


ROOM	DATE	TIME	DESCRIPTIONS and Assignment	INSTRUCTOR
Week #5 2137	Monday 9/17/12	0830am to 1310 pm	<p>Test # 1: Units 1, 3, 4, & 6</p> <p>Unit #2: Overview of the Health-Illness Continuum Kozier: Ch 5, pp.80-85; Ch 6; Ch 7; Ch 16-18 Audio-Visual DVD - Cultural Assessment VHS - Cultural Diversity in Health Care Nursing in America: A History of Social Reform The History of American Nursing: Sentimental Women Need Not Apply</p> <p>Unit #5: Communication Kozier: Ch 25-28 Audio-Visual VHS - Patient Rights: The Art of Caring 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 Transcultural Perspectives in Nursing: Communication/Part 2</p>	R. Jepson
Week #6 2137	Monday 9/24/12	0830am to 1310 pm	<p>Unit #7: The Aging Process Kozier: Ch 20-23 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>◆ <u>Nursing Care Plan presentations due</u></p>	R. Jepson
TBA		1330 pm	<p>CALCULATION Exam #2</p>	
Week #7 2137	Monday 10/1/12	0830am to 1310 pm	<p>Test # 2: Units 2, 5 & 7</p> <p>Unit #8: Stress & Anxiety Kozier: Ch 42</p> <p>Unit #9: Common Defense/Coping Mechanisms/Grief Kozier: Ch 42 & 43 Taylor Supp: Ch 13, pp 204-212</p>	K.Mendville R.Jepson
TBA	Wed. 10/3/12	1330 pm	<p>CALCULATION Exam #3</p>	
Week #8 2137	Monday 10/8/12	0830am to 1310 pm	<p>Unit #9: Common Defense/Coping Mechanisms/Grief (continue) Kozier: Ch 42 & 43 Taylor Supp: Ch 13, pp 204-212</p> <p>Unit #11: Hazards of Immobility Activity, Legal Issues Kozier: Ch 4; Ch 44 Class activity: Case scenario – clinical pathway, preventive care</p>	R. Jepson

ROOM	DATE	TIME	DESCRIPTIONS and Assignment	INSTRUCTOR
Week #9 2137	Monday 10/15/12	0830am to 1310 pm	<p>Unit # 10: Pain Kozier: Ch 45 & 46 Taylor Skills: Ch 10 Audio-Visual: VHS; Mary McCaffey on Pain</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>	K.Menvielle
Week 10 2137	Monday 10/22/12	0830am to 1310 pm	<p>Test #3: UNITS #8, 9, 10, 11 & 12</p> <p>Unit #13: Basic Nutrition Kozier: Ch 47 Lutz & Przytulski: Ch 1, 3-10, 11-13, 18 Audio-Visual CD-ROM – Facts on Vitamins Applied Biology and Chemistry- Part 3: Nutrition VHS – Factors in Healthy Aging Eat to Your Heart's Content Heart Health: The First Step is Diet Daily Food Choices for Healthy Living Lippincott Clinical Skills: Providing Nutrition</p> <p>◆ Class Activity: group discussion & potluck Discuss nutritional content in prepared meal</p> 	R. Jepson
Week 11 2137	Monday 10/29/12	0830am to 1310 pm	<p>Unit #14: Intro to Diet Therapy Lutz & Przytulski: Ch 2, 14-17, 20</p> <p>Unit #15: Diet Therapy in Diabetes & Peptic Ulcers Lutz & Przytulski: Ch 19; Ch 22, p 421-436</p>	R. Jepson
Week 12 2137	Monday 11/5/12	0830am to 1310 pm	<p>Test #4: UNITS 13, 14 & 15</p> <p>Unit #16: O2 & CO2 Kozier: Ch 50</p> <p>Unit #18: Fluids & Electrolytes Kozier: Ch 52 Hogan: Fluid & Electrolyte Book 3rd edition: Ch 1; Ch 2, p 35-37; Ch 3, p 56-57; Ch 4, p 77-80; Ch 5, p 102-103; Ch 6, p 117-119; Ch 7, p 136-148</p> <p>Audio-Visual Software: Fluid & Electrolyte Balance Fluids and Electrolytes in the Adult/ Part I & II</p>	R. Jepson
	Saturday 11/10/12		<u>This is the last day to DROP with a "W"</u>	

ROOM	DATE	TIME	DESCRIPTIONS and Assignment	INSTRUCTOR
Week 13 2137	Monday 11/12/12	0830am to 1310 pm	<p>Unit #20: Application of Fluids & Electrolytes... Kozier: Ch 52 Hogan's Fluid & Electrolyte Book 3rd edition Ch 2, p 37-53; Ch 3, p 57-74; Ch 4, p 85-99; Ch 5, p 103-113; Ch 6, p 120-131; Ch 7, p 136-148</p> <p>Audio-Visual Software: ABGee! Acid-Base Balance: Making Sense of pH VHS: Acid/Base Balance: Ups and Downs of pH Acid/Base Balance: Respiratory Alkalosis and Acidosis Acid/Base Balance: Metabolic Alkalosis and Acidosis The Family Tree of ABG's</p> <p>Turn in copy of unproctored ATI results of 90% or higher by 11/16/12 Turn in to NLC tutors</p>	R. Jepson
Week 14 NLC 2137	Monday 11/19/12	0830 am 0945	<p>ATI - Fundamentals (65 questions) – 1st attempt</p> <p>Unit # 19: Acid-Base/The Basics Kozier: Ch 52 Fluid & Electrolyte Book 3rd edition, Ch 8 Assigned Articles/VHS/CAI</p>	R.Jepson K.Menvielle
Week 15 2137 NLC	Monday 11/26/12 Tuesday 11/27/12	0830am to 1310 pm 0830	<p>Test #6: UNITS # 16, 18, 19 & 20</p> <p>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</p> <p>ATI - Fundamentals (65 questions) – Retake</p>	R. Jepson
Week 16 2137	Monday 12/3/12	0830am to 1030 am	FINAL EXAM	R. Jepson

This syllabus is subject to minor changes.

Imperial Valley College
Nursing Allied and Health Technologies
Fall 2012 - Class Schedule

NUR 110

Nursing Process I

Course Number: CRN# 10790 4.5 Units

Instructor: Rosalba Jepson, MSN RN

Office: Rm 2130; Ph#: (760) 355-6294

email: rosalba.jepson@imperial.edu

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)

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.

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.

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

Demonstration of knowledge of skills through successful check-offs is required to meet course objectives. **See Associate Degree Nursing Program Student Handbook for more detail.**

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.

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, Nov. 10, 2012**, 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 in the 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.

See Booklist attached:

Students have the option to purchase e-books for Taber's Dictionary, Davis Drug Book, and Davis' Laboratory & Diagnostic Tests