



# Welcome to Medical Surgical Nursing III!!

## Basic Course Information

Semester:	<b>Spring 2026</b>	Instructor Name:	<b>Cristal Ramirez</b>
Course Title & #:	<b>Medical Surgical Nursing III &amp; Preceptorship</b>	Email:	<b>Cristal.mora@imperial.edu</b>
CRN #:	<b>20398 &amp; 20920</b>	Webpage (optional):	<b>Imperial.edu</b>
Classroom:	<b>2152</b>	Office #:	<b>760-355-6345</b>
Class Dates:	<b>2/17/26-6/12/26</b>	Office Hours:	<b>Tuesday 1-3 PM; Wednesday 3-5 PM</b>
Class Days:	<b>Tuesdays (Theory); Wed or Thursday (Clinical)</b>	Office Phone #:	<b>760-355-6345</b>
Class Times:	Tuesday 0900-1300	Emergency Contact:	<b>Nursing Office: Analisa 760-355-6348</b>
Units:	8.0	Class Format/Modality:	Face to Face
***** <b>Last Day to DROP with "W" MAY 16, 2026</b> *****			

## Course Description

NURS 227 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, priority setting, clinical judgment, delegating and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences and advanced clinical preceptorships give the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in various settings

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

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 adults, 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 (ILO 2,3,5); (EPSLO 1,5,6,8).
2. Apply the nursing process to integrate patient-centered, caring, culturally sensitive and based on the physiological, 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 (ILO 2,3,5); (EPSLO 1,6,7,8).

3. Differentiating the principle of nursing care in the multi-system compromised patients in the home and acute care institutions by passing the final with a minimum of 78% (ILO 1,2,3,5); (EPSLO 1,2,5,9).
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 (ILO 1,2,3,4,5); (EPSLO 4,5,9,2).
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 (ILO 1,2,3,4); (EPSLO 1,4,5,8,9).

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

## Textbooks & Other Resources or Links

### Required Books

- ATI RN Content Mastery Series: Review Modules
- Burchum, J. R. and Rosenthal, L. D. (Current Edition) Lehne's Pharmacology for Nursing Care. Elsevier ISBN: 0323512275.

- Lynn, P. (Current Edition). Taylor's Clinical Nursing Skills 5th. Wolters Kluwer, LWW ISBN: 9781496384881.
- Hinkle, J.L. and Cheever, K.H. (Current Edition). Brunner & Suddath's Textbook of Medical-Surgical Nursing. 15<sup>th</sup> Edition. Philadelphia. Wolters Kluwer LWW ISBN: 9781975161057

### **Recommended Books**

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7<sup>th</sup> ed.). American Psychological Association.
- Pathophysiology Made Incredibly Easy. (Current edition). Lippincott, Williams & Wilkins. Wolter Kluwer
- Hinkle, J.L. 2021. Study guide for Brunner & Suddath's textbook of Medical-Surgical nursing. 15<sup>th</sup> Edition. Philadelphia. Wolters Kluwer LWW ISBN: 9781975190545
- LaCharity, C., K. Kumagai, Barbara, B. (Current Edition) Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination, 5th Edition, Publisher
- Strategies for Student Success on the Next Generation NCLEX (NGN) Test Items. 1<sup>st</sup> edition b Linda A. Silvestri et al. 2023. ISBN 978-0323872294
- Coviello. J.C. (Year). ECG Interpretation Made Incredibly Easy. (Current Edition). Lippincott, Williams & Wilkins. Wolters Kluwer
- Knapp, E. (Current Edition). Hemodynamic Monitoring Made Incredibly Visual. 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 Control 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)

### **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)
- Osmosis [www.osmosis.org](http://www.osmosis.org)

## **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.



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**Hours: NURS 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 all theory & clinical sites.**

**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:** 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. 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 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 for 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 lectures, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.



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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.”

A “C” or better is required in this course and the co-requisite courses to advance. All the following must be attained to pass this course successfully:

- A. The final Theory Exam score must be passed at 78%. (1 Final exam)
- B. Theory (exams and final) grade must total the equivalent of 78% or greater.  
(Total of 7 theory exams and 1 final)
- C. Complete all NUR 227 theory and clinical assignments passed with a 78% or “Satisfactory.”
- D. Clinical grade must total 78% or greater.
- F. Pharmacology math calculation exam must be passed as described below.
- G. Attendance requirements, as noted below, must be met.
- H. Less than three unsatisfactory performances in clinical work must occur.
- I. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory.”
- J. 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 at the course instructor's discretion.
- K. ATI proctored Assessments for Medical/Surgical & Leadership with a Level 2 or above.
- L. ATI Comprehensive/Predictor Assessment must be passed with a passing individual score of 71.3%
- M. Complete all ATI Capstone & Virtual ATI modules.

