

ROOM	DATE	TIME	DESCRIPTIONS and Assignment	INSTRUCTOR
Week 4 Room 2137	Friday 9/13/13	1500 pm	CALCULATION Exam #2	R.Jepson
Week 5 2137	Monday 9/16/13	0805am to 1300 pm	<p>Unit #7: The Aging Process Kozier: Ch 20-23</p> <p>Audio-Visual: VHS - Child Development: Implications Infant and Toddler Years Preschool Years School Age Child Pre Adolescent Years Adolescent Years</p> <p style="margin-left: 400px;">} class group discussion</p> <p>Unit #8: Stress & Anxiety Kozier: Ch 42</p>	
Week 5 Room 2137	Friday 9/20/13	1500	CALCULATION Exam #3	
Week 6 2137	Monday 9/23/13	0805am to 1300 pm	<p>Test # 2: Units 7 & 8</p> <p>Unit #9: Common Defense/Coping Mechanisms/Grief Kozier: Ch 42 & 43 Taylor Supp: Ch 13, pp 204-212</p> <p>Unit #5: Communication Kozier: Ch 25-28</p> <p>Audio-Visual Developing a Helping Relationship How to Create a Nonperson Techniques of Therapeutic Communication Blocks to Therapeutic Communication Interactions for Study Transcultural Perspectives in Nursing: Communication/Part 1 and Part 2</p>	R. Jepson
Week 7 2137	Monday 9/30/13	0805am to 1300 pm	<p>Unit #5: Communication (continue)</p> <p>Unit # 10: Pain Kozier: Ch 45 & 46 Taylor Skills: Ch 10</p>	R. Jepson
Week 8	Monday 10/7/13	0805am to 1300 pm	<p>Unit #11: Hazards of Immobility Activity, Legal Issues Kozier: Ch 4; Ch 44 Class activity: Case scenario – clinical pathway, preventive care</p> <p>Unit #12: Ethics Kozier: Ch 5; pp. 85-95; Ch 25 Ch 32, pp.710-730 SAFETY</p> <p>◆ Potluck next week: 10/15/12 Be prepared to identify & discuss nutrition content</p>	R.Jepson
Week 9 2137	Monday 10/14/13	0805am to 1300 pm	<p>Test # 3: UNITS 5, 9, 10 & 11</p> <p>Unit #13: Basic Nutrition Kozier: Ch 47 Lutz & Przytulski: Ch 1, 3-10, 11-13, 18</p> <p>Audio-Visual: CD-ROM – Facts on Vitamins Lippincott Clinical Skills: Providing Nutrition Daily Food Choices for Healthy Living</p> <p>◆ Class Activity: group discussion & potluck Discuss nutritional content in prepared meal</p>	



ROOM	DATE	TIME	DESCRIPTIONS and Assignment	INSTRUCTOR
Week 15 2137	Monday 11/25/13	0805am to 1300 pm	Test #5: UNITS # 16, 18, 19 & 20 Unit # 17: Elimination Kozier: Ch. 48 & 49 Audio-Visual VHS – Alterations in Patterns of Urinary Elimination: Assessment , Dysuria, Temporary Retention, & Incontinence (Independent Interventions & indwelling Catheter	R.Jepson
NLC	Monday 11/25/13	1330 pm	ATI - Fundamentals (65 questions) – Retake Test start on time	
Week 16 2137	12/2/13	0805am to 1300 pm	FINAL EXAM (comprehensive, includes unit 17)	R. Jepson

This syllabus is subject to minor changes.

Imperial Valley College
Nursing Allied and Health Technologies
FALL 2013 - Class Schedule

NUR 110

Nursing Process I

Course Number: CRN# 10725 4.5 Units

Instructor: Rosalba Jepson, MSN RN

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Course Description:

This course is designed as the introductory course in the nursing program and incorporates previous science, psychology, and communication theory. Theoretical concepts basic to the provision of safe nursing practice are introduced. The Scope of Practice of the Registered Nurse and other members of the health care team are examined. Components of the nursing process are reviewed. Through utilization of developmental theories (primarily Erikson) and the Roy Adaptation Model, this course focuses on the nursing role as communicator, provider of care, and client teacher for individuals experiencing adaptation problems across the lifespan in the physiologic mode, psychologic mode, and selected adaptation problems. Parameters of health are defined and philosophies of nursing are investigated. The aging process is introduced. The physical and psychological needs of the normal and ill individual are explored. Pain assessment, interventions, and evaluation are discussed. Basic nutrition is introduced as one of the caring practices involved in client care. Stress, adaptation, and communication skills are stressed as important nursing roles. Variations in nursing care for individuals of different socio-economic and cultural backgrounds will be considered.

