

**LAREDO COMMUNITY COLLEGE**  
**VNSG 1500 COURSE SYLLABUS**  
**Fall, 2013**

INSTRUCTOR:	Alfredo Vela, RN, MSN
DEPARTMENT:	Vocational Nursing Program
PHONE NUMBER/EXTENSION:	(956)721-5255
E-MAIL ADDRESS:	<a href="mailto:avela@laredo.edu">avela@laredo.edu</a>
CAMPUS/OFFICE LOCATION: OFFICE HOURS:	Fort McIntosh Campus, Lopez Nursing Building RM 138 Refer to Instructor's Door Schedule
COURSE TITLE:	Nursing in Health and Illness I
COURSE NUMBER:	VNSG 1500
COURSE LEVEL:	Introductory (Level I)
CONTACT HOURS (RANGE FOR STATE INFORMATION):	112 Contact Hours 5 Credit Hours.
LAB:	64 Lecture hours 48 Laboratory hours
TEXTBOOKS/MATERIALS:	Susan C. Dewitt ( 2014) 4 <sup>th</sup> Ed. – Fundamental Concepts and Skills for Nursing ISBN – 9-781437-727463 Standardize Web base Learning Package
CORE or NON-CORE Course:	NON-CORE
COURSE DESCRIPTION:	Introduction to general principles of growth and development, primary health care needs of the patient across the life span, and therapeutic nursing interventions.  <b>Prerequisite:</b> VNSG 1304. Concurrent enrollment in VNSG 1323, and VNSG 1360.
END-OF-COURSE OUTCOMES:	Upon completion of this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Discuss the uniqueness of the gerontologic patient related to physical, mental, and emotional changes associated with the aging process;</li> <li>2. Describe the psychosocial, growth and development, and physiological needs of patients across the life span;</li> <li>3. Identify primary health care needs of the patient and;</li> <li>4. Identify the basic interventions to support the patient and family during life stages including death and dying.</li> </ol>

<p>COURSE OBJECTIVES OR EXEMPLARY OBJECTIVES:</p>	<p>Upon completion of this course, the Beginning nursing student should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiology of common medical-surgical problems in the surgery and shock, death and dying, pain, fluid and electrolytes, and geriatrics,</li> <li>2. Anticipate effects of common pharmacological agents utilized in each specific medical problem.</li> <li>3. Identify primary health care needs of patients across the lifespan.</li> <li>4. Identify community and other resources that would be available for disease specific conditions.</li> <li>5. Identify cognitive, economic, and social changes that occur as a result of specific disease processes.</li> <li>6. Identify the role of the vocational nurse in patient advocacy.</li> <li>7. Discuss ethical issues related to care in acute and community settings.</li> <li>8. Identify nursing interventions related to the effects of pharmacological agents on patients</li> </ol>
<p>GENERAL EDUCATION COMPETENCIES:</p>	<p>Laredo Community College has identified four college-level general education competencies. They are:</p> <ol style="list-style-type: none"> <li>1. <b><u>Communication:</u></b> LCC students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.  <b><u>Expected Outcomes:</u></b> <ol style="list-style-type: none"> <li>A. The student uses relevant content that conveys understanding.</li> <li>B. The student uses disciplinary conventions for organizing content and presenting content.</li> <li>C. The student uses communication tools appropriately and skillfully for academic and professional contexts.</li> </ol> </li> <li>2. <b><u>Critical Thinking:</u></b> LCC students use inquiry and analysis, evaluation and synthesis of information, and innovation and creative thinking.  <b><u>Expected Outcomes:</u></b> <ol style="list-style-type: none"> <li>A. Students pose vital questions and identify problems, formulating them clearly and precisely.</li> <li>B. Students consider alternative viewpoints, recognize and assess assumptions, and identify possible</li> </ol> </li> </ol>

