

Department Associate Degree Nursing
Course Title: Foundations for Nursing Practice
Section Name: RNSG 1513.99
Semester: Fall 2013
Time: 9:00 a.m. – 11:50. MWTH
Classroom: CT 217
Instructor: Sandra Shaw, MSN, RN
Email: sshaw@odessa.edu
Office: CT 213
Phone: 432-335-6670
Office Hours: MW 1:00 pm. – 3:00 pm
Instructor: Durcilla K Williams, MSN, RN
Office CT 220A
Office phone 432-335-6465
Cell phone 432-664-6234

Total Course Hours: 5 Credit Hours 6 Weekly Lecture Hours 3 Weekly Lab Hours

Placement: First semester of Nursing Program

Course Description:

Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision-making and critical thinking. The mechanisms of disease and the needs and problems that can arise are discussed and how the nursing process helps manage the patient through these issues. Emphasis on knowledge, judgment skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

End of Course Outcomes:

Describe the roles of the nurse in the delivery of health care; performance of basic nursing skills; apply basic systematic problem-solving using critical thinking.

Required Texts:

Deglin, J. & Vallerand, A. (2011). *Davis Drug Guide for Nurses* (12th Ed.). Davis: Philadelphia.

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

Ignatavicius, D.D., Workman, M.L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care*. (7th Ed). Elsevier: 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 Tests* (4th Ed)

Mosby: St. Louis.

Silvestri: *Sauders Comprehensive Review* (4th Ed) Elsevier: Philadelphia.

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

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

RECOMMENDED TEXTS:

Doenges, M., Moorhouse M., Murr A. (2010). *Nursing Diagnosis Manual* (3rd ed). FA Davis:

Philadelphia.

Ignatavicius, D.D., Workman, M.L. (2012). *Clinical Decision-Making Guide for*

Medical-Surgical Nursing: Patient-Centered Collaborative Care. (7th Ed). Elsevier: Philadelphia.

Ignatavicius, D.D., Workman, M.L. (2012). *Clinical Companion to Medical-Surgical*

Nursing: Patient-Centered Collaborative Care. (7th Ed). Elsevier: Philadelphia.

Odessa College Policies

Description of Institutional Core Objectives (ICO'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 Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Learning Outcomes for RNSG 1513 Foundations for Nursing Practice

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

Odessa College Policies

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 un-administered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the un-administered 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 un-administered test or information about an un-administered 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 www.odessa.edu/dept/counseling/disabilities.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 Web Advisor, 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)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; 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 emergencies during the time I'm unavailable.
2. 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.
3. 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
 - return classroom activities and homework within one week of the due date and
 - 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.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. 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,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;

- dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. 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,
 - attend class regularly to keep up with assignments and announcements.

Institutional Calendar Fall 2013 (8/26-12/14)

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

Classes Begin.....	Aug 26 (Mon)
Late Registration & Schedule Changes (Add/Drop):	
On the Web (5 am to Midnight, 7 days a week).....	Aug 26-27 (Mon-Tues)
In Person (See Business Hours Above).....	Aug 26-27 (Mon-Tues)
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).....	Sep 2 (Mon)
Census Day.....	Sep 11 (Wed)
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....	Oct 4 (Fri)
First Eight Weeks End.....	Oct 18 (Fri)
Second Eight Weeks Begin.....	Oct 21 (Mon)
Deadline for Fall Degree Application.....	Nov 1 (Fri)
Last Day to Drop or Withdraw with a “W” (full semester length courses).....	Nov 12 (Tues)
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....	Nov 26 (Tues)
Student Evaluation of Instruction Survey Available Online.....	Nov 18-22 (Mon-Fri)
Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....	Nov 27-30 (Thurs-Sat)
Last Class Day.....	Dec 7 (Sat)
Final Exams.....	Dec 9-12 (Mon-Thurs)
End of Semester.....	Dec 12 (Thurs)
Fall Graduation.....	Dec 14 (Sat)
College Offices Closed.....	Dec 21-Jan 5 (Sat-Sun)

Course Policies:

TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 1513: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, guest speakers, and study guides. Lab in RNSG 1513 includes skill demonstrations, case studies and virtual clinical assignments.

Special Populations/Disability Services/Learning Assistance

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concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

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Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

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.

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.

Description of students

Student enrollment in this course are students admitted to the first semester of the Associate Degree Nursing program at Odessa College. Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Students will engage in a variety of activities designed to meet course outcomes.

Course prerequisites

ITSC 1191	Special Topics in Computer and Information Sciences
ENGL 1301	English Composition I
BIOL 2401	Anatomy & Physiology I
PSCY 2301	Introduction to Physiology
HPRS 1106	Essentials of Medical Terminology
RNSG 1108	Dosage & Calculations
RNSG 1215	Health Assessment

Course Alignment with Industry Standards: The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of pre-licensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

Course Objectives: Course Objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to (PO = corresponding program objective).

As a Member of the Profession:

1. Function within the nurse's legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting. (PO 1)
2. Assume accountability for individual nursing practice. (PO 2)

As a Provider of Patient-Centered Care:

1. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. (PO 8)
2. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidenced-based practice in collaboration with patients, their families, and the interdisciplinary health care team. (PO 7)

As a Patient Safety Advocate:

1. Implement measures to promote quality and a safe environment for patients, self, and others. (PO 14)
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. (PO 16)

3. Formulate goals and outcomes using evidence-based data to reduce patient risks. (PO 15)

Member of the Health Care Team:

1. Involve patients and their families in identifying other interdisciplinary health care team members for planning health care delivery to improve quality of care across the lifespan. (PO 19)
2. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families. (PO 22)

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).**

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 the legal program, 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.

Grading Policy

Please understand that this is a required course for the ADN program in order to prepare you for NCLEX. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

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. **(Course Policy) Any test grade below 75. You must schedule meeting with instructor within 2 days of receiving grade.**

ATI POLICY

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

For semesters one (1) thru three (3), see the table below for point distribution regarding 10% of final grade.

Proficiency level on ATI Proctored Assessments	Points Awarded for Achievement on ATI proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI assessment	Total points awarded out of ten
Proficiency Level 3 on the content mastery series	8	2	10
Proficiency Level 2 on the content mastery series	6.5	2	8.5
Proficiency Level 1 on the content mastery series	5.5	2	7.5
Proficiency Level below Level 1 on the content mastery series	4	2	6

- Students will be given 2 ATI practice exams A & B during the 16 week course,(A) will occur during the first week of class.
- Students will be allowed to take exam (A) as many times as student would like after the practice exam is given in class and remediation has been assigned.
- Students will perform remediation on items from the practice exam utilizing, "create focused assessment", and templates provided and will submit remediation for practice (A) on the day of testing for Practice (B) which will occur the 8th week of class and (after taking B, students can take it the second half of course as many times as

they wish, after remediation has been assigned), students will then remediate on Practice B and it will be turned in on the date the 1st Proctored exam is scheduled.

