

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 1309
SPRING 2013**

COURSE TITLE: INTRODUCTION TO NURSING

CREDIT: 3 HOURS (6 CONTACT; 8 WEEK COURSE)

PLACEMENT: FIRST SEMESTER OF THE NURSING PROGRAM

PREREQUISITES: PROGRAM ADMISSION OR CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 1201, RNSG 1215, RNSG 1160 (NOTE THAT RNSG 1309 IS A PREREQUISITE COURSE TO RNSG 1341)

LICENSING/CERTIFYING AGENCY: TEXAS BOARD OF NURSING (BON)

FACULTY: Margaret Hawkins, MSN, RN
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COURSE DESCRIPTION: Overview of nursing and the role of the professional nurse in a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Direct supervision is provided by the clinical professional. (ICOs 1, 2, 3, 4, 5, 6)

END OF COURSE OUTCOMES: Identify concepts for the provision of nursing care; describe the roles of the professional nurse in the delivery of comprehensive care; describe the use of a systematic problem-solving process; and utilize critical thinking skills.

COURSE OBJECTIVES: Course objectives utilize the framework of Differential Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO = Corresponding Program Outcome)

As Member of the Profession:

1. Participate in activities that promote the development and practice of professional nursing (PO 3).
2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning (PO 3)

As a Provider of Patient-Centered Care:

3. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice (PO 4).
4. Identify the physical and mental status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study (PO 1).

5. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team (PO 6).

As a Patient Safety Advocate:

6. Comply with mandatory reporting requirements of the Texas Nursing Practice Act (PO 3).

As a Member of the Health Care Team:

7. Describe resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality (PO 2).

TEACHING/LEARNING METHODS UNIQUE TO COURSE: Lecture; discussion, use of student-interactive electronic instruction to develop test taking skills and to reinforce classroom instruction, including ATI and

EVALUATION/GRADING SCALE: The grading policy for the Associate Degree Nursing Program is followed. No assignments or tests are optional. Components of student evaluation include the following:

Unit Exams (4):	60%
Daily Grade (ATI)	5%
Final Exam (Includes Unit 5):	<u>35%</u>
Total:	100%

Grading Scale

- A 90-100
- B 80-89
- C 75-79
- D 60-74.99
- F 59 or below

A final grade of C or higher must be attained in order to pass RNSG 1309. Grades are carried to two decimal places until the final grade that is rounded to the appropriate whole number. No grades will be rounded up to 75 to pass. (Example: 74.99 = grade of D.)

Corequisite Course Grades

The corequisite theory course and clinical course will initially be taken in the same semester. If a student is unsuccessful in either the theory or clinical course, the (theory or clinical) course in which the student was unsuccessful must be taken the following semester in which the course (theory or clinical) is offered. Both courses do not have to be retaken but **BOTH courses must be successfully completed before the student can progress to the next course in the sequence of courses.** Selected nursing skills will be reviewed for all students each semester of the program. All students are required to review the required skills in each semester in order to progress in the course enrolled.

REQUIRED TEXTBOOKS:

Deglin, J. & Vallerand, A. (2011). *Davis Drug Guide for Nurses* (12th Ed.). Davis: Philadelphia.

Doenges, M., Moorhouse M., Murr A. (2009). *Nursing Diagnosis Manual: Pocket Guide* (12th ed). FA Davis: Philadelphia.

Ignatavicius, D.D., Workman, M.L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care*. (7th Ed). Elsevier: Philadelphia.

Mosby's Medical, Nursing, & Allied Health Dictionary (8th Ed.) (2009). St. Louis: C.V. \

Mosby. (Another current, comparable nursing and medical dictionary may be

substituted.)

Pagana, K.D. & Pagana, T.J. (2009) *Mosby's Manual of Diagnostic & Laboratory Test* (4th Ed). Mosby: St Louis.

Silvestri: *Sauders Comprehensive Review* (4th Ed) Elsevier: Philadelphia.

Taylor, C., Lillis, C. LeMone, P. & Lynn, P. (2009). *Fundamentals of Nursing: The Art And Science of Nursing Care*. (7th Ed.). Lippincott, Williams and Wilkins: Philadelphia.

Williams, S.R. (2009) *Basic Nutrition & Diet Therapy* (13th Ed.). Mosby: St. Louis.

