

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

*Capital Community College, Gateway Community College, Naugatuck Valley Community College, Northwestern CT Community College, Norwalk Community College
Three Rivers Community College*

NUR*102: FAMILY HEALTH NURSING

COURSE OVERVIEW

Summer Semester 2016

Course Title

Family Health Nursing

Number and Section

NUR*102

CRN

2009

Course Type

Lecture, Lab, Clinical

Faculty

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Office Hours: Tuesday, 12 pm – 3 pm, FX 315

Thursday, 12 pm - 3 pm, ASB 117

Office Hours also available by appt

Michelle R. Roberson, MSN, RN, CDP

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Phone: (860) 738-6451

Office: Founders Annex #315

Office Hours: Monday, 8 am- 12 pm, FX 315

Wednesday, 7:30 am - 8:30am, ASB 117

Thursday 11 am – 12 pm, ASB 117

Office hours also available by appt

Clinical/Lab Faculty

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Lab Faculty
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Course Prerequisites

NUR 101: Introduction to Nursing Practice; PSY 111: General Psychology; BIO*235: Microbiology

Course Corequisites

NUR 103: Pharmacology for Families Across the Life Span; PSY 201: Life span Development; SOC 101 Principles of Sociology

Course Components

Credits: 8 credits
Classroom: 60 hours
Lab/Clinical: 180 hours

Course Schedule

Class

Founders Hall RM # 101
Tuesday and Wednesday
4:00 – 6:30pm

Lab

ASB 117/118

Wednesday and Thursday

8:30am – 5:00pm

(see Blackboard for your assigned lab groups)

Clinical

Charlotte Hungerford Hospital

6:45am – 2:45pm

1:30pm – 9:30pm

Waterbury Hospital

6:45am – 2:45pm

1:30pm – 9:30pm

(see Blackboard for your assigned clinical group)

Clinical Sites

Charlotte Hungerford Hospital

540 Litchfield Street

Torrington, CT 06790

(860) 496-6666

www.charlottesweb.hungerford.org

Waterbury Hospital

34 Robbins Street

Waterbury, CT 06706

(203) 573-6000

www.waterburyhospital.org/

Text/Course Materials

Ackley, B.J. & Ladwig, G.B. (2013). Nursing Diagnosis Handbook: A Guide to Planning Care (10th Edition). St. Louis: Mosby. **ISBN: 978-0-323-08549-6**

Curren, A.M. (2009). Math for Meds: Dosages and Solutions (packaged with 3-2-1 Calc! Comprehensive Dosage Calculations Online with Academic Individual 2-Year Access Code for students only!) (11th ed.). San Diego: W.I. Publications. **ISBN: 978-1285-995-854** (This is a bundle package.)

Jarvis, C. (2016). Pocket Companion for Physical Examination and Health Assessment (7th ed.). St. Louis, MO: Elsevier. **ISBN: 978-0323265379**

Lewis, S. L., Dirken, S. R., Heitkemper, M., Bucher, L. & Camera, I. (2010). Medical-Surgical Nursing: Assessment and Management of Clinical Practice (9th ed.). St. Louis, MO: Mosby. **ISBN: 978-0-323-10089-2**

Lippincott CoursePointe+ for Maternity and Pediatric Nursing. One year subscription at Bookstore **ISBN: 978-1-469-89486-7** or Direct Purchase through https://lippincottdirect.lww.com/NorthwesternConnecticutCommunityCollege-OPE1SA200007?et_cid=A6UJ9A00OSJM **ISBN: 978-1-496-30183-3**

Lippincott CoursePointe+ for Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Two year subscription at Bookstore **ISBN: 978-1-469-88663-3** or Direct Purchase through https://lippincottdirect.lww.com/NorthwesternConnecticutCommunityCollege-OPE1SA200007?et_cid=A6UJ9A00OSJM **ISBN: 978-1-469-88712-8**

Lippincott Docucare Online Software 1 year subscription at Bookstore **ISBN: 978-1-4511-7669-8** or Direct Purchase through https://lippincottdirect.lww.com/NorthwesternConnecticutCommunityCollege-OPE1SA200007?et_cid=A6UJ9A00OSJM **ISBN: 978-1-4511-8719-9**

Perry, A. G. & Potter, P. A. (2013). Clinical Nursing Skills & Techniques (8th ed.). St. Louis, MO: Mosby. **ISBN: 978-0-323083836**

Potter, P. A. & Perry, A. G. (2013). Fundamentals of Nursing (8th ed.). St. Louis, MO: Mosby. **ISBN: 978-0-323-07933-4**

Varcarolis, E. & Halter, M. (2014). Foundations of Psychiatric Mental Health Nursing: A clinical approach (7th ed.). St Louis, MO: W.B. Saunders. **ISBN: 978-1-455-75358-1**

Course Description

The student will focus on issues affecting the family, including childbearing, childrearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the perioperative period and the client experiencing orthopedic and simple genitourinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan.

Course Objectives

At the completion of this course, the student will be able to:

1. Apply principles of holism in providing nursing care for individuals and/or families from diverse cultures across the lifespan.
2. Demonstrate application of the nursing process when providing nursing care to individuals and/or families across the lifespan.
3. Administer safe and competent care to individuals and/or families using evidence- based practice, quantitative reasoning, and technological competence.
4. Demonstrate effective communication when interacting with individuals, families, and members of the health care team.
5. Implement a basic teaching plan for individuals and/or families with a learning need across the life span.
6. Foster a caring environment by demonstrating respect for individuals and/or families across the life span.
7. Demonstrate a basic ability to function as a member of the health care team.
8. Exhibit accountability and responsibility when providing nursing care to the individuals and families across the lifespan.
9. Assume responsibility for personal growth and professional role development.

Associate Degree Program Philosophy

The Associate Degree Nursing Program supports the mission of the Connecticut Community College System and is committed to the educational preparation of safe, competent, entry-level practitioners of nursing. This is accomplished through a dynamic educational experience involving active and diverse learning processes. Program graduates are prepared to assume the multi-faceted role of the professional nurse which includes planning and provision of care, client advocacy, communication, teaching, and managing human, physical, financial and technological resources. Graduates must possess the ability to recognize and respond to current trends and issues while upholding standards of care through life-long learning.

The faculty believes nursing is a dynamic profession that incorporates evidenced-based theory and skills required for safe practice. Nursing practice integrates the art and science of nursing with theoretical principles from the natural, social, behavioral, biological, and physical sciences.

The faculty has identified **six core values** that provide the framework for organizing the curriculum. The core values are:

Critical Thinking: Critical thinking skills are essential in today's rapidly changing health care environment. Critical thinking is a complex process that is purposeful, goal-directed and based on factual evidence. Critical thinking requires the skills of collecting, identifying, examining, interpreting and evaluating data. Critical thinking in nursing utilizes the nursing process to identify problems, determine goals and interventions, and evaluate outcomes in client care situations. Critical thinking skills encourage nursing students to think for themselves and initiate appropriate interventions after defining the health care needs.

Safe and Competent Practice: Safe and competent practice embraces standards of professional nursing. These standards are implemented through clinical, cultural, and technological proficiency in a variety of health care settings. Nurses continuously strive to provide high level nursing care and to improve client outcomes based upon scientifically supported evidence.

Caring: Caring is fundamental to nursing practice. Caring encompasses comfort, empathy, compassion, concern and advocacy within a culturally diverse client population. Caring nurses enhance the dignity and integrity of individuals, families, and groups within the health care delivery system.

Professionalism: Professionalism is acquired through a complex process by which the nursing student internalizes values inherent to the practice of nursing. These values include integrity, legal-ethical standards, confidentiality, political awareness, and collegiality. Professional role development includes the acquisition of knowledge and skills through life-long learning.

Communication: Communication is essential to the practice of professional nursing and includes both verbal and non-verbal skills, and information technologies to enhance client care. The nursing student develops skills in presentation, documentation, teaching, conflict resolution, assertiveness, negotiation, and therapeutic communications with individuals, families, groups, health care team, and community agencies.

Holistic Care

Nursing utilizes a multidisciplinary approach to managing care that recognizes the uniqueness of the individual. Holistic nursing has as its goal the enhancement of illness prevention, health promotion, wellness maintenance, and health restoration across the life span. Holistic care involves the identification of the bio-psycho-social and cultural dimensions of the client across the life span on the wellness-illness continuum. Clients, families, and groups are respected according to their physical, emotional, social, economic, cultural, and spiritual needs.

Refer to the Nursing Student Handbook for policies regarding:

- Performance Grading Process
- Clinical Grade Assignment
- College Laboratory Requirements
- Clinical Preparation and Performance
- Clinical Performance Improvement Plan
- Clinical Warning
- Student Appeal Process
- Dress Code
- Health and Safety Policies

Methods of Evaluation

- Unit exams and final cumulative exam
- Quizzes
- ATI Testing
- Laboratory skill performance
- Select Nursing Skills Validations
- Formative and Summative Clinical Evaluation
- Dosage Calculation Competency exam
- Connecticut Hospital Association Health & Safety Training Course posttest
- E-Portfolio submissions

Grading Policy

Semester grade will be determined as follows: There will be five (5) unit exams. Each exam has an equal weight. The five unit exams collectively account for 75% of the grade for the course.

The final exam will be cumulative and accounts for 25% of the course grade.

Exam dates: JUNE 13th, JUNE 27th, JULY 11th, AUGUST 1st, and AUGUST 16th

Final Exam: See course calendar

Prep-U Quizzes: Throughout the semester there will be 10 assigned quizzes through Prep-U. You will be required to achieve the mastery level (3) to receive credit for each quiz taken. Each quiz that you successfully complete will add 0.1 points to your final exam score. You have the potential to add a total of 1 point to your final exam score.

