

# VNSG 1402

## Applied Nursing Skills

### Fall 2015

#### Faculty Information

**Name:** Allisa Cornelius  
**E-Mail:** acornelius@odessa.edu  
**Phone:** 432-770-9952 (Cell)  
**Office:** 335-6393

Office Hours	
<b>Campus Office Hours:</b>	<b>Monday:</b> 0800-1200 <b>Tuesday:</b> 0800-1200 <b>Wednesday:</b> 1500-1700 <b>Thursday:</b> 1500-1700 <b>Friday:</b> 0800-1300
<b>Online Office Hours:</b>	<b>Monday - Friday</b>

#### About Your Instructor

My name is Allisa Cornelius. I graduated with my BSN in May 2010 from Hardin-Simmons University and Patty Hanks Shelton School of Nursing. I have lots of different areas of nursing experience. I worked Surgical Services through nursing school; after graduation I worked on a Urology/ Medical Surgical floor. Then after getting married and moving to West Texas I started working for MCH on the mother-baby unit. I LOVE taking care of stable and critical babies!! After having two babies I decided I wanted to work closer to home and started working at Ward Memorial Hospital here in Monahans. I have been the medical charge nurse for 3 years and the ER charge for 1.5 years. I still rotate some and work on the weekends when I am not prepping for classes. I love nursing. So far there hasn't been an area of nursing that I didn't enjoy.

When I am not working as a nurse or teaching students to become nurses, you will find me loving every minute of my time with my beautiful family! I am so blessed! I am an amazing husband who supports every part of me. I also have an 8 year old

daughter, Addison; a 4 year old, Caegon; and most recently a 1 year old, Creed.

My goal as your instructor is to build some amazing, compassionate, intelligent, safe, hardworking, and eager nurses. I hope that you are all ready for a fast paced year, and ready to have your brains overflowing with information where you are at a lost on how to sort it all out. I promise by 3rd semester the picture will begin to be complete and the puzzle will look a little less puzzling.... :)

#### **Preferred Method of Communication:**

My preferred method of communication is face- to- face. When that is not an option you can reach me via email, text or phone call. On weekends, and emergency purposes, it will be easier to reach me via cell phone. When calling or texting me after school hours, and/or on the weekends, please be courteous to my family and limit them to prior to 9 pm.

#### **Expectations for Engagement for Instructor:**

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

- provide my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## Textbook Information and Required Hardware/Software

### **Textbook(s):**

*Burton A. (2011). Fundamentals of nursing care concepts, connections and skills. F.A. Davis, Philadelphia PA.*

*ISBN: 978-0803619708*

*Burton A. (2011). Study guide for fundamentals of nursing care concepts, connections and skills. F.A. Davis, Philadelphia PA.*

*ISBN: 978-0803622036*

*Kurzen, C. (2012). Contemporary practical/vocational nursing. Lippincott Williams & Wilkins. Philadelphia, PA.*

*ISBN: 9781609136925*

*Fundamentals for nursing Edition 9.0 ATI Content Mastery Series*

### **Hardware:**

Computer access and internet access will be required outside of class. Speaker and or headphones will also be required to listen to videos and on-line lectures.

### **Software:**

*NCLEX-PN 5,000 powered by Prep-U 2 year access*

### **Computer Browsers:**

Mac users should use firefox

PC users should 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/>

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

[www.atitestng.com](http://www.atitestng.com)

[www.techsmithrelay.com](http://www.techsmithrelay.com) OC account

# Information About the Course

## Course Description

*Introduction to an application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.*

## Course Pre-Requisites:

*Acceptance into the program*

## Course Co-requisites:

*VNSG 1227 Essentials of Medication Administration; VNSG 1160 Introductory Clinical Nursing; VNSG 1405 Health Sciences; VNSG 1400 Nursing in Health and Illness I.*

## Course Topics:

Unit 1: Leadership and Professional Development Chapters 1-4, Nursing Fundamentals Chapter 17 Vital Signs