RECOMMENDED TEXTBOOKS:

Doenges, M., Moorhouse M., Murr A. (2010). *Nursing Diagnosis Manual* (3rd ed). FA Davis: Philadelphia.

Ignatavicius, D.D., Workman, M.L. (2012). *Clinical Decision-Making Guide for Medical-Surgical Nursing: Patient-Centered Collaborative Care*. (7th Ed). Elsevier: Philadelphia.

Ignatavicius, D.D., Workman, M.L. (2012). *Clinical Companion to Medical-Surgical Nursing: Patient-Centered Collaborative Care*. (7th Ed). Elsevier: Philadelphia.

UNIT OBJECTIVES /UNIT OUTLINE

Unit Objectives:

At the end of each unit, the student will be able to:

Unit I:

Introduction to Nursing (Taylor - Ch.1)

1. Identify the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
2. Describe the historic background of nursing, definitions of nursing and the status of nursing as a profession and as a discipline.

Health and Illness (Taylor - Ch. 3)

1. Define health, illness, and wellness.
2. Compare and contrast acute illness and chronic illness.
3. Describe how the human dimensions, basic human needs, and self-concept influence health and illness.
4. Summarize the role of the nurse in promoting health and preventing illness.

Health of Individual, Family, Community (Taylor - Ch.4; Williams-Ch.1)

1. Describe each level of Maslow's hierarchy of basic human needs.
2. Discuss nursing care necessary to meet needs for each level of Maslow's hierarchy.
3. Identify aspects of the community that affect individual and family health.
4. Describe nursing interventions to promote and maintain health of the individual as a member of a family and as a member of a community.

Healthcare Delivery (Taylor - Ch. 8)

1. Compare and contrast agencies and settings in which healthcare is provided.
2. Describe the members of the collaborative healthcare team.
3. Discuss selected trends and issues affecting health care delivery.

Safety (Taylor - Ch. 26, & Review CPR)

1. Identify factors that affect safety in an individual's environment.
2. Identify patients at risk for injury.
3. Select nursing diagnoses for patients in unsafe situations.

4. Describe strategies to decrease the risk for injury in the home.
5. Describe health-teaching interventions to promote safety for each developmental stage.
6. Describe nursing interventions to prevent injury to patients in healthcare settings.
7. Identify alternatives to using restraints.
8. Evaluate the effectiveness of safety interventions.

Asepsis (Taylor - Ch. 27)

1. Explain the infection cycle.
2. Describe nursing interventions used to break the chain of infection.
3. List the stages of an infection.
4. Identify patients at risk for developing an infection.
5. Identify factors that reduce the incidence of nosocomial infection.
6. Identify situations in which hand hygiene is indicated.
7. Identify nursing diagnoses for a patient who has or is at risk for infection.

Communication (Taylor - Ch. 21)

1. Describe the communication process, identifying factors that influence communication.
2. List at least eight ways in which people communicate nonverbally.
3. Describe the interrelation between communication and the nursing process.
4. Describe how each type of the ineffective communication hinders communication.

Teaching (Taylor - Ch. 22)

1. Describe the teaching-learning process, including domains, developmental concerns and specific principles.
2. Describe the factors that should be assessed in the learning process.
3. Describe the factors that influence patient compliance with the therapeutic plan.
4. Formulate diagnoses for identified learning needs.
5. Name three methods for evaluating learning.
6. Explain what should be included in the documentation of the teaching-learning process.

Unit II:

Nutrition (Taylor - Ch. 36; Williams - Ch. 6)

1. Identify risk factors for poor nutritional status.
2. Describe how nutrition influences growth and development throughout the life cycle.
3. Discuss the components of a nutritional assessment.
4. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions.
5. Describe nursing interventions to help patient achieve their nutritional goals.
6. Differentiate between enteral and parenteral nutrition.

Activity (Taylor - Ch. 33; Williams - Ch.5)

1. Differentiate isotonic, isometric and isokinetic exercise.
2. Describe the effects of exercise and immobility on major body systems.
3. Assess body alignment, mobility, and activity tolerance, using appropriate interview questions and physical assessment skills.
4. Discuss energy balance and activity (Williams, pp. 60-67).
5. Develop nursing diagnoses that correctly identify mobility problems amenable to nursing therapy.