**Academic Progress and NUR 227 Faculty Support:** If a student’s course grade falls below 82%, it is strongly recommended that the student schedule a meeting with the course lead instructor (Mrs. Ramirez) as soon as possible to review performance and develop a plan for improvement. We are available to support student success and may be contacted in person, by IVC email, PRONTO or during scheduled office hours to discuss grades, classroom concerns, or clinical performance. As stated in the registration agreement, it is the student’s responsibility to officially withdraw (W) from the course prior to the published deadline if necessary. Failure to successfully complete this course will impact progression in the nursing program and may delay graduation. Students who fail or withdraw from the course are required to complete a Petition to Re-Enter in accordance with program policy. We encourage students to seek guidance early and utilize available resources to support academic success.

**NUR 227 Exams & Assessments** - Assessments in NUR 227 may include written examinations, skills demonstrations, oral presentations, and computer-based testing. Quizzes may be administered as announced or unannounced. All modular computer-based examinations are conducted through the ATI platform. **NUR 227 modular exams and final exam results will be posted in Canvas within 24–72 hours. Please note that the release time may be adjusted if additional students need to complete their exams.**

**Exam & Assessment procedures:** To support fairness and consistency for all students, make-up exams, tests, or quizzes are not permitted for absences except under extreme circumstances and with approval from your NUR 227 course instructor. Students completing any exam or assessment may be randomly assigned seating or testing locations. Assessments may be administered in paper format or through Canvas or the ATI platform.

To maintain a focused and secure testing environment, food, drinks, and smart devices are not permitted in the testing area. Cell phones must be silenced and stored away during testing. The proctoring instructor will provide scratch paper as needed. Calculators may be used for dosage calculation questions only with approval from the proctoring instructor.

**Clinical evaluation:** Clinical evaluation is ongoing throughout the course. To successfully pass NUR 227, students must achieve a rating of “Adequate” or “Satisfactory” in all clinical performance areas.

Clinical evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and overall professional performance in the clinical setting. An “Unsatisfactory” clinical evaluation may be issued if performance does not meet expected standards in patient care, professionalism, or course requirements. In such cases, remediation in the Learning Center will be required. Students who receive three unsatisfactory clinical evaluations or who fail to meet established clinical objectives will be required to repeat NUR 227, regardless of their overall course grade. Our goal is to support student success while ensuring safe, competent, and professional nursing practice.

**Dosage Calculation Exam:** To promote patient safety and clinical readiness, students are required to successfully complete a dosage calculation exam prior to the start of clinical rotations and every eight weeks thereafter. Exams will include a minimum of 25 dosage calculation questions appropriate to the student’s current semester level. A score of **92% or higher** is required to pass. This exam is graded on a **pass/fail basis** and is not included in the course grade point average. The students will be provided with up to two attempts to achieve a passing score. If a student is unsuccessful on the second attempt, they will not be permitted to progress to the next semester. Retesting will be scheduled outside of regularly scheduled clinical hours. Dosage calculating exam scheduling may be adjusted at the instructor’s discretion based on class progress. Any changes will be communicated in class and/or through Canvas email. Students are responsible for reviewing all course materials outlined in the syllabus and for staying informed of any updates announced in class or posted in Canvas.

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 92% on the first attempt must pass with 96% on the second attempt.  
and final attempt.
  - b. Students who do not pass after the first attempt:

- (i) Students must make an appointment to seek tutoring from NLC tutors/ faculty, the math department, the 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.

### **NUR 227 ATI testing Policy**

ATI testing evaluates students' ability to provide safe patient care and demonstrate clinical competence. The course requires students to pass all ATI proctored RN Adult Medical Surgical & Leadership assessments with Level 2 or above. In addition, the course requires students to pass the ATI Comprehensive Predictor Assessment with an individual score of 71.3% or above.

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 2nd 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 tardiness for the scheduled/assigned proctored assessments, comprehensive predictor assessment, retake, or who do not fulfill the remediation requirements may result in dismissal from NUR227. This will result in a "W" grade before the drop date and an " F " grade after that.

### **Medical/Surgical & Leadership Proctored Assessment Points**

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 92% or higher score. (There are Practice A & Practice B assessments). Students will submit practice assessments of A & B results via CANVAS under ASSIGNMENTS. Students who do not complete both A & B practice assessments will not be eligible to take the proctored assessments. Students who do not meet eligibility requirements will meet with Mrs. Ramirez. 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 follows:

- 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**

Retakes of any proctored assessments are scheduled by the course instructor one week after the initial attempt. Students who score level 1 or below must complete remediation before retaking. Student remediation requirements include the following:

- 1)The student will spend at least 4 hours completing the ATI focus review modules. The documented evidence must be submitted by the deadline and reviewed by the course instructor.
- 2) The remediation assignment is due before taking the retake proctored assessment.
- 3)Students who do not meet the course benchmark for the proctored examinations on the 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 follows:

- Passing with a 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

**A RETAKE OF COMPREHENSIVE PREDICTOR ASSESSMENT IS REQUIRED FOR STUDENTS WHO RECEIVED LESS THAN 71.3% INDIVIDUAL SCORE.** The retake assessment is scheduled one week after the initial attempt. The NUR 227 course instructor will schedule the retake and advise students. 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. The 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.**

### **NUR 227 Maximum ATI Points Summary**

Students may earn an **additional point** by achieving:

- **Level 3** on the first attempt of the Medical/Surgical or Leadership Proctored Assessments, and/or
- **95% or higher** on the first attempt of the ATI Comprehensive Predictor Assessment.

