

**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\*101: INTRODUCTION TO NURSING PRACTICE**

**COURSE OVERVIEW**

Spring 2018

**Course Title**

Nursing Care of Individuals & Families 1

**Number and Section**

NUR 101

**CRN**

1107

**Course Type**

Lecture, Lab, Clinical

**Faculty**

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Monday, 7 pm – 8 pm JHSC 210  
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**Clinical/Lab Faculty**

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**Course Prerequisites**

BIO 211: Anatomy & Physiology I; BIO 212: Anatomy & Physiology II;  
ENG 101: English Composition

**Course Corequisites**

BIO 235: Microbiology; PSY 111: General Psychology

**Course Components**

Credits: 8 credits  
Classroom: 60 hours

Lab/Clinical: 180 hours

### **Course Schedule**

#### **Class**

Joyner Health and Science Center Rm #210  
Monday, 3:00-7:00 PM

#### **Clinical**

McLean, Thursday, 3:00 – 9:00 pm  
Geer, Thursday, 3:00 - 9:00 pm  
Noble Horizons, Thursday, 6:45am – 12:45pm  
Valerie Manor, Saturday, 3:00 -9:00 pm  
(see Blackboard for your assigned clinical group)

#### **Lab**

ASB 117/118  
Tuesday, 1:00 pm - 7:00 pm  
Wednesday, 9:00am - 3:00 pm  
(see Blackboard for your assigned lab group)

#### **Clinical Sites**

McLean  
75 Great Pond Road, Simsbury, CT  
(860) 658-3700  
[www.mcleancare.org](http://www.mcleancare.org)

Geer Nursing and Rehabilitation Center  
99 South Canaan Road  
Canaan, CT 06018  
(860) 824-5137  
[www.geercares.com](http://www.geercares.com)

Noble Horizons  
17 Cobble Road  
Salisbury, CT 06068  
(860) 435-9851  
[www.noblehorizons.org](http://www.noblehorizons.org)

Valerie Manor  
1360 Tarringford Street, Torrington, CT 06790  
(860) 489-1008  
[www.athenanh.com/CT\\_Valerie\\_Manor.aspx](http://www.athenanh.com/CT_Valerie_Manor.aspx)

### **Text/Course Materials Required**

Ackley, B.J., Ladwig, G.B. & Makic, M.B. (2017). Nursing Diagnosis Handbook: A Guide to Planning Care (11th ed.). St. Louis: Mosby. ISBN: 9780323322249

Curren, A.M. & Witt, M.H. (2014). Math for Meds: Dosages and Solutions (11<sup>th</sup> ed.). San Diego: W.I. Publications. ISBN: 9781111540913

Jarvis, C. (2016). *Physical Examination and Health Assessment* (7th ed.). St. Louis: W.B. Saunders. ISBN: 9781455728107

Jarvis, C. (2016). *Physical Examination and Health Assessment Laboratory Manual* (7th ed.). St. Louis: W.B. Saunders. ISBN: 9780323265416

Perry, A.G. & Potter, P.A. (2018). *Clinical Nursing Skills & Techniques* (9th ed.). St. Louis: Mosby. ISBN: 9780323400695

Potter, P. A. & Perry, A. G. (2017). *Fundamentals of Nursing* (9th ed.). St. Louis: Mosby. ISBN: 9780323327404

In addition: A **Lab Kit** must be purchased through NCCC Bookstore for approximately \$100.

### **Recommended Books:**

Nugent, P.M. & Vitale, B.A. (2015). *Test Success: Test Taking Techniques for Beginning Nursing Students* (7th ed). Philadelphia: F.A. Davis Company. ISBN: 9780803644182

Vallerand, A.H., Sanoski, C.A., & Hopfer Deglin, J. (2015) *Davis's Drug Guide for Nurses* (15th ed). Philadelphia, PA. ISBN: 9780803657052

### **Course Description**

The student will focus on concepts basic to nursing practice. Emphasis is placed on application of the nursing process, communication, and skill acquisition. Clinical and laboratory experiences offer opportunities to integrate theoretical principles and demonstrate caring and competence in beginning professional role development.

### **Course Objectives**

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

1. Identify principles of holism in providing basic nursing care to selected individuals.
2. Utilize the nursing process in planning care for individuals with basic health care needs.
3. Demonstrate safe use of scientific and quantitative principles and technology in providing basic nursing care to individuals.
4. Use basic communication in nurse-client interactions.
5. Identify learning needs for assigned individuals.
6. Utilize therapeutic interventions that consider the unique rights of individuals.
7. Identify the roles of various members of the health care team.
8. Demonstrate basic legal and ethical practice standards when providing care to selected individuals.
9. Exhibit growth in personal and professional roles in nursing.

### **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
- 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
- Participation and Assignments

**Grading Policy**

Semester grade will be determined as follows:

There will be five unit exams. Each unit exam has an equal weight. **The five unit exams collectively account for 75% of the grade for the course.** For unit exam dates see course calendar. Any student who receives below 74% and/or incorrectly answers both dosage calculation questions on a unit exam will be given a Performance Improvement Plan (PIP). The student will be required to meet with a full-time faculty member within the following week for remediation, complete a Student Strategies for Success form, and devise a plan to improve their grade on the next scheduled exam.

**The final exam will be cumulative and accounts for 20% of the course grade.** For final exam date see course calendar.

**ATI Fundamentals Test with remediation will account for 2.5% of the grade for the course and is due April 6<sup>th</sup> by 11:59pm.**

**Participation will be 2.5% of the grade for the course.** In addition to attendance in class/lab, participation includes pre-class and/or pre-lab assignments as scheduled. These assignments will be graded. If assignments are not completed prior to class/lab, the student will not be able to participate in class/lab until assignments are completed. **ATI Nurse Logic (Beginner) is included in this portion of the participation grade and is due March 16<sup>th</sup> at 11:59pm.**

Standardized Curricular Testing (ATI): See course calendar. This testing 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.**

**Skills Validation**

Students are required to successfully demonstrate multiple nursing skills in the Nursing Labs. Sheets outlining the expectations for passing the skill validations will be provided in Lab prior to skill validation. All skill validations must be completed prior to partaking in the skill in

the clinical setting. Students are required to successfully demonstrate nursing skills in the nursing lab for each of the courses with a clinical component. Students are required to come prepared with any equipment required to perform the skill(s). Students who are unsatisfactory in a skill validation will be given a lab referral, are required to remediate with the nursing laboratory instructor, and retest on the skill(s) within one (1) week of the unsuccessful validation. Students are given two opportunities to re-test on any one skill and demonstrate safe practice. In the event that the student does not pass the second skill validation test, the student will be placed on a Performance Improvement Plan (PIP). The student will remediate with the nursing laboratory instructor. The third (3) skill validation will be evaluated by a full-time faculty within one (1) week. A student who is unable to demonstrate safe practice on the third attempt 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. The student will be given the option to withdraw from the nursing course. If the student opts not to withdraw, receipt of “unsatisfactory” in clinical and an overall course grade of “F” will be given resulting in dismissal from the nursing program. Unsatisfactory in clinical results in removal from the course and inability to apply for re-admission to the Connecticut Community College Nursing Program.

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 as well as a Case Presentation assignment. 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 85%.

**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.

A student who fails the 1<sup>st</sup> dosage calculation examination must participate in remediation before taking the next examination.

A student who fails the 2<sup>nd</sup> attempt must again participate in remediation before taking the exam for the 3<sup>rd</sup> and final time.

A student who fails the 3<sup>rd</sup> examination will be withdrawn from the nursing course and dismissed from the nursing program.

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 Bb 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 Daneen Huddart, Disabilities Counselor. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [dhuddart@nwcc.edu](mailto:dhuddart@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](http://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.

**Course Withdrawal:** If you are thinking about withdrawing from this class, ***SPEAK TO YOUR INSTRUCTOR*** first. Your instructor will be able to give you an idea of how you are doing overall and may be able to offer you suggestions for improvement and explain other options available. BEFORE you withdraw, consider the following:

- Withdrawing from a class can have an impact not only on your current funding (e.g. Financial Aid, Veteran’s benefits or Scholarships, etc.) but may also impact your FUTURE funding
- Withdrawing from a class will make you ineligible for Dean’s List Honors for that semester

- Too many W's on your transcript can impact your ability to transfer to a four-year institution, acceptance into a particular degree program and/or acceptance into graduate school

**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
Sarah Bement, Ph.D.	860-738-6382	Founders Hall Annex Room 214
	860-496-3138 (VP)	
Susan Berg	860-738-6342	Green Woods Hall Room 223
Michele Better	860-738-6305	Founders Hall Annex Room 308
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Joyner Health Science Center Room 205
Robin Orlomoski	860-738-6416	Business Office Room 201
Michelle Roberson	860-738-6451	Founders Hall Annex Room 315
David Ferreira, Ex-Officio	860-738-6319	Founders Hall Room 103

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 Contemporary Nursing Practice
- 2 Health Protection and Safety
- 3 Vital Signs
- 4 Sensory Alteration
- 5 Critical Thinking and the Nursing Process
- 6 Therapeutic and Professional Communication
- 7 Stress and Coping
- 8 Oxygenation
- 9 Activity and Exercise
- 10 Sleep, Comfort, and Pain
- 11 Documentation and Reporting
- 12 Safe and Competent Medication Administration
- 13 Fluid and Electrolyte Balance
- 14 Nutrition
- 15 Urinary Elimination
- 16 Bowel Elimination
- 17 Skin Integrity and Wound Care
- 18 Blood Glucose and Glycemic Control
- 19 Holism, Caring, and Cultural Diversity in Nursing
- 20 Spirituality
- 21 Teaching and Learning
- 22 Legal and Ethical Principles
- 23 Introduction to Mental Illness
- 24 Sexuality
- 25 Discharge Planning