Urinary Elimination (Taylor - Ch. 37)

1. Identify variables that influence urinary elimination.
2. Assess urinary elimination, using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that correctly identify urinary problems amenable to nursing therapy.
4. Describe nursing interventions that can be used to manage urinary incontinence effectively.
5. Describe nursing interventions that can prevent the development of urinary tract infections.

Bowel Elimination (Taylor - Ch. 38)

1. Identify variables that influence bowel elimination.
2. Assess bowel elimination using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing therapy.
4. Describe how to promote regular bowel habits and proper use of cathartics, laxatives, and antidiarrheals.

Oxygenation (Taylor - Ch.39)

1. Identify factors that influence respiratory function.
2. Describe a comprehensive respiratory assessment using appropriate interview questions and physical assessment skills.
3. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.
4. Describe nursing strategies to promote adequate respiratory functioning, giving their rationale.

Fluids (Taylor - Ch.40; Williams - Ch. 8 & 9)

1. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments.
2. Describe the functions, regulation, sources, and losses of the main electrolytes of the body.
3. Explain the principles of osmosis, diffusion, active transport, and filtration.
4. Describe how thirst and the organs of homeostasis function to maintain fluid homeostasis.
5. Identify the etiologies, defining characteristics, and treatment modalities for common fluid and electrolyte imbalances.
6. Describe the role of dietary modification, modification of fluid intake, medication administration in resolving fluid and electrolyte imbalances.

Unit III:

Stress (Taylor - Ch.42)

1. Describe the mechanisms involved in maintaining physiologic and psychological homeostasis.
2. Describe physical and emotional responses to stress.
3. Discuss the effects of short-term and long-term stress on basic human needs, health and illness and the family.
4. Recognize and cope effectively with stress unique to the nursing profession.
5. Integrate knowledge of healthy lifestyle, support systems, stress management techniques, and crisis intervention into hospital-based and community-based care.

Hygiene (Taylor - Ch.31)

1. Identify factors affecting skin condition and personal hygiene.
2. Assess the integumentary system and the adequacy of hygiene self-care behaviors using appropriate interview and physical assessment skills.

3. Develop nursing diagnoses related to deficient hygiene measures.

Skin Integrity (Taylor - Ch.32; Williams - Ch. 2, 3, 4, & 7)

1. Discuss the processes involved in wound healing.
2. Describe five factors that affect wound healing.
3. Accurately assess and document the condition of wounds.
4. Describe teaching measures for patients and caregivers for self-care of wounds at home.
5. Identify patients at risk for a pressure ulcer.
6. Describe the four stages of pressure ulcers.
7. Describe nursing interventions to prevent or minimize pressure ulcers in adults.

Sleep (Taylor - Ch.34)

1. Describe the functions and physiology of sleep.
2. Identify variables that influence rest and sleep.
3. Describe nursing implications that address age-related differences in the sleep cycle.
4. Describe a comprehensive sleep assessment including appropriate interview questions, a sleep diary and physical assessment findings.
5. Describe common sleep disorders, noting key assessment criteria.
6. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions.
7. Describe nursing strategies to promote rest and sleep based on scientific rationale.

Comfort (Taylor - Ch.35)

1. Describe specific elements in the pain experience.
2. Compare and contrast acute and chronic pain.
3. Identify factors that may affect an individual's pain experience.
4. Describe a pain assessment including assessment and interview questions.
5. Develop nursing diagnoses that correctly identify pain problems and demonstrate the relation between pain and other areas of human functioning.
6. Describe the correct use of nonpharmacologic pain relief measures.
7. Describe when to administer analgesics and which analgesics are appropriate for different levels of pain.

Unit IV:

Sensory (Taylor - Ch.44)

1. Describe four conditions that must be met in each sensory experience.
2. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload.
3. Describe a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.
4. Develop nursing diagnoses that correct identify sensory/perceptual alterations that may be treated by independent nursing interventions

Culture (Taylor - Ch.2)

1. Discuss concepts of cultural diversity.
2. Describe cultural influences that affect culturally competent health care.
3. Identify diversity in health and illness care including culturally based traditional care.
4. Discuss factors in the health care system and in nursing that facilitate or impede culturally competent nursing care.
5. Describe nursing interventions for patients from diverse cultural groups.