QSEN – Quality and Safety Education for Nurse. QSEN competencies will be integrated into the course curriculum to build upon the fundamental concepts introduced in prior courses with the focus on health issues across the lifespan. Clinical opportunities are designed to facilitate application of QSEN competencies in knowledge, skills, and attitude focusing on lifespan health issues through care of diverse populations in a variety of settings.

Prerequisites, if any:

1. English 101
2. Demonstration of Math Competency
3. Demonstration of Reading Competency
4. Psychology 101
5. Biology 204 (BIOL 204) and Biology 206 (BIOL 206) or Biology 200 (BIOL 200) and Biology 202 (BIOL 202)
6. Biology 220 (BIOL 220) General Microbiology
7. Admission to the Nursing Program.

Corequisites, if any:

1. NURS 111 Nursing Skills Lab 1
2. NURS 112 Nursing Process Application 1
3. NURS 116 Pharmacology
4. Introduction to Sociology (SOC 102) or Cultural Anthropology (ANTH 102)

Grading Criteria:

Course offered for letter Grade Only

SLOs – Student Learning Objectives

1. Students will demonstrate an understanding of basic fundamental nursing skills, which will be evaluated through written examination and ATI Fundamental exam.
2. Students will identify the ten 2010 National Patient Safety Goals (NPSGs), which will be evaluated by written exam and clinical observation. Students will be able to apply in the NPGs in the clinical setting.
3. Students will develop a nursing care plan applying the appropriate components of the nursing process, which will be evaluated by written exam and class presentation.

COURSE OBJECTIVES:

1. Explain the philosophy, objectives and logistics of the Imperial Valley Nursing Program.
2. Define the Scope of Practice for the Registered Nurse
3. Differentiate between the roles of the health aide, vocational nurse and the registered nurse.
4. Relate implications of the health-illness continuum to nursing and to the different developmental levels.
5. Identify selected client reactions related to hospitalization including the different developmental levels.
6. Relate nursing interventions to the ethnic/cultural environment of the community.
7. Use the nursing process to plan care for simulated client situations with Roy's Adaptation Theory as the basis
8. Compare and contrast introduction of physical assessment in clients of all ages and developmental stages with an emphasis on the physiological basis of vital signs.
9. Discuss the characteristics of the normal aging process
10. Identify legal/ethical constraints and institutional policies in reporting and recording client information.
11. Use the communication process in simulated and actual situations.
12. Relate the principles of a safe and therapeutic environment to simulated and actual client care situations
13. Identify the nature, effect and response to stress.
14. Explain the role of the autonomic nervous system in maintaining homeostasis
15. Identify the following if given a set of common disruptions to coping behaviors:
 - 15.1 Adaptive and maladaptive features
 - 15.2 Effects of culture/ethnic heritage
 - 15.3 Effects of age
 - 15.4 Effects of religious preference
16. Describe the role of the nurse in working with dying clients or families and/or care-givers of dying clients
17. Discuss the theory of pain management and the various methods involved
18. Explain principles underlying concepts of immobility, activity and rest.
19. Compare and contrast the assessment of the integumentary system as it changes across the lifespan
20. Identify basic nutritional needs throughout the lifespan.
21. Identify nutritional needs in deviations from health with respect to age, culture, disease, and religious preference
22. Compare and contrast O₂ - CO₂ exchange problems in client of all ages
23. Compare and contrast needs of individuals with common disruptions of urinary and/or intestinal elimination
24. Explain the role of acid-base balance in maintaining homeostasis in assigned client care situations.
25. Develop nursing diagnoses, outcomes, and nursing interventions related to sleep problems.