	<p>consequences.</p> <p>C. Students develop well-reasoned conclusions and solutions.</p> <p>D. Students apply creative ideas or approaches to achieve solutions or complete projects.</p> <p>3. <b><u>Empirical and Quantitative Skills:</u></b> LCC students apply scientific and mathematical concepts to analyze and solve problems to investigate hypotheses.</p> <p><b><u>Expected Outcomes:</u></b></p> <p>A. Students identify problems or hypotheses and related quantitative components.</p> <p>B. Students select appropriate quantitative approaches to analyze and solve problems and investigate hypotheses.</p> <p>C. Students correctly apply quantitative approaches to analyze and solve problems and investigate hypotheses.</p> <p>D. Students summarize and reflect on their learning experiences.</p> <p>4. <b><u>Teamwork:</u></b> LCC students consider different points of view and work effectively with others to support a shared purpose or goal.</p> <p><b><u>Expected Outcomes:</u></b></p> <p>A. The student makes a quality contribution to the Team Activity.</p> <p>B. The student treats fellow team members courteously with respect.</p> <p>C. The student models personal attributes that contribute teamwork.</p>
<p>QUALITY ENHANCEMENT PLAN (QEP)</p> <p>Reading: Gateway to Learning</p>	<p>The QEP is a long-term institutional commitment designed to improve student learning. The improvement of reading and reading comprehension was selected by the students, faculty, staff, and administration of LCC as the focus of our QEP. The diverse reading materials assigned in this course should help you to improve your basic reading and reading comprehension skills necessary to succeed in college.</p>
<p>SCANS COMPETENCIES:</p>	<p>The secretary's commission on achieving necessary skills (SCANS) has identified Reading, Writing, Arithmetic or mathematics, speaking &amp; Listening, Work Place competencies, &amp; Basic use of competencies required to enter employment. This course is part of a program in which all eight of these competencies are integrated. These are all practiced in this course.</p>
<p>SCANS ASSESSMENT:</p>	<p>C1, C3, C4, C5, C6, C7, C11, C12, C13, C14, C15</p>

TEACHING STRATEGIES/METHODS OF INSTRUCTION:	Teaching strategies will include interactive lectures, independent assignments, audiovisual media, group discussions, study guides, computer adaptive programs, patient simulation, unit exams, and a comprehensive final exam.												
OUTCOMES ASSESSMENT:	Unit Exams, Standardized exam, quizzes, and final examination will measure the students' achievement of the learning outcomes stated for the course.												
EXTERNAL ASSESSMENTS:	Students enrolled in this course may be randomly selected to participate in external assessments to determine educational gains. You may be asked to provide assignments which may be included in course portfolios and used for evaluation of General Education Competencies. In addition, you may be selected to participate in the completion of surveys and/or be selected to take tests which will gauge your overall improvement in reading, writing, critical thinking, and mathematics. These activities are designed to collectively monitor your overall progress as a higher education student.												
METHODS AND CRITERIA FOR EVALUATION:	<p><b>Grade determination:</b></p> <table data-bbox="727 909 1122 1346"> <tr> <td>Unit Exam</td> <td>50 %</td> </tr> <tr> <td>ATI Assignments/ Skills</td> <td>10 %</td> </tr> <tr> <td>Quizzes</td> <td>5%</td> </tr> <tr> <td>Writing/Teaching Assignment</td> <td>5%</td> </tr> <tr> <td>Final Exam</td> <td>30 %</td> </tr> <tr> <td>TOTAL</td> <td><hr/>100 %</td> </tr> </table> <p>Grades accumulated in the course will be recorded to the tenth decimal point. For example: 74.5 = 74.5. The final course grade will be rounded off to the tenth decimal point and recorded as a whole number. For example, 75.5 = 76.</p> <p>Unit exams will be scheduled in advance to correlate with completion of portion of the content. After all students have taken an exam, feedback will be provided at a scheduled time. The student will not retain exams. If the student is unable to take the exam at the scheduled time, he/she must notify the course instructor prior to the exam. Failure to do so will result in a score of zero for the exam. The type of makeup exam will be at the discretion of the instructor (i.e. multiple choice, essay, or</p>	Unit Exam	50 %	ATI Assignments/ Skills	10 %	Quizzes	5%	Writing/Teaching Assignment	5%	Final Exam	30 %	TOTAL	<hr/> 100 %
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TOTAL	<hr/> 100 %												