Spirituality (Taylor - Ch.46)

1. Identify three spiritual needs believed to be common to all people.
2. Describe the influences of spirituality on everyday living, health, and illness.
3. Differentiate life-affirming influences of religious belief from life-denying influences.
4. Distinguish the spiritual beliefs and practices of the major religions practiced in the United States.
5. Identify five factors that influence spirituality.
6. Develop nursing diagnoses that correctly identify spiritual problems.
7. Describe nursing strategies that promote spiritual health and state their rationale.

Ethics (Taylor - Ch.6)

1. List five common modes of value transmission.
2. Compare and contrast the principle-based and care-based approaches to bioethics.
3. Describe nursing practice that is consistent with the code of ethics for nursing.
4. Describe the purpose of the Bill of Rights for Registered Nurses.
5. Recognize ethical issues as they arise in nursing practice.

Unit V:

Legal (Taylor - Ch.7)

1. Define law and describe its four sources.
2. Describe the professional and legal regulation of nursing practice.
3. Identify the purpose of credentialing.
4. Differentiate intentional torts and unintentional torts.
5. Identify grounds for suspending or revoking a license.
6. Describe the legal procedure once a plaintiff files a complaint against a nurse for negligence.
7. Describe the roles of the nurse as defendant, fact witness, and expert witness.
8. Explain the purpose of incident reports.
9. Describe laws affecting nursing practice.

Aging Adults (Taylor - 20)

1. Summarize the theories that describe how and why aging occurs.
2. Describe major physiologic, cognitive, psychosocial, moral, and spiritual development and tasks of middle and older adulthood.
3. Describe common health problems of middle and older adults.
4. Discuss physiologic and functional changes that occur with aging.
5. Describe common myths and stereotypes about older adults and aging.
6. Describe nursing interventions/ actions to promote health in middle and older adults.

Periop:

Preoperative Nursing (Ignatavicius ("Iggy") - Ch.16)

7. Discuss the role of client advocate.
8. Describe the legal implications and proper procedures for obtaining informed consent.
9. Prioritize teaching needs for the client preparing for surgery.
10. Recognize client conditions or issues that need to be communicated to the surgical and postoperative teams.
11. Explain different categories of surgeries.
12. Explain differences between inpatient and outpatient surgeries.
13. Explain the importance of marking the operative site properly.

Intraoperative Nursing (“Iggy” - Ch.17)

1. Discuss nursing interventions to reduce client and family anxiety.
2. Describe the roles and responsibilities of various intraoperative personnel.
3. Apply appropriate interventions to ensure the client’s safety during an operative procedure.
4. Identify nursing responsibilities for management of clients receiving anesthesia.
5. Recognize the clinical manifestations of malignant hyperthermia.
6. Apply appropriate interventions for the client experiencing malignant hyperthermia.
Discuss the potential adverse reactions and complications of specific anesthesia agents.
7. Assess clients for specific problems related to positioning during surgical procedures.

Postoperative Nursing (“Iggy” - Ch.18)

1. Describe the ongoing head-to-toe assessment of the postoperative client.
2. Recognize wound complications in the postoperative period.
3. Prioritize common nursing interventions for the client recovering from surgery and anesthesia during the first 24 hours.
4. Prioritize nursing care for the client experiencing postoperative respiratory depression.
5. Discuss the criteria for determining the readiness of the postoperative client to be discharged from the post-anesthesia care unit.
6. Discuss the teaching priorities for postoperative clients.

COURSE POLICIES

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student Handbook (on OC nursing web page).
2. Achieve a grade of 75 in RNSG 1105, RNSG 1309, RNSG 1201, RNSG 1215, and RNSG 1341 and pass the clinical courses (RNSG 1160, 1260) to advance to second semester.
3. Apply skills and theory taught in the classroom to practice in the clinical lab.
4. Refer to the course calendar for class schedule and units to be studied. Utilize unit objectives for study. These objectives are statements of the minimum competencies to be achieved. Read and study references and learn unfamiliar terms *prior* to class.
5. The student is responsible for any material covered through audio-visual media, class presentation, independent study, required readings, and guest speakers, including announcements and information posted on Blackboard and communicated via your OC student email. In the case of contradictory information, and *unless otherwise directed*, the course textbooks are the authority to be used.
6. Reviews to prepare for examinations are offered according to preferences of the course instructor responsible for the block of content. Attendance at exam reviews is highly encouraged, but not required. Test blueprints also serve as exam reviews.
7. Students are allowed one make up exam. **A second missed exam will be given a zero.** Make up exams will be scheduled at the instructor’s convenience and must be within one week of the scheduled exam. They may utilize a different format, such as essay exams and cover the same material as the corresponding unit exam. Exam format is at the discretion of the instructor.
8. Reviews of a previously taken exam will be allowed for one week after the exam is returned. After one week, the instructor will destroy all copies of the exams.
9. Cellular phones and beepers are distracting to students and the instructors when they ring during class. These should be avoided while in class or placed in the silent mode during class time. If a student’s cell phone becomes disruptive to the class, that student will be asked to leave the class.

and return only after completion of the calls. This includes text messaging and beepers.

