

**Imperial Valley College**  
**Division of Nursing Education and Health Technologies**  
**Nursing Process and Applications IV**  
**Nursing 241 CRN 10821/10822**  
**Class Schedule Fall 2012 (8.5 units)**

**Time: 1200-1420(M)/1530-1745(T)**

**Instructors: Rick Fitzsimmons**

**Day: Monday/Tuesday Classroom: 2150**

**Diedre Pollock**

Deadline to drop WITH "W": November 5, 2012 (12<sup>th</sup> week)

**Instructor: Rick Fitzsimmons**

**Instructor: Diedre Pollock**

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**Texts Required:**

**Smeltzer, Bare, Hinkle & Cheever (2010). Brunner & Suddath's Textbook of Medical-Surgical Nursing (12<sup>th</sup> Ed). Lippincott Williams & Wilkins ISBN 978-0-7817-8589**

**Hockenberry & Wilson (2011). Wongs's Nursing Care of Infants and Children (9<sup>th</sup> Ed). Elsevier Mosby ISBN 978-0-323-06912-0**

**Recommended Text:**

**Current ATI review books**

**Davis Drug Guide or other drug guide**

**Nursing 241 (8.5 units)**

**NURSING PROCESS AND APPLICATINS IV**

**Term Hours: 81 Lec, 216 Lab**

**Letter Grade only**

Prerequisites: Nurs 211, NURS 231, NURS 224, NURS 225.

Corequisites: NURS 221, NURS 230.

The course is designed to integrate previous science and nursing course theory into an in-depth study of patients with increasingly complex health problems. Complex, multi system, acute and emergency nursing theory is presented. 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 fro individuals. Professional, legal and ethical issues are explored. Through utilization of developmental theories (primarily Erikson) and the Roy Adaptation Model nursing care for individual experiencing adaptation problems across the lifespan in the physiologic mode, psychologic mode and selected adaptation adaptations problems of special senses, complex cardiac, complex respiratory, complex endocrine, complex integumentary, nursing are discussed. The nurse as leader of the nursing team and case management in nursing is explored. This course involves clinical application of both new and previous theoretical concepts and tactile skills taught in nursing Process and application I, II, III, Nursing Skills Laboratory I, II, II, IV, and Psychiatric Nursing and Pharmacology. All aspects of the nursing process will be applied to client situations.

**Grading:** Grading is accomplished through tests, case studies and clinical performance. 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> | 70% | <b>Clinical</b>            | 30% |
| Quiz           | 75% | CS/Evaluations             | 34% |
| Final          | 25% | Home health                | 33% |
|                |     | Advanced Clinical Practice | 33% |

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. Drug card and assignments will compose 40% and Tests 60% of the 75% of grade.

**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 2011-2012.

**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 2011-2012.**

**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 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 box 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 Medical Surgical, Leadership, Critical Thinking and Comprehensive 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: 2011 – 2012.

**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, complex or multi-system 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 Comprehensive/Predictor exam with an individual score of 75% or above.
  - b. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Med/Surg exam with a level 1 or above.
2. The student will apply relevant nursing theory to patient care to individualized patient and families with multiple body systems stressors in the hospital.
  - a. Assessed by clinical evaluation tools
  - b. Assessed by clinical case studies.
3. The student will apply relevant nursing theory to patient care to individualized patient and families with multiple body systems stressors in the home or/and outpatient settings.
  - a. Assessed by journals of learning experience in home health and outpatient settings.
  - b. Assessed by student and mentor evaluations.