The **maximum possible points** for the combined practice assessments and proctored exams are **6 points**, with any additional points added on top of this maximum.

Points earned for assigned proctored assessments in NUR 227 will be **calculated toward the final course grade.**

### **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 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 supersede 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.

### **Academic Honesty and Integrity in NUR 227**

Maintaining academic honesty and integrity is essential in NUR 227. Students are expected to complete all coursework ethically and responsibly.

### **How to Demonstrate Academic Integrity:**

- **Keep passwords confidential:** Your Canvas and other online platform logins are unique to you. Do not share them or allow anyone else to access your accounts.
- **Complete your own work:** All assignments, quizzes, exams, and projects should be completed independently unless the instructor explicitly permits collaboration.

#### **Examples of Academic Dishonesty:**

Academic dishonesty includes, but is not limited to:

- Copying from others on quizzes, tests, exams, or assignments.
- Allowing someone else to copy your answers.
- Having another person take a quiz or exam on your behalf.
- Conferring with others during a test when not instructed to do so.
- Purchasing or using term papers, research papers, or other work from online sources or another individual and submitting it as your own.
- Submitting work that has been excessively edited or revised by someone else.
- Sharing exam or quiz content, including makeup exams or check-off information, that gives other students an unfair advantage.
- Posting or sharing course materials, practice questions, discussion prompts, or ATI content on online platforms such as Studocu or Course Hero.
- Using the words, ideas, or work of others without proper attribution (plagiarism), whether oral, written, or artistic. Plagiarism can be intentional or unintentional.
- Using AI to replace your own thinking, writing, or quantitative reasoning in any NUR 227 assignment, including theory and clinical work.

By following these guidelines, you demonstrate professionalism, ethical behavior, and respect for the integrity of the nursing program.

## **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 there is 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 the 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 students 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 is 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 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 who do not follow professional standards or student code of conduct will be sent out of the classroom/lab/clinical and meet with the course instructor(s)/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 documentation states approval for recording, 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 (.)].

## 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.



## Anticipated Class Schedule/Calendar

### Imperial Valley College Nursing and Allied Health NUR 227

#### Class Schedule

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

Date	Day	Time	Description	Instructor	Assignments & Homework	Room
Week 1 2/17/26	Tuesday	0900-1300	<b>Welcome Back 4th Semester!!</b> Introduction to NUR227 Alterations in Oxygenation: Gas Exchange and Respiratory Function  <b>Mandatory PMHD Clinical Group Onboarding Friday 2/20/26</b> <b>Meet at the PMHD Educational Room</b>	RAMIREZ	IVC WELCOME FORMS DUE! See Canvas Assignment  Assigned Readings: Brunner's Chp 19 552-597 Chp 20 p551-597; pp 643-647  Review: Chp. 17, 18, Chp. 19 pp 542-551, Chp. 20 603-642 Review ATI books on respiratory topics covered in readings & lectures.  <b>Complete ATI Knowledge Check Practice Assessment for Alteration in Oxygenation Due next Tuesday</b>  <b>Complete ATI Capstone Enrollment Due Tonight.</b> <b>ATI Capstone Fundamental module OPENS this THURSDAY!</b>  <b>PMHD Onboarding Friday 2/20/26</b>  ECRMC No onboarding <b>Complete any hospital orientation paperwork if needed.</b>  <b>Sign up to PRONTO Messaging for NUR 227</b>	2152
2/18/26	<b>Wednesday</b>	0830-1800	<b>All clinical groups attend IVC Campus</b> Dosage Calculation Exam #1 ATI Capstone Proctored Assessment A SKILLS DEMO & PRACTICE  PICC/CL/Medi port & Chest Tube & Vent Management Demo & Practice  EKG & H2T Assessment Review & Practice Ventilator Management  Mentor Pairing (Voluntary)  <b>Reminder: Mandatory PMHD Clinical Group Onboarding Friday 2/20/26</b> Meet at the PMHD Educational Room	RAMIREZ CRISTERNA	Clinical Homework: 1. Sign up NUR 084 NLC 2. Due next Thursday: Complete all 4 ATI Skills Module 3.0 a. Oxygen therapy b Airway management c. Central Venous Devices d. Closed Chest tube drain 3. EKG Interpretation: EKG handout due week 3 clinical 4.Practice PICC & CL, Mediport Skills  Schedule with Mrs. Ramirez, Mrs. Ortega: PICC Line& Mediport Checkoffs Due by Week 3.	IVC Campus



