

# Welcome to Medical Surgical Nursing III

## Basic Course Information

Semester:	<b>SPR 2026</b>	Instructor Name:	Teresa Santos
Course Title & #:	<b>Medical Surgical Nursing III</b>	Email:	teresa.santos@imperial.edu
CRN #:	<b>21166/21167</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>2152</b>	Office #:	<b>2103</b>
Class Dates:	2/17/26-6/12/26	Office Hours:	<b>T 1200-1400 W/TH 0900-1000 via Pronto</b>
Class Days:	T 1400-1830	Office Phone #:	<b>760-355-6574</b>
Class Times:	Clinical SAT or SUN 0700-1900 Preceptorship varies	Emergency Contact:	<b>Nursing Office: Analisa 760-355-6348</b>
Units:	<b>8.0</b>	Class Format/Modality:	<b>Face to Face</b>

\*\*\*\*\*Last Day to Drop WITH "W": 10 MAY 2025\*\*\*\*\*

## Course Description

This course facilitates the transition of the student to the role of a professional nurse. This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multi-system alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, delegating and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences and advanced clinical preceptorships provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings. (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

Prerequisites: NURS 219 with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric, and pediatric patients with acute, complex, or multi-system adaptive disorders of the neurological, cardiac, respiratory, and/or endocrine systems. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Comprehensive/Predictor exam with an individual score of 71.3% or above.
2. Apply the nursing process to integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of patients. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Med/Surg with a level 2 or above.
3. Differentiate the principles of nursing care in the multi-system compromised patients in the home and

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care institutions by passing the final with a minimum of 78%.

4. Apply processes and skills for critical thinking, clinical judgment, decision making, nursing management and leadership to promote quality and safe health care delivery when caring for the adult, geriatric and pediatric patients with acute complex, or multi-system adaptive disorders of neurological, cardiac, respiratory, and/ or endocrine system. Demonstrate integration of knowledge by passing a summative simulation exit skills check off with a 78% or higher or satisfactory on the first attempt.
5. Provide evidence-based care for patients in the acute care, outpatient and home care setting for the delivery of optimal health care. Demonstrate integration of knowledge by passing a skill competency check off on managing and caring for percutaneously inserted central catheter line, central catheter line, and accessing and de-accessing an implantable vascular device (i.e. Mediport) by passing a skills competency check off with a 78% or higher or satisfactory on the first attempt.

## Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

1. Perform a comprehensive health assessment on patients across the lifespan and focus on deviations that contribute to multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and addresses the interaction of multisystem alterations in health.
3. Collaborate with members of the interdisciplinary health care team while acting as an advocate in the provision of quality care promotes safety for patients across the lifespan with multisystem alterations in health.
4. Demonstrate clinical judgment and evaluate outcomes when providing care to patients across the lifespan experiencing multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, and nutrition, as well as concepts from the previous nursing courses and established evidence-based practice to the care of patients with multisystem alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with patients, families, and selected groups and professional relationships with members of the interdisciplinary health care team.
7. Use information technology to access evidence-based literature and patient care information, communicate with other members of the health care team, and accurately document patient care in a secure and timely manner.
8. Acknowledge the value of evidence-based practice by integrating evidence-based knowledge into practice when providing care to patients across the lifespan with multisystem alterations in health.
9. Develop and provide health and safety-related education to patients across the lifespan while recognizing the nurse's role as educator and change agent.
10. Use organizational, priority setting, and decision-making skills when providing, assigning, and supervising the care of patients with multisystem alterations in health.
11. Participate in the development, implementation, and evaluation of quality improvement plans related to patient safety, the delivery of quality care, and institutional concerns.
12. Adhere to ethical, legal, and professional standards and maintain accountability and responsibility while



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managing the care of patients with complex, multisystem alterations in health.



## Textbooks & Other Resources or Links

### Required Books

- Vallerand, Sanoski. 2022. Davis's Drug Guide for Nurses. 19th F.A. Davis Company. ISBN: 9781719650038.
- Taylor, C.R., Lynn, P, Bartlett, J. 2023. Fundamentals of Nursing . 10th Wolters Kluwer/Lippincott. ISBN: 978-1-975168-15-5.
- Hinkle, J.L. and Cheever, K.H.. 2021. Brunner & Suddath's Texbook of Medical-Surgical Nursing 15th ED. 15 Wolters Kluwer LWW. ISBN: 9781975161033.
- Burchum, J. R. and Rosenthal, L. D. 2021. Lehne's Pharmacology for Nursing Care. 10th Elsevier. ISBN: 9780323825221.
- Lynn, P.. 2023. Taylor's Clinical Nursing Skills: A Nursing Process Approach. 6th Wolters Kluwer, LWW. ISBN: 9781975168704.

### Recommended Books

- Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination, 4th Edition by Linda A. LaCharity PhD RN (Author), Candice K. Kumagai MSN RN (Author), Barbara Bartz MN ARNP
- MedSurg Notes. Nurse's Clinical Pocket Guide. F.A. Davis
- Critical Care Notes. Nurse's Clinical Pocket Guide. F.A. Davis
- ECG Interpretation Made Incredibly Easy 7th Edition. Coviello.J.C.Lippincott William & Wilkins. Wolters Kluwer
- Hemodynamic Monitoring Make Incredibly Visual. 4th Edition. Knapp, E. Lippincott William & Wilkins. Wolter Kluwer
- Pathophysiology Made Incredibly Easy. 7th Edition. Lippincott William & Wilkins. Wolter Kluwer

