

Imperial Valley College
Division of Nursing Education and Health Technologies
Nursing Process and Applications III
Nursing 231 CRN # 10801/10802
Class Schedule Fall 2014 (8.5 units)

Time: Lecture: Wed/Fri 1100-1320
Clinical Mon/Tues

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

Deadline to drop WITH "W": November 8, 2014 (12th week)

Instructor: Celeste Armenta
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Texts Required:

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

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

Recommended Text:

Pharmacology and the Nursing Process
Current ATI review books
Davis Drug Guide
Laboratory Reference Book

Nursing 231 (8.5 units)

NURSING PROCESS AND APPLICATIONS III

Term Hours: 81Lec, 216 Lab

Letter Grade only

A. Prerequisites, if any:

NURS 125 Nursing Process & Application II
NURS 121 Nursing Skills Lab II
NURS 123 Pharmacology II
NURS 224 Psychiatric & Mental Health Nursing
NURS 225 Psychiatric & Mental Health Nursing Applications

B. Co-requisites, if any:

NURS 211 Nursing Skills Lab III

Student Learning Outcomes:

1. The student will learn and understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with acute adaptive disorders of the neurological, cardiac, respiratory, and /or endocrine systems.
 - a. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Pediatrics exam with a level 1 or above.
 - b. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Pharmacology exam with a level 1 or above.
2. The student will apply relevant nursing theory to patient care to individualized patient and families with acute and chronic body systems stressors in the hospital.
 - a. Assessed by clinical evaluation tools
 - b. Assessed by clinical case studies.
3. The student will implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary healthcare systems
 - a. Assessed by clinical case studies.
 - b. Assessed by clinical evaluation tool.
4. Demonstrate proper use of delegation, team leading, and the use of interdisciplinary model to manage and/or coordinate the health care of selected patients.
 - a. Assessed by clinical competency.
5. Student will use evidence based research to provide quality health care, initiate change and improve nursing practice.
 - a. Assessed by clinical case studies.
6. Employs informatics and communication skills to manage and coordinate care in collaboration with other healthcare professionals.
 - a. Documents accurately and in timely manner.
 - b. Involves patient in plan of care.
 - c. Communicates professionally with all members of healthcare team.
 - d. Provides a thorough end of shift report.
7. Integrates knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nurses role.
 - a. Utilizing the nursing process formulates a holistic plan of care for acute and chronic patients.
 - b. Utilizes critical thinking and clinical judgement in the clinical setting.
8. Implements role of professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.
 - a. Serves as a patient advocate.
 - b. Evaluates effectiveness of patient teaching.
 - c. Adheres to program and college policies.
 - d. Adheres to legal, ethical, and profession practice standards.

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

Through utilization of developmental theories (primarily Erikson) and the Roy Adaptation Model, this course focuses on the nursing role as communicator, provider of care, and client teacher for individuals experiencing adaptation problems across the lifespan in the physiologic mode, psychologic mode, and selected adaptation problems for person with common and/or chronic medical and/or surgical conditions related to the Cardiac, Gastrointestinal, Musculoskeletal, Endocrine and Renal Systems. Variations in nursing care for individuals of different socio-economic and cultural backgrounds will be considered. Theories of leadership and management as related to nursing in the acute care setting is introduced. This course involves clinical application of both theoretical concepts and tactile skills taught in Nursing Process and Nursing Application I and II, Nursing Skills Laboratory III, II, and I, and Pharmacology. All aspects of the nursing process will be applied to client situations.

Course Objectives:

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

Refer to CurricUNET <http://www.curricunet.com/Imperial/>

Books for Nursing 221

| Author | ISBN | Title | Edition | Year | Publisher |
|--|--------------------------|---|---------|------|------------|
| Smeltzer, Bare, Hinkle & Cheever | 978-0-7817-8589- 1 | Brunner & Suddath's Textbook of Medical- Surgical Nursing | 12th | 2010 | Lippincott |
| Ball, Bindler & Cowen | 13:978-0-13- 211175-1 | Principles of Pediatric Nursing: Caring for Children | 5th | 2012 | Pearson |

Course Requirements:**A. Hours**

NS 211 is a 1 unit skill course. Class will be held 3 hours a week.