<p><b>WEEK 2</b> 2/24/26</p>	<p>Tuesday</p>	<p>0900-1300</p>	<p><b>Quiz #1 Alterations in Oxygenation &amp; Gas Exchange and Respiratory Function</b> <b>CONTINUED</b></p>	<p>RAMIREZ</p>	<p><b>Group assignment: Respiratory Case Studies Presentation DUE AT 0900AM- Be ready to present</b></p> <p><b>Assigned readings:</b> Brunner's Chp 19 552-597 Chp 20 p551-597; pp 643-647</p> <p>Review: Chp 17, 18, Chp 19 pp 542-551, Chp. 20 603-642 Chp 66 2145-2167</p> <p>Review ATI books on respiratory topics covered in readings &amp; lectures.</p> <p>Homework: COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI capstone Calendar on Canvas)</p>	<p>2152</p>
<p>2/25-2/26</p>	<p>Wed/Thurs</p>	<p>0830- 1800</p>	<p>Clinical</p> <p>DOSAGE CALCULATION RETAKES SKILLS Check off</p> <p>EKG &amp; H2T Assessment Review &amp; Practice Ventilator Management</p>	<p>RAMIREZ CRISTERNA</p>	<p>Clinical Homework: Submit clinical assignments to your clinical instructor</p> <p><b>Practice PICC &amp; CL, Mediport Skills</b> <b>Review H2T adult &amp; peds assessment</b> <b>Review Ventilator &amp; EKG skills</b></p>	<p>ECRMC/PMHD</p>
<p><b>WEEK 3</b> 3/3/26</p>	<p>Tuesday</p>	<p>0900-1300</p>	<p><b>Exam #1 Alterations in Oxygenation: Gas Exchange and Respiratory Function</b></p> <p>Theory: Alterations in Cardiac Output and Tissue Perfusion</p> <p>Student Preceptorship Orientation The assigned preceptor will be provided to you by your clinical instructor Preceptorship starts 3/6-4/12/26</p>	<p>RAMIREZ</p>	<p>Assigned readings: Hinkle &amp; Cheever Chp Chp. 11 Shock, Sepsis &amp; MODS Chp 19 pp 597, Chp 25: Hemodynamic Monitoring pp 683-688 Review Hinkle&amp; Cheever: Chp 21, 24, 27. Chp 66 2145-2167</p> <p>Review-ATI books cardiac/circulatory topics REVIEW PHARM-Lehne Cardiac Meds</p> <p><b>Homework:</b> 1. Complete Alt in Cardiac Output &amp; Tissue Perfusion Group Assignment 2. COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</p>	<p>2152</p>



3/4-3/5	Wed/Thurs	0645-1930	<p>Clinical</p> <p><b>After 3/5/26, the ECRMC &amp; PMHD Clinical instructor will provide instruction on assigned preceptors &amp; contact information</b></p>	RAMIREZ CRISTERNA	<p>Clinical Homework: Submit clinical assignments to your clinical instructor</p> <p>EKG interpretation homework is due! Submit to the clinical instructor.</p>	ECRMC/PMHD
<b>Week 4</b> 3/10/26	Tuesday	0900-1300	<p><b>Quiz #2</b></p> <p>THEORY: Alterations in Cardiac Output and Tissue Perfusion/Hemodynamic Monitoring Lecture Leadership Managing Client Care</p>	RAMIREZ	<p>Assigned readings: Hinkle &amp; Cheever Chp 11 Shock, Sepsis &amp; MODS Chp 19 pp 597, Chp 25: pp 811-816; Hemodynamic Monitoring pp 683-688; Pacemakers pp 712-724</p> <p><b>ATI Leadership</b> <b>Chapter 1- Managing Client Care pp 3-18</b></p> <p>Review Hinkle&amp; Cheever: Chp 21, 24, 27. Chp 66 pp 2145-2167</p> <p>Review-ATI books cardiac/circulatory topics REVIEW PHARM-Lehne Cardiac Meds</p> <p>Complete ATI Knowledge Check Practice Assessment for Alterations in Cardiac Output &amp; Tissue Perfusion</p> <p><b>Homework:</b> 1. Due: CT MAP Shock States. Submit in CANVAS at 0900am 2. COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</p>	2152
3/9-3/15	Wed/Thurs	0700-1900	<b>PRECEPTORSHIP</b>	RAMIREZ CRISTERNA	<p>Clinical Homework:</p> <ol style="list-style-type: none"> <li>1. Update your clinical instructor scheduled shifts.</li> <li>2. Complete preceptorship document &amp; submit to Mrs. Ramirez on Tuesday</li> </ol>	ECRMC/PMHD



