

**Basic Course Information** **8/15/2016**

Semester	<b>FALL 2016</b>	Instructor Name	<b>Rosalba Jepson RN MSN Carmen Fitzsimmons RN BSN</b>
Course Title & #	<b>Nursing Fundamentals</b>	Email	<a href="mailto:rosalba.jepson@imperial.edu">rosalba.jepson@imperial.edu</a> <a href="mailto:carmen.fitzsimmons@imperial.edu">carmen.fitzsimmons@imperial.edu</a>
CRN #	<b>10755</b>	Webpage (optional)	
Room	<b>2139</b>	Office	<b>2128</b>
Class Dates	<b>8/15/2015 – 10/21/2015</b>	Office Hours	<b>12-2 PM</b>
Class Days	<b>Mon. lecture Wed., Thus. clinical Fri. clinical skills</b>	Office Phone #	<b>760-355-6294</b>
Class Times	<b>Mon. lecture 0800-1130 Wed. &amp; Thus. clinical 0700 -1415 (hospital time: 0700- 1415 Fri. clinical skills 0700 – 1415</b>	Other office contact if emergency	<b>Dolores Hartfield 760-355-6468 Laura Hartsock 760-355-6348</b>
Units	<b>6 units</b>		

**Course Description**

This course provides an introduction to nursing and roles of the nurse, as well as profession related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Utilization of the nursing process and developmental theories (primary Erikson), focus on the nursing role as communicator, provider of care, and patient teacher. Parameters of health are defined. Nursing fundamental concepts are introduced related to physical and psychological assessment needs of the normal and ill individual; pain assessment, interventions and evaluation; basic nutrition; and stress and adaption concepts. Variations in nursing care for individuals of different socio-economic and cultural backgrounds will be explored

**Course Objectives**

- 1. Discuss the role of the nurse and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/ certifications**
- 2. Review the spectrum of health care settings across which patient care is provided**
- 3. Recognize the importance of selected profession related concepts as they pertain in providing and directing safe, quality patient care**
- 4. Discuss the concepts integral to the provision of safe, quality patient centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, communication and stress, coping and adaptation.**
- 5. Appreciate the nurse’s role in identifying and supporting selected physiologic needs of patients**
- 6. Describe selected concepts and discuss how they relate to providing patient care that is safe for the nurse and patient: medication administration, documentation, body mechanics and ergonomics, and nursing process.**
- 7. Demonstrate basic nursing skills using proper techniques and measures that ensure patient safety.**
- 8. Apply the various elements of the nursing process to clinical decision-making.**

### SLOs – Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate basic fundamental nursing skills, which will be evaluated through written examinations and ATI Fundamental exam. (ILO1, ILO2)
2. Identify the National Patient Safety Goals (NPSGs), that will be evaluated by written exam and clinical observation. Students will apply the NPSGs in the clinical setting. (ILO2, ILO3, ILO5)
3. Develop a nursing care plan utilizing the nursing process; which will be evaluated by written exam, class presentation and application in the clinical setting. (ILO1, ILO2, ILO3, ILO4)
4. Administer safe medication administration to patients of all ages in lab simulation and in the patient clinical setting. Inclusive: oral, intramuscular and subcutaneous medications, and correct patient identification in accordance to the National Patient Safety Goals and QSEN. (ILO1, ILO2, ILO3, ILO4)
5. Compare and contrast physical assessments of patients of all ages with the emphasis on the physiological basis of vital signs and health conditions. (ILO1, ILO2, ILO3, ILO4)
6. Demonstrate safe nursing care for assigned patients with emphasis on patient safety and clinical safe environment. (ILO2, ILO3)

### Textbooks & Other Resources or Links

1. Berman (2012). Kozier & Erb's Fundamental of Nursing w/CD (10th ed). Upper Saddle River Pearson. ISBN: 0138024618
  2. Berman, Snyder (2012). Skills in Clinical Nursing (8th ed.). Upper Saddle River Pearson ISBN: 0132149648
  3. Wilkinson J. (2012). Nursing Process and Critical Thinking. (5th ed.). Pearson. ISBN: 0132181622
  4. Wilkinson, J. (2014). Nursing Diagnosis Handbook. (10th ed). Pearson. ISBN: 0133139044
  5. Kee, J. (2014) Laboratory and Diagnostic Tests. (9th ed). Pearson. ISBN: 0133139051
  6. Hogan (2013). Reviews & Rationales: Fluids, Electrolytes, and Acid-Base Balance w/CD (3rd/e). Prentice Hall. ISBN: 0132958554
  7. Tucker. S. (2011). Nutrition & Diet Therapy for Nurses. Pearson Education, New Jersey. ISBN: 978013172216-3
  8. Spector, R. (2013). Cultural Diversity in Health and Illness. (8th ed.) Pearson. ISBN: 978013284006-4
- (Optional resource books)**
9. Taber's (2013). Taber's Cyclopedic Medical Dictionary (22/e). Prentice Hall. ISBN: 803629776
  10. Hogan (2007). Reviews & Rationales Nutrition & Diet Therapy. (2nd ed). Pearson/Prentice Hall. ISBN: 013243712-7

### Course Requirements

- **COURSE PREREQUISITES: Admission to the Associate Degree Nursing Program**
- **COREQUISITES: NURS 109 with a minimum grade of C or better**
- **RECOMMENDED PREPARATION:**

### Instructional Methods

- Audio Visual: DVD of skills required for successful course completion
- Computer Assisted Instruction: Internet research, case study
- Demonstration: skills required for successful course completion
- Discussion: Related topics on Nursing Fundamentals and skills
- Group Activity: Presentations research and case studies, Post Conference discussions and debriefing, Simulation debriefing.
- Lab Activity: Assessment Skills; Nursing Fundamental Skills; Check-off demonstrations, simulation exercises On nursing skills validation
- Lecture; powerpoint, facilitation
- Simulation/Case Study: Nursing skills validation, Assessment skills, and Communication skills.