Standardized Curricular Testing (ATI): See course calendar

The ATI exam positively affects your grade on your final exam. If you score an 80% or above on the ATI, 3 points are added to your final exam grade. A score of 70-79% adds 2 points to the final exam grade and a score of 65-69.9% adds 1 point to your final exam.

****** Attendance for all clinical and laboratory hours is mandatory******

Skills validations: All skill validations must be completed prior to entering the clinical setting and performing that skill.

Students must pass all skills validations and the dosage calculation competency exam. Students must also complete all assignments in a satisfactory manner and receive a satisfactory clinical performance evaluation. In addition to Reflection and CLEW submissions, there is a Process Recording and a Pain Assessment Assignment as well as a Case Presentation assignment to be presented in lab. Please see Blackboard for those assignment Rubrics. Please see calendar for due dates. Additionally, students must pass the Connecticut Hospital Association Health and Safety Training course and post-test with a grade of 90%.

A final average grade of 74 or higher is required for successful completion of the course. The grading scale is as follows:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 64-66

F = Below 64

Rounding of Grades

Grades on each exam will be computed to the second decimal point, and at the end of course will be rounded once to a whole number for the final course grade. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number.

Example:

Final Grade = 73.49 = 73 = C- The student fails the course.

Final Grade = 73.50 = 74 = C The student passes the course.

Dosage Calculation Competency Requirements

Students are required to take a dosage calculation competency exam. In addition to the dosage calculation exam, course examinations will also include drug calculation questions. A student is required to pass the dosage calculation examination with a grade of **90% or higher**. See course calendar for Math Calculation Exam scheduling. Students may use calculators provided by the college for all exams involving drug calculations.

A student may not administer medications until s/he has successfully passed the dosage calculation examination each semester.

1. A student who fails the dosage calculation examination must participate in remediation before taking the next examination.
2. A student who fails the 2nd attempt must again participate in remediation before taking the exam for the 3rd and final time.
3. A student who fails the third (3rd) examination will be withdrawn from the nursing course and dismissed from the nursing program.
4. Students who are dismissed from the program because they do not meet the dosage calculation competency requirement are eligible to apply for readmission.

Attendance

It is expected that you attend all classes. If you must miss a class it is expected that you notify Jaclyn and Michelle via Blackboard message.

College Policies

Plagiarism: Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

Americans with Disabilities Act (ADA): The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is cwoodcock@nwcc.edu.

School Cancellations: If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at www.nwcc.edu. Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Use of Electronic Devices: Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

Sexual Assault and Intimate Partner Violence Resource Team:

NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim's needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Annex Room 308
Robin Orloski	860-738-6416	Business Office Room 201
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

Units of Study (the content of these units is shared between the classroom and lab)

- 1 Nursing care of the childbearing family
- 2 Nursing care of the perioperative client
- 3 Principles of geriatric nursing
- 4 Nursing care of the client with select orthopedic conditions
5. Pediatric nursing
6. Bariatrics
7. Nursing care of the client with select genitourinary conditions
8. Nursing care of the client with a sexually transmitted illness
- 9 Nursing care of the gynecology client
10. Nursing care of the family experiencing violence
11. Nursing care of the client and family experiencing death
12. Nursing care of the client with a psychiatric/mental health disorder

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>4 hours</p> <p>May 23rd</p>	<p><u>Unit 1: Nursing care of the childbearing family</u></p> <p>Antepartal Nursing Define and describe the terms that relate to pregnancy and its signs and symptoms</p> <p>Identify the physiological changes and the common discomforts that occur during pregnancy</p> <p>Identify the pertinent data needed for adequate health supervision of pregnancy</p> <p>Describe the care and management of gestational problems in pregnancy</p> <p>Apply the care and management of pre-existing conditions to the context of pregnancy</p> <p>Identify nursing diagnoses appropriate for clients experiencing health deviations during pregnancy.</p> <p>Apply legal and ethical principles to the holistic care of antepartal clients</p>	<p>A. Critical Thinking: Nursing process applied to clients and families during the antepartum period.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family during the antepartum period</p> <ol style="list-style-type: none"> 1. Terminology related to pregnancy 2. Calculation of pregnancy estimated date of confinement 3. Signs and symptoms of pregnancy <ol style="list-style-type: none"> a. Presumptive b. Probable c. Positive d. Diagnostic Aids <ol style="list-style-type: none"> 1) Pregnancy Tests 2) Ultrasound 4. Physiological Changes of Pregnancy <ol style="list-style-type: none"> a. Anatomic and Metabolic <ol style="list-style-type: none"> 1) Uterine/cervical 2) Abdominal wall 3) Breast 4) Weight Changes b. Hormonal <ol style="list-style-type: none"> 1) Estrogen 2) Progesterone 	<p>Assigned Readings:</p> <p>Ricci Chapters 11 & 12 Ricci Chapter 10 pgs. 326-331 Ricci Chapter 19 pgs. 625-660 Ricci Chapter 20 pgs. 671-689 & pgs. 698-709</p> <p>Lecture</p> <p>Discussion</p> <p>Dosage Calculation Testing</p> <p>Nursing Skills Lab</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> 3) Human Chorionic gonadotropin 4) Placental Hormones c. Systemic <ul style="list-style-type: none"> 1) Cardiovascular 2) Respiratory 3) Gastro-intestinal 4) Urinary 5) Muscular-skeletal 6) Integumentary 5. Interdisciplinary and Nursing Health Supervision During Pregnancy <ul style="list-style-type: none"> a. Assessment b. Screening/Fetal Wellbeing Tests c. Minor Discomforts d. Warning Signs e. Nutritional Counseling f. Childbirth Education g. Teratogens of Pregnancy h. Genetic Counseling 6. Psychological Adaptation of Pregnancy <ul style="list-style-type: none"> a. Developmental Tasks b. Psychosocial Changes 7. Complications of Pregnancy: Abortion, Ectopic Pregnancy, Gestational Trophoblastic Disease, Incompetent Cervix, Placenta Previa, Hyperemesis Gravidarum, Hypertensive Disorders, Rh Incompatibility Diabetes in Pregnancy, Cardiac 		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		Disease, Infectious Diseases, HIV/AIDS <ol style="list-style-type: none"> a. Etiology b. Pathophysiology c. Clinical manifestations & complications d. Diagnostic tests e. Cultural considerations f. Evidence based theory and principles g. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> 1) Medical 2) Surgical 3) Nutrition 4) Pharmacological (NUR*103) h. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
4 hours May 24th	Intrapartal Nursing Examine maternal adaptation to the physiological and psychosocial stress of labor. Discuss nursing care for the laboring woman through each stage of labor.	<p>A. Critical Thinking Nursing process applied to Intrapartum clients and families</p> <p>B. Provision of safe, holistic, culturally competent care to intrapartum client and family</p> <ol style="list-style-type: none"> 1. Philosophy of Labor and delivery 	Assigned Readings: Ricci Chapters 13 & 14 Ricci Chapter 21 pgs. 762-765 Lecture	Computer Program Return Demonstration Group Discussion Maneuvers Fetal Monitoring Clinical performance evaluation

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Compare various birthing options.</p> <p>Discuss the role of the nurse when caring for laboring women during birth related procedures</p> <p>Apply legal and ethical principles to the holistic care of laboring women</p>	<ol style="list-style-type: none"> 2. The P's of Labor 3. Labor and delivery management: <ol style="list-style-type: none"> a. Basic Electronic Fetal/Uterine Monitoring b. Normal, spontaneous Vaginal Delivery (NSVD) c. Forceps/Vacuum Extraction d. Cesarean Section 4. Nursing Care of the Client requiring OB Anesthesia/Analgesia <ol style="list-style-type: none"> a. Pharmacological (NUR*103) b. Non-pharmacological c. Local Anesthesia (NUR*103) d. Regional Anesthesia (NUR*103) e. General Anesthesia (NUR*103) <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Discussion</p> <p>Handouts</p> <p>Videos</p> <p>Nursing Skills Lab: Intrapartal/ Fetal Well-Being</p> <p>Observational experience in clinical</p>	<p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>
<p>2 hours</p> <p>June 6th</p>	<p>Intrapartal Nursing: Complications of Labor</p> <p>Differentiate between the signs and symptoms, medical management and nursing care of the woman experiencing uterine problems during labor and delivery.</p>	<p>A. Provision of safe, holistic and culturally competent care to intrapartum client and family experiencing complications of labor</p> <ol style="list-style-type: none"> 1. Placenta Abruptio 2. Amniotic Fluid Variations 3. Multiple Gestation 	<p>Assigned Readings:</p> <p>Ricci Chapter 19 pgs. 642-646 & pgs. 660-666 Ricci Chapter 21 pgs. 729-762</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Evaluate the signs and symptoms, medical management and nursing care of the woman experiencing fetal problems during labor and delivery.</p> <p>Discuss the signs and symptoms, medical management and nursing care of the woman experiencing amniotic fluid problems during labor and delivery.</p> <p>Apply legal and ethical principles to the holistic care of laboring women experiencing complications</p>	<ol style="list-style-type: none"> 4. Premature Rupture of Membranes 5. Dysfunctional Labor 6. Precipitous Labor 7. Persistent Posterior Position 8. Breech Presentations 9. Shoulder Dystocia 10. Cephalo-Pelvic Disproportion 11. Premature Labor 12. Post-Date Pregnancies 13. Umbilical Cord Abnormalities 14. Uterine Rupture 15. Amniotic Fluid Embolus <p>B. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community Resources <p>C. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab</p>	<p>Concept mapping</p> <p>Exam</p>
<p>3 hours</p> <p>June 7th</p>	<p>Postpartum Nursing</p> <p>Discuss physiological changes, nursing assessments and nursing care during the post-partum period.</p> <p>Identify the psychosocial changes, nursing assessments and nursing care as women adapt to the stress of the post-partum period.</p> <p>Discuss care for the family experiencing situational psychosocial crisis during the postpartum period</p>	<p>A. Critical Thinking: Nursing process applied to clients and families experiencing both normal and complications during the postpartum phase.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family in the postpartum phase of child bearing.</p> <p><u>Normal Postpartum</u></p> <ol style="list-style-type: none"> 1. Physical Postpartum Changes 2. Nursing Care of the Postpartum Patient 	<p>Assigned Readings:</p> <p>Ricci Chapters 15 & 16 Ricci pgs. 787-793</p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab</p>	<p>Clinical performance evaluation</p> <p>Exam</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Apply legal and ethical principles to the holistic care of postpartum women and families	<ul style="list-style-type: none"> a. Normal, spontaneous Vaginal Delivery (NSVD) b. Post op Cesarean Section 3. Psychological Postpartum Adjustments <ul style="list-style-type: none"> a. Maternal/Family Role Adaptation 4. Postpartum Blues/Depression <ul style="list-style-type: none"> a. Etiology and Management b. Pathophysiology c. Clinical manifestations & complications d. Cultural considerations e. Evidence based theory and principles f. Collaborative management: Treatment Modalities <ul style="list-style-type: none"> i. Medical ii. Nutrition g. Promotion/Maintenance Restoration and/or Prevention <ul style="list-style-type: none"> i. Likelihood of reoccurrence during subsequent pregnancy C. Communication <ul style="list-style-type: none"> 1. Client and family education 2. Role development <ul style="list-style-type: none"> a. Postpartum Teaching <ul style="list-style-type: none"> i. Breast care ii. Perineal / Episiotomy care iii. Contraception (NUR*103) 	<p>Postpartum Assessment Simulation</p> <p>Provide nursing care to a postpartum client</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		iv. Discharge instructions 3. Community resources D. Professionalism 1. Legal-ethical issues		
	Compare complications the postpartum woman may experience related to a situational crisis involving her circulatory status.	Postpartum Complications: Postpartum Hemorrhage 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention	Assigned Readings: Ricci Pgs. 769-778 Lecture Discussion Nursing Skills Lab	Clinical performance evaluation Exam
	Differentiate between complications the postpartum woman may experience when experiencing a situational crisis related to clotting mechanism or status.	Postpartum Hypercoagulation: Thrombophlebitis, Pulmonary Embolism 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles	Assigned Readings: Ricci pgs. 778-780 Lecture Discussion Nursing Skills Lab	Clinical performance evaluation Exam