- Students who have met the level 2 will remediate on Proctored exam items and submit it on the day of the final exam for the course.
- Students must achieve a level 2 or higher in order to progress to the next course level.
- Students who do not achieve a level 2 on the first proctored test will complete remediation and take a second proctored exam the week of finals, if the student still does not reach the required level 2 then the student will repeat the course as they have not met the minimum criteria for course progression.
- Students must use “create the focused assessment”, and the templates that are provided for all remediation for ATI. (NO cutting, copying or pasting is allowed)
- ATI remediation and assignments will be recorded as a daily grade, please refer to syllabus for grading criteria.

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

ATI must be utilized with your text books throughout your nursing courses; correlating pages are given for each chapter in the syllabus for each course. Complete the application exercises at the end of each chapter as assigned. ATI is a valuable part of the preparation to take the NCLEX exam and therefore is considered an important part of course objectives to be utilized and completed as assigned.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

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. Extensions will be allowed at the instructor’s discretion.**

Grading Scale:

- “A” = 90-100
- “B” = 80-89
- “C” = 79 -75
- “D” = 60 -74.99
- “F” = 0-59

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.

Overview of assignments

Type of Assignment	Percentage
Unit Exams (9)	70%
Daily Grade (ATI)	10%
Final Exam	<u>20%</u>
Total:	100%

Skills Lab will be graded on a Pass/Fail basis

Schedule (Tentative and Subject to Change)

Date	Topic/Objectives	Assignment
WEEK 1	Review SYLLABUS	-----
August 26	Register for Evolve Resources	-----
Monday	Register for ATI	-----
	Introduce Nurse Logic 2.0	Complete Nurse Logic 2.0
August 28	<u>Introduction to Nursing</u>	Read Chapter 1
Wednesday	<u>Health and Illness</u>	Reading: Chapter 3 Health and Wellness
	<u>Health of Individual, Family, Community</u>	ATI Chapter 16
	<u>Healthcare Delivery</u>	Read: Taylor - Ch.4; Williams-Ch.1)
		ATI Basic Comfort and Care Chapter 37,38
		Read: Taylor - Ch. 8)
		ATI Chapter 33-38
August 29	Introduction of skills Focused assessment and STEP TWO BASIC NURSING SKILLS	Video on giving Enema and Fleets Enema
Thursday	Skill 13-1 p 271 Enema	Video on applying Oxygen by Nasal Canula
	Skill 13-2 p 273 Fleets	Video on applying Pneumonic Compression Devices or SCUDS .
	Skill 18-2 p 371 Stool Specimen Collection	Videos on Restraints will be shown during the lab time.
	Skill 18-7 p 380 Midstream	
	Skill 18-8 p382 Foley Cath specimen	

	Skill 14-3 p 290 Oxygen Skill 9-12 p201 Pneumonic compression devices Skill 3-3 p 36 Wrist restraints Skill 3-4 p 42 Waist restraints Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene	
WEEK 2 September 2	LABOR DAY	
September 4 Wednesday	ATI Practice Exam Safety Asepsis	Read: Taylor Chapters 26 Review CPR <u>ATI Exam- Asepsis</u> Read Taylor Ch. 27 <u>ATI Chapter 10-11</u>
September 5 Thursday	STEP TWO BASIC NURSING SKILLS Skill 13-1 p 271 Enema Skill 13-2 p 273 Fleets Skill 18-2 p 371 Stool Specimen Collection Skill 18-7 p 380 Midstream Skill 18-8 p382 Foley Cath specimen Skill 14-3 p 290 Oxygen Skill 9-12 p 201 Pneumonic compression devices Skill 3-3 p 36 Wrist restraints Skill 3-4 p 42 Waist restraints Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene	Watch Videos and read Taylers Book on Enema and Fleets Enema, stool specimen, Urine Specimen, applying Oxygen by Nasal Canula, applying Pneumonic Compression Devices or SCD'S , hand hygiene, Videos on Restraints will be shown during the lab time.

WEEK 3 Sept. 9 Monday	<u>Nutrition</u> <u>Activity</u>	Read Taylor Ch. 36/Williams Ch.6 Taylor - Ch. 33; Williams - Ch.5 Discuss energy balance and activity (Williams, pp. 60-67).
September 11 Wednesday	Urinary Elimination Bowel Elimination - Oxygenation <u>Fluids</u>	Read: Taylor Ch. 37, ATI Ch. 44 Read: Taylor Ch.38, ATI Ch. 43 Read: Chapter 39 Taylor, ATI Ch.53 Read: Taylor - Ch.40; Williams - Ch. 8 & 9 Taylor Video: Fluid and Electrolytes
September 12 Thursday	STEP TWO BASIC NURSING SKILLS Skill 13-1 p 271 Enema Skill 13-2 p 273 Fleets Skill 18-2 p 371 Stool Specimen Collection Skill 18-7 p 380 Midstream Skill 18-8 p382 Foley Cath specimen Skill 14-3 p 290 Oxygen Skill 9-12 p 201 Pneumonic compression devices Skill 3-3 p 36 Wrist restraints Skill 3-4 p 42 Waist restraints Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene	Watch Videos and read Taylers Book on Enema and Fleets Enema, stool specimen, Urine Specimen, applying Oxygen by Nasal Canula, applying Pneumonic Compression Devices or SCD'S , hand hygiene, Videos on Restraints will be shown during the lab time.
WEEK 4 September 16 Monday	<u>Stress</u> <u>Hygiene</u> <u>Skin Integrity</u>	Read: Taylor Ch. 42, ATI Ch.33 Read: Taylor Ch:31,, ATI CH:37 Read: Taylor - Ch.32; Williams - Ch. 2, 3, 4, & 7, ATI Ch. 37

September 17 Wednesday	<u>Sleep</u> <u>Comfort</u> (Taylor - Ch.35)	Read: Taylor Ch. 34, ATI Ch.38 Read: Taylor - Ch.35)
September 19 Thursday	STEP 3 MEDICATIONS Skill 5-1 p 54 oral meds Skill 5-5 p 64 mixing 2 meds Skill 5-7 p 69 Subcutaneous Skill 5-4 p 62 meds in vial Skill 5-8 p 72 Intramuscular Skill 5-22 p 109 Suppository Watch video on how give meds per NG tube (all check offs graded on blackboard)	SEPTEMBER 19th, 26th Please watch the VIDEOS on how to give Oral medications, Intramuscular Medications, Subcutaneous Medications, Suppositories, meds per NG tube****GRADED ON BLACKBOARD CHECK OFF LIST*****
WEEK 5 September 23 Monday	<u>Sensory</u> <u>Culture</u>	Read: Taylor Ch. 44, ATI: Sensory Video Read: Taylor Ch.2
September 25 Wednesday	<u>Spirituality</u> (Taylor - Ch.46) <u>Ethics</u> (Taylor - Ch.6)	Read: Taylor Ch. 46 Read: Taylor- Ch.6
September 26 Thursday	STEP 3 MEDICATIONS Skill 5-1 p 54 oral meds Skill 5-5 p 64 mixing 2 meds Skill 5-7 p 69 Subcutaneous Skill 5-4 p 62 meds in vial Skill 5-8 p 72 Intramuscular Skill 5-22 p 109 Suppository Watch video on how give meds per NG tube	SEPTEMBER 19th, 26th Please watch the VIDEOS on how to give Oral medications, Intramuscular Medications, Subcutaneous Medications, Suppositories, meds per NG tube****GRADED ON BLACKBOARD CHECK OFF LIST*****