UNIT CONTENT

1. The philosophy, objectives and logistics of the Imperial Valley Nursing Program
2. Scope of Practice of the Registered Nurse
3. Differentiate between the roles of the registered nurse, vocational nurse and health aide
4. The health-illness continuum
5. Theories related to client responses to illness and hospitalization
6. Nursing interventions to the ethnic/cultural environment of the community
7. The nursing process utilizing the Roy Adaptation Theory as the basis for planning nursing care
8. The physiological basis of vital signs in clients across the lifespan
9. The aging process
10. Legal/ethical constraints and institutional policies in reporting and recording client information
11. Therapeutic communication processes
12. Principles of safe and therapeutic environments
13. Nature, effect and response to stress
14. The autonomic nervous system in maintaining homeostasis
15. Common disruptions to coping behaviors:
 - Adaptive and maladaptive features
 - Effects of culture/ethnic heritage
 - Effects of growth and development

- Effects of religious preference
16. Role of the nurse in working with dying clients or families and/or care-givers of dying clients
 17. Pain management and its application to clients of all ages
 18. Concepts of activity and rest
 19. Introduction to the assessment of the integumentary system
 20. Basic nutritional needs throughout the lifespan
 21. Nutritional needs in deviations from health with respect to age, culture, disease and religious preference
 22. Oxygen and Carbon dioxide exchange problems in clients of all ages
 23. Common disruptions of urinary and/or intestinal elimination
 24. The role of fluid, electrolyte, and acid-base balance in maintaining homeostasis

INSTRUCTIONAL METHODOLOGY:

Audio Visual related to course content, computer and internet research, case studies, discussion, group activity, presentations, lecture, powerpoint, and simulation. Two (2) hours of independent work done out of class per each hour of lecture or class work.

Assignments:

Class activities: class participation, discussion, presentations, unit exams, pop quizzes, calculation exam and Final exam.

Out-of-class: reading assignments from required textbooks listed for this course (see text book list), and the pharmacology text used in the pharmacology course. Writing assignments and/or professional papers will reflect the objectives listed. CD/DVD viewing, internet, research evidence-base articles Additional reference materials will be available in the nursing learning center. Outside assignments may include, but not limited to, nursing lectures or inservices offered by local health facilities, independent exercises, and learning center activities.

GRADING

Unit exams are graded on a percentage. Other work such as the Philosophy paper and the group project on Aging are graded on a points system. Course grades are based on the following scale and are not rounded up.

- A = 92%-100%
- B = 83% - 91%
- C = 75% - 82%
- D = 68% - 74%
- F = Below 68%

Successful completion is based on the following:

- 75% or better of total possible points accumulated for entire course and
- 75% or better of total points on the final

All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 75%.
- B. Clinical grade must total equivalent of 75% or greater based on all points accumulated.
- C. Theory (exams) grade must total equivalent of 75% or greater.
- D. Pharmacology calculation exam must be passed with a 92%.
- E. Attendance requirements as noted below must be met.

Calculation Exam: As a measure of clinical safety, a dosage calculation exam will be given. The dosage calculation exam will have 25 questions. The student must obtain a score equivalency of 92% or better to pass the test and continue in the class. The score will not be included in the grade point average for this class; it is a pass/fail assignment. If the student is unsuccessful on the third attempt taking the math exam, the student will not be allowed to progress to the next semester. The student will receive a grade of "F" in the current nursing course if the third attempt occurs after the last day to drop with a "W". Any follow-up exams will take place outside of regularly scheduled clinical hours.

ATI testing on Fundamentals of Nursing is a part of the theory graded section of the NUR107 course. Students are responsible for reading all material in the ATI Nursing Fundamentals book prior to the assigned test date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

STANDARDS

Acceptable behaviors:

Working collaboratively on group projects as directed. Discussion of diverse or contrary viewpoints or concerns when expressed in a manner conducive to the learning environment. There may be an online component of this class is through Blackboard. It is the student's responsibility to keep their email information up to date.

It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, the student will be dropped from the class.