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Out of class assignments include reading assignments from required textbooks listed for this course (see text book list); and may include writing assignments like care plans, concept-mapping, drug cards, short essays, and/or professional papers, videos, online research. Possible outside assignments may include, but not limited to, nursing lectures or inservices offered by local health facilities or healthcare providers.

Class activities: Class preparation and participation in discussion, presentations, unit exams, pop quizzes, calculation exam and Final exam.

Clinical assignments: Clinical pre-assignments will include preparations for clinical by practicing and demonstrating skills in a check-off simulation, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, documentation exercises. Clinical sites will include hospitals, clinics, and simulation lab.

Simulations: Simulation exercises provide a safe learning environment where all students have the opportunity to interact within a structured scenario. Students will be introduced to the Simulation lab with the opportunity to prepare for simulation activities in advance. All advance assignments must be completed before the start of a simulation activity. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

Requirements for attending clinical assignments: Students are responsible to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. This will constitute an absent from clinical hours. If over the maximum hours of absenteeism because of this, the student will be dropped from the class.

### Course Grading Based on Course Objectives

Students must maintain a “C” average grade as determined by the scale below. Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course.

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 68-74%
- F = Below 68%

The course grade will be computed as follows 65% will come from an average of all assignments prior to the final exam and 35% of the course grade will come from the final exam.

All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 75%.
- B. Clinical grade must total an equivalent of 75% or greater based on all points accumulated.
- C. Theory (exams) grade must total equivalent of 75% or greater.
- D. Pharmacology calculation test must be passed with a 92%.
- E. Less than 3 unsatisfactories in clinical work must occur.
- G. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”
- F. THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCES.

**Clinical Evaluation:** Clinical evaluation is continually done to assess that students meet “satisfactory” and “safe practices” in all areas to pass the course. Evaluation is based on adherence to nursing standards of care, QSEN competencies, written assignments, and professional performance and attendance. An unsatisfactory performance in the clinical practice area may be given for unprofessional conduct, “unsafe” practices, incomplete patient care assignments or any other clinical assignments, excessive absences, . Students may be required to remediate before returning to the clinical setting. Students who accrue three unsatisfactory grades in clinical practice will fail to meet the clinical objectives. Failure to pass the clinical component of this course will result in failure of this class regardless of the overall grade.

**Calculation Exam:** As a measure of clinical safety, a dosage calculation exam will be given in the first week of class. The dosage calculation exam will have 25 questions in which the student must pass with a score of 92% or better in order to continue in the class. The score will **not** be included in the grade point average for this class; it is a pass/fail assignment. If the student is unsuccessful after the second attempt of taking the calculation exam, the student will not be allowed to progress to the next semester. The second repeat exam will take place outside of regularly scheduled clinical hours. Therefore, it is strongly recommended that students complete the medication pharmacology course prior to admittance to the nursing program.

**ATI Fundamentals of Nursing Exam:** ATI exam is included in the course grade. Students are responsible for reading all material in the ATI Nursing Fundamentals book prior to the assigned test date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Changes in the clinical schedule or any assignments may change at the discretion of the instructors, taking into account the progress of students with. Instructor must consider the daily routine and audits that take place during the operation hours of the health care facilities. Any change will be announced in class, text and/ or via email through Blackboard. Students are responsible for all materials covered in the syllabus and for any changes that are announced in class or by email. Students are responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes and clinical activities is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. Absenteeism leads a student to fall behind in class and clinical activities. Class and clinical activities are not repeated in class or lecture.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences. Keep in mind that an excused absence is still an absent and you ‘miss out,’ however, at the discretion of the instructor, the student may be assigned make up assignments for excused absences only
- Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NUR 107. This will result in a “W” grade if before the drop date and “F” if after that date. See handbook for the policy on absence
- Three tardies equal one absent. Please don’t be tardy

### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider:** specifics for your class/program
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

**Clinic etiquette:**

- **Professionalism:** you are expected to conduct yourselves in a professional manner, dress in professional uniform, uniform is clean and pressed, white shoes (no cloth tennis), name badges, hair groomed and long hair pulled up, and fingernails clean, no polish. Students may not wear long earrings or facial ‘bling’ jewelry  
Students are expected to adhere to the student code of conduct
- **Confidentiality:** all information, verbal, written or electronic, related to facilities or patients must remain confidential.
- **Hospital policy:** Students are expected to adhere to hospital policy as related to students. These will be discussed at hospital orientations and during the course as appropriate to the topic. Disciplinary action may be administered if violation to regulations, which may include a written dissatisfaction warning to dismissal of the program related to the degree of violation.

**Academic Honesty**

- **Plagiarism** is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to ‘cite a source’ correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.  
Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor will report the incident to the director of nursing and the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.
- **Falsification of records** in the clinical settings is an extreme violation to the Nursing Practice Act and code of conduct. Falsifying records is a crime.

**Additional Help – Discretionary Section and Language**

- **Blackboard** support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **Nursing Learning Lab:** This lab is designated for nursing students and is provided with tutors, computers, videos, lab practice rooms, simulation manikins, and nursing library to enhance your learning experience. It is located in building 2100
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

**Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

**Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student->

[health-center/](#). The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

**Anticipated Class Schedule / Calendar**

**8/15/2016**

**CRN # 10755 NUR 107 - Nursing Fundamentals** - <http://www.pearsonhighered.com/nursingresources/>

**Instructors:**

Rosalba Jepson MSN RN office: # 2128 ph# 460-355-6294 [rosalba.jepson@imperial.edu](mailto:rosalba.jepson@imperial.edu)  
 Carmen Fitzsimmons RN ph# 760-604-1913 [carmen.fitzsimmons@imperial.edu](mailto:carmen.fitzsimmons@imperial.edu)