	<p>case study).</p> <p>The Computer Generated Form will be the official answer sheet. Quizzes will be given at the discretion of the instructor. Quizzes cannot be made up, and any missed quiz will constitute a zero. This grade cannot be dropped. The student is advised to be acquainted with the material covered in the quiz as it may help him/her to prepare for the next exam. The comprehensive examination will be scheduled according to the schedule printed by the Office of the Vice President of Instruction.</p> <p>E-mail is one of the official ways for the student to communicate with the faculty member. Faculty members will E-mail class information, etc. to the student. It is the student's responsibility to supply the faculty member with their correct E-mail address and to notify the faculty member of changes in his/her E-mail address.</p> <p>A minimum theory grade of 75% or better is required to complete this course satisfactorily. Behavioral/learning objectives in the syllabus and texts are used to evaluate the student's mastery of the content.</p> <p>Refer to the VN Student Handbook regarding penalties for late assignments and late testing..</p>
<p><b>GRADING SCALE:</b></p>	<p>A ..... 100-90%</p> <p>B ..... 89-80%</p> <p>C ..... 79-75%</p> <p>D ..... 74-60%</p> <p>F ..... Fail, 59% or below</p> <p>F_ ..... Failure, Non-Participatory</p> <p>I ..... Incomplete</p> <p>W ..... Withdrawal</p> <p>NC ..... No Credit</p> <p>NC_ ..... No Credit, Non-Participatory</p> <p>NC_DV .. No Credit, Developmental</p> <p>NCDV ... No Credit, Developmental, Non-Participatory</p> <p>P ..... Pass</p> <p>NP ..... No Pass</p> <p>AU ..... Audit</p> <p>Students must access the Semester Progress Report and Final Grades through PASPort (<a href="http://passport.laredo.edu">http://passport.laredo.edu</a>).</p> <p>Instructors will notify students of the window of</p>

<p>ATTENDANCE REGULATIONS:</p> <p>Office of the Registrar</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus - Memorial Hall Room 103 or call (956) 721-5887</li> <li>• South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109</li> </ul> <p>Enrollment and Registration Services Center</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus - Memorial Hall Room 125 or call (956) 721-5109 or 5421</li> <li>• South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109</li> </ul> <p>Financial Aid Center</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Building P-24 or call (956) 721-5361.</li> <li>• South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361.</li> </ul> <p>Health Services Center</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Building P-4 or call (956) 721-5189.</li> <li>• South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189.</li> </ul>	<p>availability for grades.</p> <p>Attendance will be taken up until the official census date, which is the first 11 class days during the fall and spring semester, and for the first three days during the summer sessions. Students who attend at least one day of class leading up to the census date will be officially enrolled in the course, and faculty members will drop any students who have not attended at least one class day. Once the official census date for the semester or session has passed, no formal attendance will be required except for programs where the respective accreditation agency requires attendance records.</p> <p>Students who do not intend to remain enrolled after attending at least one class day <b>must</b> initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and Registration Services Center or through PASPort. <b>Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.</b></p> <p>It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.</p> <p><b>Absence From Final Examinations:</b> A student who is absent from a final examination receives a grade of "0" for the examination and a grade of "F" for the course. Any students authorized to be absent from a final examination receive a grade of "I" on their transcript until they take the final examination. Such students must take the final exam within four months. Final exams cannot be re-taken. The instructor will submit a Grade Change Form to change the previously submitted incomplete grade to an "F" if the student does not meet the 4 month deadline.</p> <p><b>Other Policies (LCC and State-Wide):</b></p> <p>A. <b>3-peat</b>—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.</p> <p>B. <b>6 W's</b>—Beginning Fall 2007, students cannot drop more than 6 classes throughout their college career. Any subsequent drops will become F's. The rule includes credits earned at all Texas colleges/universities, and W's will carry over when transferring to other institutions.</p> <p>C. <b>Finishing on time</b>—The State expects students to graduate on time. Students who obtain 90 or more</p>
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	<p>credit hours at a Community College are no longer eligible for financial aid.</p> <p><b>D. Bacterial Meningitis Vaccination Requirement effective Spring 2012.</b></p> <ul style="list-style-type: none"> <li>• Per Texas State Law (SB 1107), students who meet the criteria below, must provide proper documentation that they have received the bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester.</li> <li>• All new or transfer students under age 30.</li> <li>• All returning students under the age of 30, who have experienced a break in enrollment of at least one fall or spring term.</li> <li>• Students enrolled in online courses that physically attend classes or come to campus within the semester.</li> </ul> <p>Vaccination records must be submitted to LCC's Campus Nurse at the Health Services Center.</p>
<p><b>SPECIAL SERVICES CENTER:</b></p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus - Building P-41</li> <li>• South Campus – Billy Hall Student Center, Room 21</li> </ul> <p>Fort McIntosh and South Campus Phone Number: (956) 721-5137</p>	<p>A student with disabilities, including learning disabilities, who wishes to request special accommodations in this class, should notify the Special Services Center. The request should be made early in the semester so that appropriate arrangements may be made. In accordance with Federal Law, a student requesting accommodations must provide documentation of his/her disability to the Special Services Counselor. For additional information, call or visit the Special Services Center.</p> <p>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.</p> <p>A pregnant student is required to meet all course/program outcomes, including attendance.</p> <p>There may be contaminants present in clinical area(s) that could adversely affect a fetus. It is advisable for the student to contact her obstetrician, once pregnancy has been confirmed, to ensure that there are no medical concerns/limitations to continuing her courses.</p>
<p><b>GRADE APPEAL:</b></p>	<p>A student who wishes to question the final grade earned in a course or class activity should first discuss the situation with the instructor who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to request a review of the grade.</p>