Unacceptable classroom behavior includes but is not limited to:

Phone texting, phone conversations, using personal computers for non-class activities, talking in class, and reading other than class coursework, academic dishonesty, such as plagiarism and cheating and behavior disruptive to the learning environment. Getting up and leaving class. Any type of harassment including sexual will not be tolerated and will be handled according to the policies of the college.

Academic dishonesty:

Any student guilty of academic dishonesty, including plagiarism, must meet with the instructor and Nursing Program Director to determine if the student shall remain in the nursing program. Student will also meet with the campus Dean of students.

Deadlines:

Assigned written work is due on dates specified by the instructor and must be submitted at the beginning of class. Partially completed work is not accepted. Late work will have 10% deducted from the score achieved for each day late. (If over a two day weekend, only 10% will be deducted). If events occur which prevent timely submittal, special permission may be requested in writing before the due date stating the reason for the extension and the amount of time requested. If the student is unable to come to class the day work is due or a test is assigned, it is the student's responsibility to contact the instructor and make arrangement for submission of the work or the test prior to the date assignments or tests are due. **It is NOT recommended that you miss an exam.**

Attendance Policy

According to Imperial Valley College catalog: attendance is expected of all students enrolled and will be considered when computing grades. A student may be excluded from further attendance in a class during any semester when absences have exceeded the number of hours that the class meets per week configured as if the class hours were spread over the semester. Further, the instructor can request a student be removed from class if the student is judged to be a disturbing element in the class.

In addition, the attendance policy of the Nursing Program includes but is not limited to the following:

- A. A student who exceeds the maximum allowable number of hours absent must file a petition to remain in the nursing program. The student will meet with the program team to discuss the situation and consideration for dismissal.

- B. If remediation is considered, additional study assignments will be based upon the classroom objectives as determined by the instructor
- C. Students who are late to class 3 times in any nursing course will be considered absent for one day.
- D. It is the student's responsibility to check on announcements any time absent or tardy
- E. **It is the student's responsibility to drop the class through Webstar before the drop date, November 9, 2013,** if they do not intend to continue in the class. Failure to drop the class by the drop date will result in possible failure of the class.

Special Considerations and Disabilities

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. DSPS is Located:

2100 Bldg., Room 2117
Phone: 760- 355-6312

Course Content, Assignments and Examinations

Course content emphasized in class reading assignments, presentations, lectures, discussions, and some video assignments will be used in the examinations.

Participation & Progressive Expectations:

Students are expected to increase participation and readiness for class as the semester progresses. Participation includes class discussions, asking/answering questions, and group work. Assignments such as viewing videos, reading, and skills practice must be done prior to class.

ALL READING ASSIGNMENT MUST BE DONE BEFORE CLASS.

TEXTBOOK(S):

- Berman (2012). *Kozier & Erb's Fundamental of Nursing w/CD* (9th /e). Upper Saddle River Pearson/Prentice Hall. ISBN: 0138024618
- Lynn (2010). *Taylor's Clinical Nursing Skills w/CD* (4th/e). Lippincott, William, Wilkins. ISBN: 071879384X
- Delgin (2013). *Davis' Drug Guide for Nurses w/CD* (13th/e). FA Davis. ISBN: 0803619111
- Doenges (2010). *Nursing Care Plans* (8th/e). FA Davis. ISBN: 803630413
- Doenges, Marilyn (2013). *Application of Nursing Process and Nursing Diagnosis* (6th/e). FA Davis . ISBN: 0803629125
- Hogan (2013). *Reviews & Rationales: Fluids, Electrolytes, and Acid-Base Balance w/CD* (3rd/e). Prentice Hall. ISBN: 0132958554
- Lutz, (2011). *Nutrition & Diet Therapy* (5th/e). FA Davis Publishing. ISBN: 0803622022
- Taber's (2011). *Taber's Cyclopedia Medical Dictionary* (22/e). Prentis Hall. ISBN: 803629776
- Berman (2012). *Study Guide for Kozier & Erb's Fundamentals of Nursing* (9th/e). Upper Saddle River Pearson/Prentice Hall. ISBN: 0131889389