Class starts: 8/15/16 - ends: 10/21/16

**Drop Deadline with "W": 10/5/16**

Week 1	DATE	DESCRIPTIONS and Assignment	NLC Supplies
<b>LECTURE Room 2139 R.Jepson</b>	Mon. 8/15/16  0800 To 1130    1145	<p><b>Unit 1 – Role and Scope of Practice</b>                      Read: Nursing Role &amp; Scope of Practice - Kozier Ch. 1,4, and ch 3, p.42  <b>Unit 25: Patient Related Concepts/ Nursing Process and</b>  <b>Unit 3: Profession Related Concepts/ Patient Centered Care</b></p> <ul style="list-style-type: none"> <li>• The Nursing Process</li> <li>• Clinical Judgment</li> </ul> <p>Read: The Nursing Process - Kozier Chs 10-15                      Assessment and Nursing Diagnosis Wilkinson Ch. 3,4,5,6,7,8,9</p> <p><i>MyNursingLab:</i> Module 1 (lesson 2- Nursing Role)                      Module 1 (lesson 4 – Nursing Process)</p> <p><i>Mynursinglab:</i> Evidence-base                      Review Module 1 (lesson 2- Nursing Role &amp; Healthcare)                      Topics: Healthcare delivery; Continuity of care; Home Care</p> <p><b>Practice Calculation TEST (optional)</b></p>	
<b>Clinical lab 2159</b>	Wed. 8/17/16  0800 To 1515	<p><b>Clinical Concepts of Health Assessment</b> - Read: Kozier Ch 29, 30;                      Berman Ch 2, 3</p> <p>My Nursing Lab: Module 3 (lesson 3 – Vital Signs)                      Module 3 (lesson 1- Health History)                      Module 3 (lesson 2- Physical Assessment)</p> <p><b>Assignment : NLC videos:</b> Vital signs, Respiratory &amp; Skin assessment.                      Head-to-Toe Assessment                      Focus Assessment,                      60-Second Assessment</p> <p><b>Practice Skills:</b>                      Complete vital signs; Respiratory and Skin Assessment. Must know how to perform a head-to-toe assessment when clinical patient assignments are given.</p> <p>(Koziers) Skills Checklists ch 29</p> <ul style="list-style-type: none"> <li>• Skill 29-01 Assessing Body Temperature *</li> <li>• Skill 29-02 Assessing Peripheral Pulses</li> <li>• Skill 29-03 Assessing an Apical Pulse *</li> <li>• Skill 29-04 Assessing an Apical-Radial Pulse *</li> <li>• Skill 29-05 Assessing Respirations *</li> <li>• Skill 29-06 Assessing Blood Pressure *</li> <li>• Skill 29-07 Assessing Oxygen Saturation *</li> </ul> <p>(Berman)</p> <ul style="list-style-type: none"> <li>• Skill 50-01 or 25-1 Administering. Oxygen by Cannula and Face Mask</li> <li>• Skill 24-1 Teaching Abdominal/Diaphragmatic Breathing</li> <li>• Skill 24-2 Using Incentive Spirometer</li> </ul>	<b>NLC Supplies:</b>  Respiratory sounds, stethoscopes, thermometers, alcohol wipes
<b>Clinical (cont')</b>		<p>(Kozier) Skills Checklists ch 30</p> <ul style="list-style-type: none"> <li>• Skill 30-02 Assessing the Skin *</li> <li>• Skill 30-03, 04 Assessing the Hair and Nails *</li> <li>• Skill 30-05 Assessing the Skull and Face *</li> <li>• Skill 30-06 Assessing the Eye Structures and Visual Acuity *</li> <li>• Skill 30-07 Assessing the Ears and Hearing *</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Skill 30-08 Assessing the Nose and Sinuses *</li> <li>• Skill 30-09 Assessing the Mouth and Oropharynx *</li> <li>• Skill 30-10 Assessing the Neck *</li> <li>• Skill 30-11, 12 Assessing the Thorax and Lungs, and Heart and Central Vessels</li> <li>• Skill 30-13 Assessing the Peripheral Vascular System</li> <li>• Skill 30-14 Assessing the Breasts and Axillae *</li> <li>• Skill 30-15 Assessing the Abdomen *</li> <li>• Skill 30-16 Assessing the Musculoskeletal System *</li> <li>• Skill 30-17 Assessing the Neurologic System</li> <li>• Skill 30-18 Assessing the Female Genitals and Inguinal Area *</li> <li>• Skill 30-19, 20 Assessing the Male Genitals and Inguinal Area, and Anus*</li> </ul>	
<p style="text-align: center;"><b>Clinical Lab 2159</b></p>	<p style="text-align: center;">Thur. 8/18/16</p> <p style="text-align: center;">0800 to 1515</p>	<p><b>Clinical Concepts of Patient Hygiene</b> - read: Kozier Ch.33, 31, &amp; 46                      read: Massage p.1237 -1238                      read: Berman Ch.1,5 and 6</p> <p><i>My Nursing Lab:</i> Module 4 (lesson 4- <i>Hygiene</i>)                      Module 4 (lesson 2- <i>Asepsis</i>)                      Module 4 (lesson 1- <i>Safety</i>)</p> <p><b>NLC Videos:</b> Bedbath (adult/child), Perineal care, Oral care, hair/ear/foot care                      Making the occupied/unoccupied bed  <b>Asepsis:</b> Hand hygiene, gloving</p> <p><b>Practice Skills:</b>                      Hand hygiene; applying appropriate PPE, Standard Precautions,                      Making the Occupied bed; Patient Bedbath</p> <p style="text-align: center;">(Kozier) Skills Checklist ch 31, 33, 46</p> <ul style="list-style-type: none"> <li>• Skill 31-01 Performing Hand Hygiene*</li> <li>• Skill 31-04 Applying and Removing Gloves *</li> <li>• Skill 31-02 Applying and Removing Personal Protective Equipment (Gloves,                          Gown, Mask, Eyewear)*</li> <li>• Skill 33-01 Bathing an Adult Client*</li> <li>• Skill 33-02 Providing Perineal-Genital Care*</li> <li>• Skill 33-03 Providing Foot Care</li> <li>• Skill 33-04 Brushing and Flossing the Truth</li> <li>• Skill 33-05 Providing Special Oral Care for the Unconscious Client*</li> <li>• Skill 33-06 Providing Hair Care for Clients*</li> <li>• Skill 33-07 Shampooing the Hair of a Client Confined to Bed</li> <li>• Skill 33-08 Removing, Cleaning, and Inserting a Hearing Aid</li> <li>• Skill 33-09 Changing an Unoccupied Bed*</li> <li>• Skill 33-10 Changing an Occupied Bed</li> <li>• Skill 46-01 Providing a Back Massage</li> </ul> <p><b>#1 Calculation TEST</b> (calculators will be provided)</p>	<p><b>NLC Supplies:</b></p> <p>Respiratory sounds, stethoscopes, thermometers, alcohol wipes, linen, draw sheets &amp; towels for 4 beds, bath equipment, oral care equipment. Linen hampers                      PPE: Gloves, gowns, mask, shoe covers</p> <p>Scratch paper                      Calculators will be provided. Do not bring yours</p>
<p style="text-align: center;"><b>Skills Lab 2159</b>                      R.Jepson                      C.Fitzsimmons</p>	<p style="text-align: center;">Fri. 8/19/16</p> <p style="text-align: center;">0700 to 1415</p>	<p><b>Clinical Concepts/ Activity and Exercise</b> – read: Kozier Ch 44                      Berman Ch 10, 11</p> <p><i>My Nursing Lab:</i> Module 4 (lesson 3- <i>Mobility</i>)</p> <p><b>NLC Videos:</b> Patient transfer devices in NLC (chair lifts)</p> <p><b>Practice Skills:</b>  <b>Range of motion, protective positioning (supine, side-lying, Fowlers);                      transferring patient from bed-to-chair – chair-to-bed</b></p> <p style="text-align: center;"><b>(Kozier) Skills to Learn</b> (Kozier ch 31, 32, 44)</p> <ul style="list-style-type: none"> <li>• Skill 44-01 Moving a Client Up in Bed *                          (Berman)</li> <li>• Skill 44-02 or 10-3 Turning a Client to the Lateral or Prone Position in Bed *</li> <li>• Skill 44-03 or 10-4 Logrolling a Client *</li> <li>• Skill 44-04 Assisting the Client to Sit on the Side of the Bed (Dangling)*</li> </ul>	<p><b>NLC Supplies:</b></p> <p>Respiratory sounds, stethoscopes, thermometers, alcohol wipes, linen, draw sheets &amp; towels, bath equipment, oral care equipment. PPE</p> <p>Towels for trochanters, hip foam stabilizer, wheel chairs, chair. Any other body mechanics</p>