### Resources & Links

- ATI Nursing education. [www.atitesting.com](http://www.atitesting.com)
- The Point. Student book resources. <http://thepoint.lww.com/student>
- California Board of Registered Nursing. <http://www.rn.ca.gov/>
- Centers for Disease and Prevention. [www.cdc.gov](http://www.cdc.gov)
- Academy of Medical-Surgical Nursing. [www.amsn.org](http://www.amsn.org)
- American Heart Association [www.heart.org/](http://www.heart.org/)
- American Cancer Society. [www.cancer.org](http://www.cancer.org)
- American Diabetes Association [www.diabetes.org](http://www.diabetes.org)
- American Lung Association, [www.lung.org](http://www.lung.org)
- American Nurse Association, [www.nursingworld.org](http://www.nursingworld.org)
- American Association of Critical Care Nurses. [www.aacn.org](http://www.aacn.org)
- American Association of Emergency Nurses. [www.ena.org](http://www.ena.org)
- National Association for Home Care & Hospice. [www.nahc.org](http://www.nahc.org)
- Hospice and Palliative Nurse Association <https://advancingexpertcare.org/>
- Infusion Nurses Society. [www.ins1.org](http://www.ins1.org)



- National Institute of Health. [www.nim.nih.gov](http://www.nim.nih.gov)
- Oncology Nursing Society. [www.ons.org](http://www.ons.org)

**Other links:**

- Khan Academy Video [www.khanacademy.org](http://www.khanacademy.org)
- RegisteredNurseRN.com. YouTube Channel [www.registerednurse.com](http://www.registerednurse.com)
- Keith RN YouTube Channel [www.keithrn.com](http://www.keithrn.com)
- Simple Nursing YouTube [www.simplenursing.com](http://www.simplenursing.com)

### **Course Requirements and Instructional Methods**

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**Hours:** NS 227 is an 8-unit theory and clinical course. Lectures are held 3.9 hours per week, and clinical hours are 15.2 per week. Clinical hours may be adjusted to meet the required assignment locations, including a clinical rotation at a different time than posted or on another day. Students are responsible for transportation to clinical sites and attendance at scheduled clinical courses.

**Assignments:** Reading, viewing of CD/videos, internet, and writing assignments are required. Students' expectations for assignments include reading, understanding, analyzing, and providing a critique on the information from college-level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see textbook list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers, for all writing assignments, use **APA 7th edition**. Outside duties including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

**Clinical pre-assignments:** will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observing various clinical departments, and participating in the simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to quizzes and concept maps, care plans, case studies, EBP projects, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation labs, schools, home health agencies, public health agencies, and social service agencies. **HIPAA laws are applied and observed in clinical.** Each student's responsibility is to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., before clinical rotations (please see the student handbook for more information). A student will not attend any clinical hours until this is done. If over the maximum hours of absenteeism, the student will be dropped from the class.

**Simulations:** are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class, and simulation materials will be handed out.  
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All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the course for the day and result in a clinical absence. **HIPAA laws are applied and observed in simulations.**

**Clinical Evaluation:** Clinical skills evaluation is continually done to assess that student meet "satisfactory" safe and proficient practices to pass the course. Evaluation is based on adherence to nursing standards of care, QSEN competencies, written assignments, and professional performance and attendance. An unsatisfactory performance in the clinical practice area may be given for unprofessional conduct, "unsafe" practices, incomplete patient care assignments or any other clinical assignments, excessive absences, not adhering to clinical regulations. Students may be required to remediate before returning to the clinical setting. Students who accrue three (3) unsatisfactory grades in clinical practice or fail to meet the clinical objectives will fail of this course regardless of the overall grade.

Plagiarism and cheating policies noted in the RN student handbook will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with the research tools available or ask assistance from the NLC tutors or faculty.

**Methods of Instruction-** the methods of instruction will be determined by each instructor and may include, but not be limited to the following: small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all classroom and clinical instruction time, every person will be respected within the group. It is expected that all interactions between students, faculty and other staff will take place professionally and courteously and in a civil manner. It is expected that students will come prepared for class by completing reading assignments, pre-class or pre-clinical assignments, and skills practice on their own time.

### Course Grading Based on Course Objectives

**Methods of Evaluation:** Students must maintain a "C" average grade as determined by the scale below:

**A 93-100%**

**B 84-92%**

**C 78-83%**

**F Below 78%**

Grades will not be "rounded." To advance, a "C" or better is required in this course and the co-requisite courses. All the following must be attained to pass this course successfully:

- A. Final Theory Exam score must be passed at 78%. (1 Final exam)
- B. Clinical grade must total 78% or greater.
- C. Theory (exams and final) grade must total the equivalent of 78% or greater. (Total of 7 theories exams)
- D. Complete all NUR 227 group assignments (in-class or homework)
- E. Pharmacology math calculation exam must be passed as described below.
- F. Attendance requirements as noted below must be met. G. Less than three unsatisfactory performances in clinical work must occur.
- H. Final clinical evaluation must show all categories as "Adequate" or "Satisfactory." I. Quizzes on lecture topics and assigned reading. (Total of 7-8 quizzes). Unannounced or Pop quizzes may be awarded extra credit toward the overall grade with the discretion of the course instructor.



- J. ATI proctored Assessments for Medical/Surgical & Leadership with a Level 2 or above.
- K. ATI Comprehensive/Predictor Assessment must be passed with a passing individual score of 71.3%.
- L. Complete all ATI capstone modules/ATI Virtual modules to receive all possible homework points.