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| Date           | Day         | Time      | Description   | Instructor                            | Assignment   |
|----------------|-------------|-----------|---|---------------------------------------|--|
| 8/20/12        | Mon         | 1200-1420 | Nursing in the community                                  | Pollock-Blevins                       | Smeltzer & Bare; Ch:1, 2, 10-12<br>Whaley & Wong Ch:1,4,25   |
| 8/21/12        | Tues        | 1530-1745 | Nursing in Community                                      | Pollock-Blevins                       | Smeltzer & Bare; Ch:1, 2, 10-12<br>Whaley & Wong Ch:1,4,25   |
| 8/27/12        | Mon         | 1200-1420 | Nursing Process Survival Plan/Cardiovascular Nursing Care | Fitzsimmons                           | Smeltzer & Bare; Ch: 3,4,5,<br>Whaley & Wong 1-5   |
| <b>8/28/12</b> | <b>Tue</b>  | 1530-1745 | Complex cardiovascular problems                           | Fitzsimmons                           | <b>Test # 1 Community</b><br>Smeltzer & Bare; Ch: 26,27,28, 29, 30, 31,32<br>Whaley & Wong; Ch: 34, 10 pg. 366-367 |
| 9/4/12         | Tues        | 1530-1745 | Complex cardiovascular problems                           | Fitzsimmons                           | Smeltzer & Bare; Ch: 26,27,28, 29, 30, 31,32<br>Whaley & Wong; Ch: 34, 10 pg. 366-367                              |
| 9/10/12        | Mon         | 1200-1420 | Complex cardiovascular problems                           | Fitzsimmons                           | Smeltzer & Bare; Ch 26 – 32<br>Whaley & Wong; Ch: 34,10 pg. 366-367  |
| 9/11/12        | Tues        | 1530-1745 | Complex Cardiovascular                                    | Fitzsimmons                           | Smeltzer & Bare; Ch 26 – 32<br>Whaley & Wong; Ch: 34,10 pg. 366-367<br><b>Case Study Presentations: CV</b>         |
| 9/17/12        | Mon         | 1200-1420 | Complex Neurological Problem                              | Pollock-Blevins                       | Smeltzer & Bare; Ch: 60 – 65<br>Whaley & Wong; Ch: 37, 40  |
| <b>9/18/12</b> | <b>Tues</b> | 1530-1745 | Complex Neurological Problem                              | Pollock-Blevins                       | <b>TEST # 2 CV</b><br>Smeltzer & Bare; Ch: 60 – 65<br>Whaley & Wong; Ch: 37, 40,                                   |
| 9/24/12        | Mon         | 1200-1420 | Complex Neurological Problem                              | Pollock-Blevins                       | Smeltzer & Bare; Ch: 60 – 65<br>Whaley & Wong; Ch: 37, 40,   |
| 9/25/12        | Tues        | 1530-1745 | Complex Neurological Problem                              | Fitzsimmons                           | <b>Case Study Presentations: Neuro</b>   |
| 10/1/12        | Mon         | 1200-1420 | Multi-system Stressor Shock/Trauma                        | Pollock-Blevins                       | <u>Trauma</u><br>Smeltzer & Bare; Ch: 15<br>Whaley & Wong; Ch: 29 pg.1194-1202<br>Ch 39 pg. 1733-1734              |
| <b>10/2/12</b> | <b>Tues</b> | 1530-1745 | Multi-system Stressor Burn                                | Pollock-Blevins                       | <b>Test 3 Neuro</b><br>Smeltzer & Bare; Ch: 14, 57<br>Whaley & Wong; Ch: 29 pg.1202-1226                           |
| 10/8/12        | Mon         | 1200-1420 | Multi-system Stressor Triage/Bio Terrorism                | Pollock-Blevins                       | Smeltzer & Bare; Ch: 71, 72  |
| 10/9/12        | Tues        | 1530-1745 | Multi-system Stressor Triage/Bio Terrorism                | Pollock-Blevins                       | Smeltzer & Bare; Ch: 71, 72  |
| 10/15/12       | Mon         | 1000-1220 | Oncology  | <b>Danny Ortiz</b><br>Pollock-Blevins | Smeltzer & Bare; Ch: 16,17<br>Whaley & Wong; Ch: 7, 23, 36   |

