

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM  
SYLLABUS RNSG 1309  
SPRING 2012**

**COURSE TITLE:** INTRODUCTION TO NURSING

**CREDIT:** 3 HOURS (6 CONTACT; 8 WEEK COURSE)

**PLACEMENT:** FIRST SEMESTER OF THE NURSING PROGRAM

**PREREQUISITES:** PROGRAM ADMISSION OR CONSENT OF DEPARTMENT

**CO-REQUISITES:** RNSG 1201, RNSG 1215, RNSG 1160 (NOTE THAT RNSG 1309 IS A PREREQUISITE COURSE TO RNSG 1341)

**LICENSING/CERTIFYING AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Mary Kipple, MSN, RN  
Office phone- 335-6556  
Office location- CT 226B

**COURSE DESCRIPTION:** Overview of nursing and the role of the professional nurse in a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Direct supervision is provided by the clinical professional. (SCANS 1,2,3,4,5,6,7,8,9,10,11)

**END OF COURSE OUTCOMES:** Identify concepts for the provision of nursing care; describe the roles of the professional nurse in the delivery of comprehensive care; describe the use of a systematic problem-solving process; and utilize critical thinking skills.

**COURSE OBJECTIVES:** Course objectives utilize the framework of Differential Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO = Corresponding Program Outcome)

**As Member of the Profession:**

1. Participate in activities that promote the development and practice of professional nursing (PO 15).
2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning (PO 15)

**As a Provider of Patient-Centered Care:**

1. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 7).
2. Identify the physical and mental status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study (PO 1).
3. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team (PO 2).

**As a Patient Safety Advocate:**

1. Comply with mandatory reporting requirements of the Texas Nursing Practice Act (PO 15).

**As a Member of the health Care Team:**

1. Describe resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality (PO 10).

**TEACHING/LEARNING METHODS UNIQUE TO COURSE:** Lecture; discussion. Use of student-interactive electronic instruction to develop test taking skills and to reinforce classroom instruction.

**EVALUATION/GRADING SCALE:** The grading policy for the Associate Degree Nursing Program is followed. No assignments or tests are optional. Components of student evaluation include the following:

Exams:	60%
Final Exam:	<u>40%</u>
Total:	100%

**Grading Scale**

- A 90-100
- B 80-89
- C 75-79
- D 60-74.99
- F 59 or below

A final grade of C or higher must be attained in order to pass RNSG 1309. Grades are carried to two decimal places until the final grade that is rounded to the appropriate whole number. No grades will be rounded up to 75 to pass. (Example: 74.99 = grade of D.)

**REQUIRED TEXTBOOKS:**

- Deglin, J. & Vallerand, A. (2005). *Davis Drug Guide for Nurses* (12<sup>th</sup> Ed.). Davis: Philadelphia.
- Mosby's Medical, Nursing, & Allied Health Dictionary* (8th Ed.) (2009). St. Louis: C.V. \

Mosby. (Another current, comparable nursing and medical dictionary may be substituted.)

Pagana, K.D. & Pagana, T.J. (2009) *Mosby's Manual of Diagnostic & Laboratory Test* (4th Ed). Mosby: St Louis.

Silvestri: *Sauders Comprehensive Review* (4<sup>th</sup> Ed) El Sevier

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., & Cheever, K.H. (2009). *Brunner and Suddarth's textbook of medical-surgical nursing*. (12<sup>th</sup> Ed.). Lippincott, Williams and Wilkins: Philadelphia

Taylor, C., Lillis, C. LeMone, P. & Lynn, P. (2009). *Fundamentals of Nursing: The Art And Science of Nursing Care*. (7<sup>th</sup> Ed.). Lippincott, Williams and Wilkins: Philadelphia.

Williams, S.R. (2009) *Basic Nutrition & Diet Therapy* (13<sup>th</sup> Ed.). Mosby: St. Louis.

Doenges, M., Moorhouse M., Murr A. (2009). *Nursing Diagnosis Manual: Pocket Guide* (12<sup>th</sup> ed). FA Davis: Philadelphia.

## UNIT OBJECTIVES /UNIT OUTLINE

### **Unit Objectives:**

At the end of each unit, the student will be able to:

### **Unit I:**

#### Introduction to Nursing Chapter in Fundamentals book:

1. Identify the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
2. Describe the historic background of nursing, definitions of nursing and the status of nursing as a profession and as a discipline.

#### Health and the Family Chapter in Fundamentals book:

1. Describe each level of Maslow's hierarchy of basic human needs.
2. Discuss nursing care necessary to meet needs for each level of Maslow's hierarchy.
3. Identify aspects of the community that affect individual and family health.
4. Describe nursing interventions to promote and maintain health of the individual as a member of a family and as a member of a community.