	<p>If the student is not satisfied with the Department Chairperson’s decision, the student may contact the appropriate Dean of Instruction for assistance related to the grade appeal. Established departmental procedures will be utilized to resolve student grade appeals. After all other avenues have been exhausted; the student may request a review of the grade by the Vice-President for Instruction. Student grades are an academic matter; therefore, there is no further appeal beyond the Office of the Vice-President for Instruction.</p> <p>Students have two weeks (10 working days) after a final course grade is issued to appeal it. Students have one week (five working days) after an activity grade is issued to appeal it. Exceptions require the approval of the Vice-President for Instruction.</p>
<p><b>CLASSROOM ETIQUETTE:</b></p> <p>Office of Dean of Student Affairs</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Memorial Hall Room 212</li> <li>• Phone Number: (956) 721-5417</li> </ul>	<p style="text-align: center;"><b>Code of Student Conduct &amp; Discipline</b></p> <p>Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College, copies of which shall be available to each student for review at LCC’s website at <a href="http://www.laredo.edu">www.laredo.edu</a> (Student Life/Student Handbook/Student Rights and Responsibilities) and the Office of the Dean of Student Affairs. Laredo Community College will hold each student responsible for compliance with these policies, rules, and regulations. The student is responsible for obtaining published materials to update the items in this Code. Students are also expected to comply with all federal, state, and local laws. This principle extends to conduct off campus which is likely to have an adverse effect on Laredo Community College or on the educational process.</p> <p style="text-align: center;"><b>Student Misconduct</b></p> <p>Each student is expected to conduct him/herself in a manner consistent with the college's functions as an educational institution. Specific examples of misconduct and the disciplinary process are located at LCC’s website at <a href="http://www.laredo.edu">www.laredo.edu</a> (Student Life/Student Handbook/Student Rights and Responsibilities).</p> <p style="text-align: center;"><b>Use of Personal Electronic Devices</b></p> <p>The use of an electronic device shall not interfere with the instructional, administrative, student activities, public service, and other authorized activities on College District premises. Unless prior authorization is obtained from the instructor or respective College District official, the use of an electronic device is expressly prohibited in</p>

classrooms, laboratories, clinical settings, and designated quiet areas on College District premises. Certain violations of this policy may be excused in the case of emergencies or other extenuating circumstances provided that prior approval is obtained from the instructor or respective College District official.

The use of electronic equipment capable of capturing still or moving images in any location where individuals may reasonably expect a right to privacy is not authorized on College District premises. Noncompliance with these provisions shall be considered a violation of Board adopted policy and shall warrant appropriate disciplinary action.

### **Academic Dishonesty**

The College expects all students to engage in all academic pursuits in a manner that is beyond reproach. Students will be expected to maintain complete honesty and integrity in their experiences in the classroom. Any student found guilty of dishonesty in their academic work is subject to disciplinary action.

