonparenteral medication administration.

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.

Class/Theory Grading Policy

Students will receive a numerical grade. A grade of 75% or greater is required to pass. **Each theory course requires that students reach an average of 75% on unit exams and the final in order to pass the course, this is a threshold and no other grades will be utilized until this threshold is met. Example: Student has a class average of 78 but the unit exam and final exam average is 74, this student does not pass the course and must repeat.**

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.

<i>Type of Assignment</i>	<i>Percentage/Points</i>	<i>Learning Objective</i>
Unit Exam #1	15%	
Unit Exam #2	15%	
Unit Exam #3	15%	
Unit Exam #4	15%	
Comprehensive Final	30%	
Daily Activities	5%	
Medication Competency Assessment	5%	
100%		TOTAL

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 1513.

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.

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.**

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

Date	Avid/objective	SLO	Topic	Assignment	Submission date	Clinical date and assignment	Clinical Objective	Clinical SLO
8/24	Intro to class	-	Syllabus review Math review	Syllabus quiz ATI tutorial under "skills" do infection control. Review after taking.	8/24 Complete by Midnight Aug. 27.			
8/26	<p>1) Describe the stages of a typical infectious process.</p> <p>2) Discuss factors that place the patient at increased risk for infection.</p> <p>3) Summarize the primary, secondary and tertiary defenses of the body against infection.</p> <p>4) Evaluate common lab tests for infection.</p> <p>5) Use standard precautions to prevent transmission of infection through blood and body fluids.</p> <p>6) Explain other interventions used by collaborative health care team for disease spread</p>	2, 3, 6	Infection control & safety Review for math	Before class: read pages: 252-254; 255; 259-262; 606-608; 610-611; 613-616		<p>8/27</p> <p>Intro to syllabus</p> <p>0700-1900-handwashing and PPE</p> <p>Shadow Health assignment: Orientation from 8/23 midnight-8/30 11pm.</p>	<p>1) Use standard precautions to prevent transmission of infection through blood and body fluids.</p> <p>2) Identify proper PPE for various isolations.</p> <p>3) Perform medical handwashing.</p>	3,5

	<p>through contact, droplet or airborne transmission.</p> <p>7)Discuss how the immune system of the body functions.</p> <p>8)Identify four interventions to prevent falls in the healthcare agency.</p> <p>9)Discuss the appropriate use of siderails.</p> <p>10)Identify physical hazards that are found in the community and at home and interventions to prevent injury.</p> <p>11)Describe the general adaptation syndrome during stress.</p> <p>12)Identify stressors throughout the life span.</p> <p>13)Identify psychological responses to stressors using cognitive, emotional, and behavioral responses.</p> <p>14)Discuss how a crisis develops and interventions used to assist with coping.</p>							
8/31 & 9/2	<p>1)Identify the 3 basic levels of communication.</p> <p>2)Describe elements of collaborative professional communication.</p> <p>3)Implement the 4 phases of therapeutic relationships into communication</p>	4	Communication and therapeutic relationship	<p>Under tutorial "skills" do the vital signs assignment.</p> <p>Before class read p. 463-475.</p>	<p>Must be completed by midnight on Sept. 3. After review your work.</p>	<p>9/3 0700-1900</p> <p>Before clinical day read Chapter 19. Will be doing vital signs. Each student must successfully check off</p>	<p>1)Accurately take temperature, pulse, respiration and blood pressure.</p> <p>2) Identify the various pulse points.</p>	3, 5

	<p>4) Apply communication skills for patients with impaired hearing, speech, and cognition.</p> <p>5) List characteristics of verbal and nonverbal communication.</p> <p>6) Communicate with a person whose culture or language is different from your own.</p>				8/31 midnite- 9/6 11pm	before going to nursing home.	3) Identify normal values for each.	
				Shadow Health assignment: Conversation lab				
9/9 NO CLA SS SEP T 7	<p>1) Differentiate between cultural archetypes and cultural stereotypes.</p> <p>2) Identify how culture influences nursing care needs of patients and families.</p> <p>3) Explain guidelines for performing a transcultural assessment.</p> <p>4) Describe nursing strategies that promote delivery of cultural competent care to patients and their families.</p> <p>5) Describe the difference between religion and spirituality.</p> <p>6) Identify major beliefs and nursing care for cultures listed in the chapter.</p> <p>7) Identify collaborative efforts to ensure the spiritual care of patient and family.</p>	5, 6	Ethnicity and Spirituality	<p>Before class read: 317-324, 326-328; 332; 339-347, 335</p> <p>Shadow Health assignment: Health history</p>	9/7 midnite - 9/11 11pm	<p>Sept 10</p> <p>0700-1900-nursing process. read pps: 40-50; 56-59; 66-73; 80-93; 102-110; 118-120; 125-131; 146.</p>	<p>1) Develop a care map utilizing the nursing process.</p> <p>2) Explain the components of the nursing process.</p>	4,5