	(all check offs graded on blackboard)	
WEEK 6 September 30 Monday	<u>Legal</u> (Taylor - Ch.7) <u>Aging Adults</u> (Taylor - 20)	Read: Taylor Ch. 7 Read: Taylor Ch.20
October 2 Wednesday	Periop: <u>Preoperative Nursing</u> (Ignatavicius ("Iggly") - Ch.16) <u>Intraoperative Nursing</u> ("Iggly" - Ch.17) <u>Postoperative Nursing</u> ("Iggly" - Ch.18)	Read Ignatavicius ("Iggly") - Ch.16) Read:(Ignatavicius ("Iggly") - Ch.17) Read: ("I:Ignatavicius ("Iggly") - Ch.18
October 3 Thursday	STEP 4 INTERMEDIATE SKILLS Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves Skill 4-7 p 52 Put on PPE Skill 8-12 p 169 Sutures Skill 8-13 p 171 Staples Skill 8-9 p 162 Jackson Pratt Skill 8-10 p 164 Hemovac Skill 9-11 p 199 Ted Hose Skill 9-18 p 212 Skin traction Skill 9-19 p 214 Skeletal TX Skill 9-17 p 210 Care of Cast Skill 11-2 p 234 Insert NG Skill 11-3 p 237 Tube feeding Skill 11-4 p 240 Remove NG	Please watch VIDEO and read Taylors on: hand hygiene, APPLY STERILE GLOVES and PPE, Remove Sutures, Staples, JP Drain, Hemovac Drain, Traction, Cast Care, how to INSERT NG TUBE, Tube feeding, and REMOVE NG Tube**** GRADED ON BLACKBOARD ***
WEEK 7 October 7 Monday	Common Problems of the Integumentary <u>Assessment of the Skin, Hair, and Nails</u> (Ch. 26)	Read: :(Ignatavicius ("Iggly") - Ch.26)

October 9 Wednesday	<u>Care of Patients with Skin Problems</u> (Ch. 27)	Read: : (Ignatavicius ("Iggy") - Ch.27) View: Taylor; Wound Healing Video ATI Infection Control Module
October 10 Thursday	<p>STEP 4 INTERMEDIATE SKILLS</p> <p>Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves Skill 4-7 p 52 Put on PPE</p> <p>Skill 8-12 p 169 Sutures Skill 8-13 p 171 Staples Skill 8-9 p 162 Jackson Pratt Skill 8-10 p 164 Hemovac</p> <p>Skill 9-11 p 199 Ted Hose Skill 9-18 p 212 Skin traction Skill 9-19 p 214 Skeletal TX Skill 9-17 p 210 Care of Cast</p> <p>Skill 11-2 p 234 Insert NG Skill 11-3 p 237 Tube feeding Skill 11-4 p 240 Remove NG</p>	<p>Please watch VIDEO and read Taylors on: hand hygiene, APPLY STERILE GLOVES and PPE, Remove Sutures, Staples, JP Drain, Hemovac Drain, Traction, Cast Care, how to INSERT NG TUBE, Tube feeding, and REMOVE NG Tube**** GRADED ON BLACKBOARD ***</p>
WEEK 8 October 14 Monday	<p><u>Assessment of the Respiratory System</u> (Ch. 29)</p> <p><u>Care of Patients with Noninfectious Upper Respiratory Problems</u> (Ch. 31, pp. 580-586 Skip Cancer, Laryngeal Trauma, and Vocal Cord Paralysis)</p>	<p>Read : : (Ignatavicius ("Iggy") - Ch.29)</p> <p>View: Taylor; Asthma video</p> <p>Changing Breath Sounds Video</p> <p>Read: "Iggy" (Ch. 31, pp. 580-586 Skip Cancer, Laryngeal Trauma, and Vocal Cord Paralysis)</p>
October 16 Wednesday	<u>Care of Patients with Common Infectious Respiratory Problems</u> (Ch. 33, pp. 640-652, Stop Before SARS)	Read: "Iggy" Ch. 33, pp. 640-652, Stop Before SARS)
October 17 Thursday	<p>STEP 4 INTERMEDIATE SKILLS</p> <p>Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves Skill 4-7 p 52 Put on PPE</p>	<p>Please watch VIDEO and read Taylors on: hand hygiene, APPLY STERILE GLOVES and PPE, Remove Sutures, Staples, JP Drain, Hemovac Drain, Traction, Cast Care, how to INSERT NG TUBE, Tube feeding, and REMOVE</p>

	Skill 8-12 p 169 Sutures Skill 8-13 p 171 Staples Skill 8-9 p 162 Jackson Pratt Skill 8-10 p 164 Hemovac Skill 9-11 p 199 Ted Hose Skill 9-18 p 212 Skin traction Skill 9-19 p 214 Skeletal TX Skill 9-17 p 210 Care of Cast Skill 11-2 p 234 Insert NG Skill 11-3 p 237 Tube feeding Skill 11-4 p 240 Remove NG	NG Tube**** GRADED ON BLACKBOARD ***
WEEK 9 October 21 Monday	<u>Assessment of the Cardiovascular System</u> (Ch.35; Ch. 37, p. 745 – “Types of Heart Failure”)	Read: Ch.35; Ch. 37, p. 745 – “Types of Heart Failure”)
October 23 Wednesday	<u>Inflammation & the Immune Response</u> (Ch. 19) <u>Care of Patients with Immune Function Excess: Hypersensitivity & Autoimmunity</u> (Ch. 22) <u>Care of Patients with Arthritis and Other Connective Tissue Diseases</u> (Ch. 20)	Read:(Ignatavicius (“Iggy”) - Ch.19) Read: (Ignatavicius (“Iggy”) - Ch.22) Read: (Ignatavicius (“Iggy”) - Ch.20)
October 24 Thursday	STEP FIVE STERILE SKILLS October 24th 31st and November 7th Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves Skill 12-6 p 253 Female Foley Catheter Skill 12-7 p 256 Male Foley Catheter Skill 12-8 p 259 Remove Foley Skill 8-1 p 144 Sterile Dressing Skill 8-5 p 153 Wound Culture	Please watch VIDEOS and read TAYLORS on change a STERILE DRESSING, collect Wound Culture, Insert FOLEY CATHETER, Remove Foley Catheter, Difference of Male FOLEY INSERTION, *****ALL SKILLS WILL BE GRADED ON BLACKBOARD *****
WEEK 10	<u>Assessment of the Musculoskeletal System</u> (Ch. 52) <u>Care of Patients with Musculoskeletal Problems</u>	Read:(Ignatavicius (“Iggy”) - Ch.52)