B. Assignments

Reading, CD/video, Internet, and Simulation assignments are required. Students will be expected to read, understand, and critique 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 text book 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. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Plagiarism and cheating policies noted in the student handbook and IVC policies 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 research tools available

C. Methods of Evaluation:

Students must maintain a "C" average grade as determined by the scale below:

A = 92-100%

B = 83-91%

C = 75-82%

D = 68-74%

F = Below 68%

Grades will not be "rounded". To graduate, a "C" or better is required in this course and the co-requisite courses. 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 sixty five (65) percent from quizzes and thirty five (35) 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.

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| Lecture | 70% | Clinical | 30% |
| Quiz | 65% | Case Study | 20% |
| Final | 35% | Journal | 10% |

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

A. Final Theory Exam score must be passed at a 75%.

B. Theory (exams) grade must total equivalent of 75% or greater.

C. Attendance requirements as noted below must be met.

Testing will include no more than 6 examinations in addition to written demonstration, and oral assignments, and a final examination. Pop quizzes may be included. **EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE**

Schedule may change at the discretion of the instructor, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

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

D. Attendance:

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of the class. Should readmission be desired, the student's

Status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See general catalog for details.

It is the responsibility of each student to attend all classes and to contact the faculty person before the start of class if there is a need to be excused from class. Students are expected to attend all classes. Absences are limited to 18.5 hours of theory throughout the semester (equivalent to number of hours class meets in one week). A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. Absences attributed to the representation of the college at officially approved events (conferences, contests, and fieldtrips) will be counted as "excused" absences. A student who reaches the maximum allowable number of hours absent and is not allowed to continue in class and may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

Students who are late for class three times will be considered absent for one day.

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.

Classroom Etiquette

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

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lid/caps are the only exception additional restrictions will apply in labs. Please comply as directed.

- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is to take and present 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 understand how to correctly "cite a source" you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using material, or assisting others in using material, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. 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) use of a commercial term paper service.

Additional Help

- Material and testing will be done on Blackboard and you should learn the Blackboard System. Go into Blackboard and use the help for any assistance.
- **Learning Center:** There is the Nursing Learning center on campus to assist you through the use of computer, tutors or a combination. You will need to take the initiative to set up time with the tutors.
- **Library Services:** There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups and online access to a wealth of resources.