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		7. Collaborative management: Treatment modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention		
	Apply complications the post-partum woman may experience during a situational crisis involving her comfort-rest status to the need for alterations in care	Hematoma/Lacerations: Cervical, Vaginal, Perineal <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention 	Assigned Readings: Ricci pgs. 769-778 Lecture Discussion Nursing Skills Lab	Clinical performance evaluation Exam
	Examine complications the postpartum woman may experience related to a situational crisis involving her immune status	Postpartum Infections: Pelvic, Breast <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 	Assigned Readings: Ricci pgs. 781-787 Lecture Discussion	Clinical performance evaluation Exam

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention	Nursing Skills Lab	
3 hours June 7th	Neonatal Nursing Identify characteristics of the normal full term newborn. Describe the nursing care of the normal full term newborn Identify characteristics of newborns with complications and special needs. Describe the nursing care of newborns with complications and nursing care. Apply legal and ethical principles to the holistic care of the neonate	A. Critical Thinking: Nursing process applied to clients and families who have given birth to a well or a special needs newborn B. Provision of safe, holistic, culturally competent care to client and family with a newborn infant Normal Full Term Newborn Characteristics of the Newborn Physiological Jaundice <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological 8. Health Promotion/Maintenance 	Assigned Readings: Ricci Chapters 17 & 18 Ricci pgs. 809-829 (Preterm/Post-term) pgs. 837 (TTN) pgs. 837-841 (RDS) pgs. 844-846 (NEC) pgs. 846-851 (Diabetic Mother) pgs. 854-863 (Substance Abuse) pgs. 863-868 (Jaundice) pgs. 1447-1482 (Cardiac) pgs. 1509-1512 (Cleft Lip/Palate) pgs. 1857-1873 (Down Syndrome) Lecture Discussion Simulation	Clinical performance evaluation Exam

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>Restoration and/or Prevention</p> <p>Newborn with complications/special needs: Respiratory Distress Syndrome (RDS), cardiac conditions, alteration in Thermoregulation, Preterm Infant, Post-term Infant, Infant of a Diabetic Mother, Cleft lip/Palate, Genetic concerns: Down's Syndrome, Substance Abuse, Transient Tachypnea of Neonate (TTN), Necrotizing Enterocolitis (NEC)</p> <p>Nursing Management of the Newborn with complications/special needs:</p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests <ol style="list-style-type: none"> a. Genetic Concerns <ol style="list-style-type: none"> 1) Genetic Counseling 2) Genetic Testing 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: <p>Treatment Modalities</p> <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological (NUR*103) 8. Health Promotion/Maintenance <p>Restoration and/or Prevention</p> <p>C. Communication</p> <ol style="list-style-type: none"> a. Client and family education b. Community resources 	<p>Nursing Skills Lab: Newborn Assessment</p> <p>Provide nursing care to a newborn</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Professionalism 1. Legal-ethical issues 2. Role development		
2 Hours June 13th	<p><u>Unit 9: Nursing care of the gynecology client</u></p> <p>Address life cycle changes of women.</p> <p>Describe common health screening tests for women.</p> <p>Identify factors that can influence the health of the female reproductive system.</p> <p>Describe the components associated with the physical assessment, including routine health screening test of the female reproductive system</p> <p>Identify tests that a commonly used to diagnose dysfunctions of the reproductive system.</p> <p>List nursing diagnoses appropriate to women with gynecologic disorders.</p> <p>Discuss the role of the nurse and the use of the nursing process when caring for clients with common gynecological disorders.</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients with gynecological disorders</p> <p>B. Provision of safe, holistic, culturally competent care to with gynecological disorders</p> <ol style="list-style-type: none"> 1. Menstrual Cycle <ol style="list-style-type: none"> a. Normal b. Deviations of Normal 2. Taking a gynecological history <ol style="list-style-type: none"> a. Demographic Data b. Personal & Family History c. GYN History d. STD History e. Diet f. Stressors g. Support System 3. Physical Assessment <ol style="list-style-type: none"> a. Breast Exam b. Abdominal Exam c. External Genitalia d. Pelvic Exam e. Bimanual Exam f. Rectovaginal Exam 4. Diagnostic Assessment <ol style="list-style-type: none"> a. Laboratory tests 	<p>Assigned Readings:</p> <p>Brunner Chapter 56, pgs. 1611-1627 (Introduction/Assessment to GYN) Chapter 56, pgs. 1627-1629 (PMS, Menstrual Irregularities) Chapter 56, pgs. 1641-1645 (Menopause) Chapter 57, pgs. 1658-1662 (Prolapse) Chapter 57, pgs. 1665-1666 (Endometriosis) Chapter 57, pgs. 1674-1676 (Hysterectomy) Chapter 58, pgs. 1681-1689 (Breast Assessment) Chapter 58, pgs. 1690-1691 (Benign Breast Conditions)</p> <p>Lewis p. 1282 (Toxic Shock Syndrome)</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> b. Radiographic studies c. Endoscopic studies d. Biopsy e. Other diagnostic studies <p><u>Disorders affecting women's health: Pre-Menstrual Syndrome, Menstrual Irregularities, Menopause, Benign Breast Disorders, Endometriosis, Vaginitis, Uterine Prolapse, Cystocele or Rectocele, Toxic Shock Syndrome</u></p> <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ul style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ul style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Lecture</p> <p>Discussion</p> <p>Provide nursing care to a gynecology client</p>	

<p>1 hour</p> <p>June 14th</p>	<p><u>Unit 8: Nursing care of the client with a Sexually Transmitted Illness</u></p> <p>Identify risk factors, signs and symptoms and learning needs related to vaginal infections and sexually transmitted diseases</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients with sexually transmitted illnesses</p> <p>B. Provision of safe, holistic, culturally competent care to with sexually transmitted illnesses</p> <p><u>Sexually Transmitted Illnesses:</u> <u>Gonorrhea, Syphilis, Chlamydia, Herpes Genitalis, Trichomoniasis, Condylomata Acuminata, Humanpapilloma virus (HPV)</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources 	<p>Assigned Readings:</p> <p>Brunner Chapter 71, pgs. 2106-2110</p> <p>Brunner Chapter 57, pgs. 1650-1652</p> <p>Lewis Chapter 53</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Nursing Care for the client with sexually transmitted illness</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>
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		<p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>2 hours</p> <p>June 14th</p>	<p><u>Unit 7: Nursing care of the client with select genitourinary conditions</u></p> <p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Identify common laboratory and diagnostic tests used to determine urinary system dysfunction.</p>	<p>A. Critical Thinking: Nursing process applied to the clients experiencing genitourinary conditions</p> <p>B. Provision of safe, holistic, culturally competent care to clients experiencing genitor-urinary conditions</p> <p><u>Urinary Tract Infections, Urolithiasis, Kidney Surgery, Benign Prostatic Hypertrophy</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources 	<p>Assigned Readings:</p> <p>Lewis Chapter 45</p> <p>Lewis Chapter 46, pgs. 1065-1071, stop at chronic pyelonephritis</p> <p>Lewis pgs. 1076-1081, stop at strictures</p> <p>Lewis Chapter 55, pgs. 1307-1314, stop at prostate cancer</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Benign Prostatic Hypertrophy</p> <p>Provide nursing care to a client experiencing a genitor-urinary condition</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