|                 |             |                  |  |                    |  |
|-----------------|-------------|------------------|--|--------------------|--|
| <b>10/16/12</b> | <b>Tues</b> | 1530-1745        | Oncology   | Pollock-Blevins    | <b>TEST – 4 SHOCK/TRAUMA/BURN</b><br>Smeltzer & Bare; Ch: 16,17<br>Whaley & Wong; Ch: 7, 23, 36                                  |
| 10/22/12        | Mon         | 1200-1420        | Multi-system Stressor<br>Renal/Endocrine             | Fitzsimmons        | Smeltzer & Bare; Ch: 14, 44, 45<br>Whaley & Wong; Ch: 30   |
| <b>10/23/12</b> | <b>Tues</b> | 1530-1745        | Multi-system Stressor<br>Renal/Endocrine             | Fitzsimmons        | <b>Test – 5 Oncology</b><br><b>ATI – Predictor</b><br>Whaley & Wong Ch: 30<br>Smeltzer & Bare Ch: 14,44,45                       |
| 10/29/12        | Mon         | 1200-1420        | Multi-system Stressor<br>Renal/Endocrine             | Fitzsimmons        | Whaley & Wong Ch: 38<br>Smeltzer & Bare Ch: 41-42  |
| <b>10/30/12</b> | <b>Tues</b> | 1530-1745        | Multi-system Stressor<br>Renal/Endocrine             | Fitzsimmons        | <b>ATI: Med-Surg Test</b><br>Smeltzer & Bare Ch: 14, 44, 45<br>Whaley & Wong Ch: 38<br><b>Case study presentation DM/Renal</b>   |
| 11/5/12         | Mon         | 1200-1420        | Multi System Stressor<br>Pulmonary                   | Fitzsimmons        | Whaley & Wong Ch: 31, 32 pg: 1301-1313<br>Smeltzer & Bare Ch: 21, 23, 24,25  |
| <b>11/6/12</b>  | <b>Tues</b> | 1530-1745        | Multi System Stressor<br>Pulmonary                   | Fitzsimmons        | <b>TEST – 6 Renal/Endocrine</b><br>Whaley & Wong Ch: 31, 32 pg: 1301-1313<br>Smeltzer & Bare Ch: 21, 23, 24,25                   |
|                 | Mon         | 1200-1240        | Multi-system Stressor<br>Shock/Neuro case<br>studies | Fitzsimmons        | Smeltzer & Bare Ch: 15<br><b>Case study presentations: Shock</b>   |
| <b>11/13/12</b> | <b>Tues</b> | <b>1700-1920</b> |  | Fitzsimmons        | <b>ATI: Med Surg Retake</b>  |
| 11/19/12        | Mon         | 1200-1420        | Multi-system stressor<br>Shock/Neuro Case<br>Studies | Fitzsimmons        | Smeltzer & Bare Ch: 13, 57,70,71,72<br>Whaley & Wong Ch: 7 & 29 pg.1100-<br>1134 <b>Case study presentations</b><br><b>Shock</b> |
| <b>11/20/12</b> | <b>Tues</b> | <b>1700-1920</b> | Multi-system Stressor<br>Shock/Neuro case<br>studies | <b>Fitzsimmons</b> | <b>ATI: Predictor Retake</b>   |
| 11/26/12        | Mon         | 1200-1420        | Common Health Problem<br>of visual                   | Pollock-Blevins    | Smeltzer & Bare Ch: 58, 59<br>Whaley & Wong Ch 24  |
| <b>11/27/12</b> | <b>Tue</b>  | 1530-1745        | Visual, Auditory &<br>Speech                         | Pollock-Blevins    | Smeltzer & Bare Ch: 58, 59<br>Whaley & Wong Ch 24<br><b>ATI: Leadership</b><br><b>Critical Thinking</b>                          |
| 12/3/12         | Mon         | 1200-1420        | Final  |                    | <b>FINAL</b>   |