(1) The College and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, the following:

- A. **Scholastic dishonesty** includes, but is not limited to, cheating on academic work, plagiarism, and collusion.
- B. **Cheating on academic work includes:**
  - a. Copying from another student's test paper or other academic work.
  - b. Using, during a test, materials not authorized by the person giving the test.
  - c. Collaborating, without authority, with another student during an examination or in preparing academic work.
  - d. Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test.
  - e. Substitution for another student, or permitting another student to substitute for oneself, to take a test or prepare other academic work.
  - f. Bribing another person to obtain an unadministered test or information about an unadministered test.
- C. **Plagiarism** means the appropriation of another's

	<p>work and the unacknowledged incorporation of that work in one's own written work offered for credit.</p> <p>D. <b>Collusion</b> means the unauthorized collaboration with another person in preparing written work offered for credit.</p> <p>(2) Procedures for discipline due to academic dishonesty shall be the same as in student disciplinary actions, except that all academic dishonesty actions shall be first considered and reviewed by the faculty member. If the student does not accept the decision of the faculty member, he/she may appeal the decision to the appropriate Department Chairperson, Dean of Instruction, or the Vice President for Instruction. If the student does not accept the decision of the appropriate Department Chairperson, Dean of Instruction, or the Vice President for Instruction, the student may then follow the normal disciplinary appeal procedures for a review of the decision.</p> <p><b>For additional information please refer to the: Student Policies - LCC Policy Manual</b></p> <p>The LCC Policy Manual is available online and includes all Federal, State, and Local Policies applicable to the College. Students may access the LCC Policy Manual through LCC's website at <a href="http://www.laredo.edu">www.laredo.edu</a> (About LCC/Manual of Policy).</p>
<p>EMERGENCY PROCEDURES:</p> <p>IN CASE OF EMERGENCY,</p> <p>From an LCC phone, dial 111.</p> <p>From a Cell phone, dial 911.</p> <p>LCC Campus Police Offices</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Building P-64 Room 102</li> <li>• South Campus – Henry Cuellar Protective Services Center Room 130</li> </ul>	<p><b><u>LCC Alert System:</u></b> Safety and security for LCC is paramount. When an emergency arises, LCC will provide students with information as rapidly and as efficiently as possible. Students must register for the LCC Alert system at <a href="http://www.laredo.edu/lccalert">www.laredo.edu/lccalert</a>.</p> <p><b><u>Emergencies:</u></b> In case of an emergency, contact Campus Police. Campus Police will then dispatch a police officer to the site and alert emergency personnel. If it is determined that a notification needs to be sent out after an emergency is reported, the notification will provide information on what to do.</p> <p>When a person calls 111 or 911, Campus Police strongly encourages the caller to provide the following information: name, the location from where they are calling, the location of the emergency, and the type of emergency. The caller is to remain on the phone with the dispatcher until emergency responders arrive.</p>

**DISCLAIMER:**

Every attempt has been made to make the contents of this syllabus informative and accurate. Content of the syllabus is subject to revision and change in the event of extenuating circumstances. Changes will be made available to you electronically.

**The updated official version of the LCC Catalog is the on-line catalog and can be found at [www.laredo.edu](http://www.laredo.edu) (Admission/College Catalog).**

## ADDITIONAL COURSE INFORMATION

### GROUP ASSIGNMENT – PATIENT TEACHING

**Instructions:**

Create a Patient Teaching Plan on assigned topic. Use any or all visual aids, handout, power point, teaching board, drawings, and pictures. Research the following services available for Laredo, Texas; if not available in Laredo, research the closest area where services are provided.

Group	Topics	Group Members	Due Date
1	Nursing Home Services		
2	Home Health Services (palomitas)		
3	Hospice and Respite Services		
4	Nutritional Services		
5	Funeral Services		
6	Medical Durable Equipment Services		
7	Long Term Acute Care Services		
8	Medicaid/Medicare Services		
9	Outpatient Rehab Services: PT, OT, ST,		

## STUDENT GROUP EVALUATION FORM ON PATIENT TEACHING

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Topic appropriate to client need.	<b>10</b>		
Content of teaching plan comprehensive/complete.	<b>15</b>		
Mastery/ Delivery of content.	<b>15</b>		
Attitude. Prepared and enthusiastic.	<b>10</b>		
Resourcefulness/ Creativity. Use of visual aids, handout, power point, teaching board, drawings, pictures.	<b>20</b>		
Communication Skill (Able to connect with client, answered questions appropriately, eye contact, show confidence).	<b>10</b>		
Professional Conduct (Complete uniform, shows respect to self and client, teaching conducted within frame required).	<b>10</b>		
Submit paper on due date/ time. Paperwork neat/ complete as required. Includes proper/ correct grammar, spelling, punctuations, etc.	<b>10</b>		
Total points	<b>100</b>		