		D. Professionalism 1. Legal-ethical issues 2. Role development		
5 hours June 20th & 21st	<u>Unit 4: Nursing care of the client with select orthopedic conditions</u> Identify nursing care delivery for the pediatric client with orthopedic problems Describe the nursing care for the client with a fracture. Discuss medical management and nursing care for the client with a fractured hip. Discuss nursing care delivery for the client with arthritis. Compare and contrast the management of osteoarthritis and rheumatoid arthritis Describe the nursing care for the client with reconstructive joint replacement Discuss nursing care delivery for the client with osteomyelitis Discuss nursing care delivery for the client with amputation.	A. Critical Thinking: Nursing process applied to a client with an orthopedic condition B. Provision of safe, holistic, culturally competent care to a client with an orthopedic condition <u>Common Pediatric orthopedic conditions: Congenital Hip dysplasia, scoliosis, club foot</u> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <u>Fracture</u> 1. Etiology 2. Pathophysiology	Lecture Discussion Provide nursing care to a client with an orthopedic condition Case Study: Total Hip Replacement Case Study: Care of a client with a cast Case Study: Lyme Disease and CDC recommendations Assigned Readings: Lewis Chapters 63, 64, & 65 end on pg. 1579. Brunner Chapter 41 and Chapter 43 pg. 1170, Chart 43-3 Volkman Contracture, & pgs. 1172 – 1173 Pelvis fx. Perry and Potter Chapter 11	Clinical performance evaluation Clinical Learning Experience Workbook (CLEW) Concept mapping

	<p>Address nursing care for the client with complications of orthopedic procedures</p>	<ol style="list-style-type: none"> 3. Clinical manifestations & complications <ol style="list-style-type: none"> a. Fat embolism b. Compartment syndrome c. Volkman's contracture 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p><u>Osteoarthritis and Rheumatoid Arthritis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical <ol style="list-style-type: none"> (1) Joint Replacement Surgery c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p><u>Other orthopedic disorders:</u></p>	<p>Ricci Chapter 45 pg. 1645 (Club foot), pgs. 1647-1650 (Hip dysplasia), pgs. 1654-1659 (Scoliosis)</p>	
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		<p><u>Gout, Osteoporosis, Lyme Disease, osteomyelitis</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological d. Surgical/amputation 8. Health Promotion/Maintenance and Restoration and or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community Resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-Ethical issues 2. Role Development 		
<p>1 hour</p> <p>June 27th</p>	<p><u>Unit 2: Nursing care of the perioperative client</u></p> <p>Preoperative Nursing</p> <p>Describe the typical content of preoperative patient education programs</p>	<p>A. Critical Thinking: Nursing process applied to the preoperative client</p> <p>B. Provision of safe, holistic, culturally competent care to the preoperative client</p> <p><u>Preoperative Nursing</u></p>	<p>Assigned Readings:</p> <p>Lewis Chapter 18</p> <p>Brunner Chapter 17</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p>

<p>Describe age specific, cultural and literacy sensitive approaches to preoperative patient education</p> <p>State the effects of stress on the surgical patient</p> <p>Discuss the various ways that surgery can be classified</p> <p>Describe factors affecting surgical outcome</p> <p>Discuss the nursing responsibilities in the pre-operative period</p> <p>Develop a plan of care for the pre-operative patient</p>		<ol style="list-style-type: none"> 1. Patient perception of the surgical experience <ol style="list-style-type: none"> a. Fear b. Readiness to learn/need to know c. Importance of the presence of the nurse 2. Need for Diagnostic testing and physical preparation 3. Provision of client/family preoperative teaching, categories of information: <ol style="list-style-type: none"> a. Health care relevant information (healthcare team members, expected events and their timing, pain management) b. Exercises to perform, or skill teaching (Cough/deep breathing, surgery specific, relaxation exercises) c. Psychosocial support (specific concerns of client, foster problem solving skills, importance of information seeking, need for post discharge support) d. Community resources (need for support and ability to access) <p>A. Communication: apply the principles of therapeutic communication during the preoperative period</p> <ol style="list-style-type: none"> 1. Methods of delivery of pre-op education <ol style="list-style-type: none"> a. individual instruction by a nurse b. group instruction c. booklets and other audio visual materials 	<p>Lecture</p> <p>Discussion</p> <p>Simulation</p> <p>Observational Experience</p>	<p>Exam</p>
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		<ol style="list-style-type: none"> 2. Culturally determined values, beliefs, customs, and health-seeking behaviors can influence: <ol style="list-style-type: none"> a. Interpersonal communication b. Increased use of alternative medicine or other non-traditional interventions that may influence interventions <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>1 hour</p> <p>June 27th</p>	<p>Intraoperative Nursing</p> <p>Discuss the various members of the surgical team and their roles during surgery.</p> <p>Describe the surgical environment and the role of the nurse within that environment.</p> <p>Differentiate between the various types of anesthesia used during surgery.</p> <p>Describe surgical wound classification according to the Centers for Disease Control (CDC)</p> <p>Describe selected intraoperative risks and complications</p>	<ol style="list-style-type: none"> A. Critical Thinking: Nursing process applied to the intraoperative client B. Provision of safe, holistic, culturally competent care to the intraoperative client <p>Intraoperative Nursing</p> <ol style="list-style-type: none"> 1. Surgical Team 2. Surgical Environment: 3. Anesthesia <ol style="list-style-type: none"> a. General Anesthesia b. Regional Anesthesia c. Conscious Sedation d. Local Anesthesia 4. Risk of postoperative infection as measured by Surgical Wound Classification: <ol style="list-style-type: none"> a. Class I/ Clean wounds b. Class II/Clean-contaminated wounds c. Class III/Contaminated wounds d. Class IV/Dirty or infected wounds 	<p>Assigned Readings:</p> <p>Lewis Chapter 19</p> <p>Brunner Chapter 18</p> <p>Brunner pg. 457, Table 19-5</p> <p>Lecture</p> <p>Discussion</p> <p>Simulation</p> <p>Observational Experience</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

		<p>5. Other Intraoperative Risks/Complications</p> <p>a. Risk of Injury from</p> <ol style="list-style-type: none"> (1) transport (2) surgical positioning (3) hazardous substances and equipment (laser, cautery, radiation, chemicals) <p>b. Alteration in body temperature</p> <ol style="list-style-type: none"> (1) Hypothermia (2) Hyperthermia and Malignant Hyperthermia <p>c. Risk for Alteration in fluid balance</p> <ol style="list-style-type: none"> (1) Autologous blood donation (2) Bloodless surgery <p>C. Communication: apply the principles of therapeutic communication during the preoperative period</p> <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>4 hours</p> <p>June 28th</p>	<p>Postoperative Nursing</p> <p>Describe the responsibilities of the PACU nurse in the prevention and recognition of complications.</p> <p>Identify common postoperative complications</p> <p>Discuss the management of common postoperative complications</p>	<p>A. Critical Thinking: Nursing process applied to the postoperative client</p> <p>B. Provision of safe, holistic, culturally competent care to the intraoperative client</p> <p>Postoperative Nursing</p> <ol style="list-style-type: none"> 1. Postanesthesia (PACU) Assessment (ABC) <ol style="list-style-type: none"> a. Airway: (A & B) 	<p>Assigned Readings:</p> <p>Lewis Chapter 20</p> <p>Brunner Chapter 19</p> <p>Lewis (Shock) Chapter 67, pgs. 1631-1649 (read sections only on anaphylactic/hypovolemic shock)</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping Exam</p>

	<p>Use the nursing process in caring for clients in the postoperative period.</p> <p>Describe key nursing assessment and care parameters common for all postoperative patients</p> <p>Describe the gerontological considerations related to the postoperative management of clients</p>	<ol style="list-style-type: none"> 1. Obstruction 2. Hypoxia 3. Aspiration b. Alteration in body temperature(C) c. Nausea and Vomiting d. Fluid balance (C) e. Pain assessment 2. Postoperative nursing care principles <ol style="list-style-type: none"> a. Pain management b. Early mobility c. Circulatory function d. Pulmonary toilet e. Urinary Function f. Gastrointestinal Function 3. Management of postoperative complications <ol style="list-style-type: none"> a. Hemorrhage <ol style="list-style-type: none"> 1. Hypovolemic Shock <ol style="list-style-type: none"> i. Prevention Early Identification. ii. Clinical Manifestations 2. Collaborative Management <ol style="list-style-type: none"> i. Medical/Pharmacologic (NUR*103) ii. Surgical iii. Nursing Management b. Anaphylaxis <ol style="list-style-type: none"> 1. Anaphylactic Shock <ol style="list-style-type: none"> i. Prevention Early Identification. ii. Clinical Manifestations 2. Collaborative Management <ol style="list-style-type: none"> i. Medical/Pharmacologic (NUR*103) ii. Nursing Management c. Ileus d. Atelectasis 	<p>Lecture</p> <p>Discussion</p> <p>Simulation</p> <p>Observational Experience</p> <p>Provide nursing care to a postoperative client</p>	
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		<ul style="list-style-type: none"> e. Deep Vein Thrombosis (DVT) f. Complications of wound healing <ul style="list-style-type: none"> 1. dehiscence 2. evisceration 3. infection 4. Gerontologic Considerations <ul style="list-style-type: none"> a. Mental Status b. Pain <p>C. Communication: apply the principles of therapeutic communication during the preoperative period</p> <p>D. Professionalism <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development </p>		
<p>1 hour</p> <p>July 5th</p>	<p>Anemia</p> <p>Compare and contrast pathophysiology and clinical manifestations of anemia.</p> <p>Summarize the nursing care of the client experiencing anemia</p>	<p>A. Critical Thinking: Nursing process applied to clients with anemia</p> <p>B. Provision of safe, holistic, culturally competent care to clients with anemia.</p> <p><u>Anemia:</u></p> <ul style="list-style-type: none"> I. Anemia due to blood loss II. Anemia due to impaired blood production III. Anemia due to destruction of RBC <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures: 5. Evidence based theory and principles 6. Collaborative management: 	<p>Assigned readings:</p> <p>Lewis</p> <p>Chapter 31, stop at page 647</p> <p>Provide nursing care to a client with anemia</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