**The total ATI Capstone + Virtual-ATI points will count for 10% of overall academic course grade**

Testing will include no more than ten examinations in addition to writing, demonstration, and oral assignments and a final exam. Announced and unannounced quizzes may be included. **THERE WILL BE NO MAKE-UPS FOR EXAMS, TESTS OR QUIZZES MISSED DUE TO ABSENCE, EXCEPT UNDER EXTREME CIRCUMSTANCES UNDER THE APPROVAL OF THE NUR 227 COURSE INSTRUCTOR.**

**Clinical evaluation:** Clinical evaluation will be done ongoing with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. An unsatisfactory clinical may be given based on the same means of care and professional performance and will require remediation in the learning center. Students who receive **three unsatisfactory grades in clinical or failure to meet the clinical objectives will fail the NUR 227 course regardless of the overall grade.**

**Calculation Exam:** As a measure of clinical safety, a dosage calculation exam will be given before the start of the clinical rotations and **every eight weeks**. The dosage calculation exam will have a minimum requirement of 25 questions appropriate to the level of each semester. **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/fails assignment.** If the student is unsuccessful on the second attempt taking the math exam, the student will not be allowed to progress to the next semester. Any follow-up exams will take place outside of regularly scheduled clinical hours. The schedule may change at the instructors’ discretion, considering the progress of students with the materials. Any change will be announced in class or via email through Canvas. Students are held responsible for all materials covered in the syllabus and any changes announced in course, Canvas, or by email.

**It is recommended that if a grade falls below 82% that the student 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. The student is responsible for withdrawing (W) from the class before the deadline, as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.**

Pharmacological Dosage Calculation Exam:

1. Purpose: Because patient safety is the utmost priority, each student will be required to take and successfully demonstrate competence (pass) a drug calculations exam each semester.
2. Minimum requirements:
  - a. 25 questions /calculations appropriate to the level of each semester
  - b. **Pharmacological dosage calculation exams are provided every eight weeks throughout the semester.**
  - c. Students must follow the rounding guidelines found in the RN handbook.
  - d. Students must show their work.



- e. Pass with a score of 92 % or higher. The score is not included in the grade point average for the course as it is a pass/fail assignment.
- f. Time limits assigned as appropriate to the number of questions.
- g. Correct units must be stipulated to count as correct: i.e., ml/hr, units/hr, etc.
- h. Calculators will be used for the pharmacological dosage calculation exams in NUR 227 at the discretion of the course instructor.

3. The student is allowed two (2) attempts to pass.

- a. Students who do not pass with a 92% on the first attempt must pass with a 96% on the second and final attempt.
- b. Students who do not pass after the first attempt:
  - (i) Student must make an appointment to seek tutoring with NLC tutors/ faculty and math department, ATI website, and computerized software in the nursing learning center.
  - (ii) Cannot administer any medication in a clinical setting.
  - (iii) If the student is unsuccessful on the 2nd attempt, the student cannot progress to the following nursing courses.

#### **ATI testing on Med/Surgical, Leadership and Comprehensive/Predictor Proctored Assessments**

ATI testing evaluates a student's ability to provide safe patient care and demonstrate clinical competence. The course requires that students pass with **a Level 2 or above on all ATI proctored assessments. In addition, the course requires students to pass the ATI Comprehensive Predictor Assessment with an individual score of 71.3%**. Points are awarded for the assigned proctored assessments in NUR 227. Points will be calculated toward the final grade.

Students who do not meet the benchmarks for NUR 227 ATI competency proctored assessments will have the opportunity to retake once to meet the required standard. **If the student does not meet the benchmark with the retake/2<sup>nd</sup> attempt, it will be at the course instructor's discretion to place the student on a learning contract for the remaining semester of NUR 227.** Students who have an unexcused absence or tardy for the scheduled/assigned proctored assessments, comprehensive predictor assessment, retake, or who do not fulfill the remediation requirements may result in dismal from NUR227. This will result in a "W" grade before the drop date and an "F" grade after that.

Before taking any of NUR 227 ATI proctored assessments and comprehensive predictors, students will be assigned to complete both practice A and B assessment. Students will be awarded 1 point for each completed practice assessment with a score of 92% or higher. (There are Practice A & Practice B assessments). Students will submit practice assessments of A & B results via CANVAS under ASSIGNMENTS. Students who do not **the student will not be eligible to take the proctored assessment, and no points will be awarded points if the practice review assessments are not completed before the scheduled date. Furthermore, not completing assigned proctored assessments and requirements may result in withdrawing from the course with a "W" grade before the drop date and an "F" grade if the event occurs after the drop date.**



## 1. Points for NUR 227 Proctored Assessment for Medical/Surgical and Leadership are as follow:

Level 3= 3 points

Level 2= 2 points

Level 1- 1 point

Below-Level 1= 0 points

**RETAKE OF PROCTORED ASSESSMENTS IS REQUIRED FOR LEVEL 1 OR BELOW.** Retake of any proctored assessments are scheduled by the course instructor and are scheduled one week after the initial attempt. Students who **score level 1 or below must complete remediation before retake**. Student remediation requirements include as follows: The student will spend a **minimum of 4 hours completing the ATI focus review modules**. **Documented evidence must be submitted by the deadline and reviewed by the course instructor**. The remediation assignment is due before taking the retake proctored assessment. Students who do not meet the course benchmark for the proctored examinations on first attempt can only earn a maximum of 4 points total (2 points for level 2, and any points earned for completing Practice Assessment A & B with 92% or higher on the first attempt).

## 1. Points for Comprehensive /Predictor Proctored Assessment are as follow:

Passing with predictability score of **95% or higher = 3pts** Passing

predictability score of **90%-94% or above= 2 points** Passing predictability

score of **85%- 89% or above = 1 point** Passing predictability score below

**84% = 0 points**

**RETAKE OF COMPREHENSIVE PREDICTOR ASSESSMENT IS REQUIRED FOR STUDENTS WHO RECEIVED LESS THAN A 71.3% INDIVIDUAL SCORE.** The retake assessment are scheduled one week after the initial attempt. The NUR 227 course instructor will schedule the retake and advise student(s). Students who score below 90% must complete remediation assignments prior to the retake. Student remediation requirements include as follows: The student will spend a minimum of 4 hours on focus review modules located in ATI. Documented evidence must be submitted by the deadline and reviewed by the course instructor. The remediation assignment is due before taking the retake proctored assessment. Students who do not meet the course benchmark for the Comprehensive Predictor on the first attempt can only earn a maximum of 4 points total (2 points for level 2 and 2 points of the completed Practice Assessment A & B).