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hrs	<p><b><u>Unit 1:</u></b> <b><u>Contemporary Nursing Practice</u></b></p> <p>Discuss various definition of nursing</p> <p>Explain the use of critical thinking related to the nursing process.</p> <p>Discuss historical leaders in nursing</p> <p>Discuss educational preparation for professional nursing</p> <p>Discuss the role that caring plays in building a nurse client relationship</p> <p>Discuss contemporary roles of the registered nurse</p> <p>Describe the philosophy of the nursing program.</p> <p>Identify the core values of the nursing program</p>	<p>A. Introduction to Nursing</p> <ol style="list-style-type: none"> <li>1. Definition of nursing</li> <li>2. Historical perspectives</li> <li>3. Societal influences on nursing</li> <li>4. Professionalism and nursing</li> <li>5. Nursing roles</li> </ol> <p>B. Nursing Education</p> <p>C. Nursing Practice</p> <ol style="list-style-type: none"> <li>1. Nurse Practice Acts</li> <li>2. Practice Settings</li> <li>3. ANA Code of Ethics</li> </ol> <p>D. Trends in Nursing</p> <p>E. Connecticut Community Colleges Nursing Program (CT-CCNP) Philosophy and Core Values</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap. 1, 2, &amp; 5</b></p> <p>Student Handbook</p> <ol style="list-style-type: none"> <li>A. CT Nurse Practice Act</li> <li>B. Program Philosophy</li> </ol> <p>Students develop own definition of nursing and compare in class</p> <p>Companion Web Site</p> <p>Case Study: Evolution of Nursing</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>None</b></p>	Exam

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
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<p><b>3 hours</b></p>	<p><b><u>Unit 2: Health Protection and Safety</u></b></p> <p>Utilize the chain of infection to discuss client risk factors</p> <p>Describe assessment data with inflammatory response vs. infectious response</p> <p>Discuss interventions to prevent the transmission of pathogens</p> <p>Compare medical and surgical asepsis</p> <p>Demonstrate use of personal protective equipment in contact, droplet, and airborne isolation</p> <p>Discuss rationale for standard precautions</p> <p>Demonstrate correct technique for hand hygiene</p> <p>Demonstrate correct application and removal of clean gloves</p> <p>Identify the role of the Center for Disease Control in</p>	<p>A. Infection</p> <ol style="list-style-type: none"> <li>1. Normal body defenses</li> <li>2. Risk factors for infection</li> <li>3. Chain of infection</li> <li>4. Immunity             <ol style="list-style-type: none"> <li>a. active</li> <li>b. passive</li> </ol> </li> <li>5. Use of the Nursing Process in infection control</li> </ol> <p>B. Safety</p> <ol style="list-style-type: none"> <li>1. Factors that affect safety             <ol style="list-style-type: none"> <li>a. developmental</li> <li>b. individual</li> </ol> </li> <li>2. Public safety and bioterrorism</li> <li>3. Nursing Process and safety</li> <li>4. Promoting safety in health care             <ol style="list-style-type: none"> <li>a. Falls</li> <li>b. Burns and Fire safety</li> <li>c. Bed and chair monitoring devices</li> <li>d. Prevention of poisoning</li> <li>e. Reducing electrical hazards</li> <li>f. Restraints</li> </ol> </li> </ol> <p>C. Hygiene and the Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment             <ol style="list-style-type: none"> <li>a. cultural and social practices</li> <li>b. developmental needs</li> <li>c. assessment of skin, hair, nails, oral mucous membranes and teeth</li> </ol> </li> <li>2. Analysis/Diagnosis</li> <li>3. Planning</li> <li>4. Implementation             <ol style="list-style-type: none"> <li>a. bathing a client</li> <li>b. perineal care</li> <li>c. nail and foot care</li> <li>d. oral hygiene</li> <li>e. shaving and hair care</li> <li>f. care of contact lenses, eyeglasses, and hearing aids</li> <li>g. client environment</li> </ol> </li> <li>5. Evaluation</li> </ol>	<p><u>Classroom</u></p> <p><b>None</b></p> <p>Use the Center of Disease Control website to access guidelines for infection control.</p> <p>Use the Center of Disease Control website to access and research nosocomial infections and discuss in class.</p> <p>Complete the CT Hospital Association Student Orientation Curriculum Guide and posttest</p> <p>Complete a home risk assessment on an elder in the community and discuss in class.</p> <p>Research a cultural or age related aspect of hygiene and report in class.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b>  <b>Fundamentals: Chaps 27, 29, &amp; 40</b>  <b>Clinical Skills: Chaps 9, 13, 18, 19, 34, &amp; 35</b>  <b>(see Blackboard for specific Lab information)</b></p> <p><b>Orientation to the Skills Laboratory</b></p> <p>Hygiene: Complete care of a client with: Partial Bath, Complete Bath, Oral Care, Denture, Perineal Care (male, female)</p> <p>Standard Precautions</p> <ol style="list-style-type: none"> <li>1. Handwashing using ultra violet light</li> </ol>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>infection management and environmental safety</p> <p>Discuss the nurse's role in early identification of data that might suggest epidemic or bioterrorism activity</p> <p>Discuss risks to safety based on developmental stage, lifestyle, and pathophysiology</p> <p>Discuss interventions to reduce physical hazards in the health care, home, and community environments</p>	<p>D. Bed making</p> <ol style="list-style-type: none"> <li>1. occupied</li> <li>2. unoccupied</li> <li>3. surgical</li> </ol>	<p>2. Donning and removing clean gloves</p> <p>Isolation</p> <p>Case Study: Medical vs Surgical Asepsis</p> <p>Case Study: Patient at risk for infections vs client with an infection</p> <p>Discuss breaks in asepsis seen on the clinical unit.</p> <p>Restraints/Safety</p> <p>Review clinical facility fall risk assessment and complete a fall risk assessment on an assigned client.</p> <p>Complete a home risk assessment on an elder in the community.</p> <p>Practice and discuss the use of various alarm systems in the clinical setting (e.g. bed/chair alarms)</p>	

<p><b>3 hours</b></p>	<p><b><u>Unit 3: Vital signs</u></b></p> <p>Define vital signs</p> <p>Discuss risk factors, incidence, prevalence and significance of hypertension of hypertension</p> <p>Discuss the impact of hypertension on wellness</p> <p>Discuss the importance of early recognition and treatment of hypertension to wellness/health maintenance</p> <p>Discuss the basic goals of the treatment(s) for early stage hypertension</p> <p>Describe factors that affect vital signs and accurate measurement of them</p> <p>Identify peripheral pulse sites</p> <p>Identify variations in vital signs according to age</p> <p>Measure vital signs in an organized, accurate manner</p>	<p>A. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Definition of Vital Signs</li> <li>2. Factors Affecting Vital Signs</li> </ol> <p>B. Implementing Safe and Competent Care: Accurate Assessment of Vital Signs</p> <ol style="list-style-type: none"> <li>1. Temperature</li> <li>2. Pulse</li> <li>3. Respiration</li> <li>4. Blood Pressure</li> <li>5. Oxygen Saturation</li> </ol> <p>C. Nursing Process related to Hypertension</p> <ol style="list-style-type: none"> <li>1. Risk Factors</li> <li>2. Incidence</li> <li>3. Prevalence</li> <li>4. Significance/impact on health status/wellness</li> <li>5. Importance of early recognition and treatment</li> <li>6. Goals of Treatment (i.e. Drug Therapy, diet, life style modification): <ol style="list-style-type: none"> <li>a. Decreasing peripheral resistance</li> <li>b. Decreasing blood volume</li> <li>c. Altering the strength and/or rate of cardiac contraction</li> </ol> </li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>None</b></p> <p>Compare methods of measuring body temperature.</p> <p>Companion Web Site</p> <p>Case Study: Assessing Vital Signs</p> <p>Critical thinking/decision-making best measurement method for specific client temperature.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 30</b> <b>Physical Examination and Health Assessment: Chapters 10</b> <b>Clinical Skills: Chapters 5</b> <b>(see Blackboard for specific Lab information)</b></p> <p>Practice TPR and BP on peers</p> <p>Use simulator to find 9 pulse points.</p> <p>Assess oxygenation via pulse oximeter on peer.</p> <p>Service Learning: Blood pressure clinic with a teaching stethoscope</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour	<p><b><u>Unit 4: Sensory Alteration</u></b></p> <p>Describe factors influencing sensory function.</p> <p>Identify clinical symptoms of sensory overload or deprivation</p> <p>Describe the components when assessing a client's sensory function</p> <p>Develop a nursing plan of care for the client with impaired sensory function.</p>	<p>A. Alteration in sensory perception</p> <ol style="list-style-type: none"> <li>1. Deprivation</li> <li>2. Overload</li> <li>3. Deficits</li> </ol> <p>B. Holistic Factors influencing</p> <ol style="list-style-type: none"> <li>1. Developmental stages</li> <li>2. Culture</li> <li>3. Stress</li> <li>4. Health</li> </ol> <p>C. Nursing Process related to sensory alterations</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 49</b></p> <p>Companion Web Site</p> <p>Case Study: The Confused and Agitated Client</p> <p>Have the students blindfold or use ear plugs for several hours and have them describe their experiences to the class</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 49</b> <b>(see Blackboard for specific Lab information)</b></p> <p>Assess the effects of hospitalization on sensory perception (overload/deprivation) on an assigned client.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience</p> <p>Workbook (CLEW) / Reflections</p>