October 28 Monday	(Ch. 53, pp. 1119-1133, 1138-1142, Skip Benign Bone Tumors & Bone Cancer)	Read: Ch. 53, pp. 1119-1133, 1138-Read Ch. 541142, Skip Benign Bone Tumors & Bone Cancer)
October 30 Wednesday	<u>Care of Patients with Musculoskeletal Trauma</u> (Ch. 54)	Read: Ignatavicius ("Iggy") - Ch.54)
October 31 Thursday	<p>STEP FIVE STERILE SKILLS October 24th 31st and November 7th</p> <p>Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves</p> <p>Skill 12-6 p 253 Female Foley Catheter Skill 12-7 p 256 Male Foley Catheter Skill 12-8 p 259 Remove Foley</p> <p>Skill 8-1 p 144 Sterile Dressing Skill 8-5 p 153 Wound Culture</p>	<p>Please watch VIDEOS and read TAYLORS on change a STERILE DRESSING, collect Wound Culture, Insert FOLEY CATHETER, Remove Foley Catheter, Difference of Male FOLEY INSERTION, *****ALL SKILLS WILL BE GRADED ON BLACKBOARD *****</p>
WEEK 11 November 4 Monday	<u>Assessment of the Endocrine System</u> (Ch. 64)	Read: Ignatavicius ("Iggy") - Ch.64)
November 6 Wednesday	<p><u>Assessment of the Hematologic System</u> (Ch.41)</p> <p><u>Care of Patients with Hematologic Problems</u> (Ch. 42, pp. 869-878, Stop Before Aplastic Anemia)</p>	<p>Read: Ignatavicius ("Iggy") Ch. 41</p> <p>Read: Ignatavicius ("Iggy") Ch. 42, pp. 869-878, Stop Before Aplastic Anemia</p>
November 7 Thursday	<p>STEP FIVE STERILE SKILLS October 24th 31st and November 7th</p> <p>Skill 4-1 p 43 Hand Hygiene Skill 4-2 p 44 Hand hygiene Skill 4-6 p 50 Sterile gloves</p> <p>Skill 12-6 p 253 Female Foley Catheter Skill 12-7 p 256 Male Foley Catheter Skill 12-8 p 259 Remove Foley</p>	<p>Please watch VIDEOS and read TAYLORS on change a STERILE DRESSING, collect Wound Culture, Insert FOLEY CATHETER, Remove Foley Catheter, Difference of Male FOLEY INSERTION, *****ALL SKILLS WILL BE GRADED ON BLACKBOARD *****</p>

	Skill 8-1 p 144 Sterile Dressing Skill 8-5 p 153 Wound Culture	
WEEK 12 November 11 Monday	<u>Assessment of the Gastrointestinal System</u> (Ch. 55) <u>Care of Patients with Oral Cavity Problems</u> (Ch. 56, pp. 1192-1195; 1200-1202, Skip Oral Cancer)	Read: Ignatavicius ("Iggy") Ch. 55 Read: Ignatavicius ("Iggy") Ch. 56, pp. 1192-1195; 1200-1202, Skip Oral Cancer
November 13 Wednesday	<u>Management of Patients with Gastric and Duodenal Disorders</u> (Ch. 58, pp. 1220-1234, 1238-1239. Skip Gastric Cancer) <u>Care of Patients with Noninflammatory Intestinal Disorders</u> (Ch. 59, pp. 1240-1244; 1260-1265, Skip Colorectal Cancer & Abdominal Trauma) <u>Care of Patients with Common Problems of the Biliary System</u> (Ch. 62, pp. 1315-1320, 1333-1334 (summary), Stop Before Cancer of the Gallbladder). <u>Care of Patients with Common Esophageal Problems</u> (Ch. 57, pp. 1203-1211, 1218-1219 (summary) Stop at Esophageal Tumors)	Read: Ignatavicius Ch. 58, pp. 1220-1234, 1238-1239. Skip Gastric Cancer) Read: Ignatavicius ("Iggy") Ch. 59, pp. 1240-1244; 1260-1265, Skip Colorectal Cancer & Abdominal Trauma Read: Ignatavicius Ch. 62, pp. 1315-1320, 1333-1334 (summary), Stop Before Cancer of the Gallbladder Read: Ignatavicius Ch. 57, pp. 1203-1211, 1218-1219 (summary) Stop at Esophageal Tumors
November 14 Thursday	PRACTICE ANY SKILLS	PRACTICE ANY SKILLS
WEEK 13 November 18 Monday	<u>Assessment of the Eye and Vision</u> (Ch. 48)	
November 20 Wednesday	<u>Assessment of the Ear and Hearing</u> (Ch. 50) <u>Care of Patients with Common Ear and Hearing Problems</u> (Ch. 51, Skip Neoplasms, and Acoustic Neuroma)	
November 27 Thursday	PRACTICE ANY SKILLS	PRACTICE ANY SKILLS

WEEK 14	<u>Assessment of the Renal/Urinary System</u> (Ch. 68)	
November 25 Monday		
November 27 Wednesday	<u>Care of Patients with Common Urinary Problems</u> (Ch. 69, pp. 1489-1512, 1516-1517 (summary) Stop Before Urothelial Cancer) 1.	
November 28 Thanksgiving Holiday		
WEEK 15	<u>Assessment of the Male Reproductive System</u> (Ch. 72, pp. 1575, Intro paragraphs on p. 1576, & pp. 1577-1578, include Chart 72-1)	
December 2 Monday		
December 4 Wednesday	Practice Test- ATI Fundamentals	
December 5 Thursday	PRACTICE ANY SKILLS	PRACTICE ANY SKILLS
WEEK 16	Review for Final Exam	
December 9 Monday	ATI Proctored Exam	
December 11 Wednesday	FINAL	

OBJECTIVES:

Introduction to Nursing (TaylorCh.1)

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 Illness (Taylor - Ch. 3)

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.

Health of Individual, Family, Community (Taylor - Ch.4; Williams-Ch.1)

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

Healthcare Delivery (Taylor - Ch. 8)

7. Compare and contrast agencies and settings in which healthcare is provided.
8. Describe the members of the collaborative healthcare team.
9. Discuss selected trends and issues affecting health care delivery.

Safety (Taylor - Ch. 26, & Review CPR)

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 (Taylor - Ch. 27)

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 (Taylor - Ch. 21)

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 (Taylor - Ch. 22)

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.

Unit II:

Nutrition (Taylor - Ch. 36; Williams - Ch. 6)

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

Activity (Taylor - Ch. 33; Williams - Ch.5)

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. Discuss energy balance and activity (Williams, pp. 60-67).
5. Develop nursing diagnoses that correctly identify mobility problems amenable to nursing therapy.

Urinary Elimination (Taylor - Ch. 37)

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 (Taylor - Ch. 38)

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

Oxygenation (Taylor - Ch.39)

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 (Taylor - Ch.40; Williams - Ch. 8 & 9)

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.

Unit III:

Stress (Taylor - Ch.42)

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 (Taylor - Ch.31)

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 (Taylor - Ch.32; Williams - Ch. 2, 3, 4, & 7)

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.

Sleep (Taylor - Ch.34)

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

Comfort (Taylor - Ch.35)

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

Unit IV:

Sensory (Taylor - Ch.44)

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 correctly identify sensory/perceptual alterations that may be treated by independent nursing interventions

Culture (Taylor - Ch.2)

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 (Taylor - Ch.46)

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.

Ethics (Taylor - Ch.6)

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.