9/14 & 9/16	<p>1) Identify conditions that influence growth and development of the middle aged/older adult.</p> <p>2) Explain the cognitive and psychosocial challenges for the middle aged/older adult.</p> <p>3) Identify common health problems and interventions for the middle aged/older adult.</p> <p>4) Demonstrate special assessments unique to the older adult.</p> <p>5) Name and describe at least four types of loss.</p> <p>6) Describe four types of grief.</p> <p>7) List and describe at least five factors that affect grieving.</p> <p>8) Summarize Kubler-Ross' stages of dying and grief.</p> <p>9) Define Advanced directives, DNAR, and euthanasia.</p>	2, 5	Development of middle age to older adult and lost grief and dying.	<p>Before class read p. 189-191; 202-219; 358-361; 362-365</p> <p>Shadow Health assignment: skin/hair/nails- 9/12 midnite- 9/16 11pm</p> <p>HEENT- 9/17 midnite -9/20 11pm</p>	<p>Test One- Sept. 7, 0800-0900=over weeks 1-3</p>	<p>9/17</p> <p>0700-1900: read pages-488-503. Will be practicing general survey, skin and head.</p>	1. Perform a skin assessment and HEENT assessment by end of day.	
9/21 & 9/23	<p>1) Define the concepts of teaching and learning.</p> <p>2) Summarize and give an example of each of the three domains of Bloom's taxonomy.</p> <p>3) Select six barriers to teaching and learning and give interventions for.</p> <p>4) Develop strategies for working with patients of cultural or learning differences.</p>	3, 4	Teaching, learning and health promotion :	<p>Before class read: 855-858; 860-864; 866 ;879; 882-885; 891-892</p> <p>ATI tutorial skills do physical assessment.</p>	Must be completed by	<p>9/24</p> <p>0700-1900 physical assessment of cardiovascular, breast and lungs. Read pgs. 503-507. Sim man for breath sounds, cardiac sounds.</p>	<p>1) Recognize normal lung sounds and cardiac sounds.</p> <p>2) Perform a respiratory and cardiac assessment.</p>	3

	<p>5) Define health, health promotion, and health protection.</p> <p>6) Summarize primary, secondary, and tertiary prevention levels.</p> <p>7) Apply specific health promotion strategies (including immunizations and screening across the life span).</p> <p>8) Demonstrate the nurse's role in health promotion in the community, workplace, acute care facilities and schools.</p>			<p>Shadow Health assignment: Resp 9/21 mid- 9/24 11pm</p> <p>Cardio-9/24 midnite- 9/27 11pm</p>	<p>midnight Sept. 24</p>			
<p>9/28 & 9/30</p>	<p>1) Define morals, ethics, bioethics and nursing ethics.</p> <p>2) Differentiate personal values and morality from professional values.</p> <p>3) Describe 5 major principles that are used in reasoning about healthcare.</p> <p>4) Discuss the role of the nurse as a patient advocate.</p> <p>5) Demonstrate ethical decision making using MORAL model.</p> <p>6) Define the four types of law.</p> <p>7) Define HIPAA, Living Will</p> <p>8) Explain how the nurse practice act, code of ethics, standards of practice, and the nurse's</p>	<p>3, 4</p>	<p>Ethics, Legal issues, and Informatics</p>	<p>Before class read pages: 1529-1531; 1540-1541; 1543; 1550-1555; 1563; 1577-1578; 1580; 1582-1583</p> <p>Shadow Health assignment: Abdomen</p>	<p>9/28 midnite-10/4 11pm</p>	<p>Oct. 1</p> <p>Clinical 0700-1900-physical assessment- abdomen, musculoskeletal, neuro. Read pgs. 508-512.</p>	<p>1) Assess bowel sounds.</p> <p>2) Perform abdominal assessment</p> <p>2) Perform ROM</p> <p>3) Perform musculo/neuro assessment</p>	<p>2</p>