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<p><b>WEEK 5</b> 3/17/26</p>	<p>Tuesday</p>	<p>0900-1300</p>	<p><b>Exam #2 Alterations in Cardiac Output and Tissue Perfusion/Hemodynamic Monitoring &amp; Leadership</b></p> <p>Shock Simulation/Mock Code Blue TBA</p> <p>Begin Alterations in Cognition, Sensation &amp; Mobility/ Part 1</p>	<p>RAMIREZ</p>	<p>Assigned readings: Brunner's Chp 63-65 Review Brunner's Ch 60-62 ATI BOOKS: MED/SURG FOR NEURO TOPICS Review Pharm: CNS REVIEW- Brunner's Chp 60-62 ATI BOOKS: MED/SURG NEURO TOPICS Review Lehne- Pharm meds</p> <p><b>Homework:</b> 1. Work on Group Case Study Alterations in Cognition, Sensation &amp; Mobility/ Part 1 Due next Tuesday 2. Complete GSC Scale Review 3. COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</p>	<p>2152</p>
<p>3/16-3/22</p>	<p>Wed/Thurs</p>	<p>0645-1930</p>	<p><b>PRECEPTORSHIP</b></p>	<p>RAMIREZ CRISTERNA</p>	<p>Clinical Homework: 1. Update your clinical instructor scheduled shifts. 2. Complete preceptorship document &amp; submit to Mrs. Ramirez on Tuesday</p>	<p>ECRMC/PMHD</p>
<p><b>WEEK 6</b> 3/24/26</p>	<p>Tuesday</p>	<p>0900-1300</p>	<p><b>Quiz #3</b></p> <p>THEORY: Alterations in Cognition, Sensation &amp; Mobility/ Part 1 Group Case Study Presentation</p> <p>Leadership: Coordinating Care &amp; Culture of Safety</p>	<p>RAMIREZ</p>	<p><b>Group Presentations DUE AT 0900AM- Be ready to present!</b></p> <p>Assigned readings: Brunner's Chp 63-65 <b>ATI Leadership Chp. 2 Coordinating Care &amp; Chp 5 Cult of Safety</b> Review Brunner's Ch 60-62 ATI BOOKS: MED/SURG FOR NEURO TOPICS Review Pharm: CNS Drugs <b>ATI</b> REVIEW-Brunner's Ch 60-62 ATI BOOKS ON NEURO TOPICS Review Pharm Lehne Neuro/CNS meds.</p> <p>Complete ATI Knowledge Check Practice Assessment for Alterations in Cogn, Sensation &amp; Mobility Part 1 &amp; Leadership due 3/31/25</p> <p><b>Homework:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</p>	<p>2152</p>



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3/23-3/29	Wed/Thurs	0645-1930	<b>PRECEPTORSHIP</b>	RAMIREZ CRISTERNA	Clinical Homework: 1.Update your clinical instructor scheduled shifts. 2.Complete preceptorship document & submit to Mrs. Ramirez on Tuesday	ECRMC/PMHD
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<b>WEEK 7</b> 3/31/26	Tuesday	0900-1300	<b>Exam #3-Alterations in Cogn, Sensation (Part 1)</b>  THEORY: Alterations in Cognition, Sensation Mobility Part 2 Acute Community-Based Challenges & <b>Leadership: Professional Responsibilities, Legal &amp; Ethical practice</b>	RAMIREZ  Guest speaker ECRMC ER NURSING/ESI triage WORK-BASE LEARNING (WBL)	In-Class Neuro Activity Brunner's Chp 71, 72 & 73 <b>ATI Leadership-Read Chp 3- Professional Responsibilities, Legal &amp; Ethical practice pp 35-47-49.</b> REVIEW- ATI BOOKS ON NEURO TOPICS Review Pharm-Lehne NEURO/CNS Drugs READ: ATI Leadership Topics  Complete ATI Knowledge Check Alt in Cogn Part 2, Acute Community-based Challenges, Leadership  <b>HOMEWORK: COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</b>	<b>2152</b>
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3/30-4/12	Wed/Thurs	0645-1930	<b>PRECEPTORSHIP</b>	RAMIREZ CRISTERNA	Clinical Homework: 1.Update your clinical instructor scheduled shifts. 2.Complete preceptorship document & submit to Mrs. Ramirez on Tuesday	ECRMC/PMHD
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**Happy Spring Break 4/5/26-4/12/26!!**