<p><b>4 hours</b></p>	<p><b><u>Unit 5: Critical Thinking and the Nursing Process</u></b></p> <p>Discuss the use of critical thinking in clinical practice</p> <p>Describe the relationship of critical thinking and problem solving to the nursing process</p> <p>Describe the components of the nursing process</p> <p>Identify the components of the assessment phase of the nursing process</p> <p>Differentiate between subjective and objective data</p> <p>Describe methods of data collection</p> <p>Identify Erik Erickson's stages of development as an approach to the psychosocial assessment of clients</p> <p>Describe the purposes of physical assessment</p>	<p>A. Critical thinking</p> <ol style="list-style-type: none"> <li>1. Problem-solving</li> <li>2. Clinical decision-making</li> <li>3. Nursing process overview</li> </ol> <p>B. Assessment</p> <ol style="list-style-type: none"> <li>1. Data collection</li> <li>2. Types of data</li> <li>3. Sources of data <ul style="list-style-type: none"> <li>• Psychosocial Assessment</li> <li>• Physical Assessment <ol style="list-style-type: none"> <li>a. Methods of Physical Assessment: <ol style="list-style-type: none"> <li>1. Inspection</li> <li>2. Palpation</li> <li>3. Percussion</li> <li>4. Auscultation</li> </ol> </li> <li>b. General Survey</li> <li>c. Head-to-toe Assessment <ol style="list-style-type: none"> <li>1. Health History</li> <li>2. Orientation/Neurological</li> <li>3. Respiratory</li> <li>4. Abdominal/ GI</li> <li>5. Musculoskeletal</li> <li>6. Peripheral vascular</li> </ol> </li> </ol> </li> </ul> </li> <li>4. Methods of data collection</li> <li>5. Organization of data</li> </ol> <p>C. Diagnosis</p> <ol style="list-style-type: none"> <li>1. Analysis of data</li> <li>2. Use of defining characteristics</li> <li>3. Types of nursing diagnosis</li> <li>4. NANDA nursing diagnosis</li> <li>5. Three-part diagnostic statement-actual nursing diagnosis</li> <li>6. Two-part diagnostic statement-risk for diagnosis</li> </ol> <p>D. Planning</p> <ol style="list-style-type: none"> <li>1. Types of care plans <ol style="list-style-type: none"> <li>a. Collaborative care plans/Clinical Pathways</li> <li>b. Standardized care plans</li> <li>c. Individualized care plans</li> </ol> </li> </ol>	<p><u>Classroom</u>  <b>Assigned Readings:</b>  <b>Fundamentals: Chaps 15 - 21</b>  <b>Ackley: Sections 1 &amp; 2 (Review)</b></p> <p>Using classroom examples identify subjective vs. objective data.</p> <p>Using classroom examples identify correctly written goals.</p> <p>Provide physical examination documents. Have the student identify normal and deviations from normal.</p> <p>Discuss the different findings expected when assessing the skin of clients from different ethnic backgrounds.</p> <p>Compare school framework for data collection to hospital forms.</p> <p><u>Nursing Skills Lab/Clinical</u>  <b>Assigned Readings:</b></p> <p><b>Lab #4</b>  <b>Culture &amp; General Assessment</b></p> <p><b>Fundamentals: Chaps 9, 15, &amp; 31 (pgs. 533 – 544, stop at Skin/Hair /Nails)</b>  <b>Physical Examination and Health Assessment: Chap 2, 3, 4, &amp; 5</b>  <b>Clinical Skills: Chap 6 (pg. 105-120, stop at Head/Neck)</b>  <b>(see Blackboard for specific Lab information)</b></p> <p><b>*Cultural assessment readings to be posted*</b></p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p>Identify techniques used for physical assessment</p> <p>Identify expected outcomes of physical assessment</p> <p>Discuss variations in techniques and findings of physical assessment based on age</p> <p>Compare frameworks for data organization</p> <p>Discuss the process of data analysis and selection of a nursing diagnosis</p> <p>Identify the components of a diagnostic statement</p> <p>List advantages and disadvantages of a taxonomy of nursing diagnoses</p> <p>Describe the use of defining characteristics and etiology in individualizing a nursing diagnosis</p> <p>Differentiate between a nursing diagnosis and a medical diagnosis</p>		<ol style="list-style-type: none"> <li>2. Priority setting</li> <li>3. Writing goals and expected outcome <ol style="list-style-type: none"> <li>a. Short-term vs. long-term goals</li> </ol> </li> <li>4. Types of nursing interventions</li> <li>5. Individualizing nursing interventions</li> </ol> <p>E. Implementation</p> <ol style="list-style-type: none"> <li>1. Skills needed for implementation</li> </ol> <p>F. Evaluation</p> <ol style="list-style-type: none"> <li>1. Collecting data</li> <li>2. Comparing data with goals and outcomes</li> <li>3. Evaluating the quality of nursing care <ol style="list-style-type: none"> <li>a. Quality Assurance (QA)</li> <li>b. Quality Improvement (QI)</li> <li>c. Nursing audit</li> </ol> </li> </ol>	<p><b><u>Lab #5</u></b> <i>Skin, Musculoskeletal, and Activity and Exercise</i></p> <p><b>Fundamentals: Chaps 28, 31 (pgs. 544-552 and 595-598), 39, &amp; 41</b> <b>Physical Examination and Health Assessment: Chaps 8, 9, &amp; 12</b> <b>Clinical Skills: Chaps 6, 11, 12, 23, 39, 40, 41, &amp; 42</b> (see Blackboard for specific Lab information)</p> <p><b><u>Lab #6</u></b> <i>Respiratory/Cardiovascular/Peripheral Vascular</i></p> <p><b>Fundamentals: Chaps 31 (pgs. 567-586) &amp; 41</b> <b>Physical Examination and Health Assessment: Chaps. 17, 18, 19, 20</b> <b>Clinical Skills: Chaps 6 (pgs. 125-142) &amp; 23</b> (see Blackboard for specific Lab information)</p> <p><b><u>Lab #7</u></b> <i>HEENT/Neurological/Abdominal</i></p> <p><b>Fundamentals: Chap 31 (pgs. 552–566, 586-589, &amp; 598-606)</b> <b>Physical Examination and Health Assessment: Chaps 13, 14, 15, 16, 21, &amp; 23</b> <b>Clinical Skills: Chap 6 (pgs 120-125, 143-149, &amp; 154-162)</b> (see Blackboard for specific Lab information)</p> <p>Complete a Health History and Physical Exam on an assigned client.</p>	
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<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
	<p>Identify the activities that take place in the planning phase of the nursing process</p> <p>Discuss the process of priority setting</p> <p>Describe the guidelines for writing goals</p> <p>Discuss the process of selecting nursing interventions</p> <p>Compare a concept map to a nursing care plan</p> <p>Discuss the skills necessary in implementing nursing interventions</p> <p>Describe the evaluation phase of the nursing process</p>		<p>Preparation of the Client for Physical Exam</p> <p>Case Study: Apply knowledge of culture, developmental stages</p> <p>Simon Scenario: Head to toe assessment and share data. Include normal and abnormal data.</p> <p>Develop a Nursing Care Plan based on Simon scenario.</p> <p>Develop a Nursing Care Plan on an assigned client</p> <p>Provide examples of goals/outcomes and client responses. Have the student assess if the goals have been met or partially met.</p>	