	<p>bill of rights affects nursing care.</p> <p>9) Explain the difference between licensure and certification.</p> <p>10) Summarize the guidelines for documenting care.</p> <p>11) Define the four components of informatics.</p> <p>12) Explain the benefits of using electronic health records in nursing practice.</p> <p>13) Explain how computers decrease errors in healthcare.</p> <p>14) List 4 online resources used for nursing research.</p> <p>15) How are computers important in evidence based practice.</p>								
10/5 & 10/7	<p>1) Differentiate between sensory deprivation and sensory overload.</p> <p>2) Describe hazards of sensory deficits in vision, hearing, taste, smell, touch, and proprioception.</p> <p>3) Identify factors that affect sensory stimulation.</p> <p>4) Assess for signs and symptoms of altered sensory perception.</p> <p>5) Describe nursing interventions to prevent sensory deficits.</p>	2, 6	Sensory/Pain	<p>Before class: Read pages: 1069-1074; 1075-1079; 1080-1084; 1090-1093; 1095-1097; 1100-1108</p> <p>ATI skills tutorial "pain management"</p>	<p>Exam 2 Oct. 5 8a-9a: covering weeks 4, 5, & 6</p> <p>due midnight Oct. 8.</p>	10/8	<p>Clinical 0630-1500 at nursing home. 1530-1900 at school working on assessment tool</p>	<p>1) Perform a head to toe assessment on a resident at the nursing home.</p> <p>2) Review assessment and how to make corrections.</p>	2

	<p>6) Identify the physiological changes that occur with pain.</p> <p>7) List factors influence pain.</p> <p>8) Give examples of nonpharmacological/pharmacological pain relief.</p> <p>9) Identify steps involved in creating a pain management program for a patient.</p>							
Oct. 12 & Oct 14	<p>1) Describe the functional levels of hygiene.</p> <p>2) Identify the functions of the skin.</p> <p>3) Describe the normal skin changes of older adults.</p> <p>4) Identify the factors that affect skin.</p> <p>5) Identify problems associated with morbidly obese patients and interventions to care for them.</p> <p>6) Demonstrate the care of feet, nail care, mouth care (conscious and unconscious), denture care, eyes, ears, nose.</p>	6	Hygiene	<p>Before class: Read chapter 24 pg. 685-706.</p> <p>ATI tutorial skills "personal hygiene"</p>	due midnight Oct. 15.	<p>Oct. 15</p> <p>Clinical 0700-1500</p> <p>At school-simulation physical assessment head to toe.</p>	1. Perform head to toe assessment.	2, 6
Oct. 19 & Oct 21	<p>1) Identify the types, functions, metabolism, and major food sources of energy nutrients, vitamins, minerals and water.</p> <p>2) Describe basal metabolic rate and body</p>	6	nutrition	<p>Before class read chapter 28 pgs; 900-917; 919-921; 924; 927-934</p>		<p>Oct. 22</p> <p>Clinical 0630-1500 at nursing home. 1530-1900-complete group care map</p>	1. Group care map due today at 1900.	3, 5, 6