Course Schedule  
VNSG 1500 –Nursing in Health and Illness 1  
Fall 2013  
Wednesday and Thursday 8:00 am- 11:30 am

Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
Week 1 Aug.28 & 29	Students will have an opportunity to learn about human growth and development, including the physical, cognitive, and psychosocial dimensions of life during the prenatal, infancy, early childhood, middle and late childhood, and adolescence stages of development		<b>Chapter 11: Growth and development: infancy through adolescence.</b>
Week 2 Sept.4 & 5	This chapter describes human maturation in young and middle adulthood, including theories of development and physical, cognitive, and psychosocial growth. Health and related work and family issues are covered	<b>ATI GERONTOLOGY</b>  <b>ATI-Critical Thinking Entrance Exam</b>	<b>Chapter 12: Adulthood and the family.</b>
Week 3 Sept.11 & 12	In this chapter, students will have the opportunity to learn about the physical, cognitive, and psychosocial factors that affect health in older adults. Students will also be introduced to theories that attempt to explain these changes, as well as strategies for assisting patients in leading healthy, productive lives as they age.	  <b>Test 1</b>	<b>Chapter 13: Promoting healthy adaptation of aging</b>
Week 4 Sept.18 & 19	In this chapter, the student will be introduced to topics related to common physical care problems of the elderly. Immobility, alteration in elimination, alteration in	<b>ATI- (VITAMINS AND MINERALS)</b>	<b>Chapter 40: Common Physical Care Problems of the Elderly</b>

Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
	<p>nutrition, sensory deficits, and polypharmacy will be discussed.</p> <p>Finally, the student will have the opportunity to put the above information into practice by participating in classroom activities and discussions.</p>		
<p>Week 5 Sept.25 &amp; 26</p>	<p>In this chapter, the student will be acquainted with topics related to psychosocial care problems commonly faced by the elderly.</p> <p>Changes in cognitive function, assessment of cognitive changes, common cognitive disorders, and crimes against the elderly are discussed.</p> <p>Finally, the student will have the opportunity to put the above information into practice by participating in classroom activities and discussions.</p>		<p><b>Chapter 41: Common Psychosocial Care Prob. of the Elderly</b></p>
<p>Week 6 Oct. 2 &amp; 3</p>	<p>In this chapter, the student will become acquainted with topics related to loss, grief, and the dying patient.</p> <p>The stages of grief, end-of-life care, hospice care, common problems of the dying patient, and postmortem care are discussed.</p> <p>The student will be introduced to legal and ethical aspects of life-and-death issues, such as advance directives, euthanasia, assisted suicide, adequate pain</p>	<p><b>Test 2</b></p> <p><b>Organ Donor</b></p>	<p><b>Chapter 15: Loss Grief &amp; Dying and Palliative Care</b></p>

Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
	control, and organ and tissue donation.		
Week 7 Oct. 9 & 10		Group Presentations	
Week 8 Oct. 16 & 17	<p>In this chapter, the student will have the opportunity to learn about a variety of topics related to pain, comfort, and sleep.</p> <p>Theories of pain, types of pain, perception of pain, medical and nonmedicinal methods of pain control, the functions and stages of sleep, and sleep disorders are discussed.</p>	ATI –Gerontology Final	Chapter 31: Pain, Comfort, Sleep
Week 9 Oct. 23 & 24	<p>In this chapter, the student will have the opportunity to learn about a variety of topics related to pain, comfort, and sleep.</p> <p>Theories of pain, types of pain, perception of pain, medical and nonmedicinal methods of pain control, the functions and stages of sleep, and sleep disorders are discussed.</p>	ATI- Analgesic Drugs	Chapter 37: Care of the surgical patient.
Week 10 Oct. 30 & 31	<p>In this chapter, the student will be introduced to topics related to the care of the surgical patient, including reasons for surgery, identification of patients at high risk for surgical complications, advances in surgery, anesthesia, and preoperative procedures.</p> <p>The student will become acquainted with preoperative preparation</p>		Chapter 4: Care of pre-operative and intraoperative surgical patient.

Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
	<p>and teaching, preoperative assessment of risk factors, intraoperative care, postanesthesia care, and postoperative assessment. Postoperative complications and preventing complications also will be discussed.</p>		
<p>Week 11 Nov. 6 &amp; 7</p>	<p>The nursing assessment performed during the preoperative phase will serve as a guide for planning the teaching interaction. This chapter focuses on the types of surgeries and the role of the nurse in preparing the patient for the intervention.</p>	<p><b>Test 3</b></p>	<p><b>Chapter 5: Care of Postoperative Surgical Patients</b></p>
<p>Week 12 Nov.13 &amp; 14</p>	<p>Patients who are not as fortunate and who are diagnosed with cancer require specialized care and treatment to manage the condition and, if necessary, to face death with dignity.</p>		<p><b>Chapter 8: Care of patients with Cancer</b></p>
<p>Week 13 Nov.20 &amp; 21</p>	<p>In this chapter, the student will be introduced to the importance of fluid, electrolyte, and acid-base balance in the body. deals with the measurement of intake and output, which is an important nursing skill related to evaluating and helping to maintain the body's fluid balance.</p>	<p><b>ATI- PAIN MANAGEMENT</b></p>	<p><b>Chapter 25: Fluids, Electrolytes, and Acid Base.</b></p>
<p>Week 14 Nov.27 &amp; 28</p>		<p><b>Thanksgiving Holiday</b></p>	

<b>Date Week</b>	<b>Brief Description of Topic</b>	<b>Assignments/Examinations/ Activities with Brief Description</b>	<b>Chapters/Reading Materials</b>
Week 15 Dec. 4 & 5		<b>Comprehensive Review</b>	
Week 16 Dec. 11 & 12		<b>Final Exam</b>	

\* Schedule is subject to change.

## SCANS COMPETENCIES

## ENCLOSURE

*The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified foundation skills and workplace competencies for students. Foundation Skills are defined in three areas: basic skills, thinking skills, and personal qualities. Basic Skills includes Reading, Writing, Arithmetic and Mathematical Operations, Listening, and Speaking effectively. Thinking Skills include a worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. Personal Qualities include a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honest. Work Place Competencies include resources, interpersonal skills, information, systems, and technology.*

### **Foundation Skills**

**Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.**

- F1. **Reading:** Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F2. **Writing:** Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- F3. **Arithmetic:** Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F4. **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F5. **Speaking:** Organizes ideas and communicates orally.

**Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.**

- F6. **Creative Thinking:** Generates new ideas.
- F7. **Decision Making:** Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F8. **Problem Solving:** Recognizes problems and devises and implements plan of action.
- F9. **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.
- F10. **Knowing How To Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F11. **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.**

- F12. **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.
- F13. **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.
- F14. **Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

F15. **Self-Management:** Assesses self accurately; sets personal goals, monitors progress, and exhibits self-control.

F16. **Integrity/Honesty:** Chooses ethical course of action.

### **Workplace Competencies**

#### **Resources**

C1. **Allocates Time:** Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.

C2. **Allocates Money:** Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.

C3. **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

C4. **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

#### **Interpersonal**

C5. **Participates as a member of a team:** Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

C6. **Teach Others New Skills:** Helps others to learn.

C7. **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations.

C8. **Exercises Leadership:** Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups: including responsibly challenging existing procedures, policies, or authority.

C9. **Negotiates to Arrive at a Decision:** Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

C10. **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

#### **Information**

C11. **Acquires and Evaluates Information:** Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.

C12. **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.

C13. **Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

C14. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze, and communicate information.

#### **Systems**

C15. **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them.

- C16.       **Monitors and Corrects Performance:** Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- C17.       **Improves and Designs Systems:** Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

### **Technology**

- C18.       **Selects Technology:** Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- C19.       **Applies Technology to Task:** Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- C20.       **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

LAREDO COMMUNITY COLLEGE  
COURSE SYLLABUS  
STUDENT ACKNOWLEDGEMENT FORM

**I have read and understood the information and requirements of the course syllabus for**

\_\_\_\_\_, \_\_\_\_\_  
**Course & Number      Semester**

\_\_\_\_\_  
**Student Name (Please Print)**  
**Date**

\_\_\_\_\_  
**Palomino ID**

**Admission into and/or graduation from a program does not guarantee employment, a particular salary level, and/or passage on any licensure examinations.**

**Student Signature** \_\_\_\_\_