Students can achieve an additional point if they score **a level 3 on the first attempt** with the Medical/Surgical & Leadership Proctored Assessments, and students who score **a 95% or above on the first attempt** of the ATI comprehensive Predictor. **(Note: The maximum possible points for practice assessment(s) and proctored exam are 6 points.)**

### Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you



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have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Instead, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not know how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials, or assisting others in using prohibited or inappropriate materials in the context of the academic work in question. Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment. The instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file.

**Note: RN student handbook policies on academic dishonesty supersedes IVC General Catalog and may be subject to dismissal from the program.** Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

#### **How do I show academic honesty and integrity in an online "classroom"?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**

You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

- **COMPLETE YOUR OWN COURSEWORK.**

When you register for an online class and log in to Canvas, you do so with the understanding that you will produce your work, take your assigned exams, and will do so without the assistance of others (unless directed by the instructor).

#### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment.
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment.
- Having someone else take an exam or quiz for you.
- **Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then they expect you to do the work without conferring with others)**
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own.
- Excessive revising or editing by others that substantially alter your final work



- Sharing information that allows other students an advantage on an exam, quiz, or check-off (such as telling a peer what to expect on a makeup exam or prepping a student for a test in another section of the same class)
- Taking and using the words, work, or ideas and presenting any of these as your work is plagiarism. This applies to all work generated by another, whether oral, written, or artistic work.
- Plagiarism may be either deliberate or unintentional.

## Course Policies

**Attendance:** It is the responsibility of each student to attend all classroom and clinical hours and contact the course instructor/faculty member before the start of class if any need to be excused from class. If a student does not reach the course instructor/faculty member and is absent, a clinical unsatisfactory for unprofessional behavior will be given. Students are expected to attend all classes. Absences are limited to 19 hours throughout the semester (equivalent to the number of hours course meets in one week). The instructor may drop a student who reaches the maximum allowable hours of absenteeism or tardiness. Acceptance of absenteeism excuses is at the discretion of the faculty member and may fail the class. A student who reaches the maximum allowable number of hours absent and cannot continue may file a petition to re-enter the nursing program. Refer to the Petition & Re-Entry process in the RN student handbook. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

**Conduct & Civility:** Students are expected to adhere to the accepted standards of Student Conduct and the regulations adopted by the college. Academic misconduct includes but not limited to cheating in any form, plagiarism, behavior misconduct. Civility is treating others and us with respect, dignity, and care. Courtesy is evident when we are sensitive to the impact that our communications, practices, and behaviors have on others in our communities. Incivility includes all forms of misconduct, disrespect, or disregard for instruction, the instructor, or a fellow student. The American Nurses Association Code of Ethics requires nurses to treat their colleagues, students, and patients with dignity and respect and does not tolerate any form of harassment, disrespect, or threatening action. Nursing students are expected to promote self-accountability for their actions and foster civility cultures and a high standard of civil, respectful, and professional conduct in all academic and clinical interactions. Violations are subject to student disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student. **Education Code Section 76034, IVC Code of Student Conduct, and the RN Program Code of Academic and Clinical Conduct**

## Other Course Information

**Face to Face Classroom/Clinical/Lab Practice Etiquette & Expectation:** Always follow the IVC nursing student code of conduct and professional behavior outlined in the RN student handbook when face to face, lab practice, clinical, and synchronous online setting.

**Out of compliance with these standards and guidelines are subject to placement on a behavioral contract.**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. Students may not use recording devices in the classroom or Skills Labs unless documented on a DSPS accommodation sheet.



- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class comply with the student code of conduct and unprofessional behavior outlined in the RN student handbook. The student or students may be sent out of the classroom/lab/clinical and meet with the course nursing instructor(s) or team and Assistant Dean of Nursing. Disciplinary procedures will be followed as outlined in the RN student handbook.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
- Recording Device: Students MAY NOT use recording devices unless documented on the DSPS accommodation sheet. If written, the recording device must be placed on the table or podium in front of the instructor at the beginning of class.

**Online Netiquette:**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Netiquette is a set of rules for behaving properly online.
- Always follow the IVC nursing student code of conduct, professional, behavior, and social media guidelines and policies outlined in the RN student handbook.

**Guidelines when texting or emailing IVC staff, nursing faculty, nursing tutors, classmates:**

Students are to comply with the following rules of netiquette:

1. Identify yourself
2. Include a subject line
3. Avoid sarcasm
4. Respect others' opinions and privacy
5. Acknowledge and return messages promptly,
6. Copy with caution
7. Do not spam or junk mail
8. Be concise
9. Use appropriate language
10. Use appropriate emoticons (emotional icons) to help convey meaning
11. Use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (.)].

**How am I expected to act in either a ZOOM meeting when assigned for a clinical orientation, clinical pre/ post conference or IVC meeting?**

Attending a virtual meeting can be a challenge when many students are on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1. NUR 227 students are required to be in the **designated uniform for any ZOOM meetings** unless otherwise

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directed by the course instructor.



