

**Imperial Valley College**  
**Division of Nursing Education and Health Technologies**  
**Nursing Process and Applications III**  
**Nursing 231 CRN # 20844**  
**Class Schedule Spring 2014 (8.5 units)**

**Time: Lecture: Wed/Fri 1115-1335**  
**Clinical Mon/Tues**

**Instructors: Celeste Armenta, RN FNP-BC**  
**Carlos Ramirez, RN MSN**

Deadline to drop WITH "W": (12<sup>th</sup> week)

**Instructor: Celeste Armenta**

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**Texts Required:**

**Smeltzer, Bare, Hinkle & Cheever (2014). Brunner & Suddath's Textbook of Medical-Surgical Nursing (13<sup>th</sup> Ed). Lippincott Williams & Wilkins ISBN 978-1-4511-3060-7**

**Ball, Bindler, & Cowen (2012). Principles of Pediatric Nursing, *Caring for Children* (5<sup>th</sup> Ed). Pearson Education ISBN 978-0-13-211175-1**

**Recommended Text:**

**Pharmacology and the Nursing Process**

**Current ATI review books**

**Davis Drug Guide**

**Laboratory Reference Book**

**Nursing 231 (8.5 units)**

**NURSING PROCESS AND APPLICATINS III**

**Term Hours:**

**Letter Grade only**

**A. Prerequisites, if any:**

NURS 125 Nursing Process & Application II

NURS 121 Nursing Skills Lab II

NURS 123 Pharmacology II

NURS 224 Psychiatric & Mental Health Nursing

NURS 225 Psychiatric & Mental Health Nursing Applications

**B. Co-requisites, if any:**

NURS 211 Nursing Skills Lab III

This course is designed to integrate previous science and nursing course theory. This course provides theoretical perspective, science-based knowledge and principles needed by students to guide their application of the nursing process and choice of nursing interventions for individuals with common physiological alterations. Professional, legal and ethical issues are explored.

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 for person with common and/or chronic medical and/or surgical conditions related to the Cardiac, Gastrointestinal, Musculoskeletal, Endocrine and Renal Systems. Variations in nursing care for individuals of different socio-economic and cultural backgrounds will be considered. Theories of leadership and management as related to nursing in the acute care setting is introduced. This course involves clinical application of both theoretical concepts and tactile skills taught in Nursing Process and Nursing Application I and II, Nursing Skills Laboratory III, II, and I, and Pharmacology. All aspects of the nursing process will be applied to client situations.

**Grading:** Grading is accomplished through tests, case studies and concept maps. Seventy (70) percent of the grades will come from lecture and thirty (30) percent will incorporate clinical performance. The lecture component will be seventy five (75) percent from quizzes and twenty five (25) percent from the final. The clinical component will consist of cases studies and evaluations from clinical agencies. **Both lecture and clinical must be at seventy five (75) percent or higher to pass the course.**

<b>Lecture</b>	<b>70%</b>	<b>Clinical</b>	<b>30%</b>
Quiz	75%	Case Studies (3)	60 %
Final	25%	Final	40%

Unsatisfactory will be given to students that perform at a satisfactory level during lecture of clinical performance. Each unsatisfactory will be counseled immediately (if possible) and an accumulation of 3 in any semester will produce a failing grade. An unsatisfactory is given by an instructor for clinical performance below the level expected for this semester.

Some examples could include:

1. Disruptive behavior that impairs learning.
2. Incomplete or absent charting of narcotics, medications or patient activities.
3. Perform previously learned skill in an ineffective or unsafe manner.
4. Compromising patient confidentiality or safety.
5. Fraudulent documentation of any kind or any communication that is not truthful or is not in the patients' best interest.
6. Poorly performed or absent assignments

The course grade will be computed as follows 75% will come from an average of all assignments prior to the final exam, and 25% of the course grade will come from the final exam.

**THERE WILL BE NO MAKE UPS FOR Tests, Exams, or Quizzes.** Student Class presentation, papers or assignment may be assigned as time is permitted in the class.

