

**2015-16**

**COURSE:** PN 105 – Nursing Concepts B

**GENERAL DESCRIPTION:** Several different topics are covered. One topic is the history of nursing. An introduction to improving health and preventing illness in the community by studying available resources, social problems, and the health care delivery system. A study of nutrients, choose my plate, water electrolytes, and pH, with emphasis on how good nutrition is essential in promoting physical and mental health. An understanding of mental health and illness including causes and rehabilitation attitudes showing the relationship between mental and physical health. An introduction to the normal process of aging, chronic conditions of aging and care environments including the nurse’s role in prevention of problems and meeting the basic need of this age group.

**LENGTH OF COURSE:** 40 Theory Hours 2.5 Semester Credits

**PLACEMENT OF COURSE:** Fall Semester

**INSTRUCTOR:** (campus / online) (campus)

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8:00 AM-noon & 1:00-4:00 PM 8:00 AM-noon & 1:00-4:00 PM

**COURSE GOAL AND STUDENT LEARNING OUTCOMES:** Upon completion of this course, students will be able to:

**Theory Student Learning Outcomes:**

1. Trace the history of nursing by identifying significant events and leaders that have influenced nursing.

2. Discuss benefits of belonging to a professional nursing organization.

3. Identify how social problems affect health and health care.

4. Name two functions and food sources for each class of nutrients.

5. Identify the function of the following electrolytes.

 a. Ca c. Na

 b. Mg d. K

6. Differentiate between mental illness and mental health by listing characteristics of both.

7. Describe the process of aging.

8. Identify at least three chronic health conditions often found in the elderly client.

**PREREQUISITE:** None

**TEXT:**

Williams, L.S. and Hopper, P.D. (2011). *Understanding Medical Surgical Nursing*. (4th ed.) Philadelphia: F.A. Davis.

Burton, M.A., & Ludwig, L.J. (2015). *Fundamentals of Nursing Care, Concepts, Connections, and Skills,* (2nd ed.). Philadelphia, PA: F.A. Davis Company.

Silvestri, L (2013). *Comprehensive Review for the NCLEX – PN Examination*. (5th ed). St. Louis, Mo: Elsevier Saunders.

Learning Activity Packets: PN 105 1 to PN 105 8

ATI Learning Products

**MAJOR REFERENCES:**

Deglin, S., Vallerand, A., Sanaski, C. (2015). *Davis Drug Guide for Nurses*. (14th ed.). Philadelphia, PA: F.A. Davis

*Mosby’s Medical, Nursing, and Allied Health Dictionary*. (9th ed.) St Louis: Mosby.

Silvestri, L (2016). *Comprehensive Review for the NCLEX – PN Examination*. (6th ed). St. Louis, Mo: Elsevier Saunders.

United States Department of Agriculture. (2011, June 4). *The 2010 Dietary Guidelines for Americans*. Retrieved June 15, 2011 from [www.choosemyplate.gov](http://www.choosemyplate.gov)

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**UNITS OF INSTRUCTION – OUTLINE MAP:**

105-1- History of Nursing / Community Health

105-2- Legal/Ethical Nursing

105-3- Nutrition

105-4- Fluids & Electrolytes

105-5- Immunity

105-6- Isolation

105-7-Surgical Patient

105-8- Cancer

105-9- Geriatric Nursing

105-10- Human Behavior

**COURSE POLICIES:**

**Classroom Recording Policy:** Without permission, you do not have the authority to record any classes, class members, or any content expressed here.

**Clinical Dress Code:** Refer to the Nursing Supplement to Student Handbook.

**Handheld Electronic Devices** are not allowed in the clinical sites. Use in the classroom is per instructor discretion.

**Instructor Rights Statement:** The instructor has the right to change any and all material on this syllabus at any time.

**Netiquette: E-Guides On Social Interaction And Communicating Electronically**

**Communicating clearly on the Internet…**

…without creating misunderstandings is a challenge. One problem is that you haven’t any facial expressions, body language, or environment to help you express yourself; another that there is little “give and take” for developing what you meant to say or are discussing. **These guidelines hopefully will help you:**

• **Be clear –** Make sure the subject line (e-mail) or title (web page) reflects your content.

• **Use appropriate language –** If you have a question on whether or not you are too emotional, don’t send the message, save it, and review it “later.” Remember: no one can guess you mood, see your facial expressions, etc. All they have are your words, and your words can express the opposite of what you feel. Don’t use ALL CAPITAL LETTERS—it’s equal to shouting or screaming.

• **Be brief –** If your message is short, people will be more likely to read it.

• **Make a good impression –** Your words and content represent you; review/edit your words and images before sending.