Unit 2: Nursing Fundamentals Chapter 4,5 and 13

Unit 3: Nursing Fundamentals Chapter 14,15,16,

Unit 4: Nursing Fundamentals Chapter 18,19, and 20

Unit 5: Nursing Fundamentals Chapter 22, 23, 24, and 25

Unit 6: Nursing Fundamentals Chapter 26, 27, and 28

Unit 7: Nursing Fundamentals Chapter 30, 31, and 33

Unit 8: Nursing Fundamentals Chapter 34, 35, and 36

Unit 9: Nursing Fundamentals Chapter 37 and 38

## Grading

<i>Type of Assignment</i>	<i>Percentage/Points</i>	<i>Learning Objective</i>
<b>Exams</b>	65%	All unit exams are scheduled prior to the beginning of the course. Unit exam category can include exams over lecture content, assigned reading content, ATI assignments, and workbook assignments that are predetermined as being a part of the "unit exam" Column  <b>** Note: For full credit, the student must be present at the time the</b>

		<b>unit exam is started. If late or absent, 10 points will be deducted from the grade. The unit exam must be made up on the first opportunity as determined by the instructor. Failure to make up a missed test on the first opportunity will result in a "ZERO" for that test.</b>
<b>Daily Grades</b>	5%	Daily grades will include pre-lecture material that is scheduled to be turned in By the morning of lecture day (prior to lecture). Daily grades may include but is not limited to: pop-quizzes, ATI tutorials, ATI quizzes, simulation activities, case studies or any other activity that is set to be given.  <b>** Note: failure to turn in daily work when assigned will result in a deduction from full credit. If absent on due date, and failure to turn the material in on the next day present then a "ZERO" will be entered into the gradebook. Daily work completed in class may not be made up if student was absent for that day.</b>
<b>Comprehensive Final</b>	30%	<b>** Note: If absnet for the final or not present at the begining of the Final, 10 points will be deducted. The final must be made up on the first opportunity as determined by the instructor.</b>
	<b>100%</b>	<b>TOTAL</b>

## Grading Policy:

### 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 also reach an average of 75% on Unit Exams (50%) and the final (50%) in order to pass the course, this is the 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. Theory grades are assigned according to the following scale:

90-100	A
80-89	B
75-79	C
60-74.99	D
below 60	F

Grade will be calculated at the end of the semester for each theory class according to the formula specified in the paragraph above. There will be NO rounding of grades in the Vocational Nursing program. A grade of 74.99 or lower is considered failing.

In the event of an absence, quizzes and daily work cannot be made up. They will receive a zero for those assignments. If the student is absent on the day of the exam, they will be required to make that exam up on the first day of returning to class, and at the time that the instructor assigns. An automatic 10 points will be deducted from any exam that is not taken on the original assigned date.

If the instructor assigns a take home exam, the exam must be completed by ALL students in the time frame given by the instructor, this applies to students who are absent on the day of the take home exam. If a student does not complete the exam within the allotted time frame, a zero will be given for the exam. Any exceptions must be made up and agreed upon in writing with the instructor of the VNSG class before the exam takes place.

NO late work will be accepted in the Vocational Nursing program. If there is an extenuating circumstance, the course instructor will make the exception on an individual basis.

#### Clinical Grading Policy:

Clinical course grades are Pass (P) or Fail (F). The course grade will be determined on a numerical scale. When grades are calculated at the end of the semester,  $>75=P$   $<75=F$ . Failing a clinical course will result in dismissal from the program. Clinical objectives and the clinical evaluation forms provide the objective measure of the student's performance. Instructor observation of care delivered to clients, input from agency staff or preceptors, written care plans, charting, assigned written work, and other requirements are included in the assessment of clinical performance. Verbal and written feedback on student performance occurs throughout the clinical course (formative evaluation). A summative or final evaluation occurs at the end of each course. Mid-point or rotational evaluations occur in selected courses as specified in course materials.

## **Student Course Participation**

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

- identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

**As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to**

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

**As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will**

- seek out help from my instructor and/or from tutors;
- ask questions if I don’t understand; and
- access my course several times during the week to keep up with assignments and announcements.

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

## **Course Policies**

### **Disclaimer**

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

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

then an email will be sent to students with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc. or docx)**.

### **Attendance Policy**

Students are expected to attend class regularly.