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		<ul style="list-style-type: none"> <li>• Skill 44-05 Transferring Between Bed and Chair *</li> <li>• Skill 44-06 Transferring Between Bed and Stretcher</li> <li>• Skill 44-07 Assisting the Client to Ambulate</li> <li><b>Skills to Learn (Berman)</b></li> <li>• Skill 23-2 Applying Sequential Compression Device</li> <li>• Skill 11-1 Assisting the Client to Use a Wheelchair</li> <li>• Skill 10-2 Moving Patient Up in Bed *</li> <li>• Skill 13-1 Performing Passive Range of Motion *</li> <li>• Skill 10-8 Using a Mobile Floor-Based Hydraulic lift</li> </ul> <p><b>Concepts of Safety: Hazards of immobility</b> - Kozier Ch 32  <b>Fall Prevention and Restraints</b> - Berman Ch 12          Nursing Lab: Review Module 4 (lesson 1- safety)  <b>Assignment: Research National Patient Safety Goals (NPSG): Fall Prevention</b></p> <p>Skills to learn: (Berman)</p> <ul style="list-style-type: none"> <li>• Skill 12-1 Bed and Chair exit safety monitoring device</li> <li>• Skill 12-2 Applying Restraints</li> <li>• Skill 12-3 Implementing Seizure Precautions</li> </ul> <p>Skills to learn: (Kozier)</p> <ul style="list-style-type: none"> <li>• Skill 32-01 Using a Bed or Chair Exit Safety Monitoring Device</li> <li>• Skill 32-02 Implementing Seizure Precautions</li> <li>• Skill 32-03 Applying Restraint *</li> </ul>	equipment we may have
Week 2	DATE	DESCRIPTION and Assignments	NLC Supplies
<b>LECTURE Room 2139</b> R.Jepson	Mon 8/22/16  0800 to 1130	<p style="text-align: center;"><b>(Continue with Nursing Process)</b></p> <p><b>Unit 25: Patient Related Concepts/ Nursing Process and Unit 3: Profession Related Concepts/ Patient Centered Care</b></p> <p>Continue Reading: The Nursing Process - Kozier Chs 10-15                  Nursing outcomes, Planning, Interventions and Evaluation                  Wilkinson Ch. 3,4,5,6,7,8,9</p> <p>Developing a Nursing Care Plans &amp; Concept Mapping</p> <p style="text-align: center;"><b>My Nursing Lab: Module 1, (lessons 4- Nursing Process)</b></p>	
	Wed. 8/24/16  8000 to 1515	<p><b>CHECK-OFFS: EXAM #1 &amp; Demonstration:</b></p> <ul style="list-style-type: none"> <li>• <b>Exam #1: Health/Skin/respiratory assessment; hygiene care, ROM; occupied bed, protective positioning, VS</b></li> <li>• <b>Demonstration: VS, Resp./head-to-toe (Skin) assessment; Bedbath &amp; ROM; making occupied bed, patient protective positioning, patient transfer. Restraints</b></li> </ul>	Set-up: - Sims with resp. sounds, vital signs. - Bed & bath equip & linen - Towels for trochanters, wheel chair. Restraints
<b>Clinical</b> Lab 2159	Thur. 8/25/16 0800  1400	<p><b>SKILLS Demonstration</b> (continue)</p> <p><b>#2 Calculation TEST – final retake</b>  <b>MUST PASS CALCULATION EXAM IN ORDER TO CONTINUE THE COURSE</b></p>	Same as above  Calculators Scratch paper
	Fri. 8/26/16  0700 to 1415	<p><b>Concepts of Infection Control / Wound Care</b> - Kozier Ch 31; 36 Berman Ch 7, 31  <i>My Nursing Lab: Module 4 (lesson 6- Skin Integrity and Wound Care )</i>                  Review Module 4 (lesson 2- Asepsis)</p> <p><b>Asepsis: Applying and removing PPE for Isolation techniques</b>                  (contact, airborne, droplet &amp; reverse isolation)  <b>sterile gloving &amp; gowning</b></p> <p><u>Skills you will demonstrate:</u>                  PPE - sterile glove and sterile surgical gown, maintaining sterile field.                  Videos on: <b>Wound care (cleansing and irrigation); suture/staple removal,</b>                  application of <b>slings and bandage wraps (circular, recurrent, spiral and spiral reverse).</b></p>	Sterile gloves Gowns for isolation, mask, booties Sterile surgical gowns  Handwashing germ solution & ultraviolet light