<p><b>3 hours</b></p>	<p><b><u>Unit 6: Therapeutic and Professional Communication</u></b></p> <p>Identify the elements of effective communication</p> <p>Identify the different forms of communication</p> <p>Explain the nursing focus in each of the four phases of communication</p> <p>Describe the importance of effective communication in the delivery of nursing care</p> <p>Identify behaviors and techniques that impact client/nurse communication</p> <p>Demonstrate communication techniques for healthcare professionals that enhance and promote client/nurse relationships and the delivery of holistic care</p> <p>Describe effective communication</p>	<p>A. Elements of effective communication</p> <ol style="list-style-type: none"> <li>1. Sender</li> <li>2. Receiver</li> <li>3. Message</li> <li>4. Feedback</li> </ol> <p>B. Phases of Communication</p> <ol style="list-style-type: none"> <li>1. Pre-interaction <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>2. Introductory <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>3. Working <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>4. Termination <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> </ol> <p>C. Characteristics of verbal communication</p> <ol style="list-style-type: none"> <li>1. Pace and Intonation</li> <li>2. Simplicity</li> <li>3. Clarity and brevity</li> <li>4. Timing and relevance</li> <li>5. Adaptability</li> <li>6. Credibility</li> <li>7. Humor</li> </ol> <p>D. Characteristics of nonverbal communication</p> <ol style="list-style-type: none"> <li>1. Reinforcement or contraction of verbal communication</li> <li>2. Personal Appearance</li> <li>3. Posture and Gait</li> <li>4. Facial Expression</li> <li>5. Gestures</li> </ol> <p>E. Factors influencing Communication</p> <ol style="list-style-type: none"> <li>1. Nature of relationship <ol style="list-style-type: none"> <li>a. Social vs. professional</li> </ol> </li> <li>2. Level of trust</li> </ol>	<p><u>Classroom:</u>  <b>Assigned Readings:</b>  <b>Fundamentals: Chap 24</b></p> <p>In small groups students will communicate non-verbally then discuss feelings.</p> <p>Discuss impact of language barriers and possible interventions.</p> <p><u>Nursing Skills Lab/Clinical</u>  <b>Assigned Readings:</b>  <b>None</b></p> <p>Case Study: Communication Barriers.</p> <p>Case Studies/use of Process Recording Form</p> <p>Develop a Process Recording of a nurse/client interaction</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p> <p>Clinical Process Recording(s)</p>
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<p>between healthcare professionals</p> <p>Identify nursing outcomes of effective and therapeutic communication</p> <p>Identify barriers to therapeutic communication</p> <p>Discuss the application of therapeutic communication techniques in each phase of the nursing process.</p> <p>Apply the nursing process to clients with specific barriers to effective communication</p>		<ol style="list-style-type: none"> <li>3. Power differentials</li> <li>4. Individual factors: Client       <ol style="list-style-type: none"> <li>1. Developmental/Lifespan           <ol style="list-style-type: none"> <li>i. Age/Stage</li> </ol> </li> <li>2. Socio-cultural           <ol style="list-style-type: none"> <li>i. Language</li> <li>ii. Customs</li> <li>iii. Level of education</li> <li>iv. Attitudes, beliefs, values</li> </ol> </li> <li>3. Mood and emotional/mental state</li> <li>4. Personality Characteristics</li> <li>5. Physical health factors</li> <li>6. Pain/Comfort</li> </ol> </li> <li>5. Client perceptions</li> <li>6. Environmental factors       <ol style="list-style-type: none"> <li>1. Noise</li> <li>2. Privacy</li> <li>3. Distractions</li> </ol> </li> </ol> <p>F. Communication techniques that demonstrate and accomplish therapeutic communication:</p> <ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Acceptance</li> <li>3. Respect</li> <li>4. Clarification</li> <li>5. Support and Comfort</li> <li>6. Delivery of information</li> <li>7. Diversion</li> <li>8. Assistance with problem solving</li> <li>9. Assertiveness</li> </ol> <p>G. Barriers to effective communication</p> <ol style="list-style-type: none"> <li>1. Specific client communication problems       <ol style="list-style-type: none"> <li>a. Aphasia           <ol style="list-style-type: none"> <li>i. Expressive</li> <li>ii. Receptive</li> </ol> </li> <li>b. Language Differenced</li> <li>c. Alterations in mental status           <ol style="list-style-type: none"> <li>i. Confusion</li> <li>ii. Unresponsiveness</li> </ol> </li> </ol> </li> </ol> <p>H. Communication as part of the phases of the nursing process</p> <ol style="list-style-type: none"> <li>1. Assessment</li> </ol>		
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WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>2. Analysis/Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ul> <p>I. Desired outcomes for communication between nurse and client/families</p> <ul style="list-style-type: none"> <li>1. Value of Process Recordings for growth in communication skills</li> </ul> <p>J. Process, Structure and Outcomes of communication among health care providers</p> <ul style="list-style-type: none"> <li>a. SBAR <ul style="list-style-type: none"> <li>i. Situation-</li> <li>ii. Background-</li> <li>iii. Assessment-</li> <li>iv. Recommendation</li> </ul> </li> </ul>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour	<p><b><u>Unit 7: Stress and Coping</u></b></p> <p>Discuss the concept of physiologic adaptation to stress.</p> <p>Discuss models of stress used to predict individual responses</p> <p>Compare the effects of short-term stress vs. long-term stress</p> <p>Describe the physiologic and psychological responses to stress</p>	<p>A. Stress and physiologic adaptation</p> <ol style="list-style-type: none"> <li>1. Mechanisms of adaptation</li> <li>2. Limitations of physiologic adaptation</li> </ol> <p>B. Theoretical Models of Stress</p> <ol style="list-style-type: none"> <li>1. Stimulus-based model</li> <li>2. Response-based model</li> <li>3. Adaptation model</li> <li>4. Transaction-based model</li> </ol> <p>C. Adaptation and response to stress</p> <ol style="list-style-type: none"> <li>1. Physiologic responses</li> <li>2. Psychological responses</li> <li>3. Responses based on developmental factors</li> <li>4. Responses based on cognitive level</li> <li>5. Responses based on emotional level</li> </ol> <p>The Nursing Process Related to Stress and Coping</p>	<p><u>Classroom</u>  <b>Assigned Reading:  Fundamentals: Chap 38</b></p> <p>Discuss sources of stress for the nursing student.</p> <p><u>Nursing Skills Lab/Clinical</u>  <b>Assigned Readings:  None</b></p> <p>Perform stress and coping assessment on assigned client.</p> <p>Identify appropriate nursing diagnosis for client experiencing stress.</p> <p>Students research stress-reducing techniques.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

<p><b>2 hours</b></p>	<p><b><u>Unit 8:</u></b> <b><u>Oxygenation</u></b></p> <p>Describe normal assessment data related to oxygenation</p> <p>Explain factors that alter respiratory and cardiac function</p> <p>Describe assessment findings in clients with altered cardiopulmonary function</p> <p>List appropriate nursing diagnoses for the client with cardiopulmonary dysfunction</p> <p>List nursing intervention that support respiratory and cardiac function</p> <p>Evaluate outcomes that define client progress in the promotion of cardiac and respiratory function</p>	<p>A. Factors that Affect Respiratory Function</p> <ol style="list-style-type: none"> <li>1. Alterations in respiratory function</li> <li>2. Developmental factors</li> <li>3. Lifestyle factors</li> </ol> <p>B. Assessment Data</p> <ol style="list-style-type: none"> <li>1. Physical exam</li> <li>2. Diagnostic data</li> </ol> <p>C. Nursing diagnoses and altered respiratory function</p> <p>D. Planning outcomes for a client with altered respiratory function</p> <p>E. Implementing Nursing Interventions</p> <p>F. Factors that Affect Cardiac Function</p> <ol style="list-style-type: none"> <li>1. Alterations in cardiac function</li> <li>2. Developmental factors</li> <li>3. Lifestyle factors</li> </ol> <p>G. Assessment Data</p> <ol style="list-style-type: none"> <li>1. Physical exam</li> <li>2. Diagnostic data</li> </ol> <p>H. Nursing diagnoses and altered cardiac function</p> <p>I. Planning outcomes for a client with altered cardiac function</p> <p>J. Implementing Nursing Interventions</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>None</b></p> <p>Research safety interventions for administration of oxygen in the hospital and at home.</p> <p>Assess cardiac risk factors in a peer/self-using the predictions developed by Framingham Heart Study.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chaps 41</b> <b>Review Fundamentals: Chap 30 and pgs. 567-575</b> <b>Clinical Skills: Chap 23</b> <b>(see Blackboard for specific Lab information)</b></p> <p>Examine oxygen administration equipment: flow meter, nasal cannula, simple oxygen masks, venting masks</p> <p>Assess oxygenation of an assigned client.</p> <p>Assess vital signs of an assigned client.</p> <p>Review an audiotape of normal and adventitious lung sounds.</p> <p>Videos: Showing various nursing interventions</p> <p>Measure and apply anti embolic stockings on a peer.</p> <p>Assess the apical heart rate using the simulator and an assigned client.</p>	<p>Exam</p> <p>Clinical performance Evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
			Assess blood pressure and pulse on an assigned client.	