2. Be RESPECTFUL
  - a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
3. Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)
  - a. People walking around, and pets barking can be a distraction.
4. EAT AT A DIFFERENT TIME.
  - a. Crunching food or chugging drinks is distracting for others.
  - b. Synchronous zoom times are set in advance, so reserve meals for outside class meetings.
5. ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU
  - a. It is hard to see you in dim lighting, so find a location with light.
  - b. If your back is to a bright window, you will be called “backlit,” and not only is it hard on the eyes (glare), but you look like a silhouette.
6. POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING
  - a. If you are using the camera, show your face; it helps others see your non-verbal cues.
  - b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress. suitably. Comb your hair, clean your teeth, fix your clothes, etc., before your meeting. time to show self-respect and respect for others.
7. Be READY TO LEARN AND PAY ATTENTION
  - a. Catch up on other emails or other work later.
  - b. If you are Zooming, silence your phone and put it away.
  - c. If you are in a room with a TV – turn it off.
8. USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS
  - a. Pets barking, children crying, sneezing, coughing, etc., can happen unexpectedly. It's best to conference in a private space, but if you can't find a quiet place when noises. arise, MUTE your laptop.
9. REMEMBER TO UNMUTE WHEN SPEAKING
  - a. Follow your instructor's directions about using the “raise hand” icon or chat function to recognize and speak but make sure you have unmuted your device.
  - b. When speaking, provide your name so the instructor/ guest speaker knows who has a question or comment.
  - c. Do not speak when someone else is speaking.
10. REMAIN FOCUSED AND PARTICIPATE IN THE MEETING
  - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction instructions. Answer questions when asked.
  - b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
11. PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING
  - a. Emergencies happen. If you need to leave the room or get up and move about, you're your video.



## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Informational Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

### Disabled Student Programs and Services (DSPS)

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. **Documentation for required educational accommodation must be provided to the instructor each semester.** When the campus is open, the DSP&S office is in Building 2100. Please contact them at 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- Student Health Center. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides essential health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- Mental Health Counseling Services. Short-term individual, couples, family, and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens, visit Room 1536 for more information.



## Anticipated Class Schedule/Calendar

### Imperial Valley College Nursing and Allied Health NUR 227 Class Schedule SPR 2024

**\*\*\*Subject to change without prior notice\*\***

Date	Day	Time	Description	Instructor	Assignments & Homework	Room
Week 1	TUESDAY		Welcome Back 4th Semester!! Introduction to NUR227  <b>ATI CAPSTONE Proctor</b> <b>Assessment A</b>  <b>MED MATH 1</b>		Complete ATI Capstone Orientation & Enrollment  Brunners 20,21,22,23, & 24, PP 2163-2165, PP-2179  ATI Leadership Chapter 1  Review ATI books on respiratory Homework- CANVAS Week 1 module	2152
	CLINICAL		<b>PICC/CL/Mediport &amp; Chest Tube Management</b>  <b>H2T assessment Adult &amp; child</b>		ATI- Complete ATI modules listed in Canvas	VIRTUAL ATI



IMPERIAL VALLEY COLLEGE

WEEK 2	TUESDAY		Unit 5 Alterations in Oxygenation Assessment Respiratory Care Modalities		M/S-READ ASSIGNMENT: Brunner's Chp: 20, 21, 22, 23, & 24, pp 2163-2165. Pp 2179  ATI Leadership Chapter 1  Homework: CANVAS Week 2 Assignments	2152
			CLINICAL  General skills  PICC/CL/Mediport & Chest Tube Management Practice  H2T assessment Adult & child Practice		Clinical Homework Clinical instructors will announce due dates for clinical assignments	PMH/IVC
WEEK 3			QUIZ #1  Alterations in Oxygenation Continued.		M/S-READ-Brunner's: Ch 14, 25, 26, 28, 29. pp 2165-2167  Review-ATI books cardiac/circulatory topics  REVIEW PHARM-Lehne Cardiac meds	2152
					ATI Leadership Chapter 1  Homework: COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	
			CLINICAL  Basic EKG <a href="#">SkillSTAT EKG Learning</a>		Clinical instructors will announce due dates for clinical assignments	PMH



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WEEK 4			<b>EXAM# 1 Oxygenation/ATI Leadership Chapter 1</b>  Alterations in Cardiac Output and Tissue Perfusion/Hemodynamic Monitoring (continue)		READ: Brunner's CHP 14, 25, 28, 29. REVIEW-ATI MED/SURG CARDIAC TOPICS  REVIEW PHARM ON CARDIAC MEDS  <b>ATI Leadership Chapter 2</b>  <b>Homework:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	2152
			<b>CLINICAL</b>		Clinical instructors will announce due dates for clinical assignments	<b>PMH</b>
WEEK 5	TUESDAY		<b>QUIZ #2</b>  Alterations in Cardiac Output and Tissue Perfusion/Hemodynamic Monitoring (continue)		<b>ATI Leadership Chapter 3</b>  COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	2152
					READ: Brunner's Ch 63 – 64 REVIEW-ATI BOOKS: MED/SURG NEURO TOPICS  Review Lehne- Pharm meds	
			<b>CLINICAL</b>		Clinical instructors will announce due dates for clinical assignments	<b>PMH</b>



WEEK 6	TUESDAY		<b>EXAM #2 Cardiac/ATI Leadership Chapter 2</b>  Alterations in Cognition, Sensation & Mobility Neurologic Function		<b>ATI Leadership Chapter 3</b>  READ: Brunner's Chp- 65-71  REVIEW: ATI BOOKS: MED/SURG FOR NEURO TOPICS  Review Pharm: CNS Drugs  <b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	<b>2152</b>
			<b>CLINICAL</b>  PICC LINE/ CL/Mediport check offs		Clinical instructors will announce due dates for clinical assignments	<b>PMH</b>
WEEK 7	TUESDAY		<b>Quiz #3</b>  Alterations in Cognition, Sensation & Mobility (continue)  Friday Night in the ER		<b>ATI Leadership Chapter 4</b>  Group HWK: Case Studies: Neuro part 2 DUE  READ-Brunner's: Chp: 65-71 REVIEW- ATI BOOKS ON NEURO TOPICS Review Pharm Lehne Neuro/CNS meds  <b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	<b>2152</b>
			<b>CLINICAL</b>		Clinical instructors will announce due dates for clinical assignments	<b>PMH</b>