#### Health and Illness Chapter in Fundamentals book:

1. Define health, illness, and wellness.
2. Compare and contrast acute illness and chronic illness.
3. Describe how the human dimensions, basic human needs, and self-concept influence health and illness.
4. Summarize the role of the nurse in promoting health and preventing illness.

#### Healthcare Delivery in Fundamentals book:

1. Compare and contrast agencies and settings in which healthcare are provided.
2. Describe the members of the collaborative healthcare team.
3. Discuss selected trends and issues affecting health care delivery.

#### Safety Chapter in Fundamentals book:

1. Identify factors that affect safety in an individual's environment.

2. Identify patients at risk for injury.
3. Select nursing diagnoses for patients in unsafe situations.
4. Describe strategies to decrease the risk for injury in the home.
5. Describe health-teaching interventions to promote safety for each developmental stage.
6. Describe nursing interventions to prevent injury to patients in healthcare settings.
7. Identify alternatives to using restraints.
8. Evaluate the effectiveness of safety interventions.

Asepsis Chapter in Fundamentals book:

1. Explain the infection cycle.
2. Describe nursing interventions used to break the chain of infection.
3. List the stages of an infection.
4. Identify patients at risk for developing an infection.
5. Identify factors that reduce the incidence of nosocomial infection.
6. Identify situations in which hand hygiene is indicated.
7. Identify nursing diagnoses for a patient who has or is at risk for infection.

Communication Chapter in Fundamentals book:

1. Describe the communication process, identifying factors that influence communication.
2. List at least eight ways in which people communicate nonverbally.
3. Describe the interrelation between communication and the nursing process.
4. Describe how each type of ineffective communication hinders communication.

Teaching Chapter in Fundamentals book:

1. Describe the teaching-learning process, including domains, developmental concerns and specific principles.
2. Describe the factors that should be assessed in the learning process.
3. Describe the factors that influence patient compliance with the therapeutic plan.
4. Formulate diagnoses for identified learning needs.
5. Name three methods for evaluating learning.
6. Explain what should be included in the documentation of the teaching-learning process.

Nutrition Chapter in Fundamentals book:

1. Identify risk factors for poor nutritional status.
2. Describe how nutrition influences growth and development throughout the life cycle.
3. Discuss the components of a nutritional assessment.
4. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions.
5. Describe nursing interventions to help patient achieve their nutritional goals.
6. Differentiate between enteral and parenteral nutrition.

Activity Chapter in Fundamentals book:

1. Differentiate isotonic, isometric and isokinetic exercise.
2. Describe the effects of exercise and immobility on major body systems.
3. Assess body alignment, mobility, and activity tolerance, using appropriate interview questions and physical assessment skills.

4. Develop nursing diagnoses that correctly identify mobility problems amenable to nursing therapy.

### **Unit 2:**

#### Urinary Elimination Chapter in Fundamentals book:

1. Identify variables that influence urinary elimination.
2. Assess urinary elimination, using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that correctly identify urinary problems amenable to nursing therapy.
4. Describe nursing interventions that can be used to manage urinary incontinence effectively.
5. Describe nursing interventions that can prevent the development of urinary tract infections

#### Bowel Elimination Chapter in Fundamentals book:

1. Identify variables that influence bowel elimination.
2. Assess bowel elimination using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing therapy.
4. Describe how to promote regular bowel habits and proper use of cathartics, laxatives, and antidiarrheals.

### **Unit 3:**

#### Oxygenation Chapter in Fundamentals book:

1. Identify factors that influence respiratory function.
2. Describe a comprehensive respiratory assessment using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.
4. Describe nursing strategies to promote adequate respiratory functioning, giving their rationale.

#### Fluids and Electrolyte Chapter in Fundamentals Book:

1. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments.
2. Describe the functions, regulation, sources, and losses of the main electrolytes of the body.
3. Explain the principles of osmosis, diffusion, active transport, and filtration.
4. Describe how thirst and the organs of homeostasis function to maintain fluid homeostasis.
5. Identify the etiologies, defining characteristics, and treatment modalities for common fluid and electrolyte imbalances.
6. Describe the role of dietary modification, modification of fluid intake, medication administration in resolving fluid and electrolyte imbalances.

Stress Chapter in Fundamentals book:

1. Describe the mechanisms involved in maintaining physiologic and psychological homeostasis.
2. Describe physical and emotional responses to stress.
3. Discuss the effects of short-term and long-term stress on basic human needs, health and illness and the family.
4. Recognize and cope effectively with stress unique to the nursing profession.
5. Integrate knowledge of healthy lifestyle, support systems, stress management techniques, and crisis intervention into hospital-based and community-based care.