<p><b>2 hrs</b></p>	<p><b><u>Unit 9: Activity and Exercise</u></b></p> <p>Discuss the benefits of exercise on physiological and psychological functioning</p> <p>Demonstrate the principles of body mechanics</p> <p>Describe/demonstrate active and passive range of motion exercises</p> <p>Describe/demonstrate safe practices when positioning, moving, lifting, and ambulating clients</p> <p>Discuss the causes and hazards of immobility on body systems</p> <p>List nursing interventions for an immobilized client</p>	<p>A. Normal Movement and Exercise</p> <p>B. Range-of-Motion Exercises</p> <ol style="list-style-type: none"> <li>1. Active ROM</li> <li>2. Passive ROM</li> </ol> <p>C. Holistic Factors Affecting Body Alignment and Activity</p> <ol style="list-style-type: none"> <li>1. Growth and development</li> <li>2. Nutrition</li> <li>3. Personal values and attitudes</li> <li>4. External factors</li> <li>5. Prescribed limitation</li> </ol> <p>D. Effects of Immobility</p> <ol style="list-style-type: none"> <li>1. Musculoskeletal system</li> <li>2. Cardiovascular system</li> <li>3. Respiratory system</li> <li>4. Metabolic system</li> <li>5. Urinary system</li> <li>6. Gastrointestinal system</li> <li>7. Integumentary system</li> <li>8. Psychoneurologic system</li> </ol> <p>E. Nursing Process and Activity</p> <ol style="list-style-type: none"> <li>1. Assessment data <ol style="list-style-type: none"> <li>1. alignment</li> <li>2. gait</li> <li>3. joint appearance and movement</li> <li>4. limitations and capabilities for movement</li> <li>5. muscle mass and strength</li> <li>6. activity tolerance</li> </ol> </li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation <ol style="list-style-type: none"> <li>a. body mechanics</li> <li>b. positioning clients</li> <li>c. moving and turning clients</li> <li>d. transferring clients</li> <li>e. ambulating clients</li> </ol> </li> <li>5. Evaluating</li> </ol>	<p><u>Classroom</u></p> <p><b>None</b></p> <p>Companion Website</p> <p>Case Study: Exercise for Seniors.</p> <p>Range of Motion charades: Students act out specific joint range of motion and other students identify.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b>  <b>Fundamentals: Chap 39</b>  <b>Clinical Skills: Chapters 11 &amp; 12</b>  <b>(see Blackboard for specific Lab information)</b></p> <p>Assess assigned clients for effects of immobility.</p> <p>Interview client with a mobility problem to include both physical and psychological effects.</p> <p>Observe a client working with a Physical Therapist in the clinical setting.</p> <p>Video or demonstrate the assessment of the musculoskeletal system.</p> <p>Case Study: Client with a mobility problem.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b></p>	<p><b><u>Unit 10: Sleep, Comfort and Pain</u></b></p> <p>Describe variations in sleep patterns across the lifespan</p> <p>Explain factors that affect sleep</p> <p>Describe common sleep disorders</p> <p>Discuss interventions to promote sleep</p> <p>Describe developmental and cultural factors that affect the pain experience</p> <p>Discuss guidelines for selecting and individualizing pain therapies</p> <p>Discuss use of non-pharmacologic pain therapies</p> <p>Discuss pharmacologic interventions for pain</p> <p>Compare and contrast barriers to pain relief as they relate to nurses and clients</p> <p>Differentiate tolerance,</p>	<p>A. Physiology and Functions of Sleep</p> <p>B. Developmental Sleep Patterns</p> <p>C. Factors Affecting Sleep</p> <p>D. Common Sleep Disorders</p> <p>E. Nursing Process and Sleep Disorders</p> <p>F. The Nature of Pain</p> <ol style="list-style-type: none"> <li>1. Types of pain</li> <li>2. Concepts associated with pain</li> </ol> <p>G. Physiology of Pain</p> <p>H. Factors Affecting the Pain Experience</p> <ol style="list-style-type: none"> <li>1. Cultural</li> <li>2. Developmental</li> <li>3. Pain history</li> </ol> <p>I. Applying the Nursing Process to Pain Control</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chaps 43 &amp; 44</b></p> <p>Video: Sleep and the Elderly</p> <p>Compare sleep patterns with various clients based on an actual assessment.</p> <p>Research role of sleep clinics and present in the classroom</p> <p>Video: Pain Management</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>None</b></p> <p>Assess changes of clients sleep pattern during hospitalization.</p> <p>Do a pain assessment on an assigned client?</p> <p>Develop interventions for Nursing Diagnosis of Acute Pain.</p> <p>Have students determine the differences in the defined characteristics for acute and chronic pain.</p> <p>In small group discuss how culture influences client's perception of pain</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
	dependence, and addiction			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<p><b><u>Unit 11: Documentation and Reporting</u></b></p> <p>Discuss the purpose of a health care record</p> <p>Compare and contrast different documentation methods</p> <p>Discuss documentation needs of various health care settings</p> <p>Discuss legal aspects of documentation</p> <p>Relate the nursing process to documentation on the client record</p> <p>Describe the guidelines for effective reporting</p>	<p>A. Purpose of a Client Record</p> <p>B. Documentation Systems</p> <ol style="list-style-type: none"> <li>1. Source-oriented record</li> <li>1. Problem-oriented record</li> <li>2. PIE</li> <li>3. Focus charting</li> <li>4. Charting by exception</li> <li>5. Computerized documentation</li> <li>6. Case management</li> </ol> <p>C. Legal Aspects of Documentation</p> <p>D. Nursing Documentation</p> <ol style="list-style-type: none"> <li>1. Acute Care</li> <li>2. Long-term Care</li> <li>3. Home care</li> </ol> <p>E. Guidelines for Documentation</p> <p>F. Communication Framework for Health Care</p> <ol style="list-style-type: none"> <li>1. SBAR</li> </ol> <p>G. Reporting</p> <ol style="list-style-type: none"> <li>1. Change of shift report</li> <li>2. Care plan conferences</li> <li>3. Nursing rounds</li> <li>4. Telephone reports</li> <li>5. Telephone orders</li> <li>6. Transfer reports</li> <li>7. Incident reports</li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Readings: Fundamentals: Chap 26</b></p> <p>Small group activity where the students utilize a case study to develop change of shift report.</p> <p>Database or client from clinical – student document data in multiple documentation systems.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings: None</b></p> <p>Examine client records for correct and incorrect documentation.</p> <p>Document correctly in a client record.</p> <p>Research legal aspects of documentation and confidentiality.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

<p><b>4 hours</b></p>	<p><b><u>Unit 12: Safe and Competent Practice Medication Administration</u></b></p> <p>Define selected terms related to the administration of medications.</p> <p>Describe the legal aspects of administering medications.</p> <p>Describe various routes of medication administration.</p> <p>Identify factors affecting medications actions.</p> <p>Review systems of measure in medication administration.</p> <p>State rights of medication administration.</p> <p>Identify implications associated with drug therapy in the older adult.</p> <p>Review various medication administration routes.</p>	<p>A. Providing safe, holistic, culturally competent nursing care.</p> <ol style="list-style-type: none"> <li>1. Pharmacology <ol style="list-style-type: none"> <li>a. Medicines</li> <li>b. Therapeutics</li> </ol> </li> <li>2. Classification of therapeutics</li> <li>3. Prescription and Over the Counter (OTC) drugs</li> <li>4. Drug Regulations and Standards <ol style="list-style-type: none"> <li>a. FDA Stages of Approval for therapeutic and biologic drugs</li> </ol> </li> </ol> <p>B. Classifications of Drugs</p> <ol style="list-style-type: none"> <li>1. Pharmacologic Therapeutic <ol style="list-style-type: none"> <li>a. Chemical</li> <li>b. Generic</li> <li>c. Trade names</li> </ol> </li> <li>2. Brand names vs. generic equivalents</li> <li>3. Controlled substances and drug schedules</li> </ol> <p>C. Pharmacokinetics</p> <ol style="list-style-type: none"> <li>1. Passage of drugs through plasma membranes <ol style="list-style-type: none"> <li>a. Absorption</li> <li>b. Distribution</li> <li>c. Metabolism</li> <li>d. Excretion</li> </ol> </li> <li>2. Plasma concentration and therapeutic response</li> <li>3. Half-life and duration of drug action</li> <li>4. Loading and maintenance doses</li> </ol> <p>D. Pharmacodynamics</p> <ol style="list-style-type: none"> <li>1. Interclient variability</li> <li>2. Therapeutic index and drug safety</li> <li>3. Graded dose-response and therapeutic response</li> <li>4. Potency and Efficacy</li> <li>5. Cellular receptors</li> </ol> <p>E. Drug-drug interactions</p> <ol style="list-style-type: none"> <li>1. Consequences</li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Reading:</b> <b>Fundamentals: Chaps 32 &amp; 33</b></p> <p>Have student complete a worksheet with commonly used abbreviations and terms.</p> <p>Review the correct usage of Nursing Drug Handbooks</p> <p>Companion Web Site</p> <p>Case study: Preparing medications</p> <p>Review examples of agency medication administration records: computerized, paper</p> <p>Role play nursing action when questioning an inappropriate order.</p> <p>Have the student look up various routes of medication administration.</p> <p>Using several medication orders have the student identify parts of the order</p> <p>Students will develop a table or chart for medications which can or cannot be crushed.</p> <p><u>Nursing Skills Lab/Clinical</u> <b>Reading Assignments:</b> <b>th</b> <b><u>Week of Mar 6</u></b> <b><i>PO and other routes, non-parenteral</i></b></p> <p><b>Clinical Skills: Chaps 20 &amp; 21</b></p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Describe sites used for subcutaneous and intramuscular injections.</p> <p>Review documentation of medication administration</p> <p>Identify parts of a medication order</p>	<ol style="list-style-type: none"> <li>2. Basic mechanisms               <ol style="list-style-type: none"> <li>a. Physical attributes</li> <li>b. Pathophysiology</li> <li>c. Renal, hepatic function</li> <li>d. Acid-base balance</li> <li>e. Electrolyte balance</li> </ol> </li> <li>3. Clinical significance of drug-food interactions</li> <li>4. Drug tolerance</li> <li>5. Placebo effect</li> </ol> <p>F. Medication Delivery</p> <ol style="list-style-type: none"> <li>1. Nursing implications of medication administration (eg checks and rights)</li> <li>2. Parts of a medication order</li> <li>3. Routes of administration</li> <li>4. Documentation of medication administration</li> <li>5. Verbal vs. Telephone orders</li> </ol>	<p>(see Blackboard for specific Lab information)</p> <p style="text-align: right;">th</p> <p><u>Week of Mar 20</u></p> <p><i>Parenteral</i></p> <p><b>Clinical Skills: Chap 22</b> (see Blackboard for specific Lab information)</p> <p>The students will draw and label various landmarks for an intramuscular injection.</p> <p>Role-play preparation of medication for a specific client using various routes of administration.</p> <p>Provide two colored fluid vials and have the student practice drawing up 2 medications in the same syringe.</p> <p>Students will demonstrate the reconstitution and mixing of medication in the preparation for a parental administration.</p> <p>Student will explore various institutional policies regarding verbal and telephone orders.</p> <p>The student will administer medication to an assigned client</p>	