• **Be selective on what information –** you put in an e-mail or on a web site: Information on the Internet is very public, and can be seen by anyone in the world including criminals, future employers, and governments.

• **Forward e**-mail messages you receive – *only with permission of the sender.*

• **Remember you are not anonymous –** What you write in an e-mail and web site can be traced back to you.

• **Consider others –** If you are upset by what you read or see on the Internet, forgive bad spelling or stupidity. If you think it violates the law, forward it to the FBI or your state’s Attorney General.

• **Obey copyright laws –** Don’t use others’ images, content, etc. without permission. Don’t forward e-mail, or use web site content without permission. Visit the Library of Congress’ Guide on “*Copyright Basics*” for students and teachers.

• **Cite other’s work you use –** Refer to the Guide on “*Citation.*”

• **Use distribution lists appropriately –** and with permission.

• **Do not send SPAM –** SPAM is posting or e-mailing unsolicited e-mail, often advertising messages, to a wide audience (another way of thinking of it is electronic junk mail).

• **Don’t forward chain letters –** If you receive one, notify your web master.

• **Don’t respond to “flames” or personal attacks –** Contact your web master for action and referral.

**Ten Commandments of email netiquette**

Commandment 1: Create a subject line that describes the content of your e-mail. The recipient will know its content as well as easily organize it into folders.

Commandment 2: Before forwarding an e-mail, first get permission of the original sender.

Commandment 3: Never send spam or chain letters, especially (!) with your work e-mail account.

Commandment 4: Be selective in what you send in an e-mail. Make sure everything is appropriate, relevant and sensitive for the recipient.

Commandment 5: Begin with a greeting. Carefully choose language and expressions. Remember that your time of day is not when the message will be read.

Commandment 6: Use appropriate spelling and grammar; reference outside “authority.” Thoroughness makes a good impression!

Commandment 7: Use “reply to all” very carefully. Depending on content, your response should be only directed to the sender, who then can update others.

Commandment 8: CAPITAL LETTERS signify yelling, anger and extreme emphasis in an e-mail. Use them carefully and rarely.

Commandment 9: Your email is a permanent record, not anonymous, and archived on the Internet. Everything you post and send can be used for, and against you.

Commandment 10: Be brief: Reading is difficult on a computer screen and may not be read completely. A long e-mail may

 need to be scanned and printed for reading later.

Landsberger, J. F. (2011). Netiquette. *Study Guides and Strategies*.

Retrieved June 20, 2013 from: <http://www.studygs.net/netiquette.htm>

**Professional Performance Policy:** Refer to the Nursing Supplement to Student Handbook.

**Progression Policy**

1. This course needs to be completed satisfactorily before progression into PN 116 (Online: PN117 and PN118) and PN 121 (Online: PN126 and PN127).

2. A student may fail only one nursing course and may only repeat it once. The student may retake the failed course if classroom space allows by re-registering in the course and paying the appropriate fees.

**Policy on Theory Tests and Graded Assignments**

1. Testing dates will be scheduled. Arriving after the exam has begun requires taking the exam on the make-up day.

2. If a student is absent or tardy on the test date, an instructor or the nursing program director must be notified immediately. The test must be taken on the first scheduled exam make-up day following the original test date.

 • If an instructor or the nursing program director is not notified of an absence prior to the exam or the student does not take the exam on the first scheduled make-up day, a grade no higher than 75% will result.

• All exams are monitored by LATI faculty/staff or designee. (Online students: please refer to your specific course policy.)

3. Incompletes automatically become F’s after midpoint of the following semester.

4. Personal items are not allowed in the classroom during exams.

5. Selected exams will be computerized. Only computers are allowed in the classroom during exams. Computers must be left in the classroom until all students are finished testing.

6. Dishonesty on any exam will result with a score of “0” for that exam/assignment. An offense could result in termination from the program. Some examples of dishonesty are sharing information about an exam, completing take home assignments with others, using another’s work as your own, using another student’s login and/or passwords, etc.

**Student Responsibility For Student Handbook Information:** You, as a student, are responsible for knowing the information in the handbook and the most current course descriptions. Lake Area Tech reserves the right to change regulations and policies as necessary.

**ASSESSMENT METHODS:** Students are evaluated by 13 unit tests, return lab demonstrations, and a final test. The student will also be evaluated during the 114 hour clinical experience.

Capstone Project – The capstone project is a program-long process in which students pursue insight and self-awareness in the progression towards meeting the student learning outcomes. Scholarly papers are completed in several courses and submitted at the end of the program to reflect achievement of the student learning outcomes.