Hygiene Chapter in Fundamentals book:

1. Identify factors affecting skin condition and personal hygiene.
2. Assess the integumentary system and the adequacy of hygiene self-care behaviors using appropriate interview and physical assessment skills.
3. Develop nursing diagnoses related to deficient hygiene measures.

Skin Integrity chapter in Fundamentals book:

1. Discuss the processes involved in wound healing.
2. Describe five factors that affect wound healing.
3. Accurately assess and document the condition of wounds.
4. Describe teaching measures for patients and caregivers for self-care of wounds at home.
5. Identify patients at risk for a pressure ulcer.
6. Describe the four stages of pressure ulcers.
7. Describe nursing interventions to prevent or minimize pressure ulcers in adults.

**Unit 4**

Sleep chapter in Fundamentals book:

1. Describe the functions and physiology of sleep.
2. Identify variables that influence rest and sleep.
3. Describe nursing implications that address age-related differences in the sleep cycle.
4. Describe a comprehensive sleep assessment including appropriate interview questions, a sleep diary and physical assessment findings.
5. Describe common sleep disorders, noting key assessment criteria.
6. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions.
7. Describe nursing strategies to promote rest and sleep based on scientific rationale.

Comfort chapter in Fundamentals book:

1. Describe specific elements in the pain experience.
2. Compare and contrast acute and chronic pain.
3. Identify factors that may affect an individual's pain experience.
4. Describe a pain assessment including assessment and interview questions.
5. Develop nursing diagnoses that correctly identify pain problems and demonstrate the relation between pain and other areas of human functioning.
6. Describe the correct use of nonpharmacologic pain relief measures.
7. Describe when to administer analgesics and which analgesics are appropriate for different

levels of pain.

Sensory Chapter in Fundamentals book:

1. Describe four conditions that must be met in each sensory experience.
2. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload.
3. Describe a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.
4. Develop nursing diagnoses that correct identify sensory/perceptual alterations that may be treated by independent nursing interventions

Cultural Diversity in Fundamentals book:

1. Discuss concepts of cultural diversity.
2. Describe cultural influences that affect culturally competent health care.
3. Identify diversity in health and illness care including culturally based traditional care.
4. Discuss factors in the health care system and in nursing that facilitate or impede culturally competent nursing care.
5. Describe nursing interventions for patients from diverse cultural groups.

Spirituality chapter in Fundamentals book:

1. Identify three spiritual needs believed to be common to all people.
2. Describe the influences of spirituality on everyday living, health, and illness.
3. Differentiate life-affirming influences of religious belief from life-denying influences.
4. Distinguish the spiritual beliefs and practices of the major religions practiced in the United States.
5. Identify five factors that influence spirituality.
6. Develop nursing diagnoses that correctly identify spiritual problems.
7. Describe nursing strategies that promote spiritual health and state their rationale.

**Unit V**

Values Chapter in Fundamentals book:

1. List five common modes of value transmission.
2. Compare and contrast the principle-based and care-based approaches to bioethics.
3. Describe nursing practice that is consistent with the code of ethics for nursing.
4. Describe the purpose of the Bill of Rights for Registered Nurses.
5. Recognize ethical issues as they arise in nursing practice.

Legal/Ethical/Morals Chapter in Fundamentals book:

1. Define law and describe its four sources.
2. Describe the professional and legal regulation of nursing practice.
3. Identify the purpose of credentialing.
4. Differentiate intentional torts and unintentional torts.
5. Identify grounds for suspending or revoking a license.
6. Describe the legal procedure once a plaintiff files a complaint against a nurse for negligence.

7. Describe the roles of the nurse as defendant, fact witness, and expert witness.
8. Explain the purpose of incident reports.
9. Describe laws affecting nursing practice.

Spirituality in Fundamentals book:

1. Summarize the major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood.
2. Describe common health problems of middle and older adults.
3. Discuss physiologic and functional changes that occur with aging.
4. Describe common myths and stereotypes that perpetuate aging.
5. Describe nursing interventions to promote health for middle and older adults.
6. Identify the healthcare needs of older adults in terms of chronic illnesses, accidental injuries, and acute care needs.

Periop—

Preoperative Nursing; in Brunner textbook

1. Discuss the role of client advocate.
2. Describe the legal implications and proper procedures for obtaining informed consent.
3. Prioritize teaching needs for the client preparing for surgery.
4. Recognize client conditions or issues that need to be communicated to the surgical and postoperative teams.
5. Explain different categories of surgeries.
6. Explain differences between inpatient and outpatient surgeries.
7. Explain the importance of marking the operative site properly

Intraoperative Nursing; in Brunner textbook

1. Discuss nursing interventions to reduce client and family anxiety.
2. Describe the roles and responsibilities of various intraoperative personnel.
3. Apply appropriate interventions to ensure the client's safety during an operative procedure.
4. Identify nursing responsibilities for management of clients receiving anesthesia.
5. Recognize the clinical manifestations of malignant hyperthermia.
6. Apply appropriate interventions for the client experiencing malignant hyperthermia. Discuss the potential adverse reactions and complications of specific anesthesia agents.
7. Assess clients for specific problems related to positioning during surgical procedures.