<p><b>3 hours</b></p>	<p><b><u>Unit 13: Fluid and Electrolyte Balance</u></b></p> <p>Identify factors that influence normal body fluid and electrolyte balance.</p> <p>Collect assessment data of fluid and electrolyte balance.</p> <p>Identify nursing diagnosis and actions to care for the client with fluid and electrolyte imbalances.</p> <p>Describe acid base balance and the role of the buffer systems.</p> <p>Identify nursing diagnosis and actions to care for the client with an acid base imbalance</p>	<p>A. Nursing Process in Fluid and Electrolyte Balance</p> <p>7. Body Fluids: Composition</p> <p>8. Regulation</p> <p>a. Intake and Output</p> <p>b. Homeostasis</p> <p>c. Fluid Volume Deficit</p> <p>d. Fluid Volume Excess</p> <p style="padding-left: 40px;">rd</p> <p style="padding-left: 40px;">1) 3 spacing</p> <p style="padding-left: 40px;">2) Evaluation of edema</p> <p>3. Electrolytes</p> <p>a. Distribution</p> <p>b. Regulation</p> <p>c. Imbalances Hyper and Hypo</p> <p style="padding-left: 40px;">1) Potassium</p> <p style="padding-left: 40px;">2) Chloride</p> <p style="padding-left: 40px;">3) Sodium</p> <p style="padding-left: 40px;">4) Magnesium</p> <p style="padding-left: 40px;">5) Calcium</p> <p style="padding-left: 40px;">6) Bicarbonate Phosphate</p> <p>4. Acid Base imbalance</p> <p style="padding-left: 40px;">a. Hydrogen</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b></p> <p><b>Fundamentals: Chap 42</b></p> <p>Have the student use a tea bag and hot water to demonstrate diffusion, osmosis and filtration.</p> <p>Have the student develop a pamphlet with assigned electrolyte, include foods that are high/low and problems associated with high or low electrolyte.</p> <p>Divide the class into groups to interpret acid base balance case studies.</p> <p><u>Nursing Skill Lab/Clinical</u></p> <p><b>Assigned Readings:</b></p> <p><b>Clinical Skills: Chap 6</b></p> <p><b>(see Blackboard for specific Lab information)</b></p> <p>Examine a client's MAR to identify various medications that affect fluid and electrolyte balance.</p> <p>Calculate drip factors for intravenous administration.</p> <p>Discuss different types of IV administration tubing and applications for each.</p> <p>Practice IV administration set up.</p> <p>Review label requirements for IV setups.</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Nutrition Assessment</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
			Demonstrate IV pump use in various institutions.  Manage IV therapy for assigned clients.	

<p><b>3 hours</b></p>	<p><b><u>Unit 14: Nutrition</u></b></p> <p>Describe the role of the diet in promoting health.</p> <p>Identify the components of the recommended dietary allowances (RDA), basic four food groups and exchange lists.</p> <p>Describe the functions of proteins in health and in illness.</p> <p>Describe risks associated to Lipids.</p> <p>Discuss energy balance.</p> <p>Discuss alternative therapies as they relate to nutrition. Discuss ways in which information on food labels may help in food selection.</p> <p>Discuss body weight and body mass standards.</p> <p>Discuss essential components and purposes of nutritional assessment.</p>	<p>A. Critical Thinking and Nutrition Food safety and labeling Standards and regulations Safe food handling</p> <p>B. Providing safe, holistic care</p> <ol style="list-style-type: none"> <li>1. Introduction to Nutrition Standards and Tools for Nutrition Planning,</li> <li>2. Dietary Guidelines for Americans, 2005; 2010 <ol style="list-style-type: none"> <li>a. Definitions</li> <li>b. Basic Five Food</li> <li>c. Guides Food Pyramid</li> <li>d. Recommended Dietary Intake (RDI)</li> <li>e. Nutrition across the lifespan</li> </ol> </li> </ol> <p>C. Basic Metabolic Requirements</p> <ol style="list-style-type: none"> <li>1. Body Weight Standards</li> <li>2. Body mass standards</li> </ol> <p>D. Factors Affecting Nutrition</p> <ol style="list-style-type: none"> <li>1. Developmental stage</li> <li>2. Gender</li> <li>3. Culture and ethnicity</li> <li>4. Food beliefs</li> <li>5. Personal preferences</li> <li>6. Religious beliefs</li> <li>7. Lifestyle</li> <li>8. Economics</li> <li>9. Health/illness</li> <li>10. Advertising</li> <li>11. Psychological factors</li> </ol> <p>E. Alterations in Nutrition</p> <ol style="list-style-type: none"> <li>1. Malnutrition</li> <li>2. Over nutrition</li> <li>3. Under nutrition</li> <li>4. Protein-calorie malnutrition</li> </ol> <p>F. Nursing Process and Nutrition</p> <ol style="list-style-type: none"> <li>1. Assessment</li> </ol>	<p><u>Classroom</u> <b>Assigned Readings:</b> <b>Fundamentals: Chap 45 (stop at enteral feedings and restart at medication nutrition therapy)</b></p> <p>Have students record meals for 2 days and discuss the nutritional value.</p> <p>Have students calculate their own BMI.</p> <p>Obtain menus from various restaurants and compare/contrast essential nutrients found in menu items.</p> <p>Students will compare and contrast fresh vs. canned vegetables and fruits</p> <p>Students will bring various magazines targeted at different age groups and discuss the different advertising foods in each.</p> <p><u>Nursing Skills Lab/Clinical</u> <b>Reading Assignments:</b> <b>Fundamentals: Chap 45</b> <b>Jarvis: Chapter 11</b> <b>Clinical Skills: Chapter 31, skim Chapters 32 &amp;33</b> <b>(see Blackboard for specific Lab information)</b></p> <p>Using <a href="http://www.pyramid.gov">www.pyramid.gov</a> do a nutritional evaluation of assigned client.</p> <p>Using the web site develop a meal plan for yourself or your assigned client.</p> <p>Examine lab results to identify clients with nutritional imbalance.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p> <p>Nutrition Assessment</p>
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WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify risk factors for and clinical signs of malnutrition.</p> <p>Identify factors influencing nutrition.</p> <p>Describe nursing interventions to promote optimal nutrition</p> <p>Discuss nursing interventions to treat clients with nutritional problems</p>	<ol style="list-style-type: none"> <li>a. Nutritional Screening               <ol style="list-style-type: none"> <li>1) History</li> <li>2) Physical Examination</li> <li>3) Diet History</li> <li>4) Anthropometric measurement</li> <li>5) Lab data</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation               <ol style="list-style-type: none"> <li>a. Special Diets</li> <li>b. Diet modifications R/t disease</li> <li>c. Assisting with meals</li> <li>d. Meal planning</li> <li>e. Food assistance programs</li> <li>f. Enteral/Parenteral nutrition</li> </ol> </li> <li>5. Evaluation</li> </ol>	<p>Discuss body weight and body mass standards</p> <p>Identify factors influencing nutrition (e.g. ethnicity, culture, socioeconomic, medications)</p> <p>Feeding clients (diet types, aspiration precautions, I &amp; O)</p> <p>Determine a client's height and weight</p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hrs	<p><b><u>Unit 15: Urinary Elimination</u></b></p> <p>List developmental, life-style, and other factors that influence the care of clients with urinary and intestinal elimination dysfunction.</p> <p>Describe and perform focused assessment of urinary</p> <p>Identify nursing diagnoses that correctly define client problems related to urinary elimination.</p> <p>Review common nursing and collaborative interventions to promote urinary elimination</p>	<p>A. Critical Thinking/Holistic Care:</p> <ol style="list-style-type: none"> <li>1. Review principles and factors affecting the functioning of urinary elimination.</li> <li>2. Elimination variations throughout the life cycle.</li> <li>3. Assessment parameters:               <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic and laboratory studies</li> </ol> </li> </ol> <p>B. Nursing Process</p> <p>Nursing diagnoses related to Elimination</p> <ol style="list-style-type: none"> <li>a. altered urinary elimination</li> </ol> <p>C. Implementing safe, competent care.</p> <ol style="list-style-type: none"> <li>1. Promote and maintain normal voiding habits               <ol style="list-style-type: none"> <li>a. privacy and timing</li> <li>a. positioning, activity and exercise</li> <li>b. fluid and nutritional intake</li> <li>c. stimulating urination</li> <li>d. assisting with toileting</li> <li>e. hygiene and safety</li> <li>f. indwelling catheters</li> </ol> </li> </ol> <p>D, Evaluation of Care</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 46 (end at catheterization)</b></p> <p>Discuss interventions the nurse may use to assist urinary elimination.</p> <p>Compare and contrast NANDA multiple diagnoses for urinary elimination.</p> <p>Instruct the student to review current evidence based practice information related to prevention of urinary tract infections.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Clinical Skills: Chap 34 (see Blackboard for specific Lab information)</b></p> <p>Companion Web Site</p> <p>Nursing Care Plan on a client with a urinary retention catheter.</p> <p>Empty an indwelling urinary catheter</p> <p>Perform a history of urinary intake and relate it to output.</p> <p>Document intake and output on various agency forms.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<p><b><u>Unit 16: Bowel Elimination</u></b></p> <p>Describe factors which influence bowel elimination.</p> <p>Describe normal and abnormal characteristics of feces.</p> <p>Identify common causes and effects of selected bowel elimination problems.</p> <p>Identify interventions which maintain normal bowel elimination.</p> <p>Develop nursing diagnosis and care of the client with altered bowel elimination.</p>	<p>A. Critical Thinking/Holistic Care:</p> <ol style="list-style-type: none"> <li>1. Review principles and factors affecting the functioning of bowel elimination.</li> <li>2. Elimination variations throughout the life cycle.</li> <li>3. Assessment parameters               <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic and laboratory studies</li> </ol> </li> </ol> <p>B. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Nursing diagnoses related to elimination</li> <li>2. Altered bowel elimination               <ol style="list-style-type: none"> <li>2. Constipation</li> <li>3. Diarrhea</li> <li>4. Hemorrhoids</li> <li>5. Flatulence</li> <li>6. Impaction</li> <li>7. Incontinence</li> </ol> </li> </ol> <p>C. Implementing safe, competent care</p> <ol style="list-style-type: none"> <li>1. Promoting and maintaining normal bowel habits               <ol style="list-style-type: none"> <li>a. privacy and timing</li> <li>b. positioning, activity and exercise</li> <li>c. fluid and nutritional intake</li> <li>d. stimulating defecation</li> <li>e. assisting with toileting</li> <li>f. hygiene and safety</li> <li>g. enemas and suppositories</li> <li>h. rectal tubes</li> </ol> </li> </ol> <p>D. Evaluation of Care</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 47</b></p> <p>Discuss normal and abnormal characteristics of feces.</p> <p>Discuss diagnostic test associated with bowel elimination problems and the nursing interventions related to them.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Clinical Skills: Chapter 35</b> <b>(see Blackboard for specific Lab information)</b></p> <p>Develop a nursing care plan for a client with fecal elimination problems</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