		<p>Treatment modalities:</p> <ul style="list-style-type: none"> a. Nutrition b. Pharmacological <p>7. Health Promotion/Maintenance Restoration and/or Prevention</p> <p>C. Communication</p> <ul style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>2 hours</p> <p>July 11th</p>	<p><u>Unit 6: Bariatrics:</u> <u>Care of clients with medically significant obesity</u></p> <p>Describe health implications for the morbidly obese client.</p> <p>Compare and contrast the Bariatrics surgical techniques utilized for the morbidly obese individual.</p> <p>Utilize the nursing process to develop a holistic plan of care for clients following Bariatric surgery.</p>	<p>A. Critical Thinking: Nursing process applied to clients with morbid obesity.</p> <p>B. Provision of safe, holistic, culturally competent care to clients with morbid obesity.</p> <p><u>Bariatrics</u></p> <ul style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and Principles 7. Collaborative management: Treatment modalities: <ul style="list-style-type: none"> a. Surgery b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 	<p>Handouts</p> <p>Guest Panel: Dietitian, Client</p> <p>Provide nursing care to a client with a disturbance in gastrointestinal function</p> <p>Assigned readings:</p> <p>Lewis Chapter 41</p> <p>Brunner Chapter 33 pgs. 907-909 (Vit B12 Deficiency) Chapter 47 pgs. 1272-1278 (Obesity)</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

		8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
2 hours July 12th	<p><u>Unit 11: Nursing care of the client and family experiencing death</u></p> <p>Identify the stages of grieving.</p> <p>Identify clinical symptoms of grief and factors affecting a grief response</p> <p>Identify measures that facilitate the grieving process</p> <p>List clinical signs of impending and actual death</p> <p>Identify the nurse's legal responsibilities regarding client death</p> <p>Discuss the role of the nursing when caring for the dying client.</p>	A. Critical Thinking: Nursing process applied to a dying client B. Provision of safe, holistic, culturally competent care to a dying client 1. Palliative Care 2. Clinical manifestations & complications 3. Cultural considerations 4. Evidence based theory and principles 5. Grief and Bereavement C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development	Lecture Discussion Nursing Skills Lab: Post Mortem Care Film: Wit Provide nursing care to a terminally ill client Case Study: Hospice Assigned Readings: Lewis Chapter 10 Brunner Chapter 16	Clinical performance evaluation Clinical Learning Experience Workbook (CLEW) Concept mapping Exam

<p>3 hours</p> <p>July 18th</p>	<p><u>Unit 12: Nursing Care of The Client with a Psychiatric/Mental Health Disorder</u></p> <p>Adult Psychiatric Conditions: Anxiety, Somatoform, Factitious and Dissociative Disorders</p> <p>Describe the DSM-IV-TR evaluation system for classification of mental disorders.</p> <p>Identify adaptive and maladaptive coping through identification and understanding of defense mechanisms.</p> <p>Identify theories of anxiety disorders</p> <p>Identify basic characteristics of medical anxiety disorders</p> <p>Discuss assessment when providing care to people with anxiety and anxiety disorders</p> <p>Identify nursing diagnoses and outcomes for people with anxiety disorders</p> <p>Describe manifestation of the somatoform, factitious and dissociative disorders</p>	<p>A. Critical Thinking: Nursing process applied to a client with a psychiatric/mental health disorder</p> <ol style="list-style-type: none"> 1. Introduction to the DSM-IV-TR and its use in psychiatric/mental health nursing <ol style="list-style-type: none"> a. Axis b. Global Function Index 2. The role of defense mechanisms in client coping <ol style="list-style-type: none"> a. Adaptive b. Maladaptive <p>B. Provision of safe, holistic, culturally competent care to a client with a psychiatric disorder</p> <ol style="list-style-type: none"> 1. Anxiety Disorders <ol style="list-style-type: none"> a. Etiology b. Pathophysiology c. Clinical manifestations & complications d. Diagnostic tests e. Cultural considerations f. Evidence based theory and principles of management <p><u>Generalized Anxiety Disorder, Panic Disorders, Phobias, Social Anxiety Disorders, OCD, PTSD</u></p>	<p>Lecture</p> <p>Varcaris Crossword Puzzle</p> <p>Discussion</p> <p>Case Study: Application of the DSM-IV-TR</p> <p>Films: The Note Book, Up in the Air, Tenderness</p> <p>Concept mapping</p> <p>Assigned Readings:</p> <p>Varcaris Chapters 15, 16, & 17</p>	<p>Exam</p>
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		<ul style="list-style-type: none"> 2. Somatoform Disorders/Somatization <ul style="list-style-type: none"> a. symptoms of unmet needs b. Importance of secondary gains c. Impact on healthcare system g. Evidence based theory and principles of management 3. Factitious Disorders <ul style="list-style-type: none"> a. Prototype: Munchausen Syndrome and Munchausen Syndrome by Proxy h. Evidence based theory and principles of management 4. Dissociative Disorders <ul style="list-style-type: none"> a. Define Dissociation b. Prototypes: Dissociative Fugue and Dissociative Identity Disorder i. Evidence based theory and principles of management <p>C. Communication</p> <ul style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ul style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 		
<p>3 hours</p> <p>July 19th</p>	<p>Adult Psychiatric Conditions: Mood Disorders</p> <p>Compare and contrast the symptoms of the different forms of mood disorders and thought disorders across the lifespan.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing mood disorders</p>	<p>Handouts</p> <p>Nurse-Client Communication Skills:</p> <ul style="list-style-type: none"> a. Mood Disorders 	<p>Exam</p>

	<p>Correlate recommended treatment modalities with the major types of mood disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with mood disorders.</p>	<p>B. Provision of safe, holistic, culturally competent care to clients with mood disorders</p> <p><u>Mood Disorders, Depression, Postpartum Depression with Psychotic Features, Bipolar Disorder, Suicide</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations and complications 4. Diagnostic evaluation DSM IV 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management Treatment modalities <ol style="list-style-type: none"> a. Surgical b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Selected A/V and computer materials: "Hearing Voices" CD and exercises</p> <p>Provide nursing care to a client experiencing mood disorders NUR*203</p> <p>Role play Communication skills with the psychiatric clients</p> <p>Tape: Hearing Voices (Lab NUR*201)</p> <p>Suicide Assessment</p> <p>Process recording workshop in preparation for psychiatric nursing clinical experience in NUR 203</p> <p>Concept mapping</p> <p>Assigned Readings:</p> <p>Vaccaro Chapters 13, 14, & 25</p> <p>Ricci Chapter 15 pgs. 501- 506 (Psychological Adaptation) Chapter 16 pg. 536 (Postpartum Blues) Chapter 23 pgs. 787-793 (Postpartum Affective D/O)</p>	
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<p>2 hours</p> <p>August 1st</p>	<p><u>Unit 10: Nursing care of the family experiencing violence</u></p> <p>Discuss the differences between physical violence, sexual violence, emotional violence and neglect</p> <p>Describe common characteristics of the abused and abusers</p> <p>Identify stressors and predictors of family violence.</p> <p>Discuss safety plans for victims of family violence</p> <p>Describe phases of rape-trauma syndrome and common reactions during each phase.</p> <p>Discuss the role of the nurse when caring for the abused client</p> <p>Describe the role of the nurse as an advocate in incidences of family violence</p> <p>Describe how the role of the nurse varies in the care of clients that are victims of different types of violence, abuse and neglect</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients/families experiencing violence and neglect</p> <p>B. Provision of safe, holistic, culturally competent care to clients/families experiencing violence and neglect</p> <p><u>Violence: Spousal Abuse, Elder Abuse, Child Abuse, Sexual Assault</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role development 	<p>Lecture</p> <p>Discussion</p> <p>Guest Speaker: Emergency Care of the Abused Client</p> <p>Assigned Readings:</p> <p>Varcarolis Chapters 27, 28, 29</p> <p>Ricci Chapter 11 pgs. 1908-1910 (Abuse and Violence)</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>
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<p>4 hours</p> <p>August 2nd</p>	<p><u>Unit 3: Principles of Geriatric Nursing: Nursing Care of the Geriatric Client</u></p> <p>Discuss adult aging theories in relation to wellness and illness.</p> <p>Outline common changes and adaptations occurring in the older adult.</p> <p>Identify myths and stereotypes that alter perceptions about aging persons in our society.</p> <p>Describe health care needs of the aging population in a variety of healthcare settings</p> <p>Discuss the impact of illness, hospitalization and institutionalization on the independent functioning of the older adult.</p>	<p>A. Critical Thinking: Nursing process applied to a geriatric client</p> <p>B. Provision of safe, holistic, culturally competent care to a geriatric client</p> <ol style="list-style-type: none"> 1. Psychosocial Aging <ol style="list-style-type: none"> a. Activity Theory b. Disengagement Theory c. Continuity Theory 2. Assessment of Older Adult <ol style="list-style-type: none"> a. Primary Aging b. Secondary Aging c. Functional Assessment of Older Adult 3. Common concerns <ol style="list-style-type: none"> a. Physiological changes of aging b. Psychosocial changes of aging c. Disengagement theory d. Activity Theory e. Continuity Theory 4. Physiological changes affecting pharmacokinetics; issue of polypharmacy in geriatric population 5. Settings for the delivery of care <ol style="list-style-type: none"> a. Community settings (daycare, senior centers) b. Assisted Living c. Long term 	<p>Lecture</p> <p>Discussion</p> <p>Mini Mental Status</p> <p>Provide care for residents of an Extended Care Facility</p> <p>Observe in an Adult Day Care and/or Sr. Citizen Centers</p> <p>Assigned Readings:</p> <p>Lewis Chapter 5</p> <p>Brunner Chapter 11</p> <p>Varcarolis Chapter 30</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>
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		d. Subacute/Rehab e. Acute		
2 hours August 8th	<p>Principles of Geriatric Nursing: Cognitive Disorders</p> <p>Differentiate between the clinical presentations of delirium and dementia.</p> <p>Discuss the nursing care of the client with delirium</p> <p>Discuss the nursing care of the client with dementia.</p> <p>Describe the characteristic behaviors and stages of Alzheimer's Disease.</p> <p>Discuss diagnosis, medical treatment and nursing care of the client with Alzheimer's disease.</p>	<p>A. Critical Thinking: Nursing process applied to a geriatric and cognitively impaired client</p> <p>B. Provision of safe, holistic, culturally competent care to a cognitively impaired client</p> <p><u>Delirium</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. assurance of a safe environment b. Medical 8. Health Promotion/Maintenance Restoration and/or Prevention <ol style="list-style-type: none"> a. Nutrition b. Pharmacological <p><u>Dementia: Alzheimer's</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 	<p>Assigned Readings:</p> <p>Varcrolis Chapter 23</p> <p>Lewis Chapter 60</p>	