WEEK 8	TUESDAY		<b>EXAM #3 Neuro/ATI Leadership Chapter 3</b>  Unit 16 Community Based Challenges		<b>ATI Leadership Chapter 4</b>  READ: Brunner's Chp 71, 72 & 73 REVIEW- ATI BOOKS ON NEURO TOPICS Review Pharm-Lehne NEURO/CNS Drugs READ: ATI Leadership Topics  Read ATI Leadership-Chapter 4 Maintaining a Safe Environment pp 53- 65  <b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)  <b>Complete Leadership HW in Canvas due next Tuesday</b>	2152
			<b>CLINICAL</b>  <b>MED MATH #2</b>  <b>MIDPOINT CLINICAL EVALUATIONS</b>		Clinical instructors will announce due dates for clinical assignments.  <b>Preceptorship may start if no overlap with traditional RN</b>	PMH
WEEK 9	TUESDAY		<b>ATI Capstone B</b>  Unit 10 Metabolic and Endocrine Function		<b>ATI Leadership Chapter 5</b>  READ: Brunner's Chp. 48, 51, 52 READ_ATI MED/SURG Metabolic/Endocrine Topics REVIEW Lehne-Pharm meds  <b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	2152
			<b>CLINICAL</b>  <b>ATI COMP PREDICTOR @ IVC respective clinical day</b>  <b>General Skills</b>		Clinical instructors will announce due dates for clinical assignments.  <b>Preceptorship may start if no overlap with traditional RN</b>	IVC



WEEK 10	TUESDAY		<b>Quiz #4</b> <b>ATI COMP PREDICTOR RETAKE</b> Unit 10 Metabolic and Endocrine Function		READ Brunner's-Ch 48, 51, 52  Review: ATI books on metabolic/endocrine topics R  EVIEW PHARM Metabolic/Endocrine meds	<b>2152</b>
					<b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE & POST ASSIGNMENTS (See ATI calendar)	
			<b>CLINICAL            PRECEPTORSHIP</b>		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation	
WEEK 11	TUESDAY		<b>Quiz #5</b> <b>ATI MED/SURG ASSESSMENT</b>  Unit 7 & Unit 2 Immunologic Functions  Concepts and Principles of Patient Management		NUR 227 READ: Brunner's Chp: 32 (pp 903-912), Chp :34 35, 36,37,38  REVIEW Pharm Immune/Oncology Meds Review ATI MED/SURG Immunologic Topics  <b>HOMEWORK:</b> VATI – NCLEX Strategies  <b>ATI: MEDICAL/SURGICAL Retake</b> <b>Only! Remediation assignment for</b> <b>retake Comp Predictor due.</b> <b>Submit remediation assignment to</b> <b>NLC tutor</b>	<b>2152</b>
			<b>CLINICAL            PRECEPTORSHIP</b>		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation	<b>ECRMC/PMHD</b>



WEEK 12			<b>EXAM #4-Metabolic and Endocrine</b> <b>ATI M/S RETAKE</b>  Unit 7 & 2 Immunologic Function  Concepts and Principles of Patient Management (continued)		NUR 227: READ Brunner's Chp 12, 15 &16 Review- ATI books on pain Mgmt/end of life/cancer topics  REVIEW Pharm pain meds & end of life care meds  <b>Homework-</b> <b>VATI - Fundamentals</b>	<b>2152</b>
			<b>CLINICAL PRECEPTORSHIP</b>		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation	<b>ECRMC/PMHD</b>
WEEK 13	TUESDAY		<b>EXAM #5</b> <b>Immunologic &amp; Patient Management</b>  Unit 13 Integumentary Function		READ Brunner's: Ch 62 Review: ATI MED/SURG: BURNS  Review Lehne Pharm Meds  <b>HOMEWORK:</b> <b>VATI- Pharmacology</b>	<b>2152</b>
			<b>CLINICAL Preceptorship</b>		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation	<b>ECRMC/PMHD</b>
WEEK 14	TUESDAY		Unit 9 Digestive and Gastointestinal		READ Brunner's Ch 59 Review ATI books on reproductive topics Review-Lehne Pharm Meds  <b>HOMEWORK:</b> VATI – Adult Medical Surgical	<b>2152</b>



			<b>ATI LEADERSHIP ASSESSMENT</b>  <b>TAKE HOME Exam #6</b> Integumentary & Digestive		<b>ATI: Leadership Retake Only!</b> Remediation assignment for retake Comp Predictor due. Submit remediation assignment to NLC tutor	
			<b>CLINICAL</b> Preceptorship		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation	<b>ECRMC/PMHD</b>
<b>WEEK 15</b>			Review for NUR 227 Final  <b>ATI Leadership Retake</b>			<b>2152</b>
			<b>CLINICAL</b> Final Preceptorship Week		Clinical instructors will announce due dates for clinical assignments  <b>HOMEWORK:</b> Weekly journal Weekly evaluation  Final preceptorship paperwork due in Canvas	<b>ECRMC/PMHD</b>
<b>WEEK 16</b>	TUES		<b>FINAL EXAM</b>			<b>2152</b>
			<b>FINAL</b> <b>CLINICAL</b> <b>EVALUATIONS</b>			

*Congratulations Nursing Graduates!!!*

**\*\*\*Subject to change without prior notice\*\*\***



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**Content Unit Objectives M/S III:****Alteration in Oxygenation Unit Objectives:****Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in oxygenation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in oxygenation. Ascertain priority actions for clients across the lifespan who have complex alterations in oxygenation.
3. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in oxygenation.
4. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in oxygenation.
5. Demonstrate correct use and establish proper functioning of therapeutic devices that support oxygenation.
6. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in oxygenation.
7. Provide health and safety related education to clients across the lifespan who have alterations in oxygenation.
8. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in oxygenation.