<b>WEEK 8</b> 4/14/26	Tuesday	0900-1300	<b>Quiz #4</b>  THEORY: Alterations in Cognition, Sensation & Mobility/ Part 2	RAMIREZ	<b>Group Presentations DUE AT 0900AM- Be ready to present!</b>  <b>Assigned readings:</b> Brunner's Chp 71, 72 &	<b>2152</b>
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			<p>Group Case Study Presentation</p> <p>Acute Community-Based Challenges/</p> <p><b>Leadership: Professional Responsibilities, Legal &amp; Ethical Practice</b></p>		<p>73- (Neuro part 2) Brunner's Chp. 42, 45, 46 (Acute Community-Based Challenges) <b>Read ATI Leadership-Chapter 4 Maintaining a Safe Environment pp 53- 65</b> Review-ATI MED/SURG Metabolic/Endocrine Topics REVIEW Lehne-Pharm meds</p> <p>Complete ATI Knowledge Check Practice Assessment for Alterations in Cogn, Sensation &amp; Mobility Part 2 &amp; Leadership due by 4/14/25</p> <p><b>HOMEWORK:</b> COMPLETE WEEKLY ATI CAPSTONE MODULE &amp; POST ASSIGNMENTS (See ATI calendar)</p>	
4/15/26	Wednesday	SIMS 0800-1800	<p>Clinical</p> <p><b>SIMS Exit Skills Assessment- Mandatory for all 4<sup>th</sup> semester students</b></p> <p><b>Schedule times will be provided</b></p> <p><b>ATI Proctored B Assessment</b></p> <p><b>MIDPOINT CLINICAL EVALUATIONS</b> 2<sup>nd</sup> * 8<sup>th</sup> Week Dosage Cal Exam Part 1 &amp; Part 2 Escape Room</p>	RAMIREZ CRISTERNA LERMA	<p>Clinical Homework:</p> <p><b>1. Submit your SIMS Exit Skill Assessment Journal</b> <b>2.Submit all Preceptor documentation. Total number of hours is 96hours to pass preceptorship!!</b> <b>Students missing preceptorship hours will receive an" Incomplete" &amp; are subject not to progress NURS 227 next 8 weeks clinicals</b> <b>3.Complete &amp; submit your preceptor evaluation.</b></p> <p>4. Complete Beginning VATI 1.Virtual-ATI survey 2. Complete VATI Orientation. 3.Review Resources, NCLEX Strategies 4. Nurse Logic Advanced Assessments</p>	IVC Campus
<b>WEEK 9</b> 4/21/26	Tuesday	0900-1300	<p><b>Exam #4 Alt in Mobility Neuro Part 2 &amp; Acute Community Based Challenges &amp; Leadership: Coordinating Care &amp; Culture of Safety</b></p> <p>THEORY: Start on Alterations in Regulation, Metabolic &amp; Excretion Leadership: Professional Practice, Inclusive &amp; EBP Care Environment</p>		<p>Assigned readings: Brunner's Chp 71, 72 &amp; 73- (Neuro part 2) Brunner's Chp. 42, 45, 46 (Acute Comm) ATI Leadership Chapter 2 &amp; 5 Read ATI MED/SURG Neuro/Acute Community-Based Topics REVIEW Lehne-Pharm meds HOMEWORK: 1. Complete Group Presentation Alt in Reg, Metabolic &amp; Excretion due next Tuesday.</p>	2152