		<ol style="list-style-type: none"> 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Nutrition c. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention <p>C. Communication</p> <ol style="list-style-type: none"> 1. Client and family education 2. Community resources <p>D. Professionalism</p> <ol style="list-style-type: none"> 1. Legal-ethical issues 2. Role Development 		
<p>2 hours</p> <p>August 9th</p>	<p><u>Unit 5: Pediatric Nursing</u> <u>Principles of Pediatric Nursing</u></p> <p>Describe the philosophy and goals of pediatric nursing</p> <p>Discuss the significance of family in the care of pediatric clients</p> <p>Identify health- promotional activities essential for normal growth and development in the pediatric population</p> <p>List the major components of a pediatric history and physical exam</p> <p>Explain how children differ from adults in their response to illness and hospitalization</p>	<p>A. Critical Thinking: Nursing process applied to the care of the pediatric client and family</p> <ol style="list-style-type: none"> 1. Trends in pediatric care 2. Health promotion and the pediatric client 3. Family characteristics 4. Cultural influences on the pediatric client and family 5. Parenting styles <ol style="list-style-type: none"> a. Child-rearing philosophies b. Discipline 6. Principles of growth and development <ol style="list-style-type: none"> a. Cephalocaudal b. Proximo-distal c. Simple to complex 	<p>Assigned Readings:</p> <p>Ricci Chapter 1, end at pg. 45 Chapters 30-33, 35 Chapter 36, pgs. 1220-1235 Chapters 25-29 (Scan)</p> <p>Lecture</p> <p>Discussion</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

	<p>Discuss pediatric illness as a family stressor</p> <p>Discuss the principles and techniques for administering medications and IV fluids to children</p> <p>Describe communication strategies that assist nurses in working effectively with children</p> <p>Describe legal issues unique to children and families</p> <p>Discuss care of children with common pediatric illnesses</p>	<p>d. General to specific</p> <p>7. Application of theories of growth and development</p> <p>a. Cognitive: Piaget</p> <p>b. Psychosocial: Erikson</p> <p>c. Moral: Kohlberg</p> <p>d. Psychosexual: Freud</p> <p>8. Physical Assessment</p> <p>a. History</p> <p>b. Vital signs</p> <p>c. Anthropometric measurement</p> <p>d. Growth charts</p> <p>e. Nutrition</p> <p>9. Developmental Assessment</p> <p>a. Denver Developmental Screening Test II (DDST-II)</p> <p>b. Play as an indicator</p> <p>10. The Hospitalized child</p> <p>a. Preparation for elective hospitalization</p> <p>b. Emergency hospitalization</p> <p>c. Stressors associated with illness and hospitalization</p> <p>11. Preparing children for procedures</p> <p>a. Physical preparation</p> <p>b. Verbal preparation</p> <p>c. Coping with pain</p> <p>d. Use of play as a coping mechanism</p> <p>12. Administering medication to children</p> <p>a. Administering oral medication</p> <p>b. Administering injections</p> <p>c. Principles of IV fluid administration</p> <p>B. Communication with the pediatric client and family</p>		
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		<ol style="list-style-type: none"> 1. Communication strategies <ol style="list-style-type: none"> a. Developmental principles a. Cultural considerations 2. Parental education <ol style="list-style-type: none"> a. Safety b. Anticipatory guidance <p>C. Professionalism</p> <ol style="list-style-type: none"> 1. Consent for care 2. The nurse as a child advocate 3. Mandatory reporting laws 		
<p>3 hours</p> <p>August 15th</p>	<p>Common Pediatric Conditions Describe nursing care and management when caring for the child with common pediatric conditions.</p>	<p>A. Critical Thinking: Nursing process applied to the care of the pediatric client and family with <u>Common Pediatric Conditions</u>: Gastroenteritis, Appendicitis, Otitis Media, conditions affecting the tonsils and adenoids, Pyloric Stenosis, Care of the Child with Developmental Needs</p> <p>B. Provision of safe, holistic, culturally competent care to the pediatric client and family with <u>Common Pediatric Conditions</u></p> <ol style="list-style-type: none"> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> a. Medical b. Surgical c. Nutrition d. Pharmacological 	<p>Assigned Readings:</p> <p>Ricci pgs. 1408-1411 (pharyngitis/tonsillitis/mono/epiglottitis)</p> <p>pg. 1522 (pyloric stenosis)</p> <p>pgs. 1525-1526 (appendicitis)</p> <p>pg. 1526 (GER)</p> <p>pg 1530 (constipation)</p> <p>Lecture</p> <p>Discussion</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p> <p>Concept mapping</p> <p>Exam</p>

		8. Health Promotion/Maintenance Restoration and/or Prevention C. Communication 1. Client and family education 2. Community resources D. Professionalism 1. Legal-ethical issues 2. Role development		
2 hours	Final Exam Week	Final Exam		

NUR 102 Lab

Attendance & Preparation

It is expected that you attend all labs as scheduled. If you need to miss a lab you need to ensure you notify one or all of your lab instructors. You will also be responsible for making up any lab time missed. It is also expected that you are appropriately dressed in your clinical uniform for each lab (please see nursing handbook for more information).

It is also expected that all reading that is required of you be completed prior to your scheduled lab day.

Skills Validation

Students are required to successfully demonstrate multiple nursing skills in the Nursing Labs. Sheets outlining the expectations for passing the skill validations can be found at the end of the syllabus. Students are required to come prepared with any equipment required to perform the skill. Students who are unsatisfactory in a skill validation are required to remediate with the Laboratory Instructor and retest on the skill. Skills validation must be satisfactory prior to performing the skill at the clinical site. Students are given two opportunities to re-test on any one skill and demonstrate safe practice. A written plan to have the student practice and remediate with the Lab Teacher is made. If the student is unable to demonstrate safe practice on the third attempt, the student receives an unsatisfactory in the clinical portion of the course, and is not permitted to proceed to the clinical setting based on concerns for patient safety. Unsatisfactory in clinical results in removal from the course and inability to apply for re-admission to the Connecticut Community College Nursing Program. Students who are unsatisfactory in performing the skill three times will be removed from the course.

Skills to be validated on this semester include: Insertion of an Indwelling Urinary Catheter for a Female Client, Administration of a Piggyback Medication via Secondary Line (IVPB), Medication administration via an Enteral Tube and Initial Set-Up of Primary IV Solution

Miscellaneous

- *Personal effects should not be brought to the lab. Lab books, notebooks and nurse packs only may be brought to the lab.
- *Food and drink are not allowed in the lab.
- * All lab skills are from Perry & Potter Clinical Nursing Skills and Techniques.

Clinical

You are required to attend clinical each week in your uniform (please see student nurse handbook for more information). If you are unable to attend clinical, it is your responsibility to notify your clinical instructor prior to the start of clinical that day. You are also required to make up that clinical time missed.

You will have clinical assignments due throughout this semester to include: weekly reflection, process recording and CLEW. Further information on each of these clinical assignments can be found under the clinical tab on Blackboard and will be discussed in detail by both your lab and clinical faculty. You will be evaluated on a weekly basis by your clinical faculty with a formative evaluation being completed. At the end of the semester, you will also have a summative evaluation completed.

NUR* 102: Family Health Nursing
Laboratory Topics Schedule

Obstetrical/Pediatric Nursing Topics to be Covered

Lab Topic	Time
Breastfeeding (1 hour theory)	1 hour
Newborn Assessment and Care	2.5 hours
Post Partum Assessment/Care	1.5 hour
Child Birth Education (i.e. Lamaze)	1 hour
TOTAL	6

Combined Nursing Topics to be Covered

Lab Topic	Time
Urinary Catheterization Content (includes CBI)	1.5 hour
Urinary Catheterization Practice	1.5 hours
IVPB Content	2 hours
IVPB Practice	1 hour
Medication Calculation Testing or Support	1 hour
VALIDATIONS IVPB & CATHETERIZATION	2
TOTAL	9.0

Medical/Surgical Topics to be Covered

Lab Topic	Time
Blood Transfusion	1.5 hours
Surgical Assessment	1.5 hour
Decompression Tubes Content Indications, placement, patency, Enteral Tube Medication Administration and Practice	2.0 hours
PCA/Epidural pumps	1 hour
Ortho Lab/Disorders of the Musculoskeletal System	1 hour
VALIDATION: ENTERAL MED ADMINISTRATION	1 hour
TOTAL	8.0
<i>Floating Hour to be applied at faculty team discretion</i>	1.0
NURSING 102 TOTAL LAB HOURS	24