**GRADING:** An average of 85% in this course is needed by the end of the course.

1. In order to pass PN105, a student must achieve an average of 85% on theory. If a passing grade is not achieved, the student cannot continue in the program.

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| --- |
| **THEORY GRADING SCALE** |
| A | 94 – 100% |
| B | 90 – 93% |
| F | < 90% |

**MAKE UP POLICY:** The student is responsible for contacting the instructor for make-up work in the event of any absence.

Tests must be taken on the first scheduled exam make-up day following the original test date.

1. If the student does not take the exam on the first scheduled make-up day, a grade no higher than 75% will result.

2. Make-up exams will be different from the original scheduled test.

3.A maximum of four (4) make-up exams are allowed throughout the course of the program. Further missed exams will result in a zero (0) for the exam.

**ATTENDANCE POLICY:**

**Classroom**

1. Any scheduled class, lab, or clinical is considered mandatory.

2. The student is responsible for calling the nursing office for classroom and lab absences.

3. A student is allowed 50 hours of absence throughout the nursing program (8% of all nursing courses). Termination may result if exceeded. (25 hours of absence per year for the two (2-year duration of the part-time online program.)

4. A doctor’s note or other appropriate verification may be required for return to class after an absence due to illness or injury.

5. The student is responsible for contacting the instructor for make-up work in the event of any absence. Scheduled and previously assigned work is due the day the student returns to any scheduled activity. Any work not submitted within two weeks after the due date will result in a Professional Performance Referral. (See Nursing Supplement Handbook, page 12.). All assignments with points attached will follow the policy for testing procedures.

6. A tardy in scheduled activities will be considered one hour of absence.

**STATEMENT REGARDING ACADEMIC HONESTY:**

**Academic Honesty**

**•** Students’ Responsibilities: Students are responsible for their own behaviors and are expected to maintain stated standards of academic honesty. Students share the responsibility with the faculty for maintaining an environment that supports academic honesty and discourages plagiarism or cheating.

**•** Faculty and Administrator Responsibilities: Faculty are responsible for creating a classroom and testing environment that discourages cheating, confronts suspected violators and insures fair treatment of all students. Administrators also share the responsibility for developing an environment that discourages academic dishonesty.

**•** If a student is participating in academic dishonesty, he/she may be dismissed from the course or otherwise disciplined.

**Academic Dishonesty:** The following activities are examples (not all inclusive) of academic dishonesty:

• Failing to report observed instances of academic dishonesty.

• Plagiarism, defined as representing as one’s own, the ideas, writings, or other intellectual properties of others, including other students; any material taken verbatim from the work of others must be placed in quotation marks and a reference cited. Paraphrased content must have appropriate attribution.

• Collaboration on assignments unless it is clearly permitted per the syllabus/instructor.

• Falsifying academic records.

• Bribing faculty to improve academic scores or grades.

• Acquiring an exam during the preparation, duplication, storage, or prior to testing date.

• Removing or acquiring secured exams after administration.

• Copying answers from another student’s examination.

• Taking a crib sheet or other form of prepared answers/notes into an examination when not permitted by the instructor.

• Leaving the examination and returning without permission.

• Taking an examination for someone else, preparing and submitting an assignment for someone else, or sign-in for class for someone else.

• Receiving, retaining, and/or using materials obtained in a manner that is defined as academically dishonest.

• Using signals or otherwise communicating (e.g. text messaging) during an examination to share answers with or from another student.

• Continuing to answer test items beyond the prescribed exam time limit.

• Falsifying reasons for excused absences from examinations.

• Taking examinations at times other than the one to which you have been assigned in order to obtain more preparation time.

**ADA STATEMENT:** Students are entitled to ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Counseling Office.

**RECORDING STATEMENT:** Without permission, students do not have the authority to record any of the dental assisting classes, its class members, or any expressed content.

**INSTRUCTOR RIGHTS STATEMENT:** The instructor has the right to change any and all material on this syllabus at any time.

**TIPS FROM TEACHER, STUDY TIPS, TIPS FOR SUCCESS (OPTIONAL):**

•Read the objectives in the Learning Activity Packet (LAP) prior to class.

•Arrive in the classroom at least 5 minutes before the scheduled class time to get settled.

•Bring your computer to class with the battery fully charged.

•Ask questions during and after class to clarify uncertainties.

•Avoid procrastination – begin studying the content immediately after class while it is fresh in your mind.

•Watch the recorded classroom presentation to catch whatever you missed in class.

•Read the assigned pages in the textbook before taking exams.

•Communication is essential in this course. Faculty can be contacted by phone, email, or in person in the nursing office.

Revised: 8/15

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