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					<p>2. Complete ATI Knowledge Check Practice Assessment for Alterations Reg, Metabolic, Excretion &amp; Leadership due before exam #5</p> <p>3. Complete ATI M/S Practice Assessment A &amp; B due 4/28/26 at 11 pm</p> <p>4. Complete Virtual ATI Assignment per Canvas due dates</p>	
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4/22/26	Wednesday	SIMS 0800-1800	<p>Clinical <b>SIMS Exit Skills Final Mandatory for all 4<sup>th</sup> semester students</b></p> <p><b>Schedule times will be provided</b></p>	RAMIREZ CRISTERNA LERMA	<p>Clinical Homework: Submit SIMS Exit Skills Assessment in Canvas.</p> <p>Submit the Preceptor weekly evaluation document &amp; review schedules by next Tuesday.</p> <p>Complete Virtual ATI Assignment per Canvas due dates</p> <p>Schedule Cristerna/Ramirez/Lerma Exit Skills Assessment feedback</p>	IVC Campus
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<b>WEEK 10</b> 4/28/26	Tuesday	0800-1300	<p>THEORY: Alterations in Regulation, Metabolic &amp; Excretion Lecture</p> <p>Leadership: Professional Practice, Inclusive &amp; EBP Care Environment</p> <p>Group Case Study Presentations</p> <p><b>Take home Quiz #6</b></p>	RAMIREZ	<p>Group Presentation Alt in Reg, Metabolic &amp; Excretion. Be ready to present!!</p> <p>Assigned readings: Brunner 's-Chp 42, 45, 46</p> <p>ATI Leadership- Inclusive &amp; EBP Care Environment</p> <p>Review: ATI books on metabolic/endocrine topics REVIEW PHARM Metabolic/Endocrine meds</p> <p>HOMEWORK: Complete ATI Knowledge Check Practice Assessment for Alterations in Regulation, Metabolic &amp; Excretion &amp; Leadership due by exam #5</p> <p><b>Complete ATI M/S Practice Assessment A &amp; B due tonight at 11 pm</b></p> <p><b>M/S Proctored scheduled for Wed/Thurs clinical</b></p>	2152
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					Complete Virtual ATI Assignment per Canvas due dates	
4/29-4/30	Wed/Thurs	07-1900	<p>CLINICAL <b>ATI M/S Proctored Assessment</b></p> <p>ATI M/S Retakes Complete Med/Surg remediation. Schedule with Mrs. Ramirez Submit the Remediation Assignment</p>	RAMIREZ CRISTERNA	<p>Clinical Homework: Submit clinical assignments to your clinical instructor by next clinical date (Wed/Thurs).</p> <p>Complete Virtual ATI Assignment per Canvas due dates</p>	ECRMC/PMHD
<b>WEEK 11</b> 5/5/26	Tuesday	0900-1300	<p><b>Exam #5 Alt in Regulation, Metabolic &amp; Excretion</b> <b>ATI Leadership</b> <b>Inclusive &amp; EBP Care Environment</b></p> <p>Theory- Start on Alterations in Immunity Leadership. Professional Practice</p> <p><b>Implicit Bias Training &amp; Quiz#7</b></p>	RAMIREZ	<p>ATI Med-Surg Practice Assessment A &amp; B Due 0800</p> <p>Assigned readings: Brunner's Chp:31,32,33,34 Chp. 9, 12, 13 ATI MED/SURG Immunologic Topics, Pain management, end of life care/cancer topics</p> <p>ATI Leadership- Chp. 3 Professional Practice</p> <p>REVIEW Pharm Immune/Oncology meds, pain meds &amp; end of life care meds.</p> <p>Homework: Complete Alterations in Immunity Group Assignment</p> <p>Complete ATI Knowledge Check Practice Assessment for Alterations Immunity &amp; Leadership due before exam #6</p> <p><b>Work on ATI Leadership Practice Assessment A &amp; B due 5/12/26 at 11 pm</b></p> <p>Complete Virtual ATI</p>	2152



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					Assignment per Canvas: Assignment due date	
5/6-5/8/26	Wednesday, Thursday & Friday	08-1700	Clinical <b>MANDATORY ATI LIVE REVIEW</b> AT IVC 5/6-5/8/26 From 08-1700pm	RAMIREZ CRISTERNA	Clinical Homework: Submit clinical assignments to your clinical instructor by next clinical date (Wed/Thurs).  Complete Virtual ATI Assignment per Canvas due dates	ECRMC/PMHD
WEEK12 5/12/26	Tuesday	0800-1300	Theory- Alterations in Immunity ATI Leadership. Professional Practice	RAMIREZ Alicia Ortega PMHD Oncology Center (WBL ACTIVITY) HOSPICE (WBL ACTIVITY) TBA	ATI Med-Surg Practice Assessment A & B Due 0800 Assigned readings: Brunner's Chp:31,32,33,34 Chp. 9, 12, 13 ATI MED/SURG Immunologic Topics, Pain management, end of life care/cancer topics  ATI Leadership & Chap. 3 Professional Practice  REVIEW Pharm Immune/Oncology meds, pain meds & end of life care meds.  Homework: Complete ATI Knowledge Check Practice Assessment for Alterations Immunity due before exam #6 <b>ATI Leadership Practice Assessment A &amp; B DUE tonight 11pm</b>  Complete Virtual ATI Assignment per Canvas due dates	2152
5/13-5/14	WED/THURS	0645-1930	Clinical <b>ATI Leadership Proctored Assessment Testing</b>  ATI M/S Retakes <b>Complete Leadership remediation. Schedule with Mrs. Ramirez Submit the Remediation Assignment</b>	RAMIREZ CRISTERNA	Clinical Homework: Submit clinical assignments to your clinical instructor by next clinical date (Wed/Thurs).  Complete Virtual ATI Assignment per Canvas due dates	ECRMC/PMHD