Students are expected to attend all scheduled theory, laboratory, and clinical classes. Good attendance helps ensure success in nursing school as there is a large volume of materials to cover and the laboratory/clinical experiences provide necessary connection of theory to practice. Attendance and punctuality are also important professional responsibilities.

In the event of illness or family crisis, the instructor should be notified as soon as possible. Absences due to extenuating circumstance will be considered on an individual basis. Awarding of grades and progression are affected by absences in the following manner:

Absence from Clinical: The following will result in an automatic grade of zero for a clinical day and a written violation of the NAH Code of Conduct:

1. Failure to notify the clinical instructor and clinical site of an absence at least 15 minutes in before the clinical day begins.
2. Clinical absences will be made up to meet course objectives. Tardies over 15 minutes from a clinical site will be considered an absence and must be made up.
3. If a student shows up to a clinical without proper paperwork, attire or equipment, the student will be sent home and the clinical will be considered an absence and must be made up.

Missed clinical hours must be hour for hour.

The LVN program will only offer up to 16 make up clinical hours per semester. Any clinical time missed over 16 hours per semester will result in dismissal from the VN program.

Absence from Classroom and Lab: The following will result in an automatic grade of zero for a class/lab day and a written violation of the NAH Code of Conduct:

1. Lecturing instructor should be notified of any absence as soon as there is a conflict and at least before the class begins. If the instructor cannot be reached, a message may be left on the instructor's voicemail or in the Nursing Office. Follow the guidelines set by each instructor.
2. If the student does not call, it will be considered a no call no show and the lab time must be made up hour for hour.



## **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.

10-2 Lesson; Think-Pair-Share; 3-2-1; Quick Writes; QuickSpeak; Learning Log; Hatful of Quotes; Helping trios; Jigsaw; Philosophical Chairs; KWLA; Cornell notes; Binder (notebook); Concept map; Parking Lot; Four Corners; GIST; Marking the Text; Give One/Get one; Graphic organizer

### **Grade Inquiry**

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. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extension will be allowed at the instructor's discretion.**