Postoperative Nursing; in Brunner textbook

1. Describe the ongoing head-to-toe assessment of the postoperative client.
2. Recognize wound complications in the postoperative period.
3. Prioritize common nursing interventions for the client recovering from surgery and anesthesia during the first 24 hours.
4. Prioritize nursing care for the client experiencing postoperative respiratory depression.
5. Discuss the criteria for determining the readiness of the postoperative client to be discharged from the postanesthesia care unit.
6. Discuss the teaching priorities for postoperative clients.

## COURSE POLICIES

### ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook.
2. Achieve a grade of 75 in RNSG 1105, RNSG 1309, RNSG 1201, RNSG 1215, and RNSG 1341 and pass the clinical courses (RNSG 1160, 1260) to advance to second semester.
3. Apply skills and theory taught in the classroom to practice in the clinical lab.
4. Refer to the course calendar for class schedule and units to be studied. Utilize unit objectives for study. These objectives are statements of the minimum competencies to be achieved. Read and study references and learn unfamiliar terms *prior* to class.
5. The student is responsible for any material covered through audio-visual media, class presentation, independent study, required readings, and guest speakers. In the case of contradictory information, and *unless otherwise directed*, the course textbooks are the authority to be used.
6. Reviews to prepare for examinations are offered according to preferences of the course instructor responsible for the block of content. Attendance at exam reviews is highly encouraged, but not required.
7. Students are allowed one make up exam. **A second missed exam will be given a zero.** Make up exams will be scheduled at the instructor's convenience and must be within one week of the scheduled exam. They may utilize a different format, such as essay exams and cover the same material as the corresponding unit exam. Exam format is at the discretion of the instructor.
8. Reviews of a previously taken exam will be allowed for one week after the exam is returned. After one week, the instructor will destroy all copies of the exams.
9. Cellular phones and beepers are distracting to students and the instructors when they ring during class. These should be avoided while in class or placed in the silent mode during class time. If a student's cell phone becomes disruptive to the class, that student will be asked to leave the class and return only after completion of the calls. This includes text messaging and beepers.

### **Attendance Policy:**

Students are expected to regularly attend classes. Each session is one class. The student is responsible for the course material presented during any absence from class. Instructors will keep records of absences. Excessive absences will contribute to a failing grade. According to Odessa College student handbook policy, any student who misses 20% or more of the scheduled class time should review his or her standing in the class with the instructor and determine whether to continue in class or withdraw. Since this course meets 16 days, for three hours each day, three class days (9 hours) are considered 20% of the class.

Students are encouraged to be on time for each class. Entering a class late is disruptive to the instructor and fellow students. Habitual tardiness may impact the student's standing in the class.

**\*\*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 contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.**

## Course Schedule

<b>August 22</b> Orient 9-10 Unit I Introduction to Nursing, Health of family, Health and illness, Healthcare delivery	Taylor Chapters 1,2, 4, 8 Williams-Chapter 1
<b>August 24</b> Safety, Asepsis	Taylor Chapters 26, 27
<b>August 29</b> Communication Teaching	Taylor Chapters 21,22

<b>August 31 Exam I</b> Unit II Nutrition Activity	Taylor Chapters 36, 33 Williams Chapter 6
<b>Sept. 7</b> Activity Urinary elimination	Taylor Chapter 37
<b>Sept. 12</b> Urinary elimination Bowel elimination	Taylor Chapter 38 Williams Chapter 5
<b>Sept. 14, Unit II exam</b> Unit III Fluids Oxygenation	Taylor Chapters 40, 39 Williams Chapter 9
<b>Sept. 19,</b> Stress Hygiene Skin Integrity	Taylor Chapters 42, 31, 32 Williams Chapters 2,3,4,7, and 8
<b>Sept. 21, Unit III exam</b> Unit IV Sleep,	Taylor Chapter 34
<b>Sept. 26</b> Comfort Sensory	Taylor Chapter 35, 44
<b>Sept. 28,</b> Culture Spirituality	Taylor Chapter 46, 2
<b>Oct. 3, Unit IV Exam</b> Unit V Legal, Ethics Aging adult	Taylor Chapter 6,7; Chapter 20
<b>Oct. 5</b> Peri-op	Brunner & Suddarth : Chapters 18,19,20
<b>Oct. 10, Comprehensive Final exam</b>	