**Alterations in Cardiac Output and Tissue Perfusion****Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cardiac output and tissue perfusion.



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- 8. Provide health- and safety-related education to clients across the lifespan who have alterations in cardiac output and tissue perfusion.
- 9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cardiac output and tissue perfusion.

### **Hemodynamic Monitoring**

#### **Unit Objectives:**

- 1. Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.
- 2. Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures.
- 3. Analyze data obtained via systemic intra-arterial monitoring.
- 4. Identify priority actions for clients with an alteration in cardiac output.

### **Alterations in Cognition and Sensation**

#### **Unit Objectives:**

- 1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cognition and sensation.
- 2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cognition and sensation.
- 3. Ascertain priority actions for clients across the lifespan who have complex alterations in cognition and sensation.
- 4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cognition and sensation.
- 5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cognition and sensation.
- 6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
- 7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cognition and sensation.
- 8. Provide health- and safety-related education to clients across the lifespan who have alterations in cognition and sensation.
- 9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cognition and sensation.

### **Alterations in Mobility**



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**Unit Objectives:**

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1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in mobility.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in mobility.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in mobility.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in mobility.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in mobility.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.
7. Ascertain the nurse's role when providing quality care to clients across the lifespan who have alterations in mobility.
8. Provide health-and safety-related education to clients across the lifespan who have mobility alterations.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in mobility.

#### **Alterations in Regulation and Metabolism**

##### **Unit Objectives:**

1. Perform a comprehensive assessment focusing on collecting data on clients across the lifespan who have complex alterations in regulation and metabolism.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in regulation and metabolism.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in regulation and metabolism.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in regulation and metabolism.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in regulation and metabolism.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support regulation and metabolism.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in regulation and metabolism.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in regulation and metabolism.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in regulation and metabolism.

#### **Alterations in Excretion**



### **Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in excretion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in excretion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in excretion.

### **Alterations in Immunity**

### **Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in immunity.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in immunity.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in immunity.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in immunity.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in immunity.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support immunity.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in immunity.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in immunity.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in immunity.

### **Unit Objectives:**



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## Alteration in Integument

### **Unit Objectives:**

Updated 6/2023



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1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in integument.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in integument.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in integument.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in integument.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in integument.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support integument.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in Integument.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in integument.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in integument.

### **Alterations in Reproduction**

#### **Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in reproduction.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in reproduction.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in reproduction.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in reproduction.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in reproduction.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support reproduction.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in reproduction.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in reproduction.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in reproduction.

#### **Unit Objectives:**

Updated 6/2023



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## Alterations in Ingestion, Digestion, Absorption and Elimination

### **Unit Objectives:**

Updated 6/2023



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1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.

**Content Unit Objectives-Leadership:**

**Contemporary Issues**

**Unit Objectives:**

1. Evaluate health policies and their impact on the allocation and delivery of health care.
2. Explore system stressors such as chronic illness, technologically complex care, and poor client outcomes and the effect they have on the provision and cost of health care.
3. Review seminal documents such as IOM reports, National Patient Safety Goals, National Health Care initiatives and other related documents considering their recommendations for changes in the current health care system.
4. Examine the current Healthy People document and its implications for the health care needs of society.
5. Debate the challenges the health care industry faces in providing accessible, equitable care to U.S. citizens.
6. Analyze current issues that impact the professional practice of nursing and its ability to actualize its mission.
7. Compare and contrast positions taken by professional and special interest groups on current issues.
8. Select a current issue and evaluate the literature for evidence upon which to formulate an opinion.

**Organizational Structure and Governance**

**Unit Objectives:**

Updated 6/2023

1. Examine the mission statement and related philosophy and goals of an institution.
2. Critique the organizational structure of an institution and its impact on the dissemination of power and decision making.
3. Compare and contrast various levels of management.
4. Investigate the role of the stakeholders of an organization.
5. Discuss the implication of unions representing nursing in a collective bargaining capacity.
6. Apply systems theory to a health care organization and analyze the factors that affect the output.

### **Management, Leadership, and Power/Empowerment**

#### **Unit Objectives:**

1. Compare and contrast the concepts of management and leadership.
2. Analyze selected leadership theories and their perspective of the employer and employee.
3. Examine the use of transactional, interactional, and transformational leadership in contemporary health care settings.
4. Analyze selected leadership styles and the subsequent role of the manager.
5. Differentiate between the various types of power.
6. Discuss power-based strategies that RNs can employ.
7. Investigate the concept of influence and its relationship to the control and balance of power.

### **Leadership Skills**

#### **Unit Objectives:**

1. Differentiate between decision making, problem solving, and clinical judgment.
2. Analyze selected change theories and their application to institutional change.
3. Analyze selected change strategies and their relationship to the change process.
4. Examine the process and implications of planned and unplanned change on staff and institutional integrity.
5. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.
6. Apply the five rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.
7. Compare and contrast the scope of practice of licensed and unlicensed personnel that make up the health care team.
8. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.
9. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.
10. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.
11. Analyze selected theories related to motivation.
12. Differentiate between internal and external motivating factors and their impact on creating a motivating work environment.