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<p><b>WEEK 13</b> 5/19/26</p>	<p>Tuesday</p>	<p>0900-1300</p>	<p><b>Exam #6 Alterations in Immunity &amp; Leadership</b></p> <p>THEORY Alterations in Integumentary Function &amp; Alterations in Reproduction, Ingestion, Digestion &amp; Elimination Lecture</p> <p>Group in-class activity</p>	<p>RAMIREZ</p>	<p>Assigned readings: Brunner's: Chp 57 BURNS Ch 39, 40, 41, 53 (GI/Repro)</p> <p>Review: ATI MED/SURG: BURNS Ingestion, Digestion, Reproductive topics Review-Lehne Pharm ingestion, digestion, reproductive meds.</p> <p>Homework: <b>Complete ATI Comp Predictor Practice Assessment A &amp; B due Tuesday 5/26/26</b> Complete ATI Knowledge Check Practice Assessment for Alterations Integumentary &amp; Rep, Ingestion, Digestion &amp; Elimination before exam #7</p> <p>Complete Virtual ATI Assignment for Canvas dates.</p>	<p>2152</p>
<p>5/20-5/21</p>	<p>WED/THURS</p>	<p>0645-1900</p>	<p>CLINICAL</p>	<p>RAMIREZ CRISTERNA</p>	<p>Clinical Homework: Submit clinical assignments to your clinical instructor by next clinical date (Wed/Thurs).</p> <p>Complete Virtual ATI Assignment per Canvas due dates</p>	<p>ECRMC/PMHD</p>
<p><b>WEEK 14</b> 5/26/26</p>	<p>TUESDAY</p>	<p>0800-1300</p>	<p><b>Take Home Exam #7 Alterations in Integ, Reprod, Ingestion, Digestion &amp; Elimination</b></p>	<p>RAMIREZ</p>	<p>ATI Leadership Practice Assessment A &amp; B Due 0800 Assigned readings: Brunner's: Chp 57 BURNS Ch 39, 40, 41, 53 (GI/Repro)</p> <p>Review: ATI MED/SURG: BURNS Ingestion, Digestion, Reproductive topics Review-Lehne Pharm ingestion, digestion, reproductive meds.</p> <p>Homework: <b>Complete ATI Comp Predictor Practice Assessment A &amp; B due tonight 11pm</b></p> <p>Take Home Exam #7 is due next Tuesday at 11 pm on Canvas.</p>	<p>2152 /IVC computer lab</p>



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5/27-5/28	WED/THURS	0645-1900	CLINICAL <b>ATI Comp Predictor Proctored Assessment</b>	RAMIREZ CRISTERNA	Clinical Homework: Submit clinical assignments to your clinical instructor by next clinical date (Wed/Thurs).  Complete Virtual ATI Assignment per Canvas due dates	ECRMC/PMHD
<b>WEEK 15</b> 6/2/26	Tuesday	0800-1300	NUR 227 Final Review	RAMIREZ	<b>Take Home Exam#6 Due 0900am</b> <b>All Core Content VATI Module due! Students are required to be 50% completed by 6/8/26</b>	2152
6/3-6/4	WED/THURS	0645-1900	CLINICAL <b>ATI Comp Predictor Proctored Assessment Retakes due Friday</b> Ramirez/Cristerna Complete the remediation assignment before retake	RAMIREZ CRISTERNA	Clinical Homework: Submit final Preceptor weekly evaluation documents. The last day to complete the preceptorship is June  <b>VATI: 50% of VATI modules are due 12/1/25.</b>	ECRMC/ PMHD
<b>Week 16</b> 6/9/26	MONDAY		<b>NUR227 FINAL EXAM</b> <b>ATI Critical Thinking Exit Assessment</b>  <b>UNIFORM HOLIDAY- BUISNESS CAUSAL ATTIRE</b>	RAMIREZ	SUBMIT IVC Total program & Course Evaluation. Complete on CANVAS <b>COMPLETE ALL VATI MODULES BY 50%</b>	TBA
6/10/26	TUESDAY		Mandatory Everyone to report to IVC Campus: BREEZE account setup, BRN Initial application & Pinning Rehearsal  <b>UNIFORM HOLIDAY- BUISNESS CAUSAL ATTIRE</b>	RAMIREZ/CRISTERNA	Schedule LIVE SCAN fingerprints & submit to BREEZE account.	2152
<p><b><i>Congratulations 4<sup>th</sup> Semester!! YOU MADE IT!!!</i></b>  <b><i>IVC Nursing Faculty &amp; Staff are proud of your achievements!!!</i></b></p> 						

**Content Unit Objectives M/S III:**

**Alteration in Oxygenation 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.
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**

#### **Unit Objectives:**

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 role of the nurse 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 alteration in mobility.
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 with a focus 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.

### **Alteration in Integument**

#### **Unit Objectives:**

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.
9. Provide health- and safety-related education to clients across the lifespan who have alterations in integument.
10. 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.

### **Alterations in Ingestion, Digestion, Absorption and Elimination**

#### **Unit Objectives**

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 in light of 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:**

- Examine the mission statement and related philosophy and goals of an institution.
- Critique the organizational structure of an institution and its impact on the dissemination of power and decision making.
- Compare and contrast various levels of management.
- Investigate the role of the stakeholders of an organization.
- Discuss the implication of unions representing nursing in a collective bargaining capacity.
- 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 between 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 each individual'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.



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## 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:

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 safety, 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 of 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.

**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 patients.
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.