Disabilities

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

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| Date | Day | Time | Description | Instructor | Assignment |
|------------|-----|-----------|---|-----------------|---|
| 8/20/2014 | Wed | 1100-1320 | Class Orientation Clinical Orientation/Questions Leadership/Hematology/Immune | Armenta | Discuss class syllabus etc. Smeltzer & Bare; Ch 1,4,33,50,51,52,53 Ball, Bindler, & Cowen Chapter 16,22, & 23 |
| 8/22/2014 | Fri | 1100-1320 | Leadership/Hematology/Immune | Armenta | Smeltzer & Bare; Ch 1,4,33,50,51,52,53 Ball, Bindler, & Cowen Chapter 16,22, & 23 |
| 8/27/2014 | Wed | 1100-1320 | Leadership/Hematology/Immune | Armenta | Smeltzer & Bare; Ch 1,4,33,50,51,52,53 Ball, Bindler, & Cowen Chapter 16,22, & 23 Case Study #1 Hem/Immune |
| 8/29/2014 | Fri | 1100-1320 | Leadership/Hematology/Immune | Armenta | Smeltzer & Bare; Ch 1,4, 33,50,51,52,53 Ball, Bindler, & Cowen Chapter16,22, & 23 Case Study #2 Hem/Immune |
| 9/3/2014 | Wed | 1100-1320 | Test #1 Hem/Immune Review Exam/Endo | Armenta | Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30 |
| 9/05/2014 | Fri | 1100-1320 | Endo | Armenta | Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30 Case Study #1 Endocrine |
| 9/10/2014 | Wed | 1100-1320 | Endo | Armenta | Smeltzer & Bare; Ch: 41, 42 Ball, Bindler & Cowen Ch 30 Case Study #2 Endocrine |
| 9/12/2014 | Fri | 1100-1320 | Endo | Armenta | Smeltzer & Bare; Ch: 41,42 Ball, Bindler & Cowen Ch 30 Case Study #3 Endocrine |
| 9/17/2014 | Wed | 1100-1320 | Test #2 Endo Review Exam/Cardio | | Smeltzer & Bare; Ch: 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 |
| 9/19/2014 | Fri | 1100-1320 | Cardio | Armenta/Mora | Smeltzer & Bare; Ch: 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 Case Study #1 Cardio |
| 9/24/2014 | Wed | 1100-1320 | Cardio | Armenta/Ramirez | Smeltzer & Bare; Ch 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 Case Study #2 Cardio |
| 9/26/2014 | Fri | 1100-1320 | Cardio | Armenta | Smeltzer & Bare; Ch 26,27,28,29,30,31,32 Ball, Bindler & Cowen Ch 21 Case Study #3 Cardio |
| 10/01/2014 | Wed | 1100-1320 | Test #3 Cardio Review Exam/Renal | Armenta | Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler& Cowen Ch 18, 26 |

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| 10/03/2014 | Fri | 1100-1320 | Renal | Armenta | Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 Case Study #1 |
| 10/08/2014 | Wed | 1100-1320 | Renal | Armenta/Berenji | Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 Case Study #2 |
| 10/10/2014 | Fri | 1100-1320 | Renal | Armenta | Smeltzer & Bare; Ch 14,43,44,45 Ball, Bindler, & Cowen Ch 18, 26 Cast Study #3 |
| 10/15/2014 | Wed | 1100-1320 | Test#4 Renal Review Exam/GI | Armenta | Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 |
| 10/17/2014 | Fri | 1100-1320 | GI | Armenta | Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 |
| 10/22/2014 | Wed | 1100-1335 | GI | Armenta | Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 Case Study #1 |
| 10/24/2014 | Fri | 1100-1335 | GI | Armenta | Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 Case Study #2 |
| 10/29/2014 | Wed | 1100-1320 | GI | Armenta | Smeltzer & Bare; Ch: 34,35,36,37,38,39,40 Ball, Bindler, & Cowen Ch 25 Case Study #3 |
| 10/31/2014 | Fri | 1100-1320 | Test #5 GI Review GI Exam/Neuro | Armenta | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 25 |
| 11/05/2014 | Wed | 0900-1000 1100-1320 | Pharm ATI/Neuro Cont | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 |
| 11/07/2014 | Fri | 1100-1320 | Neuro | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 Case Study #1 |
| 11/12/2014 | Wed | 0900-1030 | Peds ATI | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 Case Study #2 |
| 11/14/2014 | Fri | 1100-1320 | Neuro | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 |
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| 11/19/2014 | Wed | 1100-1320 | Peds Retake ATI/Neuro | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 Case Study #3 |
| 11/21/2014 | Fri | 1100-1320 | Neuro | Armenta/Menvielle | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 |
| 11/26/2014 | Wed | 1100-1320 | <u>Test #6 Neuro</u> Review Exam Neuro | Armenta | Smeltzer & Bare; Ch: 60,61,62,63,64,65 Ball, Bindler, & Cowen Ch 27 |
| 12/03/2014 | Fri | 1100-1320 | Review for Final Retake ATI Pharm | Armenta | |
| 12/10/2014 | Wed | 1100-1300 | Final | Armenta | |