Unit V:

Legal (Taylor - Ch.7)

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.

Aging Adults (Taylor - 20)

1. Summarize the theories that describe how and why aging occurs.
2. Describe major physiologic, cognitive, psychosocial, moral, and spiritual development and tasks of middle and older adulthood.
3. Describe common health problems of middle and older adults.
4. Discuss physiologic and functional changes that occur with aging.
5. Describe common myths and stereotypes about older adults and aging.
6. Describe nursing interventions/ actions to promote health in middle and older adults.

Periop:

Preoperative Nursing (Ignatavicius ("Iggy") - Ch.16)

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

Intraoperative Nursing ("Iggy" - Ch.17)

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 ("Iggy" - Ch.18)

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 post-anesthesia care unit.
6. Discuss the teaching priorities for postoperative clients.

Unit V Common Problems of the Integumentary and Respiratory Systems

Assessment of the Skin, Hair, and Nails (Ch. 26)

7. Use knowledge of integumentary changes associated with aging to protect older adult patients from skin injury.
8. Modify techniques to assess skin changes in patients with darker skin.
9. Teach all people how to protect the skin from sun exposure. Teach all people to use the ABCDE method of checking lesions for manifestations of melanoma.
10. Perform health history and risk assessment for skin, hair and nail problems.
11. Teach patients and family members what to expect during tests to assess skin function and skin disease.
12. Reassure patients who have skin changes that are variations of normal.
13. Review A & P of the epidermis, dermis, and subcutaneous tissue. Use proper terminology to communicate skin assessment findings.
14. Distinguish between normal variations and abnormal skin manifestations with regard to skin color, texture, warmth and moisture.
15. Use the ABCDE method of assessing skin lesions for cancer.

Care of Patients with Skin Problems (Ch. 27)

1. Use principles of infection control to prevent transmission when caring for a patient with a skin infection.
2. Supervise skin care delegated to licensed and unlicensed nursing personnel.
3. Teach the patient with mobility problems and the patient's caregivers how to reduce and relieve skin pressure in the home environment.
4. Ensure that the skin of the incontinent patient is kept clean and dry.
5. Use appropriate risk assessment tools to perform a focused skin assessment to determine risk for pressure ulcer.

development and adequacy of the skin's protective functions.

6. Teach all people ways to reduce risk for skin cancer including performing thorough skin self-examination (TSSE) to monitor for skin cancer.
7. Instruct the patient with a skin infection and the patient's caregivers how to avoid spreading the infection.
8. Assess the patient's ability to see and reach the affected area on the skin and care for the problem.
9. Assess the patient's and family's feelings about a chronic skin condition or visible scar. Support them in coping with changes in skin integrity and in body image.
10. Encourage the patient with a visible wound or other skin problem to participate in care of the wound.
11. Compare wound healing by first, second, and third intention. Evaluate wounds for size, depth, presence of infection, and indications of healing.
12. Differentiate manifestations for pressure ulcer categories: stage 1 through 4, unstageable ulcers, and suspected deep tissue injury. Coordinate with the health care team an individualized strategy for pressure ulcer prevention for a patient at increased risk.
13. Identify key features of psoriasis. Coordinate nursing interventions for care of the patient with psoriasis in the community.
14. Identify key features of melanoma and other skin cancers.

Assessment of the Respiratory System (Ch. 29)

1. Encourage all people to use masks and adequate ventilation when exposed to inhalation irritants.
2. Teach patients and family members about what to expect during tests and procedures to assess respiratory function and respiratory disease.
3. Assess the patient's endurance in performing ADLs. Apply respiratory assessment techniques correctly to perform clinical respiratory assessment, including health history, genetic risk, physical assessment, and psychosocial assessment.
4. Distinguish between normal and abnormal (adventitious) breath sounds.
5. Explain respiratory changes associated with aging.
6. Calculate the pack-year smoking history for the patient who smokes or has ever smoked cigarettes.
7. Interpret arterial blood gas (ABG) values to assess the patient's respiratory status.
8. Explain nursing care needs for the patient after a bronchoscopy or open lung biopsy.

Care of Patients with Noninfectious Upper Respiratory Problems (Ch. 31, pp. 580-586 Skip Cancer, Laryngeal Trauma, and Vocal Cord Paralysis)

1. Supervise care delegated to licensed and unlicensed nursing personnel to patients who have risk factors for airway obstruction.
2. Perform a focused upper respiratory assessment and reassessment to determine adequacy of oxygenation and tissue perfusion.
3. Prioritize nursing care needs of a patient after a nasoseptoplasty.
4. Recognize manifestations and care needs of a patient with an anterior nosebleed and of a patient with a posterior nosebleed.
5. Prioritize nursing care needs of a patient with facial trauma.
6. Describe the pathophysiology and the potential complications of sleep apnea.

Care of Patients with Common Infectious Respiratory Problems (Ch. 33, pp. 640-652, Stop Before SARS)

1. Explain the pathophysiology of communicable respiratory diseases and the airborne and droplet modes of organism transmission.
2. Apply principles of infection control (e.g., hand hygiene, Isolation Precautions, Airborne Precautions) when providing care to patients with respiratory infections.
3. Prepare to participate in disease-containing activities in the event of an outbreak of pandemic influenza.
4. Identify adults at highest risk for contracting influenza, pneumonia, tuberculosis, and other respiratory infections.
5. Provide information to everyone about immunization against influenza and pneumonia.

6. Teach everyone the use of specific infection control techniques, especially hand hygiene and Centers for Disease Control and prevention (CDC) cough/sneeze etiquette, to avoid acquiring and spreading respiratory infections.
7. Adjust teaching activities to avoid contributing to patient fatigue.
8. Perform focused respiratory assessment and re-assessment. Recognize manifestations of infectious respiratory diseases.
9. Compare manifestations of pneumonia in the younger adult with those exhibited by the older adult with pneumonia.
10. Administer oxygen therapy to the patient with hypoxemia, and evaluate the response.

Assessment of the Cardiovascular System (Ch.35; Ch. 37, p. 745 – “Types of Heart Failure”)

1. Prioritize care for patients having invasive cardiac diagnostic tests.
2. Identify patients at risk for cardiovascular (CV) problems.
3. Differentiate modifiable and non-modifiable risk factors for CV disease.
4. Teach patients about ways to decrease their risk for CV problems.
5. Explain nursing implications related to CV changes associated with aging.
6. Explain psychological responses to CV disease.
7. Review the A & P of the CV system.
8. Describe the unique characteristics of heart disease in women.
9. Perform focused physical assessment and reassessment for patients with CV problems.
10. Interpret laboratory test findings for patients with suspected or actual CV disease.
11. Differentiate invasive hemodynamic pressures and their significance.
12. Ch. 37: Identify and describe three major types of heart failure.

Unit VI Common Problems of the Immunologic and Musculoskeletal Systems

Learning Objectives: At the end of this unit, the student will be able to:

Inflammation & the Immune Response (Ch. 19)

1. Describe self-tolerance, inflammation, immunity, and the five cardinal manifestations of inflammation. Review the protection provided by active, passive, and cell-mediated immunity.
2. Discuss influences of the aging process on inflammation and immunity and how these changes increase health risks for older adults.
3. Interpret white blood cell count with differential.
4. Describe expected immune system responses to the presence of transplanted organs and the need for drug therapy to prevent transplant rejection.