#### RN Nursing Grading Scale

A = 92 –100%

B = 83 – 91 %

C = 75 – 82 %

D = 68 – 74 %

F = Below 68%

“Each semester of the nursing program includes at minimum a) theory course work, b) clinical experience course work, and c) nursing skills laboratory work as well as any required co-requisite courses. 1) Each of these areas must be passed with a 75% or better 2) Failure of any one part necessitates re-taking **all** three; i.e. theory, clinical, and skills to meet the Board of Nursing requirement for concurrent clinical and classroom study.” See RN program Handbook 2009-2010.

**Minimum course requirements** for progression in the Nursing Program 1) **Final Course Grades must be 75% („C“)** or better, based on ALL the following: (a) All finals will be passed with a score of 75% or better. See RN program Handbook 2009-2010.

**Attendance:** Attendance –according to the Imperial Valley College Catalog: Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student’s record into account in computing grades. A

student may be excluded from further attendance in a class during any semester when absences after close of registration have exceeded the number of class hours which the class meets per week. Students who are late to class three times in any nursing course will be considered absent for one day.

Students may be absent 19 hours over the semester. If absences exceed the 19 hours, the student will be dropped from the class. **When a student is absent a case study will be due for every 4 hours missed, excused or unexcused. The due dates will be determined by the instructor for which the absence occurred. All case studies due for absences will be handed into the instructor for which the absence occurred. Case studies handed in late will receive 5 points off total grade for each day late. If a case study is not received the student will receive an incomplete (“I”) for the semester and if still not completed one week after the end of the school semester the grade will be 0 for the case study.**

**Disruptive Behavior:** An instructor may drop any student judged to be a disturbing element in the class. Cell phones, pagers and all electronic devices shall be turned off during class. Disruptive behavior during lecture will not be tolerated.

**Cheating policy:** **Students caught cheating or attempting to cheat on exams will be given a zero for that exam.** The student may also be referred to the Dean of Instruction for further discipline. Cheating includes, but is not limited to looking at another student’s paper, opening any non-testing window while testing, minimized cheat sheets, speaking out answers or questions, the use of open book or notes, finger spelling in sign language, notes written on skin, or text messaging or use of high tech gadgets to provide testing material.

**Disabilities:** Any student with a documented disability who may need educational accommodations should notify the instructor or the dialed student programs and Services (DSP&S) office as soon as possible.

DSP&S Health Science Building, Room 2117 355-6312

Imperial Valley College does not discriminate in the admission nor in the offering of programs and activities because of Race, Color, Religion, Age, Marital Status, National Origin, Gender, Disability or Sexual Orientation

**ATI Testing:** ATI tests in Pharmacology and Pediatrics may be required of RN students during progress thru the nursing program. Please see the Imperial Community College District Division of Nursing and Allied Health Technologies RN Program Handbook School Year: 2009 – 2010.

**Students failing unit exams are expected to develop remediation plans and meet with the Nursing Learning Center Staff prior to the next exam. Completion of remediation plan should be documented.**

#### **Student Learning Outcomes:**

1. The student will learn and understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with acute adaptive disorders of the neurological, cardiac, respiratory, and /or endocrine systems.
  - a. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Pediatrics exam with a level 1 or above.
  - b. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Pharmacology exam with a level 1 or above.
2. The student will apply relevant nursing theory to patient care to individualized patient and families with acute and chronic body systems stressors in the hospital.
  - a. Assessed by clinical evaluation tools
  - b. Assessed by clinical case studies.
3. The student will implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary healthcare systems
  - a. Assessed by clinical case studies.
  - b. Assessed by clinical evaluation tool.
4. Demonstrate proper use of delegation, team leading, and the use of interdisciplinary model to manage and/or coordinate the health care of selected patients.
  - a. Assessed by clinical competency.
5. Student will use evidence based research to provide quality health care, initiate change and improve nursing practice.
  - a. Assessed by clinical case studies.