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		<p><u>Skills to Learn:</u> (Kozier)</p> <ul style="list-style-type: none"> <li>• Skill 31-02 Applying and Removing Personal Protective Equipment * (Gloves, Gown, Mask, Eyewear)</li> <li>• Skill 31-03 Establishing and Maintaining a Sterile Field *</li> <li>• Skill 31-04 Applying and Removing Sterile Gloves (open method) *</li> <li>• Skill 31-05 Applying a Sterile Gown and Sterile Gloves (surgical Closed Method)</li> <li>• Skill 36-01 Obtaining a Wound Drainage Specimen for Culture *</li> <li>• Skill 36-02 or Skill 31-5 (Berman) Irrigating a Wound *</li> <li>• Skill 37-02 Applying Antiemboli Stockings</li> <li>• Skill 37-03 Cleaning a Sutured Wound and Changing a Dressing on a Wound with a Drain *</li> </ul> <p><u>Skills to Learn:</u> (Berman)</p> <ul style="list-style-type: none"> <li>• Skill 31-1 Assessing Wounds and Pressure Ulcers *</li> <li>• Skill 31-2 Performing a Dry Dressing Change</li> <li>• Skill 31-3 Applying a Transparent Wound Barrier</li> <li>• Skill 31-4 Applying a Hydrocolloid Dressing</li> <li>• Skill 31-6 Assisting with Sitz Bath</li> <li>• Skill 31-7 Performing a Damp-to-Damp Dressing Change *</li> <li>• Skill 31-8 Using Alginates on Wounds</li> <li>• Skill 31-9 Applying Bandages and Binders *</li> </ul>	<p>Various wound dressings Ace wraps, kerlix, bandages, binders, and Slings Staples and sutures Wound irrigation trays</p>
<b>Week 3</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	<b>NLC Supplies</b>
<p><b>LECTURE Room 2139</b>  <b>R.Jepson</b></p>	<p>Mon 8/29/16  0800 To 11130</p>	<p><b>EXAM #2 – Nrsng process, roles &amp; scope of practice, critical Thinking, Safety – immobility, Fall Prevention, seizure precautions</b></p> <p><b>Unit 5: Profession Related Concepts/ Evidence-Based Practice</b> Read: Critical Thinking &amp; Evidence-based practice (EBP) - Kozier Ch. 2 <b>Ethics</b> - Kozier Ch 5</p> <p><b>Unit 6:</b> Profession Related Concepts/ Quality Improvement</p> <p><b>Unit 8 - Profession related concepts of informatics</b> Kozier Ch 9 <i>My Nursing Lab:</i> Module 1 (lesson 5- <i>Documentation, electronic records</i>) Review Module 1 (lesson 1- Basic Nursing 5)</p> <p><b>Unit 23 – Documentation; Communication</b></p> <p>MyNursingLab: Module 1 (Lesson 1- Nursing Basics) Topics: Hist/Contempo Nursing; Legal Aspects of Nursing, :</p>	
<b>Clinical</b>	<p>Wed. 8/31/16  0800 to 1515</p>	<p><b>SKILLS Demonstration:</b> Wound care (cleansing &amp; irrigation); Suture/staple removal, application of sling/ace wrap (circular, recurrent, spiral, spiral reverse). Restraints</p>	<p>Manikins set-up for wound care. Suture station. <u>Need:</u> wound dressings, Ace wraps, kerlix, bandages, binders, Slings Staples, sutures Wound irrigation trays. Restraints</p>
<b>Clinical</b>	<p>Thur. 9/1/16  0800 to 1515</p>	<p><b>SKILLS Demonstration: Continue:</b> Wound care (cleansing &amp; irrigation); Suture/staple removal, application of sling/ace wrap (circular, recurrent, spiral, spiral reverse). Restraints</p>	<p>Same as above for wound care</p>
<p><b>Skills Lab Lab 2159</b>  <b>R.Jepson C.Fitzsimmons</b></p>	<p>Fri. 9/2/16 Lab 2159  0700 to 1415</p>	<p><b>EXAM #3 – Wound care, infection control, restraints, NPSG</b></p> <p><b>Concepts of Medication administration (NO IVs)</b> Koziers Ch 35; and Berman Ch 15, 16 <i>My Nursing Lab:</i> Module 4 (lesson 14- Med Administration)</p> <p><u>Skills you will demonstrate:</u></p>	