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Breastfeeding Clients (1 hour)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Care of Breastfeeding Clients	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss breastfeeding readiness and indications of infant hunger2. Describe signs that baby is getting enough milk3. Identify steps to ensure correct breastfeeding latch4. Discuss and demonstrate various infant holding positions to promote comfort, support and ease of breastfeeding5. Apply the nursing process to breastfeeding issues6. Identify benefits for both mother and baby related to breastfeeding.	<p>Review handouts/readings/videos related to breastfeeding</p> <p>Guest speaker</p> <p>Demonstration of various breastfeeding techniques</p>

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Nursing Care and Assessment of Newborns (2.5hours)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Assessment and Care of Newborns	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Identify normal newborn reflexes2. Review the correct techniques for administration of newborn medications including routes, sites and equipment needed3. Describe the components of a complete newborn exam including normal variants vs. abnormal findings4. Describe care of the newborn following circumcision5. Review the components of a baby bath6. Discuss the variety of formulas and nipples used for bottle fed babies.7. Discuss ways to keep newborns safe from abduction and SIDs prevention	<p>Review handouts/readings/videos related to newborn assessment and care</p> <p>Demonstration and practice with return demonstration of newborn assessment using newborn manikins/Sim Baby</p> <p>Critical Thinking scenario and small group discussion: newborn care</p> <p>Case Study</p>

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Nursing Care and Assessment of the Postpartum Client (1.5 hours)

***Note to students: assigned readings to be completed prior to laboratory attendance**

Nursing Assessment and Care of the Postpartum Client	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Describe a systematic “Bubble” assessment of a postpartum client<ol style="list-style-type: none">a. Breastb. Uterus/fundusc. Bladderd. Bowele. Lochiaf. Episiotomy, Emotional 2. Describe routine care of the mother who has delivered her infant vaginally vs. cesarean section	<p>Review handouts/readings/videos related to postpartum assessment and care</p> <p>Student practice a return demonstration of a post partum assessment</p> <p>Critical Thinking scenario and small group discussion</p> <p>Case Study</p>

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Child Birth Education (1 hour)

Child Birth Education	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss different methods of prepared childbirth2. Review client variables and how they factor into educational development3. Discuss the role of the registered nurse and coach related to childbirth	<p>Review handouts/readings/videos related to childbirth education</p> <p>Critical Thinking scenario and small group discussion</p> <p>Case Study</p> <p>Guest speaker</p>

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Clients Requiring Urinary Catheterization (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients Requiring Urinary Catheterization	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Describe the indications for urinary catheterization, such as:<ol style="list-style-type: none">a. measuring residual urine volumeb. urinary retention2. Describe the procedure for assessing post void residual urine using straight catheterization3. State the advantages of using a bladder scanner to assess urine volume.<ol style="list-style-type: none">a. Relate the steps for assessing bladder urine volume using a bladder scanner.4. Describe the nursing assessments that should be done prior to catheterizing a client5. Describe nursing considerations related to catheterization of a female vs. a male client6. Describe the procedural differences between straight and indwelling catheterization7. Identify the equipment needed to perform urinary catheterization8. Compare and contrast the different types of urinary catheters9. State expected outcomes following completion of the procedure10. Discuss key principles related to urinary catheterization11. Demonstrate aseptic technique during catheterization and related procedures using laboratory simulation models.	<p>Review handouts/readings/videos related to urinary catheterization.</p> <p>Review handouts/readings/videos related to bladder scanning</p> <p>Faculty demonstration of urinary catheterization and removal of indwelling catheter.</p> <p>Student practice on SimMan®: insertion of indwelling catheter, removal of catheter.</p> <p>Review of validation performance checklist for urinary catheterization.</p> <p>Critical thinking exercise and small group discussion: urinary catheterization</p>

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| <ol style="list-style-type: none">12. Discuss the risks and potential complications associated with catheterization, and the nursing interventions to prevent them13. Discuss client teaching related to urinary catheterization14. Demonstrate collection of a urine specimen from a continuous bladder drainage system.15. Review/Discuss routine catheter care and the procedure for removal of an indwelling catheter (NUR*101) | |
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Part B: Nursing Care of Clients Requiring Continuous Bladder Irrigation (CBI) and Open Intermittent Catheter Irrigation

Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss the indications and purposes of urinary bladder and catheter irrigation.2. Describe the indications for closed continuous (CBI) vs. open catheter (Intermittent) irrigation3. List the equipment needed to perform closed continuous and open intermittent irrigation.4. Describe the nursing assessments related to catheter irrigation.5. State the expected outcomes following completion of the procedure6. List the steps required for performing closed continuous bladder irrigation.7. List the steps required for performing open intermittent catheter irrigation.8. Describe nursing considerations related to the prevention of infection when performing catheter irrigation.	<p>Review readings/handouts/videos related to CBI and open intermittent catheter irrigation.</p> <p>Demonstration and practice setting up a CBI and performing open intermittent catheter irrigation.</p> <p>Critical thinking exercise and small group discussion: bladder irrigation.</p>

**Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter**

**Competency Assessment/Validation:
Insertion of an Indwelling Urinary Catheter for a Female Client**

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary slightly in accordance with equipment or facility protocol)</i>	S/U
Part I: Preparation for Catheterization	
1. Check M.D. order	
2. Gather equipment for catheterization <ul style="list-style-type: none"> a. Correct catheterization kit (Straight or Foley) and correct catheter size b. Extra pair of sterile gloves, extra sterile catheter or kit of correct size and type c. Bath blanket and linen protector 	
3. Identify patient and explain procedure	
4. Wash hands	
5. Provide privacy	
6. Raise height of bed	
7. Position patient in dorsal recumbent position with knees flexed	
8. Drape patient with bath blanket	
9. Cleanse perineum prn and identify anatomical landmarks	
Part II: Getting the Field Ready	
1. Open catheter kit	
2. Place outer plastic wrap at end of bed for waste disposal	
3. Place catheter set on bed between patient's legs	
4. Open outer wrap using principles of sterile technique	
5. Using sterile technique place sterile drape, plastic side down, under buttocks	
6. Don sterile gloves	
7. Place fenestrated drape over perineum maintaining sterility	
8. Organize equipment in order of use <ul style="list-style-type: none"> a. Place cotton balls/swabs, antiseptic solution, and lubricant closest to patient b. Pour antiseptic over cotton balls or open packet with swabs c. Test catheter balloon for leaks (unless manufacturer does not recommend) d. Pull back fluid to deflate balloon but leave syringe attached to lumen e. Squirt lubricant onto tray f. Lubricate tip of catheter 2 inches 	
Part III: Inserting Catheter	
1. Separate the labia minora with your non-dominant hand to expose urethral meatus	
2. Cleanse meatus, using downward strokes (front to back) <ul style="list-style-type: none"> a. Far labial fold first b. Near labial fold next c. Over center of meatus last 	
3. Pick up catheter (3in. from tip) with dominant hand	
4. Ask patient to bear down gently as if to void	
5. Insert catheter 2-3 in. or until urine flows: when urine is seen, advance 1-2 in.	
6. Release labia and hold catheter in place with non-dominant hand	
7. Inflate balloon with recommended amount of sterile water and tug gently	
8. Allow bladder to empty	

9. Attach end of catheter to end of tubing on urinary drainage device if not pre-attached	
10. Remove gloves and wash hands	
11. Follow hospital protocol regarding securing catheter to leg (use clean gloves)	
Part IV: Patient Assessment and Documentation	
1. Assess color, clarity, odor, and amount of urine obtained	
2. Cleanse patient's perineum (insure that patient is clean and dry)	
3. Remove drapes	
4. Perform Documentation per facility protocol	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Intravenous Piggy Back Administration (IVPB) (2 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients requiring Intravenous Administration Medication	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none">1. Discuss the indications and methods of administration for IV piggy back (IVPB) medications.2. Demonstrate safe and competent practice during IV piggyback medication administration<ol style="list-style-type: none">a. Assessment of client allergiesb. Calculation of correct dosec. Verification of medication compatibilityd. Maintenance of aseptic technique during preparation and administration of IV medicationse. Accurate reconstitution of IVPB medicationf. Regulation of infusion at prescribed rateg. Assessment of client response to IVPB medication3. Relate potential complications associated with IVPB medication administration.4. Demonstrate correct technique for saline lock med/intermittent infusion device administration (i.e. S-A-S)	<p>Review of handouts/readings/videos related to IV piggyback medication administration.</p> <p>Demonstration and practice of preparing IV medication for administration via piggyback and saline lock/intermittent infusion device.</p> <p>Small group work-return demonstration (calculate dose, mix medication in mini bag, calculate infusion rate, back prime secondary line) utilizing laboratory equipment</p> <p>Practice IV medication reconstitution and calculation of piggyback drip rates.</p> <p>Critical Thinking Exercise with small group discussion Case study: client scenarios</p> <p>Review IVPB Validation Performance checklist</p>
<ol style="list-style-type: none">5. Discuss principles related to the administration of Intravenous medication/additives via a primary solution (i.e. Potassium, multivitamins)	<p>Demonstration and practice of adding medication to primary IV solution.</p>
<ol style="list-style-type: none">6. Demonstrate the procedure for administering IV medication utilizing an infusion pump	<p>Small group work-return demonstration utilizing laboratory equipment</p>