Care of Patients with Immune Function Excess: Hypersensitivity & Autoimmunity (Ch. 22)

1. Verify that known hypersensitivities of each patient are documented in the medical record and communicated to all members of the health care team.
2. Coordinate with other members of the health care team to ensure a safe environment for the patient with a latex allergy. Implement measures to prevent anaphylaxis.
3. Encourage patients with a severe allergy or history of anaphylaxis to wear a medical alert bracelet or other identification.
4. Teach patients with allergies how to avoid known allergens and, how to self-inject epinephrine if needed.
5. Describe allergy testing techniques.
6. Compare the characteristics and manifestations of type I, type II, type III, type IV and type V hypersensitivity reactions.
7. Explain the rationale for types of drug therapy for autoimmune disorders.
8. Prioritize care for the patient experiencing anaphylaxis.

Care of Patients with Arthritis and Other Connective Tissue Diseases (Ch. 20)

1. Collaborate with members of the health care team and prioritize interventions for patients with arthritis or other connective tissue disease (CTD), including osteoarthritis (OA) and rheumatoid arthritis (RA).

2. Teach patients how to protect and exercise their joints and conserve energy; and identify community resources to help patients achieve or maintain independence.
3. Teach patients how to prevent Lyme disease and detect it early.
4. Assess the patient's and family's response to arthritis or other CTDs, their support systems and available resources, their sources of stress and coping mechanisms.
5. Compare and contrast the pathophysiology and clinical manifestations of OA and RA and interpret laboratory findings for these patients and those with other autoimmune CTDs.
6. Monitor for and prevent complications of total hip and knee arthroplasty. Teach patients and families about post-operative care after a total joint arthroplasty.
7. Provide information for patients and their families about the use and side effects of drug therapy for arthritis or other CTDs. Identify nursing implications associated with drug therapy for patients with RA and other CTDs. Evaluate and document patient response to drug therapy.
8. Discuss discoid lupus erythematosus and systemic lupus erythematosus, polymyositis, systemic necrotizing vasculitis, polymyalgia rheumatic, ankylosing spondylitis, Reiter's syndrome, and Sjogren's syndrome.
9. Prioritize nursing interventions for patients who have systemic sclerosis.
10. Describe patient-centered collaborative care for patients with gout and current treatment strategies for patients with fibromyalgia syndrome and psoriatic arthritis.

Assessment of the Musculoskeletal System (Ch. 52)

1. Collaborate with physical and occupational therapists to perform a complete musculoskeletal assessment. Assess patients for mobility, gait, skills, pain and use of assistive devices. Assess patients regarding iodine allergy before imaging assessments.
2. Explain how physiologic aging changes of the musculoskeletal (MS) system affect care of older adults.
3. Assess the patient's and family's reaction to change in body image related musculoskeletal problems. Recognize the importance of support systems and effective strategies for patients with unexpected altered body image caused by musculoskeletal health problems.
4. Review A & P of the MS system & conduct a MS system history using Gordon's Functional Health Patterns. Interpret history and assessment findings for the patient with MS health problems.
5. Explain use of laboratory testing for a patient with MS health problems.
6. Develop a teaching plan to educate the patient and family about diagnostic procedures.

Care of Patients with Musculoskeletal Problems (Ch. 53, pp. 1119-1133, 1138-1142, Skip Benign Bone Tumors & Bone Cancer)

1. Coordinate with the health care team when planning and providing care for patients with MS health problems.
2. Teach the patient and family about home safety for a patient with MS health problems and identify community resources for the patient and family.
3. Apply infection control principles for patients with osteomyelitis, including Contact Precautions as needed. Differentiate acute and chronic osteomyelitis and prioritize care for patients with osteomyelitis.
4. Develop a teaching plan for all age-groups about ways to decrease risk for osteoporosis.
5. Perform health risk assessments for people at risk for osteoporosis and osteomalacia; assess the patient's genetic risk for muscular dystrophy. Refer patients with genetic-associated diseases for genetic counseling and testing. Explain the role of the nurse when caring for an adult patient with muscular dystrophy.
6. Educate the patient and family about common drugs used for bone diseases, such as calcium supplements & biophosphonates.
7. Compare and contrast osteoporosis and osteomalacia. Identify key features of Paget's disease.
8. Describe common disorders of the foot, including hallux valgus and plantar fasciitis, that can affect mobility.

Care of Patients with Musculoskeletal Trauma (Ch. 54)

1. Explain collaboration with the health care team when providing care for patients with fractures and amputations. Apply principles of infection control when caring for a patient with a compound fracture.
2. Identify community resources about amputations for patients and their families.

3. Recognize the importance of teaching the public about ways to prevent fractures and other MS injuries. Plan discharge teaching for patients with fractures or amputations.
4. Plan care for older adults with hip fractures, including interventions to increase mobility.
5. Describe assessment of patient's and family's reaction to changes in body image from amputation. Explain how to assist patients in coping with loss of a body part.
6. Compare and contrast common types of fractures. Describe the usual healing process for bone. Assess patient with MS trauma to prioritize interventions for their care and explain typical clinical manifestations seen in patients with fractures.
7. Describe nursing care of patients with casts for fractures and patients with traction and external fixation for patients with fractures. Plan pain management for patients with musculoskeletal trauma.
8. Identify risks for complications from fractures, and take measures to help prevent them.
9. Describe a focused musculoskeletal and neurovascular assessment for patients with musculoskeletal trauma.
10. Develop a postoperative plan of care for a patient after fracture repair.
11. Describe emergency care for people who have traumatic amputation. Identify common causes of amputation; and plan postoperative care, including health teaching, after an elective amputation.
12. Identify complementary and alternative therapies for patients with phantom limb pain. Describe patient-centered collaborative care needed to manage complex regional pain syndrome.
13. Plan care for patients with common sports related injuries.

Unit III Assessment of the Endocrine System, and Common Problems of the Cardiovascular and Hematologic Systems

Assessment of the Endocrine System (Ch. 64)

1. Ensure that agency procedures for collecting and handling specimens for endocrine function studies are followed.
2. Identify factors that place patients at risk for endocrine health problems. Teach everyone about the dangers of misusing or abusing hormones or steroids.
3. Encourage the patient to express concerns about changes in appearance, sexuality, or fertility. Assess the patient for recent changes in behavior or responses to stress.
4. Teach patients and family members about what to expect during tests and procedures to assess for endocrine problems.
5. Describe the relationship between hormones and receptor sites. Explain negative feedback as a control mechanism for hormone secretion. Apply principles of A & P to understand the role of the endocrine system in homeostasis.
6. Identify adaptations in nursing assessment or interventions needed because of age-related changes in endocrine function.
7. Interpret laboratory test findings and clinical manifestations for patients with possible endocrine problems.