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		<p>Oral and subcutaneous, IM injection, documentation. Topical, nasal, eye, rectal, vaginal</p> <ul style="list-style-type: none"> <li>• Skill 35-1 Administering Oral Medication *</li> <li>• Skill 35-2,3 Preparing Medication from Ampules/ Vial *</li> <li>• Skill 35-4 Mixing Medications using One Syringe *</li> <li>• Skill 35-5 Administering Intradermal Injection</li> <li>• Skill 35-6 Administering Subcutaneous Injection *</li> <li>• Skill 35-7 Administering Intramuscular Injection *</li> <li>• Skill 35-10 Administering Ophthalmic Instillation</li> <li>• Skill 35-11 Administering Otic Instillation</li> <li>• Skill 35-12 Administering Vaginal Instillations</li> <li>• review Client teaching: Using a Metered-Dose Inhaler (Kozier, p.914)</li> </ul> <p><b>*** ASSIGNMENT:</b> Prepare Medication drug cards for demonstration. Use 3x5 index cards</p>	
<b>Week 4</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	
<b>No Classes</b>	Mon 9/5/16	<b>HOLIDAY (NO CLASSES)</b>	
<b>Clinical Lab 2159</b>	Wed. 9/7/16  0800 to 1515	<p><b>Exam #4 – EBP, Critical Thinking, Ethics, Quality Imp., informatics, Documentation- Communication</b></p> <p><b>Concepts of Medication administration (NO IVs) - CONTINUE</b> <i>Koziers Ch 35; and Berman Ch 15, 16</i></p> <p><b>SKILLS Practice:</b> Med Administration - P,O, Sc, IM, topical (no IV's)</p> <p>*** have <b>completed Medication drug cards</b> ready for medication demonstration</p> <p>Introduction to Pyxis</p>	<p>Injection pads, Med.carts, Simulation pills, syringes, needles, alcohol wipes, gloves, med. cups, transderm patches, Patient medication profiles</p> <p><b>PYXIS</b></p>
<b>Clinical Lab 2159</b>	Thur. 9/8/16  0800 to 1515  1430- 1430	<p><b>Concepts of Medication administration - CONTINUE</b></p> <p><b>SKILLS Demonstration:</b> Med Administration - P,O, SC, IM, topical (no IV's) *** have <b>completed Medication drug cards</b> ready for use</p> <p><b>Pending this week – Hospital orientation and computer training at hospital location</b></p>	<p>Injection pads, Med carts, Narcotic count forms, Simulation pills, syringes, needles, alcohol wipes, gloves, med cups, transderm patches, Patient profiles</p>
<b>Skills Lab Lab 2159</b> R.Jepson C.Fitzsimmons	Fri. 9/9/16  0700 to 1415	<p><b>EXAM #5 – Medication Administration</b></p> <p><b>Concepts of Medication administration - CONTINUE</b></p> <p><b>SKILLS Demonstration:</b> Med Admin. - P,O, Sc, IM, topical (no IV's)</p> <p>MAY BEGING WITH: <b>SKILLS Demonstration</b> - Restraints *** <b>Wound staging / measuring</b> (appt. to test)</p>	Same as above
<b>Week 5</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	<b>NLC Supplies</b>
<b>Lecture Room 2139</b>	Mon 9/12/16  0800 to	<p><b>Unit 12 - Concepts of Sleep &amp; Rest</b> - Kozier Ch 45, <i>My Nursing Lab: Module 4 (lesson 12- Rest and Sleep)</i></p>	

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R.Jepson	1130	<p><b>Unit 21 - Concepts of Pain &amp; Comfort</b> - Kozier Ch 46, Berman Ch 9  <b>Complimentary/Alternative Modalities (CAM)</b> - Kozier Ch 19  <i>My Nursing Lab:</i> Module 4 (lesson 11- <i>Pain Assessment &amp; Management</i>)  Module: 1 (lesson 3- <i>Health &amp; Wellness CAM</i>)</p> <p>Video in NLC: pain control</p> <p><u>Skills Checklist</u> (Berman)  <ul style="list-style-type: none"> <li>• Skill 9-4 Providing Back Massage</li> <li>• Skill 9-3 Managing a TENS unit</li> </ul> </p> <p><b>Heat &amp; Cold application</b> - Kozier pg. ch 36 - p.951-954, Berman Ch 8  <i>My Nursing Lab:</i> Review Module 4 (lesson 3 - <i>mobility</i>)  <u>Skills Checklist</u> (Berman)  <ul style="list-style-type: none"> <li>• Skill 8-1 Applying Dry Heat Measures</li> <li>• Skill 8-2 Applying Dry Cold Measures</li> <li>• Skill 8-3 Applying Compresses</li> <li>Skill 37-02 Applying Antiemboli Stockings</li> </ul> </p>	Ice packs, heating pads, K-pad, Antiemboli stockings (Ted hose)
<b>Clinical</b>	Wed. 9/14/16 0645 to 1400	Clinical site <b>(Hospital orientation or shadowing)</b> Post conference:	
<b>Clinical</b>	Thur. 9/15/16 0645	Clinical Site Post conference:	Restraints & Decub buttocks, various dressings
<b>Skills Lab</b> Lab 2159 R.Jepson C.Fitzsimmons	Fri. 9/16/16 0700 to 1415	<p><b>Promoting nutrition:</b>  Feeding: oral, Ng tube, gastrostomy PEG tube - Kozier Ch 47  NG tube, special diet, I&amp;O -- Berman Ch 19, Ch 15 p.419</p> <p><i>My Nursing Lab:</i> Module 1 (lesson 3- <i>Health &amp; Wellness</i>)</p> <p><b>Diagnostic Testing</b> - Kozier ch 34  <i>My Nursing Lab:</i> Module 4 (lesson 5- <i>Diagnostic Testing</i>)</p> <p>Videos: Nasogastric tube insertion, removal</p> <p><u>Skills to learn and practice:</u> NG tube insertion, removal, maintainance, tube feeding oral suction</p> <p>Skill 47-1 Inserting Nasogastric Tube (Kozier) or Skill 19-2 (Berman) *  Skill 47-2 Removing Nasogastric Tube (Kozier) or Skill 19-3 (Berman) *  Skill 19-1 Assisting Adult to Eat (Berman)  Skill 19-4 Administering Tube Feeding (Berman) *  Skill 19-5 Administering Gastrostomy or Jejunostomy Feeding (Berman)</p>	NG tubes, feeding pump Suction set-up, yankauers Manikin with G-tube Bowel sounds
<b>Week 6</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	
Lecture 2139 R.Jepson	Mon 9/19/16 0800 to 1130	<p><b>EXAM #6 - Pain control, sleep/rest, cold/heat applications, CAM</b></p> <p><b>Unit 14 - Lifespan: Concepts of Growth &amp; Development</b> - Kozier Ch 20-24  <i>My Nursing Lab:</i> Module 2 (lesson 1- <i>Concept of Growth &amp; Dev.</i>)</p> <p><b>Concepts of Patient education</b> - Kozier Ch 27  <i>MyNursingLab:</i> Review Module 1 (lesson 1- <i>Nursing Basics teaching</i>)</p>	
<b>Clinical</b>	Wed. 9/21/16 0645 to	Clinical site Post conference: Feeding patient, trays, feeding pump, I&O forms & Documentation, NG, G-Tubes. Wt scales	