### **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).**

Date	Content	Assignments
<p><b>Unit 1</b></p> <p><b>Week 1</b></p> <p><b>August 24</b></p> <p><b>Test</b></p> <p><b>September 1<sup>st</sup></b></p>	<p>Leadership and Professional Development (Kurzen, 2012. Ed 7)</p> <p>-Chapter 1: Adjustment to student Life</p> <p>-Chapter 2: The student nurse as a person</p> <p>-Chapter 3: Communication Skills</p> <p>-Chapter 4: Education for Nurses</p> <p>-Chapter 17: Vital Signs</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell Notes</p> <p>-Assess yourself pg. 10 ~ Critical Thinking Skill Chapter 1 #2,4          -Assess yourself pg. 52 ~Critical Thinking Skills Chapter 2 #4,          -Assess yourself pg. 61 ~Critical Thinking Skills Chapter 3 # 2,3          -Familiarize yourself with the Normal and Abnormal vital sign ranges.          -Box 17-1: When to Assess Vital Signs          -Table 17-1                      Table 17-2    Table 17-3    Figure 17-7    Table 17-4    Table 17-5          -Box 17-4    Table 17-6    Table 17-7</p> <p>ATI Tutorials: learning system PN Practice Communication; HIPPA ATI Skill tutorial</p> <p><b>SKILLS: *Read and know these steps prior to check offs***</b>          17-1; 17-2; 17-3; 17-4; 17-5; 17-7; 17-8</p> <p><i>*Supplemental Material in Class</i></p>
<p><b>Unit 2</b></p> <p><b>Week 2/3/4</b></p> <p><b>September 1<sup>st</sup> and 8<sup>th</sup></b></p> <p><b>Test</b></p> <p><b>September 15<sup>th</sup></b></p>	<p>Nursing Fundamentals</p> <p>-Chapter 4: Nursing Process and Decision Making</p> <p>-Chapter 5: Documentation</p> <p>-Chapter 13: Safety</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell Notes. Listen to online lecture videos.</p> <p><b>-Workbook Part 1 from each chapter.</b></p> <p>-Knowledge Connection Questions: Answer throughout the chapter in your book          -Maslow's hierarchy pg. 58          -familiarize yourself with Table 5-2 and Box 5-1</p> <p>ATI: Maslow's, Priority setting, Restraint use, Ergonomic principles          Documentation exercises</p> <p><b>SKILLS: *Read and know these steps prior to check offs**</b>          13-2; 13-3</p>
<p><b>UNIT 3</b></p> <p><b>Week 4/5/6</b></p> <p><b>September 15<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup></b></p> <p><b>Test</b></p> <p><b>September 28<sup>th</sup></b></p>	<p>Nursing Fundamentals</p> <p>-Chapter 14: Medical Asepsis and Infection Control</p> <p>Chapter 15: Personal Care</p> <p>Chapter 16: Moving and Positioning Patients</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell Notes. Listen to online lecture videos.</p> <p><b>Workbook Part 1 from each chapter.</b></p> <p>-Knowledge Connection Questions: Answer throughout the chapter in your book.          -Table 14-1: Common diseases caused by microorganisms          -Precautions: Contact, Droplet, Airborne: have an example of each ready to discuss in class          - Table 16-1: Effects and complications of immobility          -Table 16-3: Common positions and their purposes          -Table 16-4: Positioning Devices</p> <p><b>Workbook part 2 after class; part 3 &amp; 4 homework</b></p> <p><b>SKILLS: *Read and know these steps prior to check offs***</b>          14-1; 14-2; 14-3; 15-1; 15-2; 15-3; 16-2; 16-3; 16-4; 16-5; 16-7; 16-8; 17-1; 17-2; 17-3; 17-4; 17-5; 17-7; 17-8          ATI:</p>
<p><b>UNIT 4</b></p> <p><b>Week 6/7/8</b></p> <p><b>September 28<sup>th</sup>, 29<sup>th</sup>, October 5<sup>th</sup>, 6<sup>th</sup></b></p>	<p>Nursing Fundamentals</p> <p>-Chapter 18: Applying Heat and Cold</p> <p>-Chapter 19: Pain Management, Rest, and Restorative Sleep</p> <p>-Chapter 20: Admission Transfer, and Discharge</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell Notes. Listen to online lecture Videos</p> <p><b>Workbook Part 1 from each Chapter.</b></p> <p>-Knowledge Connection Questions: Answer throughout the chapter in your book.          -Box 18-1: Contraindications to heat application          -Table 18-1: Effects of Local Heat and Cold Applications          -Figure 19-1 Sites of Referred Pain          -Table 19-1 Signs and Symptoms of Pain</p>