Assessment of the Hematologic System (Ch.41)

1. Verify that the patient has given informed consent for a bone marrow aspiration or biopsy.
2. Assess the patient's endurance in performing ADLs.
3. Perform a clinical health history and risk assessment for hematologic function.
4. Teach patients and family members about what to expect during procedures to assess hematologic function.
5. Explain the relationship between hematologic problems and the need for oxygen.
6. Describe the hematologic changes associated with aging.
7. Describe the role of platelets in hemostasis.
8. Interpret blood cell counts and clotting tests to assess hematologic status.
9. Explain the effects of anticoagulants, fibrinolytics, and inhibitors of platelet activity on hematologic function.
10. Prioritize nursing care for the patient after bone marrow aspiration.

Care of Patients with Hematologic Problems (Ch. 42, pp. 869-878, Stop Before Aplastic Anemia)

1. Examine individual patient factors for threats to safety, especially among older adults.
2. Modify the environment to protect patients who have thrombocytopenia.

3. Identify appropriate community resources for the patient with a serious hematologic problem or recovering from a stem cell transplant. Plan continuity of care between the hospital and community-based agencies for the patient having a stem cell transplant.
4. Identify patients at increased risk for infection and hemorrhage.
5. Assess the patient's endurance in performing ADLs.
6. Coordinate with a dietitian to teach patients with dietary deficiency-related anemia about the appropriate food sources for anemia prevention.
7. Teach patients and family members how to avoid injury and infection when blood counts are low.
8. Use effective communication when teaching patients and family members about what to expect during tests and therapeutic procedures.
9. Use complementary and alternative therapies along with drug therapy to improve patient comfort.
10. Identify three clinical manifestations common to patients who have any type of anemia.
11. Identify people at increased genetic risk for a hematologic disorder. Prioritize nursing care for the patient who has sickle cell disease.
12. Prioritize nursing interventions for the patient with thrombocytopenia.

Unit IV Common Problems of Digestion, Nutrition, and Elimination

Assessment of the Gastrointestinal System (Ch. 55)

1. Assess patients for complications of diagnostic tests.
2. Prioritize post-test care of patients having endoscopic procedures.
3. Identify factors that place patients at risk for diagnostic GI testing to patients and families.
4. Teach pre-test and post-test care for GI diagnostic testing to patients and families.
5. Identify general psychological responses to GI health problems.
6. Briefly review A & P of the GI system.
7. Describe GI system changes associated with aging.
8. Perform a GI history using Gordon's Functional Health Patterns.
9. Perform focused physical assessment for patients with suspected or actual GI health problems.
10. Explain and interpret common laboratory tests for a patient with a GI health problem.

Care of Patients with Oral Cavity Problems (Ch. 56, pp. 1192-1195; 1200-1202, Skip Oral Cancer)

1. Plan continuity of care between the hospital and community-based agencies for patients having oral surgery.
2. Identify appropriate community resources for patients with oral cavity health problems.
3. Teach patients ways to prevent oral cancer and maintain good oral health.
4. Develop a teaching plan for patients who have stomatitis to promote digestion and nutrition.
5. Develop a teaching plan for patients who have stomatitis to promote digestion and nutrition.
6. Describe collaborative interventions to promote nutrition for postoperative patients having extensive oral surgery.
7. Identify methods to help patients communicate effectively after oral surgery.
8. Plan care for patients who have disorders of the salivary glands.
9. State best practices for teaching or providing oral care for patients.

Management of Patients with Gastric and Duodenal Disorders (Ch. 58, pp. 1220-1234, 1238-1239. Skip Gastric Cancer)

1. Describe the importance of collaborating with members of the health care team when caring for patients with stomach disorders.
2. Identify community resources for patients with gastric disorders.
3. Develop a teaching plan for patients about complementary and alternative therapies that have been used to help manage gastritis and peptic ulcer disease (PUD).
4. Plan interventions to promote GI health and prevent gastritis.
5. Compare etiologies and assessment findings of acute and chronic gastritis. Identify risk factors for gastritis.
6. Compare and contrast assessment findings associated with gastric and duodenal ulcers.

7. Identify the most common medical complications that can result from PUD.
8. Describe the purpose and adverse effects of drug therapy for gastritis and PUD.
9. Monitor patients with PUD for signs of upper GI bleeding. Prioritize interventions for patients with upper GI bleeding.
10. Plan individualized care for the patient having gastric surgery.
11. Explain the purpose and procedure for gastric lavage.
12. Evaluate the impact of gastric disorders on the nutrition status of the patient.
13. Develop a preoperative and postoperative plan of care for the patient undergoing gastric surgery.

Care of Patients with Noninflammatory Intestinal Disorders (Ch. 59, pp. 1240-1244; 1260-1265, Skip Colorectal Cancer & Abdominal Trauma)

1. Prioritize nursing care for the patient with abdominal trauma.
2. Develop a teaching-learning plan for patients with irritable bowel syndrome (IBS).
3. Differentiate the most common types of hernias.
4. Develop a plan of care for a patient undergoing a minimally invasive hernia repair.
5. Explain the differences between small-bowel and large-bowel obstructions.
6. Develop a plan of care for a patient with an intestinal obstruction to promote elimination.
7. Describe the postoperative care for a patient having a hemorrhoid surgical procedure.
8. Explain the pathophysiology of malabsorption syndrome.

Care of Patients with Common Problems of the Biliary System (Ch. 62, pp. 1315-1320, 1333-1334 (summary), Stop Before Cancer of the Gallbladder)

1. Teach people about health promotion practices to prevent gallbladder disease.
2. Identify risk factors for gallbladder disease.
3. Interpret diagnostic test results associated with gallbladder disease.
4. Compare postoperative care of patients undergoing a traditional cholecystectomy with that of patients having laparoscopic cholecystectomy.

Care of Patients with Common Esophageal Problems (Ch. 57, pp. 1203-1211, 1218-1219 (summary) Stop at Esophageal Tumors)

1. Explain the importance of collaborating with the health care team when providing care to patients with esophageal health problems that impair swallowing or limit nutrition.
2. Teach the patient and family about lifestyle changes to decrease gastroesophageal reflux disease (GERD) and the discomfort of hiatal hernias.
3. Describe special considerations for the older adult with GERD.
4. Perform focused assessments for patients with esophageal health problems.
5. Apply knowledge of pathophysiology to anticipate complications of GERD.
6. Plan how to teach patients with GERD about drug therapy.

Unit V Common Problems of the Eyes and Ears; Common Diseases of the Renal System and Assessment of the Male Reproductive System

Assessment of the Eye and Vision (Ch. 48)

1. Use aseptic technique when touching the eyelids of external eye structures.
2. Use appropriate technique when instilling eye drops or eye ointments.
3. Verify that informed consent has been obtained before invasive tests before the eye or vision tests are performed.
4. Teach all people about the use of eye protection equipment and strategies.
5. Perform health history and risk assessment for eye and vision problems.
6. Teach patients who have systemic health problems that may affect eye health and vision to adhere to prescribed therapies and to have yearly eye examinations by an ophthalmologist.
7. Teach patients and family members about what to expect during tests and procedures to assess vision and eye problems.