<p>mass index in regards to nutrition.</p> <p>3) Discuss how each of the following affects nutritional status: age, lifestyle, dieting, culture, religion, disease, functional limitations, special diets. Give interventions for each.</p> <p>4) Identify 5 physical assessment findings that indicate nutritional imbalance and give interventions for each.</p> <p>5) Identify laboratory values that are indicators of nutritional status.</p> <p>6) Explain a nutritional label.</p> <p>7) Explain the various diets, what foods are included in the diet.</p> <p>8) Perform a nutritional assessment.</p> <p>9) Describe ways to assist a patient with meals.</p>		<p>ATI tutorial skills "nutrition, feeding, eating"</p>	<p>due by midnight Oct. 22</p>			
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10/26 & 10/28	<p>1) Review anatomy and physiology of the GI tract. Review function of each organ from mouth to rectum.</p> <p>2) Identify factors that affect bowel elimination and give interventions.</p> <p>3) Explain diagnostic tests used to identify bowel elimination and nursing care for each.</p> <p>4) Demonstrate care associated with different bowel diversions and problems associated with each.</p> <p>5) Demonstrate an assessment for bowel elimination.</p> <p>6) Identify normal characteristics of feces and variations.</p> <p>7) Describe various diagnostic tests used for bowel and nursing interventions.</p> <p>8) Differentiate between diarrhea, short-term and chronic constipation.</p> <p>9) Teach a patient regarding laxative care and abuse.</p> <p>10) Explain the procedure for fecal impaction and the nursing implications for performing the procedure.</p> <p>11) Describe the various enemas used and nursing care for each.</p>	6	Bowel elimination	<p>Read chapt. 29 pages: 965-980</p> <p>ATI tutorials skills "enemas" due midnight Oct 29</p>	<p>Exam 3 Oct. 26 8a-9a over weeks 7, 8, and 9</p>	<p>10/29</p> <p>Clinical 0630-1500 at nursing home 1530-1900 check off enemas, and specimen collection</p>	<ol style="list-style-type: none"> 1. Perform enema 2. Explain types of specimen collection 	1, 3
11/2 & 11/4	<p>1) Review urinary tract system function and process of elimination.</p>	6	Urinary elimination	<p>Read chapter 30 pages: 1012-1028</p>		<p>11/5</p> <p>clinical 0630-1500 at nursing home. 1530-</p>	<p>Complete individual care map</p>	2, 3, 4

	<p>2) Identify factors that influence micturation and nursing interventions for.</p> <p>3) Perform a urinary assessment and document.</p> <p>4) Describe diagnostic tests used for urinary elimination and nursing care for.</p> <p>5) Apply nursing interventions for a urinary tract infection, urinary retention, and urinary incontinence.</p> <p>6) Identify and give use,side effects, drug interactions for (thiazide diuretics, potassium-sparing diuretics, loop diuretics)</p>					1900 at school-complete individual care map.		
11/9 & 11/11	<p>1) Demonstrate proper body mechanics.</p> <p>2) Identify the effects of immobility and exercise on the mobility and nursing interventions for each.</p> <p>3) Demonstrate ROM of extremities and document findings.</p> <p>4) Describe the types of synovial joints and give examples.</p> <p>5) Describe the different types of exercise and give examples.</p> <p>6) List benefits of regular exercise on the body.</p> <p>7) Perform teaching for an older adult on exercise.</p>	2, 6	Activity and exercise	<p>Read chapter 33 pages: 1120; 1122-1130; 1132-1135; 1139-1140; 1143-1150</p> <p>ATI tutorial skills "Ambulation, transfer, ROM"</p>		<p>11/12</p> <p>Clinical at nursing home from 0630-1500 nursing home. 1530-1900 complete second individual care map</p>	Complete secondary care map	2, 3, 5

	<p>8) Identify factors affecting mobility and give nursing interventions for each.</p> <p>9) Perform various positioning on a patient.</p> <p>10) Perform safe transfer of a patient from bed to stretcher, chair</p> <p>11) Assist with transfer of patient using a lift.</p>							
11/16 & 11/18	<p>1) Identify the various sleep requirements for patients of all ages.</p> <p>2) Describe circadian rhythms.</p> <p>3) Explain the stages of sleep.</p> <p>4) Explain the characteristics of the stages of sleep.</p> <p>5) Identify factors influencing sleep and give nursing interventions for.</p> <p>6) Explain insomnia, sleep-wake disorders, restless leg syndrome, sleep deprivation, hypersomnia, sleep apnea, narcolepsy, parasomnias, and secondary sleep disorders. Give nursing interventions for each.</p> <p>7) Perform a sleep history.</p> <p>8) Teach a patient about sleep hygiene.</p> <p>9) Identify different medications used in clinical both pharmacological and</p>	2, 6	Rest and sleep	Read chapter 35 pages: 1204-1216	Exam 4 Nov.16 from 8a-9a covers chapters 10, 11, 12	<p>11/19</p> <p>Read medication administration chapter 25 pages: 748-774, 778.</p> <p>Clinical 0630-1500 at nursing home. 1530-1900 oral, syrup, inhaler med administration and check off</p>	<p>1) Perform oral medication administration.</p> <p>2) Explain the 5 rights of medication administration.</p> <p>3) Simulate use of medication cart.</p> <p>4) Perform inhaler medication administration and syrup administration.</p>	1, 4