<p><b>3 hours</b></p>	<p><b><u>Unit 17: Skin Integrity and Wound Care</u></b></p> <p>Discuss the physiologic process of normal wound healing</p> <p>Discuss complication of normal wound healing</p> <p>Identify risk factors that contribute to pressure ulcer formation</p> <p>Discuss staging criteria for pressure ulcers</p> <p>Describe wound assessment criteria</p> <p>List nursing diagnoses associated with impaired skin integrity</p> <p>Discuss interventions for wound management including mechanism of action of wound care dressings</p> <p>Describe evaluation criteria for a client with impaired skin integrity</p>	<p>A. Types of Wounds</p> <p>B. Wound Healing</p> <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> <li>3. Tertiary</li> </ol> <p>C. Phases of Wound Healing</p> <ol style="list-style-type: none"> <li>1. Inflammatory phase</li> <li>2. Proliferative phase</li> <li>3. Maturation phase</li> </ol> <p>D. Wound Exudate</p> <p>E. Complications of Wound Healing</p> <ol style="list-style-type: none"> <li>1. Hemorrhage</li> <li>2. Infection</li> <li>3. Dehiscence/Evisceration</li> </ol> <p>F. Pressure Ulcers</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Risk factors</li> <li>3. Staging</li> </ol> <p>G. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment <ol style="list-style-type: none"> <li>a. Risk assessment</li> <li>b. Wounds</li> <li>c. Pressure ulcers</li> <li>d. Lab data</li> </ol> </li> <li>2. Nursing diagnosis</li> <li>3. Planning <ol style="list-style-type: none"> <li>a. Wound management</li> </ol> </li> <li>2. Implementation</li> <li>3. Evaluation</li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Reading: Fundamentals: Chap 48</b></p> <p>Use diagrams of body positions to identify potential sites of pressure ulcers.</p> <p>Complete and document wound assessment using models of pressure ulcers.</p> <p>Report specific agency interventions to prevent pressure ulcers.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Reading Assignments: Jarvis: Chap 12</b></p> <p><b>Clinical Skills: Chaps 39, 40, &amp; 41 (see Blackboard for specific Lab information)</b></p> <p><b>Fundamentals: Chaps 28 &amp; 31 (pgs. 544-552) Review</b></p> <p>Utilize agency scale to identify skin risk assessment for assigned client.</p> <p>Complete a wound assessment on an assigned client.</p> <p>Complete simple and complex wound dressings on an assigned client.</p> <p>Utilize sterile technique to complete a dressing change.</p> <p>Develop a Nursing Care Plan with interventions to prevent pressure ulcers</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>1 hour</b></p>	<p><b><u>Unit 18: Blood Glucose and Glycemic Control</u></b></p> <p>Differentiate between Type 1 and Type 2 diabetes</p> <p>Discuss general physiologic changes that can occur in clients with diabetes (i.e. macrovascular and microvascular)</p> <p>Identify the role of nutritional management in diabetes</p> <p>Identify the role of insulin administration in diabetes management</p> <p>Identify the role of oral agents in the management of diabetes</p> <p>Identify the diagnostic and clinical significance of blood glucose monitoring</p> <p>Discuss the symptoms of hypoglycemia and hyperglycemia</p>	<ul style="list-style-type: none"> <li>A. Overview of Diabetes Mellitus <ul style="list-style-type: none"> <li>1. Type 1 diabetes</li> <li>2. Type 2 diabetes</li> <li>3. Generalized systemic effects <ul style="list-style-type: none"> <li>a. Macrovascular</li> <li>b. Microvascular</li> </ul> </li> </ul> </li> <li>B. Implementing Safe and Competent Care in Diabetes Management <ul style="list-style-type: none"> <li>1. Nutritional</li> <li>2. Pharmacologic <ul style="list-style-type: none"> <li>a. Insulin</li> <li>b. Oral Agents</li> </ul> </li> <li>2. Blood glucose monitoring <ul style="list-style-type: none"> <li>a. Sliding scale for insulin coverage</li> </ul> </li> </ul> </li> <li>B. Critical Thinking in: Abnormal blood glucose levels <ul style="list-style-type: none"> <li>1. Hyperglycemia</li> <li>2. Hypoglycemia</li> </ul> </li> </ul>	<p><u>Classroom</u> <b>Assigned Readings:</b> <b>None</b></p> <p>Explore the ADA website as a resource to assist in planning for client education</p> <p><u>Nursing Lab/Clinical:</u> <b>Assigned Readings:</b> <b>(see Blackboard for specific Lab information)</b></p>	<p>Exam</p> <p>Nursing Skills Lab Performance</p> <p>Clinical Performance Evaluation</p> <p>Clinical Learning Experience Workbook (CLEW)</p>
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<p><b>2 hours</b></p>	<p><b><u>Unit 19: Holism, Caring and Cultural Diversity</u></b></p> <p>Discuss the relationships between health, wellness, illness, and disease</p> <p>Explain the concept of health promotion</p> <p>Discuss the concept of holism as it relates to nursing practice</p> <p>Describe the variables influencing health beliefs and health practices</p> <p>Describe health promotion for the individual and the community</p> <p>Discuss the concept of caring</p> <p>Describe client's perceptions of caring behaviors in a nurse</p> <p>Describe how nurses demonstrate caring behaviors in practice</p> <p>Discuss the nursing process and critical thinking as they relate to caring</p>	<p>A. Health and holism</p> <ol style="list-style-type: none"> <li>2. Concepts of Health and well-being</li> <li>3. Models of health and wellness</li> <li>4. Factors influencing health</li> <li>5. Holism and nursing practice</li> <li>6. National trends in health and illness <ol style="list-style-type: none"> <li>a. <i>Health People 2010</i></li> </ol> </li> <li>7. The nurse's role in health promotion</li> </ol> <p>B. Caring in nursing practice</p> <ol style="list-style-type: none"> <li>1. Theories on caring</li> <li>2. Caring behaviors</li> <li>3. Reflection and critical thinking as they relate to caring</li> </ol> <p>C. Cultural Diversity</p> <ol style="list-style-type: none"> <li>1. Demographics and culture</li> <li>2. Cultural health beliefs and practices</li> <li>3. Components of a cultural assessment</li> <li>4. Culturally competent nursing interventions</li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chaps 4, 6, 7, &amp; 10 and Review Chaps 13 &amp; 14</b></p> <p>Complete a cultural assessment on a peer.</p> <p>Identify lifestyle modification that the student may do</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 9 (see Blackboard for specific Lab information)</b></p> <p>Small groups with students of varied cultures present views on health care and cultural beliefs</p> <p>Companion Wed Site</p> <p>Case Study: Six "C" of Caring in Nursing</p> <p>Case Study: Caring behaviors from the client and nurse perspective.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
	Discuss demographic trends on health and nursing  Discuss health disparities as they relate to culture and ethnic diversity			