Attendance Policy: Students are **expected to regularly attend** classes. Each session is one class. The student is responsible for the course material presented during any absence from class. Instructors will keep records of absences. Excessive absences will contribute to a failing grade. According to Odessa College student handbook policy, any student who misses 20% or more of the scheduled class time should review his or her standing in the class with the instructor and determine whether to continue in class or withdraw. Since this course meets 16 days, for three hours each day, three class days (9 hours) are considered 20% of the class.

Students are encouraged to **be on time for each class**. Entering a class late is disruptive to the instructor and fellow students. Habitual tardiness may impact the student's standing in the class.

Odessa College Statement:

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with a lternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

This course Clinical Introduction/RNSG 1160/Fall 2012 has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the Nursing program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

***Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Odessa College's Institutional Core Objectives (ICOs):

1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; **2) Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication; **3) Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions; **4) Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; **5) Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making; **6) Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

The Student Evaluation of Instruction (SEI) process for face-to-face and online courses is scheduled for the week of April 28-May 4.

Course Schedule

TUE, JAN. 22 Orient 9-11am Unit I Introduction to Nursing – Health and illness – Health of family – Healthcare delivery –	Taylor Chapters 1(p. 2-20), 3(p. 41-53), 4(p. 55-59), 8(p. 139-147), [Also, Read chapters 11-17 – Nursing Process] & Williams-Chapter 1 (Along w/ Taylor Ch.3)
WED, JAN. 23 Safety Asepsis	<u>(Finish above chapters)</u> Taylor Chapters 26(p. 616-639 & review CPR), 27(p. 653-673)
MON, JAN. 28 Communication Teaching	Taylor Chapters 21(435-463), 22(p. 470-491)
WED, JAN. 30 - Exam I Unit II Nutrition Activity	Taylor Chapters 36 (p. 1155-1195); Williams Chapters 6 & 5 33(1003-1012);
MON, FEB. 4 Urinary elimination Bowel elimination	Taylor Chapters 37(p. 1225-1234); 38(p. 1300-1308 & 1315-1321)
WED, FEB. 6 Oxygenation Fluids	Taylor Chapters 39(p. 1350-1372) 40 (p. 1416-1437); Williams Chapters 8 & 9
MON, FEB. 11 – Exam II Unit III Stress Hygiene Skin Integrity	Taylor Chapters 42 (p. 1523-1529), 31(865-887), 32(p. 917-945) Williams Chapters 2, 3, 4, & 7
WED, FEB. 13 Sleep, Comfort	Taylor Chapters 34(p. 1081-1098), 35 (p. 1112-1126 & 1133-1137)
MON, FEB. 18 – Exam III Unit IV Sensory Culture	Taylor Chapters, 44(p. 1579-1592), 2(p. 24-36)
WED, FEB. 20 Spirituality Ethics	Taylor Chapters 46 (p. 1646-1653), 6 (p. 87-97)
MON, FEB. 25 – Exam IV Unit V Legal, Aging adults	(Unit V will be tested on the Final Exam) Chapters 7(p. 109-112), 20 (p. 408-427)
WED, FEB. 27 - MON, MARCH 6 Peri-op	Ignatavicius (Iggy) Chapters 16, 17, & 18 (all) March 11-17, SPRING BREAK !!!
MON, MARCH 18 Comprehensive Final Exam - 9:00am RNSG 1341 begins next Monday	CT 217

STUDENT CONTRACT

I have read the course syllabus for RNSG 1309, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for this clinical course.

I have in my possession information regarding Declaratory Orders. I understand that it is my responsibility to apply for a Declaratory Order from the Texas Board of Nursing if there is any question about my being eligible to take the NCLEX-RN examination. I further understand that the fee required for petitioning for a Declaratory Order is subject to change.

Student Printed Name

Student Signature

Date

Instructor Signature

Date