8. Provide the opportunity for the patient and family to express their concerns about a possible change in vision.
9. Review refraction in relation to how the cornea, lens, aqueous humor, and vitreous humor contribute to vision.
10. Explain the relationship between intraocular pressure and eye health.
11. Use knowledge of anatomy and psychomotor skills when assessing the eye and vision.
12. Explain the eye changes associated with aging and their impact on vision.
13. Interpret the findings of visual acuity by the Snellen chart.

Care of Patients with Common Eye and Vision Problems (Ch. 49, pp. 1052-1071; 1073-1076, Skip Trauma & Ocular Melanoma)

1. Use aseptic technique when performing an eye examination or instilling drugs into the eye. Apply the principles of infection control when caring for a patient with reduced vision to his or her immediate environment.
2. Ensure that all members of the health care team are aware of a patient's visual limitations and need for assistance.
3. Teach all people, especially those older than 40 years, to have an annual eye examination including measurement of intraocular eye pressure.
4. Teach patients and family members how to correctly instill ophthalmic drops and ointment into the eye.
5. Teach the patient and family how to alter the home environment for patient safety.
6. Teach patients and family members about what to expect during procedures to correct vision and eye problems.
7. Provide opportunities for the patient and family to express concerns about a change in vision.
8. Refer the patient with reduced vision to local services for the blind.
9. Teach the patient with reduced vision about techniques for performing ADLs and self-care independently.
11. Explain the consequences of increased intraocular pressure (IOP).
10. Identify common actions, conditions, and positions that increase IOP.
11. Prioritize education needs for patients after cataract surgery with lens replacement.
12. Prioritize educational needs for patients with primary open-angle glaucoma.
13. Describe the mechanisms of action and nursing implications of drug therapy for glaucoma.

Assessment of the Ear and Hearing (Ch. 50)

1. Apply principles of infection control when examining an ear with drainage.
2. Teach all people how to perform ear hygiene safely. Teach all people to use ear protection equipment and strategies.
3. Teach patients and family members about what to expect during tests and procedures to assess ear and hearing problems.
4. Provide opportunities for the patient and family to express feelings and concerns about a possible change in hearing.
5. Identify people at risk for hearing problems as a result of drug therapy, genetic predisposition, or exposure to environmental hazards.
6. Discuss a clinical ear and hearing assessment, including health history and psychosocial assessment; discuss correct use of an otoscope.
7. Describe adaptations needed when caring for patients who have age-related changes in the structure of the ear and hearing.
8. Identify 10 common drugs that affect hearing.

Care of Patients with Common Ear and Hearing Problems (Ch. 51, Skip Neoplasms, and Acoustic Neuroma)

1. Apply principles of infection control when examining an ear with drainage.
2. Implement precautions to prevent falls in patients experiencing vertigo or dizziness.
3. Discuss correctly instilling ear drops.
4. Teach patients using hearing aids how to use and care for them properly.
5. Teach patients and family members about what to expect during tests, procedures, and follow-up to manage ear and hearing problems.
6. Provide opportunities for the patient and family to express feelings and concerns about a change in hearing.

7. Refer hearing-impaired patients and families to local and Internet-based support services.
8. Compare the clinical manifestations and interventions for external otitis with those of otitis media.
9. Discuss safe removal of impacted cerumen from the ear canal of an older patient.
10. Coordinate the care of the patient with Meniere's disease.
11. Prioritize nursing care needs for the patient after tympanoplasty.
12. Prioritize educational needs for the patient after stapedectomy.
13. Identify an appropriate method for communicating with a patient who has recently become hearing impaired.

Assessment of the Renal/Urinary System (Ch. 68)

1. Use Standard Precautions when handling urine specimens or examining the patient's genitalia.
2. Determine whether the patient has risks for an allergic reaction to contrast dyes or a drug-contrast dye adverse interaction before testing procedures.
3. Verify that informed consent has been obtained and that the patient has a clear understanding of the potential risks before undergoing invasive procedures to assess the kidneys and urinary function.
4. Examine individual patient factors contribute to safety risks.
5. Teach all people about the importance of maintaining an adequate oral fluid intake.
6. Teach about or assist with cleansing of the perineum of urinary meatus after using the toilet and during daily bathing or showering.
7. Use language comfortable for the patient and respect the patient's dignity when performing assessment of the kidneys and urinary system.
8. Encourage the patient to express feelings or concerns about a change in kidney or bladder function.
9. Explain all diagnostic procedures, restrictions, and follow-up care to the patient scheduled for tests.
10. Briefly review the relevant A & P of the kidney and urinary system.
11. Describe age-related changes in the kidney and urinary system.
12. Describe the correct techniques to use in physically assessing the kidney and urinary system.
13. Use lab data to distinguish between dehydration and kidney impairment.
14. Coordinate nursing care for the patient during the first 24 hours after IV urography or kidney biopsy.

Care of Patients with Common Urinary Problems (Ch. 69, pp. 1489-1512, 1516-1517 (summary) Stop Before Urothelial Cancer)

2. Assess the appropriateness for continuing therapy with indwelling urinary catheters.
3. Encourage everyone to have a daily fluid intake of 1.5 to 2.5 L unless another health problem requires fluid restriction or to have sufficient fluid intake to result in urine output of 2 to 2.5 L daily.
4. Teach women risk-reduction interventions for urinary tract infections.
5. Teach proper application of pelvic floor exercises to reduce or prevent urinary incontinence.
6. Use language the patient is comfortable with when discussing urinary and sexual issues.
7. Encourage patients and families to express their feelings and concerns about a change in urinary elimination.
8. Explain to the patient and family what to expect during tests and procedures for urinary problems.
9. Refer patients with long-term urinary problems to appropriate community resources and support groups.
10. Coordinate care to prevent urinary tract infections among hospitalized patients.
11. Compare the physiology and manifestations of stress incontinence, urge incontinence, overflow incontinence, mixed incontinence, and functional incontinence.

Assessment of the Male Reproductive System (Ch. 72, pp. 1575, Intro paragraphs on p. 1576, & pp. 1577-1578, include Chart 72-1)

1. Briefly review the A & P of the male reproductive system.
2. Identify reproductive changes of the male associated with aging and their implications for nursing care. (Review Chart 72-1)
3. Discuss a focused physical assessment of the patient with male reproductive system problems.

COURSE POLICIES

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook (on OC nursing web page).
2. Achieve a grade of 75 or above in RNSG 1513, a grade of Pass in the skills portion of RNSG 1513 and a grade of Pass in RNSG 1513 – Clinical in order to advance to second semester.
3. Apply skills and theory taught in the classroom to practice in the clinical experience in RNSG 1015.
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, AVID, and guest speakers, including announcements and information posted on Blackboard and communicated via your OC student email. 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. Test blueprints also serve as exam reviews.
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. Students must contact the instructor in order to arrange a time for make-up exams.
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 when the class takes a break. This includes text messaging and beepers.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

This course Foundations of Nursing Practice/RNSG 1513/Fall 2013 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 the Nursing program, 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.

The SEI process for face-to-face and online courses is to be announced.

STUDENT CONTRACT

I have read the course syllabus for RNSG 1513, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for this course.

Student Signature

Date

Instructor Signature

Date