**Competency Assessment/Validation:
Administration of Piggyback Medication via Secondary Line (IVPB)**

Student: _____ Date: _____

Psychomotor Skill <i>(Note: specific skills may vary in accordance with equipment or facility protocol)</i>	S/U
1. Washes hands	
2. Obtains ordered medication and does three checks against M.D. order on MAR	
3. Verbalizes checking compatibility of medication with primary solution/additives	
4. Gathers appropriate equipment <ul style="list-style-type: none"> a. Verbalizes selection of correct IVPB solution / volume. b. Inspects solution for clarity, color, expiration date. c. Selects appropriate tubing and dates tubing per facility protocol d. Selects appropriate diluent for the medication 	
5. Reconstitutes medication and draws up accurate dose	
6. Injects medication into IV solution, using aseptic technique	
7. Clamps secondary tubing and spikes IVPB bag	
8. Labels bag per facility protocol (i.e. name of medication, dose, client name, room#, date, time, signature)	
9. Calculates drip rate precisely	
10. Properly identifies client and explains procedure	
11. Washes hands and gathers gloves	
12. Dons gloves and assesses IV site for: <ul style="list-style-type: none"> a. changes in temperature b. edema c. leakage d. color (pallor, redness) e. pain or tenderness 	
13. Cleanses upper Y-port on primary tubing with alcohol wipe and attaches secondary set	
14. Purges air from secondary tubing by back priming (i.e. lowers IVPB below level of Primary bag)	
15. Closes roller clamp on secondary tubing and hangs IVPB bag on pole	
16. Lowers primary bag on hanger	
17. Opens secondary tubing clamp completely	
18. Sets rate using primary line clamp, adjusted to within 5 gtts of correct rate	
19. Rechecks site to verify no infiltration, pain, leakage	
20. Verbalizes need to recheck site and rate again in 5-10 min	
21. Maintains principles of asepsis throughout procedure	
22. Documents per facility policy	

Lab Referral _____ Comments: _____

Dates Remediated/Comments: _____

Validating Instructor _____ Date: _____

NUR*102: Family Health Nursing

On Campus Clinical Laboratory: Administration of Blood/Blood Product Transfusions (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients requiring Blood/Blood Products Transfusion/Administration	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
<ol style="list-style-type: none">1. Relate the indications and therapeutic purposes for transfusion therapy.2. Discuss the advantages of autologous transfusions.3. Describe blood typing systems and their use in determining compatibility of blood components.4. Describe the principles of safe transfusion administration.5. Demonstrate safe and competent practice when monitoring transfusions:<ol style="list-style-type: none">a. Client assessment pre-transfusionb. Pre-administration protocolc. Client identificationd. Client monitoringe. Documentation6. Compare and contrast the different types of transfusion reactions.7. Discuss the prevention and nursing management of transfusion reactions.	<p>Lecture/Discussion</p> <p>Review of handouts/readings/videos related to blood transfusion.</p> <p>Review of equipment related to blood transfusion.</p> <p>Faculty demonstration of preparing PRBC's for administration.</p> <p>Practice calculating drip rates to ensure timely administration of transfusion.</p> <p>Practice monitoring of blood transfusion.</p> <p>Critical Thinking Exercise/Case Studies/ small group discussion related to the key factors in blood/blood products administration</p>

NUR*102: Family Health Nursing
On Campus Clinical Laboratory: Surgical Assessment (1.5 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of the Surgical Client	
Learning Objectives	Suggested Learning Activities
<p>Upon completion of the Learning Laboratory the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the <i>initial</i> nursing assessment of the client received from the Post Anesthesia Care Unit (PACU) such as: <ol style="list-style-type: none"> a. Airway assessment and positioning for maximal air exchange. b. Circulatory Assessment (vital signs, physical assessment) c. Level of Consciousness/ sedation d. Assessment of Comfort/ Pain Management 2. Identify the components of a generalized post-op client nursing assessment 3. Demonstrate preparation of the bedside unit for the client returning from surgery. 4. Discuss the rationale and teaching considerations for post-operative clients such as: <ol style="list-style-type: none"> a. Incentive Spirometry (IS) b. Leg Exercises/Intermittent Compression Devices (i.e. Venodynes) c. Pain Management d. Early mobility 5. Describe special considerations for the surgical dressing change 6. Discuss nursing interventions that promote resumption of client's baseline function and prevent post-op complications. 	<p>Review of readings/handouts/videos related to post-operative nursing assessment and care.</p> <p>Return demonstration of securing airway</p> <p>Practice utilizing devices for incentive spirometry and oxygen saturation.</p> <p>Role play instructing a client in post-op exercises.</p> <p>Case study/ critical thinking exercise with small group discussion.</p> <p>Develop a care plan for a post-op client.</p> <p>Case study-Small group discussion of post op day #2, development of atelectasis and decreasing oxygen saturation</p>

NUR*102: Family Health Nursing

On Campus Clinical Laboratory:

Nursing Care of Clients with Decompression Tubes; Enteral Tube Medication Administration (2 hours)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Part A: Nursing Care of Clients with Decompression Tubes	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
1. Differentiate between the various types of enteral tubes (i.e. PEG, NGT, jejunal, gastrostomy)	Review readings/handouts/videos on NG tube for decompression.
2. Describe the different types of tubes used for gastric decompression.	Student practice: setting up for NGT insertion.
3. State the purposes of a Nasogastric (NG) tube.	Faculty demonstration and student practice: 1. verifying tube placement 2. anchoring tube 3. irrigating tube 4. attaching tube to suction 5. measuring tube output
4. Discuss the procedure for insertion of an NG tube.	
5. Discuss expected outcomes following completion of the procedure.	Critical thinking exercise/case study: client with an NG tube (NGT)
6. Describe the evidence based procedure for verifying placement of an NG tube	
7. Describe nursing management of the client with an NG tube to include a. the use of suction, b. NG Tube irrigation, c. evaluating NG tube output d. NG tube removal	

Part B: Enteral Tube Medication Administration

Learning Objectives

Upon completion of the Learning Laboratory the student will be able to:

Suggested Learning Activities

1. Describe nursing assessments related to medication administration via enteral tubes
2. Demonstrate techniques for assessing placement of enteral tubes prior to medication administration
3. List the steps of the procedure for administration of medications via an enteral tube.
4. Discuss nursing considerations related to administration of medications via enteral tubes such as:
 - a. Medications contraindicated for enteral administration
 - b. Contraindications to crushing of certain medications
 - c. Implications for medication incompatibilities such as:
 - i. Clamping between medications
5. Discuss measures to prevent complications when administering medications via an enteral tube such as:
 - a. Dislodging of tube
 - b. Clogging of tube
6. State expected client outcomes following completion of medication administration via an enteral tube

Review of readings/handouts/videos for medication administration via enteral tubes

Faculty demonstration and student practice of procedure.

Critical thinking exercise/ case study with small group discussion.

Review of validation performance checklist for medication administration via enteral tubes.

**Competency Assessment/Validation:
Medication Administration via an Enteral Tube**

Student: _____ Date: _____

Psychomotor Skill (Note: specific skills may vary in accordance with equipment or facility protocol)	S/U
1. Gathers supplies (60 ml catheter tip syringe)	
2. Prepares medication per procedure using MAR, 6 Rights, Checks 2 forms of identity	
3. Obtains liquid form or crushes meds a. Verbalizes verification that medication is crushable	
4. Dilutes crushed medication with 30 ml water	
5. Assess that tube is securely taped or fastened	
6. Places towel under work area	
7. Places patient in high fowler's position	
8. Dons clean gloves	
9. Disconnects tube from feeding or suction or removes plug a. Holds tube up above level of stomach b. Pinches tube to prevent backflow and leaking	
10. Confirms tube placement: checks markings, checks aspirate color and pH a. Draw up 30 ml of air into 60 ml syringe b. Attach to end of feeding tube c. Flush tube with 30 ml of air before attempts to aspirate fluid d. Draw back on syringe slowly-obtaining 5-10 ml of gastric aspirate e. Gently mix aspirate in syringe f. Measure pH-dipping the pH strip into fluid or by applying few drops of fluid to the strip-comparing with the color on the chart provided by manufacturer i. Gastric contents < 4, tube feeding pH usually 5 or greater, ph of pleural fluid from the tracheobronchial tree is generally > 6	
11. Verbalizes how to aspirate for residual if feeding a. Return aspirated contents unless excessive amount (usually > 100cc)	
12. Flushes with 30 ml of warm water	
13. Removes plunger of syringe a. Pinches/kinks gastric tube b. Places end of syringe into gastric tube	
14. Administers meds by gravity, pours each med separately, flushes with 10 ml H ₂ O between each med	
15. After last medication flushes with 30-60 ml H ₂ O	
16. Pinches gastric tube, removes syringe and inserts clamp or connects to tube feeding. Do not reconnect to suction for 60 minutes	
17. Positions client with HOB elevated 30-45 degrees for 1 hour	

NUR*102: Family Health Nursing

On Campus Clinical Laboratory:

Pain Management: Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA) (1 hour)

***Note to students: assigned readings and videos to be completed prior to laboratory attendance**

Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA)	
Learning Objectives	Suggested Learning Activities
Upon completion of the Learning Laboratory the student will be able to:	
1. Describe patient controlled analgesia and the different modalities used to provide it.	Review of readings/handouts/videos related to care of the client receiving PCA/epidural pain management.
2. Discuss the evidence to support the advantages of PCA and epidural analgesia (evidenced based practice)	Review of readings/handouts/videos related to epidural catheter management
3. Identify clients who would be candidates for PCA/epidural pain management.	Review of equipment used in providing PCA and epidural pain management.
4. State the agents (i.e. opioids) commonly used for PCA and epidural pain management.	Discuss nursing implications related to client teaching and safety with PCA and epidural.
5. Discuss concerns / safety issues related to PCA / epidural use.	Case study/ critical thinking exercise and small group discussion related to the care of clients receiving PCA/epidural pain management.
6. Discuss principles and safety features of PCA / epidural pump operation.	

<p>7. Describe the process for client activation of PCA devices</p> <p>8. Describe safe and competent nursing care of the client receiving PCA/ epidural analgesia</p> <p>a. Design a nursing care plan for the client receiving PCA/ epidural analgesia to include but not be limited to:</p> <ul style="list-style-type: none">i. nursing assessments to monitor client response to PCA/epidural analgesiaii. nursing assessments to monitor the safety of the client receiving PCA/ epidural analgesiaiii. nursing interventions for the client receiving PCA/ epidural analgesia	
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