<p><b>1 hour</b></p>	<p><b><u>Unit 20: Spirituality</u></b></p> <p>Define concepts of spirituality as it relates to nursing care.</p> <p>Identify characteristics of spiritual health. Identify factors associated with spiritual distress and manifestations.</p> <p>Describe spiritual development across the lifespan.</p> <p>Assess the spiritual needs of the client and plan care.</p> <p>Review interventions to support the clients' spiritual beliefs.</p> <p>Identify desired outcomes for evaluating the clients' spiritual health.</p>	<p>A. Define spirituality</p> <ol style="list-style-type: none"> <li>1. health</li> <li>2. well-being</li> <li>3. distress</li> </ol> <p>B. Holistic religious practices affecting nursing care.</p> <ol style="list-style-type: none"> <li>1. Holy Days</li> <li>2. Diet</li> <li>3. Dress</li> <li>4. Beliefs</li> </ol> <p>C. Nursing Process related to the spiritual care of clients</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 36</b></p> <p>Have students share religious practices with the class. Discuss the role of the nurse in supporting clients in meeting spiritual needs.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>None</b></p> <p>Discuss how clinical agencies promote or interfere with client's spiritual expression.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b></p>	<p><b><u>Unit 21: Teaching and Learning</u></b></p> <p>Identify the role of the nurse in client teaching.</p> <p>Describe the domains of learning.</p> <p>Identify basic learning principles.</p> <p>Identify factors that affect learning</p> <p>Identify the cultural aspects of learning</p> <p>Identify ways to assess the learning needs of the client.</p> <p>Describe an environment that promotes learning.</p> <p>Identify methods to evaluate learning.</p> <p>Develop a nursing diagnosis and plan of care that reflect the learning needs of a client.</p> <p>Discuss teaching strategies to facilitate client learning</p>	<p>A. Communication and Holistic care of the client and family through education</p> <ol style="list-style-type: none"> <li>1. Learning Theories</li> <li>2. Factors affecting learning</li> <li>3. Assessing readiness</li> <li>4. Barriers to learning</li> </ol> <p>B. Nursing Process related to teaching and learning</p>	<p><u>Classroom</u>  <b>Assigned Readings:</b>  <b>Fundamentals: Chap 25</b>  <b>Review Healthy People 2020 online</b></p> <p>Have the student evaluate common websites used to obtain health information by the general public.</p> <p>Have the student identify factors that affect their learning.</p> <p><u>Nursing Skills Lab/Clinical</u>  <b>Assigned Readings:</b>  <b>None</b></p> <p>Case Study: Clients of diverse ages, cultures, illness, cognitive abilities and support systems</p> <p>Discuss the learning needs/desired outcomes and teaching strategies.</p> <p>Identify barriers to learning in the assigned clients.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b></p>	<p><b><u>Unit 22: Legal and Ethical Principles</u></b></p> <p>Compare the concepts of ethics, moral and values.</p> <p>Identify ethical principles.</p> <p>Discuss various legal regulations that influence nursing practice.</p> <p>Describe the legal considerations regarding: confidentiality, documentation, medical records.</p> <p>Describe the legal controls governing the practice of nursing.</p>	<p>A. Types of Laws</p> <ol style="list-style-type: none"> <li>1. Public</li> <li>2. Civil</li> <li>3. Contract</li> <li>4. Tort</li> </ol> <p>B. Regulation of Nursing Practice</p> <ol style="list-style-type: none"> <li>1. Nurse Practice Act</li> <li>2. Credentialing</li> <li>3. Certification</li> </ol> <p>C. Standards of Care</p> <p>D. Nursing Practice</p> <ol style="list-style-type: none"> <li>1. Informed Consent</li> <li>2. Delegation</li> <li>3. Do not resuscitate orders Living Will</li> </ol> <p>E. Overview of Ethical Principles in the nursing profession</p>	<p><u>Classroom</u> <b>Assigned Readings:</b> <b>Fundamentals: Chaps 22 &amp; 23</b></p> <p>Discuss the Good Samaritan Act.</p> <p>Review the ANA Standards of Care</p> <p>Have the students identify how ANA Standards of Care affect the scope of practice and protect the public.</p> <p>Discuss the deference of informed consent vs. witness client signature on a consent form.</p> <p><u>Nursing Skills Lab/Clinical</u> <b>Assigned Readings:</b> <b>None</b></p> <p>Review facility policies for the impaired nurse.</p> <p>Give the students several ethical dilemmas and the ANA Standards and have the student explore the ANA Standards for these dilemmas.</p> <p>Identify examples of the ANA Standards in clinical settings</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b></p>	<p><b><u>Unit 23:</u></b> <b><u>Introduction to Mental Health and Illness</u></b></p> <p>Describe the holistic approach to sustaining health and well-being considering cultural, ethical and legal implications for clients dealing with mental illness.</p> <p>Identify the psychosocial needs of all clients</p> <p>Discuss the concepts of emotional well-being and emotional distress.</p> <p>Define the Mental Wellness/Illness continuum according to the <i>Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR)</i></p> <p>Describe the elements of a mental status examination</p> <p>Discuss the application of Erikson's theory of psychosocial development to the delivery of nursing care that is</p>	<ul style="list-style-type: none"> <li>A. Holism: Define Emotional Health and emotional distress</li> <li>B. Overview of implications related to caring for the client with mental illness <ul style="list-style-type: none"> <li>1. Developmental</li> <li>2. Cultural</li> <li>3. Ethical</li> <li>4. Legal</li> </ul> </li> <li>C. Factors that influence and impact clients with emotional disorders <ul style="list-style-type: none"> <li>1. Family functioning</li> <li>2. Stress</li> </ul> </li> <li>D. Assessment of Mental Health and Illness <ul style="list-style-type: none"> <li>1. Mental Health and Illness on a continuum as per the DSM-IV- TR</li> <li>2. Psychosocial Assessment</li> <li>3. Physical Assessment</li> <li>4. Elements of the Mental Status Examination <ul style="list-style-type: none"> <li>a. Appearance</li> <li>b. Behavior</li> <li>c. Speech</li> <li>d. Mood</li> <li>e. Disorders of Form of Thought</li> <li>f. Perceptual Disturbances</li> <li>g. Cognition</li> <li>h. Ideas of Harming Self or Others</li> </ul> </li> <li>5. Integration of Erikson's theory of psychosocial development</li> </ul> </li> <li>E. Nursing Implications in caring for common emotional disorders <ul style="list-style-type: none"> <li>1. Post-traumatic stress disorder</li> <li>2. Depression</li> <li>3. Loss and grief</li> <li>4. Substance abuse</li> </ul> </li> </ul>	<p><u>Classroom:</u> <b>Assigned Readings:</b> <b>Fundamentals: Chap 34</b></p> <p>Perform a psychosocial assessment on a client</p> <p><u>Nursing Lab/Clinical:</u> <b>Assigned Readings:</b> <b>None</b></p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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	<p>developmentally appropriate.</p> <p>Identify variables that influence the ability to cope with stress and that are antecedents to emotional disorders.</p> <p>Explain the concepts of anxiety, posttraumatic stress disorder, depression, loss and grief.</p> <p>Assess the impact of a client with mental illness on family functioning</p> <p>Determine the role of the nurse in the care and support of clients and families with mental health problems.</p>			
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<p><b>1 hour</b></p>	<p><b><u>Unit 24: Sexuality</u></b></p> <p>Define sexual health.</p> <p>Identify specific measures that promote sexual health.</p> <p>Identify personal biases and beliefs related to sexuality.</p> <p>Discuss the role of the nurse in sexual health promotion and health screening.</p> <p>Utilize the nursing process in caring for clients with reproductive and sexuality issues</p>	<p>A. Characteristics of Sexual Health</p> <ol style="list-style-type: none"> <li>1. Age-related</li> <li>2. Sexual self-concept</li> <li>3. Body image</li> <li>4. Gender identity</li> <li>5. Gender-role behavior</li> <li>6. Androgyny</li> </ol> <p>B. Holistic Factors that Influence Sexuality</p> <ol style="list-style-type: none"> <li>1. Family</li> <li>2. Culture</li> <li>3. Religion</li> <li>4. Personal ethics</li> </ol> <p>C. Assessment</p> <ol style="list-style-type: none"> <li>1. Sexual history</li> <li>2. Physical exam</li> <li>3. Identifying clients at risk</li> </ol> <p>D. Nursing Process related to sexuality</p>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b> <b>Fundamentals: Chap 35</b></p> <p>Research WHO definition of sexual health</p> <p>Invite representatives from local organizations for gay or lesbian rights to discuss their expectations of health care providers</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b> <b>None</b></p> <p>Students practice obtaining a sexual history on each other</p> <p>Groups of students assigned to develop and share teaching plans for topics of menopause, BSE, TSE, prevention of pregnancy, and STD</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>1 hour</b></p>	<p><b><u>Unit 25: Discharge Planning</u></b></p> <p>Describe the process of assisting the client in Discharge Planning.</p> <p>Identify the nurse's role in preparing the client for discharge.</p> <p>Describe the coordination between different agencies a client may use after hospital discharge.</p>	<p>A. Critical Thinking: Nursing Process</p> <ol style="list-style-type: none"> <li>1. Home Health Teaching</li> <li>2. Continuity of Care</li> <li>3. Coordination of Health Services</li> <li>a. Communication with transfer agencies</li> <li>4. Preparing the client for discharge. <ol style="list-style-type: none"> <li>a. Teaching</li> <li>b. Referrals</li> <li>c. Resources</li> </ol> </li> </ol>	<p><u>Classroom</u></p> <p><b>Assigned Readings:</b>  <b>Fundamentals: Chap 25 (review) and pg. 19 (discharge summary section only); pg. 125 (discharge planning), pgs. 365-6, (discharge forms) &amp; Box 26-3; pgs. 248-9; &amp; pg. 362 Table 26-2.</b></p> <p>Research community resources available for continuing care after discharge.</p> <p><u>Nursing Skills Lab/Clinical</u></p> <p><b>Assigned Readings:</b>  <b>None</b></p> <p>Discuss in small groups the changing trend of using home health care after hospitalizations or to avoid hospitalization.</p> <p>Observational experience with a Discharge Planner</p>	<p>Exam</p> <p>Clinical performance</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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