<p>Test October 12th</p>	<p>-Chapter 21: Physical Assessment</p>	<p>-Box 20-3 Admission Orientation Checklist          -Box 21-1 Tips for stethoscope use          -Table 21-1 Assessment components related to body systems          -Table 21-2 Glasgow coma Scale          -Table 21-3 Respiratory Pattern          -Box 21-4 Contraindications to Abdominal Palpation          -Box 21-5 Skin Color Descriptors          -Box 21-6 Peripheral Pulse Scale          -Box 21-7 Pitting Edema          -Box 21-8 Needs Assessment</p> <p><b>Workbook part 2 after lecture; part 3 and 4 homework</b></p> <p><b>SKILLS: * Read and know these steps prior to skills checkoffs***</b>          21-1; 21-2; 21-3; 21-4; 21-5; 21-6; 21-7</p> <p>ATI:          DC teaching, Pain assessment</p>
<p><b>UNIT 5</b>           Week 8/9           October 12th, 13th, 19th           Test October 20th</p>	<p>Nursing Fundamentals</p> <p>-Chapter 22: Surgical Asepsis</p> <p>-Chapter 23: Nutrition</p> <p>-Chapter 24: Nutritional Care and Support</p> <p>-Chapter 25: Diagnostic Tests</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell Notes. Listen to online lecture videos</p> <p><b>Workbook part 1 for each chapter</b></p> <p>-Knowledge connection questions. Answer in your book          -Box 22-1          -Box 22-2          -Table 23-1          -Box 23-1          -Box 23-2      Box 23-4      Table 23-4      Table 23-5          -Table 23-2          -Box 23-3          -Table 23-3          -Box 24-2      Table 24-1      Table 24-2      Table 24-3      Box 24-4      Box 24-5          -Box 24-6          -Box 25-1      Table 25-1      Table 25-2      Box 25-2</p> <p><b>Workbook part 2 after lecture; part 3 and 4 homework</b></p> <p><b>SKILLS: *Read and Know these steps prior to skills checkoffs***</b>          22-1; 22-2; 22-4; 24-2; 24-3; 24-4; 24-5</p> <p>ATI:          Enteral feeding tube</p>
<p><b>UNIT 6</b>           Week 9/10/11           October 20th, 26th, 27th           Test November 2</p>	<p>Nursing Fundamentals</p> <p>-Chapter 26: Wound Care</p> <p>-Chapter 27: Musculoskeletal Care</p> <p>-Chapter 28: Respiratory Care</p>	<p>Pre-Lecture Material: Read all chapters and utilize Cornell notes. Listen to online lecture videos</p> <p><b>Workbook part 1 for each chapter</b></p> <p>-Knowledge connection questions. Answer in your book          -Figure 26-2    Figure 26-3    Table 26-1    Figure 26-11    Box 26-2    Box 26-3          -Table 26-2    Table 27-1    Box 27-1    Box27-2    Table 27-2          -Box 28-1    Box 28-2    Table 28-1    Table 28-3    Table 28-4</p> <p><b>Workbook part 2 after lecture, part 3 &amp; 4 homework</b></p> <p><b>SKILLS:* Read and know all steps prior to skills checkoffs***</b>          26-3; 26-5; 28-4; 28-5; 28-8</p> <p>ATI: Pressure ulcer staging; pressure relieving devices; nasal cannula, simple mask, non-rebreather, face tent, venture mask, tracheal suctioning</p>

<b>UNIT 7</b>	Nursing Fundamentals	Pre-Lecture Material: Read all Chapters and utilize Cornell Notes. Listen to online lecture videos
Week 11/12	-Chapter 30: Bowel Elimination	<b>Workbook Part 1 for each chapter</b>
November 3 <sup>rd</sup> , 9 <sup>th</sup>	-Chapter 31: Urinary Elimination and Care	-Knowledge Connection Questions. Answer in your books -Table 30-1 Box 30-1 Box 30-2 Box 30-3 Table 30-2 Box 30-4 -Table 31-1 Box 31-1 Box 31-2 Box 31-3
Test November 10 <sup>th</sup>	-Chapter 33: Care of the Surgical Patient	-Box 33-1 Box 33-2 Box 33-3 Box 33-4 Box 33-5 Box 33-6  <b>Workbook part 2 after lecture, part 3 and 4 homework</b>  <b>SKILLS. *Read and Know all steps prior to skills checkoffs***</b> 31-4
<b>UNIT 8</b>	Nursing Fundamentals	Pre-Lecture Material: Read all Chapters and utilize Cornell Notes. Listen to online lecture videos
Week 12/13	-Chapter 34: Phlebotomy and Blood Specimens	<b>Workbook Part 1 for all chapters in Unit</b>
November 10 <sup>th</sup> , 16 <sup>th</sup> , 17 <sup>th</sup>	-Chapter 35: Researching and Preparing Medications	-Knowledge Connection Questions: Answer in your book -Box 34-1 Box 34-2 Table 34-1 -Table 35-1 Box 35-1 Table 35-2 Table 35-3 Box 35-5 5 RIGHTS OF MED ADMIN -Box 36-1 Box 36-2 Box 36-3 Box 36-4 Box 36-5 Box 36-7
Test November 23 <sup>rd</sup>	-Chapter 36: Administering Oral, and Topical, and Mucosal Medications	<b>Workbook part 2 after lecture, part 3 and 4 homework</b>  <b>SKILLS. *Read and Know all steps prior to skills checkoff****</b> 34-4; 36-1; 36-2; 36-3; 36-4; 36-6; 36-7; 36-8
<b>UNIT 9</b>	Nursing Fundamentals	Pre-lecture material: Read all chapters and utilize Cornell Notes. Listen to online Lectures
Week 14/15	-Chapter 37: Administering intradermal, Subcutaneous, and Intramuscular Injections	<b>Workbook part 1 for all chapters within in the unit</b>
November 23 <sup>rd</sup> , 24 <sup>th</sup> , November 30 <sup>th</sup>	-Chapter 38: Peripheral Intravenous Therapy	-Knowledge Connection Questions: Answer in your book - Table 37-1 table 37-2 Table 37-3 Box 37-2 -Table 38-1 Box 38-1 Table 38-2 Box 38-2 Box 38-3 Box 38-4 Table 38-3 Box 38-5 -Box 38-8 Box 38-9 Box 38-10 Table 38-4
Test December 1 <sup>st</sup>		<b>Workbook part 2 after lecture, part 3 and 4 homework</b>  <b>SKILLS. ** Read and know all steps prior to skills checkoffs***</b> 37-1; 37-2; 37-3; 37-4; 37-5; 37-6; 38-1; 38-2; 38-3; 38-4; 38-5; 38-6; 38-8
December 1 <sup>st</sup> and 2 <sup>nd</sup> - December 7 <sup>th</sup> , 8 <sup>th</sup>	Review for final and work in SIMULATION LAB to practice skills	