## Group Process and Teamwork

### **Unit Objectives:**

1. Compare and contrast various methods of organizing human resources for the provision of client care.
2. Analyze the role of the case manager and his or her relationship with the coordination of client care in meeting established goals of the institution and external entities.
3. Investigate the concept of professional socialization and the role of mentors/preceptors in facilitating this process.
4. Examine the stages of group process and the various roles of group members.
5. Analyze teambuilding strategies that can be used to enhance collaboration and cooperation between team members.
6. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
7. Compare and contrast assertive, passive, aggressive, and passive-aggressive communication.
8. Examine various types of conflict and conflict management strategies.
9. Analyze the implications of generational differences on the development of effective teams that maximize everyone's strengths.

## Staff Development

### **Unit Objectives:**

1. Differentiate between the focus and goals of orientation, in-service, and staff development.
2. Analyze strategies that address the socialization and educational needs of culturally and ethnically diverse nurses.
3. Examine the underlying philosophy of adult learning theory and instructional strategies specific to this theory.
4. Ascertain the sequence of steps that should be followed when planning an educational program and evaluate its outcomes.
5. Use literature to maintain practice that is based on current evidence-based literature.

## Quality Improvement

### **Unit Objectives:**

1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.
2. Investigate the cyclical nature of quality improvement.
3. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).
4. Examine the role of institutional and professional standards as well as evidence-based practice when establishing best practices.
5. Differentiate between process, outcome, and structure audits. 6. Ascertain the role of the staff nurse in the quality improvement process.

## Legal and Ethical Issues

### **Unit Objectives:**

Updated 6/2023



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1. Analyze the relationship between advocacy and client rights.
2. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.
3. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.
4. Integrate ANA's Standards of Practice, Code of Ethics, and state mandated scope of practice directives into client care provided either directly or indirectly.
5. Analyze the relationship between policies, procedures, and standards set by an institution.
6. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.
7. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.
8. Examine the five elements of liability necessary to prove negligence.
9. Compare and contrast the torts of false imprisonment, assault, battery, and defamation.
10. Explore the purpose of incident reports as well as proper handling and disposition of these reports.
11. Determine the responsibility of the nurse in relation to mandatory reporting.
12. Discuss the legal and ethical implications of individual and societal access to genetic information.

### **Emergency and Disaster Management**

#### **Unit Objectives:**

1. Review the Joint Commission's emergency preparedness management standards for health care facilities.
2. Identify the roles and responsibilities of various members of the interdisciplinary team during the planning and implementation of an emergency preparedness plan.
3. Review the elements of a mass casualty plan necessary for effective use of human and material resources during an emergency.
4. Ascertain the nurse's role in the initial management of a suspected bioterrorist attack.
5. Integrate principles of triage and the ABCDE priority setting framework when classifying clients into priority levels.
6. Ascertain priority actions of the nurse during a suspected biological or chemical exposure situation.



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**NURS 227 Clinical Objectives:**

1. Use the nursing process as a framework for providing nursing care.

- a. Perform a comprehensive assessment of patients.
- b. Develop a plan of care based on data collected during a comprehensive assessment.
- c. Integrate cultural and age-appropriate intervention into the plan of care.
- d. Implement nursing care that is safe and based on the established plan of care.
- e. Use clinical judgment when implementing the patient's plan of care and evaluating patient outcomes.
- f. Advocate for patients when health care needs are not being met.

2. Promote continuity of health care within the health care team and across various settings.
  - a. Collaborate with members of the interdisciplinary health care team.
  - b. Communicate patient's related information to appropriate team members in a timely manner.
  - c. Plan and provide health related education as a member of the health care team.
  - d. Use information technology to document patient information and communicate with members of the health care team.
3. Use scientific principles and evidence-based practice as a foundation for nursing practice.
  - a. Integrate knowledge of pathophysiology, pharmacology, and nutrition into patient care.
  - b. Use appropriate resources when making clinical decisions regarding best practice for patient care.
  - c. Incorporate scientific evidence into nursing practice.
4. Provide high-quality nursing care in an environment that is safe for the patient, self, and others.
  - a. Use communication techniques that facilitate a caring nurse-patient's relationship.
  - b. Advocate for the patient when health care or health related issues arrive.
  - c. Identify patient and institutional issues that affect quality of care and participate in the development of plans to promote improvements.
  - d. Intervene to minimize environmental safety risks while providing a safe environment for the patient, self and others.
  - e. Use leadership skills to enhance the efficient management of patient care.
5. Practice nursing in a professional, ethical and legal manner
  - a. Practice nursing in accordance with professional standards.
  - b. Practice nursing in an ethical manner.
  - c. Practice nursing with established legal parameters.
  - d. Accept accountability and responsibility for the supervision and provision of patient care.

#### METHODS OF EVALUATION:

##### **Mid-Term/Final Exam(s):**

Final Exam

##### **Quizzes:**

Sectional test, computerized multiple choice

##### **Skill Demonstration:**

Competency skills check-off for managing and caring for clients with percutaneously inserted central catheter line, central catheter line, and accessing and de-accessing an implantable vascular device (i.e. Mediport).

Summative exit skills simulation check-off

##### **Written Assignments:**

Evidence Based Practice, Professional Paper

Updated 6/2023



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**INSTRUCTIONAL METHODOLOGY:****Audio Visual:**

varied per subject

**Discussion:**

case study presentation

**Group Activity:**

Case Study presentation and discussion

**Lab Activity:**

Skill activity

**Lecture:**

Minor presentation of key concepts

**Simulation/Case Study:**

Group activity

**Distance Learning****VIII. ASSIGNMENTS:****Out-of-class:**

ATI: Pharmacology Made Simple: Cardiovascular, Respiratory, Endocrine, Neurological, Immune/Infections, Reproductive & Genitourinary, Gastrointestinal Clinical Case study, & Professional paper

**Reading and Writing:**

Smeltzer, Bare, Hinkle, Cheever, Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 12th Ed: Assigned pages and chapters