	<p>nonpharmacological. Give classification, name of drug generic and adverse reactions.</p> <p>10) give a backrub.</p>						
<p>11/23</p> <p>No class 11/25</p>	<p>1) Identify factors that affect skin integrity and give nursing interventions.</p> <p>2) Identify the different type of wounds.</p> <p>3) Identify the 3 types of chronic wounds and give cause and characteristics.</p> <p>4) Describe the 4 wound healing processes.</p> <p>5) Describe the phases of healing and what occurs in each phase and give complications.</p> <p>6) Describe the various ways of wound closure.</p> <p>7) Identify the types of wound drainage.</p> <p>8) Explain nursing intervention for evisceration.</p> <p>9) Identify factors causing pressure ulcers and nursing interventions that would correct.</p> <p>10) Assess the various stages of pressure ulcer and give the signs and symptoms of wound, and nursing interventions.</p> <p>11) Apply the Braden Scale for Pressure Risk to a client.</p>	2,6	Wound care	REad chapter pages 1223-1252.		<p>11/26</p> <p>No clinical this week. Thanksgiving break.</p>	

	<p>12) Perform a wound assessment.</p> <p>13) Identify various diagnostic tests used to assess wounds.</p>							
11/30 & 12/2	<p>1) Explain how gas is exchanged in the lung.</p> <p>2) Identify factors that influence pulmonary function and give nursing interventions for each.</p> <p>3) Describe the various breathing patterns.</p> <p>4) Perform a focused assessment for oxygenation.</p> <p>5) Describe the various medications which promote oxygenation.</p> <p>6) Perform chest physiotherapy.</p> <p>7) Apply nasal cannula and explain oxygen safety.</p> <p>8) Identify factors that influence circulation and give nursing interventions.</p> <p>9) Identify medications that promote circulation. Give action and example of drug.</p> <p>10) Explain diagnostic tests used for circulation and the nurses role for each.</p> <p>11) Describe the different body fluid components and what is present in the fluid compartment.</p>	2,6	Oxygenation, circulation, fluid, electrolytes, and acid base	<p>Read Chapt.38 and 39 pages: 1296-1314; 1365-1371; 1383-1394</p>		<p>12/3</p> <p>Read chapter 25 p. 777 eye, ear and nose medications</p> <p>Prepare for medication administration of patch and suppository. read pages 776, 778-779.</p> <p>Clinical will be at nursing home from 0630-noon 1230-1900 check off patch, suppository, eye, ear, nose medication</p>	<p>1) Perform medication administration of patch, suppository, eye, ear, nose medications</p>	1, 4

	<p>12) Explain the process of fluid and electrolyte movement.</p> <p>13) Describe the hormonal regulation of fluids and electrolytes.</p> <p>14) List the major electrolytes and give their major function, normal blood level, and how they are regulated and sources.</p> <p>15) Discriminate between fluid overload and fluid deficit. Give signs and symptoms, and nursing interventions</p> <p>16) Explain acid base components and their normal ranges.</p>						
12/7			<p>Review for final 0800-1000</p> <p>1200-1800 simulation medicine administration</p>	Come with questions you have.			
12/9					Comprehensive final exam from 0800-1000	Clinical evaluations will follow immediately after the test.	

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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. Identify principles of non-parenteral medication administration to adult patients utilizing the five rights.
2. Differentiate normal physical assessment findings from health deviations.

3. Describe measures to promote quality and safe environment for patients, self and others.
4. Begin to explain the role and scope of practice of the professional nurse including confidentiality, integrity, and effective communication with the health care team.
5. Describe cultural differences among diverse populations including age, religion, ethnicity, and gender identity.
6. Apply the steps of the nursing process to meet basic care and comfort needs of patients of all ages.

Learning Outcomes

Student learning outcomes

Outcome	CO
Differentiate normal physical assessment findings from health deviations.	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Begin to explain the role and scope of practice of the professional nurse including confidentiality, integrity, and effective communication with the health care team.	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Apply the steps of the nursing process to meet basic care and comfort needs of patients of all ages.	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Describe cultural differences among diverse populations including age, religion, ethnicity, and gender identity	<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
Describe measures to promote quality and safe environment for patients, self, and others.	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making

Describe measures to promote quality and safe environment for patients, self, and others

Social Responsibility - 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
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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
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
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