## Core Objectives (Cos)

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

## **Course Objectives**

### **Course Student Learning Outcomes**

Upon completion of this course the student will be able to:

1. Describe the underlying principles of selected nursing skills and their relationship to patient health status
2. Demonstrate performance of selected nursing skills utilizing principles of safety
3. Identify the nursing process as applied to basic care across the life span.

## Learning Outcomes

Student Learning Outcome(s)	Core Objectives (CO's)
SLO 3	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
SLO 1, 2, 3	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
SLO 2, 3	<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
SLO 2,	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
	<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](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	Online <a href="#">Click here.</a>



	on how to navigate and use Blackboard for online courses.	
<b>Blackboard On Demand Learning Center for Students</b>	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online <a href="#">Click here.</a>
<b>Blackboard Collaborate: First Time Users</b>	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online <a href="#">Click here.</a>
<b>Blackboard Collaborate: Essentials for Participants</b>	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 <a href="#">Click here.</a>

## 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](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?**

<b>Main Number</b>	432-335-6861
<b>Campus Location</b>	SUB 204N in the Student Union Building
<b>Email</b>	Becky Rivera-Weiss - <a href="mailto:brivera@odessa.edu">brivera@odessa.edu</a>
<b>Website</b>	To find out more about services provided by the Special Populations office, please visit: <a href="http://www.odessa.edu/dept/counseling/disabilities/index.htm">http://www.odessa.edu/dept/counseling/disabilities/index.htm</a>

## Learning Resources Center (LRC; Library)

### How do I contact the Learning Resource Center?

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

### Equipment and Services Provided:

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

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

Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

## Student Success Center (SSC) / AVID Center

### How do I contact the Student Success Center?

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

<b>Main Number</b>	432-335-6673
<b>Campus Location</b>	1st floor of the Library
<b>Website with Additional Help and Information</b>	<a href="http://www.odessa.edu/dept/ssc/">http://www.odessa.edu/dept/ssc/</a>
<b>Live Online Assistance / Chat</b>	<a href="#">Click Here</a> <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 <a href="#">Click here for more information.</a>
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online <a href="#">Click here for more information.</a>
Study Skills	Tools needed to succeed	On Campus and Online <a href="#">Click here for more information.</a>
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 <a href="#">Click here for more information.</a>
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online <a href="#">Click here for more</a>

		<a href="#">information.</a>
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 <a href="#">Click here for more information.</a>
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online <a href="#">Click here for more information.</a>

## Veterans Support

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

<b>Main Number</b>	432-335-6833
<b>Campus Location</b>	204M (Help Center) in the Student Union Building
<b>Email</b>	Gloria Rangel - <a href="mailto:grangel@odessa.edu">grangel@odessa.edu</a>
<b>Website</b>	To find out more about services provided by the Veteran's Outreach office, please visit: <a href="http://www.odessa.edu/dept/counseling/veterans/index.htm">http://www.odessa.edu/dept/counseling/veterans/index.htm</a>