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<b>Clinical</b>	1400			<b>This</b>
<b>Skills Lab</b> Lab 2159 R.Jepson C.Fitzsimmons	Thur. 9/22/16 0645	Clinical site Post conference:		
	Fri. 9/23/16  0700 to 1415	<b>Check-off Skills Demonstration:</b> NG tube insertion/removal and G-tube feeding		NG tubes, feeding pump Suction set-up, yankauers Manikin with G- tube Bowel sounds
<b>Week 7</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>		<b>NLC Supplies</b>
<b>Lecture</b> Room 2139 R.Jepson	Mon 9/26/16  0800 to 1130	<b>Unit 20 - Concepts of Nutrition</b> - Kozier Ch 47, Pearson ch 1– 9, 12, 14, 17-20, <i>My Nursing Lab:</i> review Module 1 (lesson 3- <i>Health &amp; Wellness, nutrition</i> )  <u>Class Assignment:</u> <b>Nutrition – potluck</b> Bring a dish of prepared food and discuss the nutritional content		
<b>Clinical</b>	Wed. 9/28/16 0645	Clinical site Post conference:		
<b>Clinical</b>	Thur. 10/29/16  0645	Clinical site Post conference:		
<b>Skills Lab</b> Lab 2159 R. Jepson C. Fitzsimmons	Fri. 10/30/16  0700 to 1415	<b>Concepts of Elimination: Urinary &amp; Bowel</b> - KozierCh 48, 49; Berman Ch 20, 21  <b>Specimen Collection</b> - Kozier Ch 34 p.818-827  <b>SKILLS Practice:</b> Catheterization: insertion & removal  <i>My Nursing Lab:</i> Review Module 4 (lesson 5- <i>Stool &amp; Urinary tests</i> )  <u>Skills to learn:</u> (Berman) Skill 20-1 Assisting with a Urinal Skill 20-2 Applying an External Urinary Device Skill 20-3 Performing Urinary Catheter * Skill 20-4 Performing Catheter Care and Removal * Skill 21-1 Assisting with a Bedpan Skill 21-2 Administering an Enema Skill 21-3 Removing a Fecal Impaction		Urinary catheters, Irrigation set-up (if available), ostomy supplies, specimen collection supplies, commode, enemas, bedpans, stat- lok, lubricant, genitalia models
<b>Week 8</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>		
<b>Lecture</b> Room 2139	Mon 10/3/16  0800 to 1130	<b>Lecture EXAM #7 - Nutrition, feeding methods, NG/G-tube, Diagnostics</b>  <b>Concepts of Elimination: Urinary &amp; Bowel</b> - Kozier Ch 48, 49; Berman Ch 20, 21  <i>My Nursing Lab:</i> Module 4 (lesson 8- <i>Urinary Function &amp; Elimination</i> ) Module 4 (lesson 9– <i>Gastrointestinal Function and Elimination</i> ) Review Module 4 (lesson 5- <i>Stool &amp; Urinary tests</i> )		
<b>Clinical</b>	Wed. 10/5/16 0645	Clinical site Post-conference:		
<b>Clinical</b>	Thur. 10/6/16 0645	Clinical site Post-conference:		

syllabus is subject to minor changes.

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<b>Skills Lab</b> Lab 2159	Fri. 10/7/16 0700 to 1415	<b>Skills Demonstrator:</b> Urinary catheter insertion & removal	Urinary caths, Irrigation set-up (if available), model genitalias, Stat-lok, lubricant
<b>Week 9</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	
<b>Lecture</b> Room 2139	Mon 10/10/16  0800 to 1130	<b>Concepts of Cultural care &amp; Spirituality</b> - Kozier Ch 18, 41 <i>My Nursing Lab:</i> review Module 1 (lesson 3- <i>Health &amp; Wellness culture</i> ) <i>My Nursing Lab:</i> Module 2 (lesson 2- Psychosocial Foundation of Nursing spirituality)  Book: Cultural Diversity in Health & Illness Ch 1-3	
<b>Clinical</b>	Wed. 10/12/16 0645	Clinical site Post Conference: <b>Exam #8 - ATI Exam (1st )</b>	
<b>Clinical</b>	Thur. 10/13/16 0645	Clinical site Post Conference:	
<b>Skills Lab</b> Lab 2159	Fri. 10/14/16 0700	<b>Demonstration: SIMMS Skills Validation.</b>	
<b>Week 10</b>	<b>DATE</b>	<b>DESCRIPTION and Assignments</b>	<b>NLC Supplies</b>
<b>Lecture</b> Room 2139	Mon 10/17/ 16 0800 to 1130	Concepts of Patient Centered Care and health promotion Kozier Ch 16,17, 24 Concepts of Nursing Professionalism and Leadership Kozier Ch , 28 <i>MyNursingLab:</i> review Module: 1 (lesson 3- <i>Health &amp; Wellness</i> ) review Module 1 (lesson1- <i>Nursing Basics</i> )	
<b>Clinical</b>	Wed. 10/19/16 0645	Clinical site <b>ATI Exam (2nd )</b> IVC NLC @ 1330	
<b>Skills Lab</b> R. Jepson	Thur. 10/20/16 SIMMs Lab	<b>Demonstration: SIMMS Assessment</b>	
	Fri. 10/21/16 0700 to 1415	<b>FINAL EXAM –Elimination, Catheterization, Dev. Life span, pt. Education, cultural/spirituality, nrsg leader/profession, health promotion</b>	

**QSEN** – Quality and Safety Education for Nurses. QSEN competencies are integrated into the course curriculum to build upon the fundamental concepts introduced in prior courses with the focus on health issues across the lifespan. Clinical opportunities are designed to facilitate application of QSEN competencies in knowledge, skills, and attitude focusing on lifespan health issues through care of diverse populations in a variety of settings.