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Date	Day	Time	Description	Instructor	Assignment
1/21/2014	Tues	1115-1335 RM# 2150	Class Orientation/ Clinical Orientation	Armenta	Discuss class syllabus etc.
1/22/2014	Wed	1115-1335	Leadership/Hematology/Immune	Armenta	Smeltzer & Bare; Ch 1,4,33,50,51,52,53 Ball, Bindler, & Cowen Chapter 16,22, & 23
1/24/2014	Fri	1115-1335	Leadership/Hematology/Immune	Armenta	Smeltzer & Bare; Ch 1,4,33,50,51,52,53 Ball, Bindler, & Cowen Chapter 16,22, & 23 <b>Case Study #1 Hem/Immune</b>
1/29/2014	Wed	1115-1335	Leadership/Hematology/Immune	Armenta	Smeltzer & Bare; Ch 1,4, 33,50,51,52,53 Ball, Bindler, & Cowen Chapter16,22, & 23 <b>Case Study #2 Hem/Immune</b>
1/31/2014	Fri	1115-1335	<b>Test #1 Hem/Immune</b> Review Exam/Endo	Armenta	Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30
2/05/2014	Wed	1115-1335	Endo	Armenta	Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30 <b>Case Study #1 Endocrine</b>
2/07/2014	Fri	1115-1335	Endo	Armenta	Smeltzer & Bare; Ch: 41, 42 Ball, Bindler & Cowen Ch 30 <b>Case Study #2 Endocrine</b>
2/12/2014	Wed	1115-1335	Endo	Armenta	Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30 <b>Case Study #3 Endocrine</b>
2/19/2014	Wed	1115-1335	<b>Test #2 Endo</b> Review Exam/Cardio		Smeltzer & Bare; Ch: 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21
2/21/2014	Fri	1115-1335	Cardio	Armenta/Mora	Smeltzer & Bare; Ch: 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 <b>Case Study #1 Cardio</b>
2/26/2014	Wed	1115-1335	Cardio	Armenta/Ramirez	Smeltzer & Bare; Ch 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 <b>Case Study #2 Cardio</b>
2/28/2014	Fri	1115-1335	Cardio	Armenta	Smeltzer & Bare; Ch 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 <b>Case Study #3 Cardio</b>
3/05/2014	Wed	1115-1335	<b>Test #3 Cardio</b> Review Exam/Renal	Armenta	Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler& Cowen Ch 18, 26

3/07/2014	Fri	1115-1335	Renal	Armenta	Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 <b>Case Study #1</b>
3/12/2014	Wed	1115-1335	Renal	Armenta/Berenji	Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 <b>Case Study #2</b>
3/14/2014	Fri	1115-1335	Renal	Armenta	Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 <b>Case Study #3</b>
3/19/2014	Wed	1115-1335	<b>Test#4 Renal</b> Review Exam/GI	Armenta	Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25
3/21/2014	Fri	1115-1335	GI	Armenta	Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25
3/26/2014	Wed	1115-1335	GI	Armenta	Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 <b>Case Study #1</b>
3/28/2014	Fri	1115-1335	GI	Armenta	Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 <b>Case Study #2</b>
4/02/2014	Wed	1115-1335	GI	Armenta	Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 <b>Case Study #3</b>
4/04/2014	Fri	1115-1335	<b>Test #5 GI</b> Review GI Exam/Neuro	Armenta	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 25
4/09/2014	Wed	0900-1000 1115-1335	<b>Pharm ATI/Neuro Cont</b>	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27
4/11/2014	Fri	1115-1335	Neuro	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 <b>Case Study #1</b>
4/16/2014	Wed	0900-1030	<b>Peds ATI</b>	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 <b>Case Study #2</b>
4/18/2014	Fri	1115-1335	Neuro	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27
4/30/2014	Wed	1115-1335	<b>Peds Retake ATI/Neuro</b>	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 <b>Case Study #3</b>

5/02/2014	Fri	1115-1335	Neuro	Armenta/Menvielle	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27
5/07/2014	Wed	1115-1335	<b>Test #6 Neuro</b> Review Exam Neuro	Armenta	Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27
5/09/2014	Fri	1115-1335	<b>Review for Final</b>	Armenta	
5/14/2014	Wed	1115-1335	<b>Final</b>	Armenta	

**Holidays 2/14, 2/17, 4/21- 4/28/2014**

**Finals Week 5/10-5/16/2014**