### UNIT CONTENT

**Unit 1: Nursing Role and Scope of Practice**

1. Define nursing and relate its current state to historical events and nursing leaders.
2. Compare and contrast the various roles of contemporary nurses today.
3. Review the different educational paths to professional nursing and their implications for career mobility and advancement.

4. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
5. Describe how state nurse practice acts define the legal scope of nursing practice to protect patient's rights and reduce risk of nursing liability.
6. Review an established code of ethics and its role in guiding nursing practice and ethical decision making.
7. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.

Unit 2: Spectrum of Healthcare

1. Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.
2. Define the terms health promotion and wellness and discuss the nursing role in promoting the patient's health and wellness and disease prevention
3. Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.
4. Differentiate between the goals of acute and chronic care and examples of patient conditions in each category.
5. Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working
6. with patients undergoing rehabilitation.
7. Compare and contrast palliative and hospice care and the role of the nurse in providing end of life care.
8. Describe the various health care settings in which health care is delivered to patients of all ages.
9. Discuss the roles of state and federal governments in regulating health care agencies.

Unit 3: Profession Related Concepts/ Patient Centered Care

1. Discuss the meaning of patient-centered care
2. Describe concepts of holistic health and nursing.
3. Describe the concept of caring as a foundation for nursing practice
4. Review the professional skills inherent in providing patient-centered care.

CONTENT TOPIC

The Nursing Process:

- a. Define the nursing process and discuss its use as a tool for identifying actual and potential patient problems and planning patient-centered care.
- b. Compare and contrast the various steps of the nursing process and the role of the nurse
- c. Discuss the purpose of a patient plan of care, its developmental process, its implementation, and role in determining attainment of patient outcomes.

Clinical Judgment:

- a. Define clinical judgment and its relationship to nursing practice
- b. Compare and contrast clinical judgment and critical thinking.
- c. Differentiate between decision making and problem solving.
- d. Discuss the significance of the scientific method for determining best nursing practices.

Advocacy:

- a. Define advocacy and its relationship to nursing practice.
- b. Discuss the relationship between the nurse's role as advocate and the patient's right to information and make informed health care decisions.
- c. Review the Patient's Bill of Rights and the Self Determination Act and their association with the nurse's role as patient advocate.

Cultural Sensitivity:

- a. Define cultural sensitivity and its relationship to nursing practice.
- b. Discuss the term culture and the various components that contribute to its definition (ethnicity, spiritual beliefs, social practices).

- c. Compare and contrast the terms cultural sensitivity and cultural competence in relation to the role of the health care provider.
- d. Recognize the influence culture has on health, health practices, illness, and caring patterns.

Communication:

- a. Define communication and its relationship to nursing practice.
- b. Describe the four components of the communication process.
- c. Differentiate between verbal and nonverbal communication.
- d. Discuss characteristics of varied types of communication.
- e. Differentiate between non-therapeutic and therapeutic communication.
- f. Discuss the use of technology in the communication process.
- g. Describe how nursing documentation is a written form of communication.
- h. Identify potential barriers to effective communication.

Unit 4: Profession Related Concepts/ Interdisciplinary Collaboration

1. Define the concept of interdisciplinary care.
2. Describe the essential aspects of collaborative health care.
3. Discuss the benefits of an interdisciplinary health care team providing client care.

Unit 5: Profession Related Concepts/ Evidence-Based Practice

1. Define the concept of evidence-based practice
2. Identify available resources for evidence-based nursing practice.
3. Discuss how evidence-based practice provides optimum care for individuals and their families.

Unit 6: Profession Related Concepts/ Quality Improvement

1. Define the concept of quality improvement.
2. Discuss the role of the nurse in identifying patient concerns related to quality care.

Unit 7: Profession Related Concepts/ Safety

1. Define the concept of patient safety
2. Discuss personal and environmental factors that impair a patient's ability to protect themselves from injury.
3. Review interventions that can assist in reducing risk of patient injury (properly identifying patient, using six rights of medication administration, performing fall risk assessment, communicating patient information to appropriate team member).
4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.
5. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the patient.
6. Review the National Patient Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.

Unit 8: Profession Related Concepts/ Informatics

1. Define the concept of informatics
2. Describe the uses of computers in nursing education and practice.
3. Discuss the computer skills and computer applications necessary for monitoring and documenting patient information.
4. Observe use of appropriate search engines and databases to obtain evidence based research when determining best practice.

Unit 9: Profession Related Concepts/ Patient Education

1. Define the concept of patient education.
2. Identify the role of the nurse in relation to patient education.
3. Describe the three domains of learning.
4. Review basic principles of learning.
5. Discuss how to identify educational needs of patients.



6. Describe the various elements of a teaching plan for patients.

Unit 10: Profession Related Concepts/ Professionalism

1. Define the concept of professionalism and its relationship to nursing practice.
2. List professional behaviors that are consistent with those of a nurse.
3. Discuss the relationship of ethical and legal practice to the role of nurses.
4. Compare and contrast accountability and responsibility.

Unit 11: Profession Related Concepts/ Leadership

1. Define the concept of leadership
2. Identify the characteristics of effective leaders.
3. Describe various leadership roles assumed by nurses.
4. Discuss how nurses as leaders can influence provision of safe patient care.

Unit 12: Client Related Concepts/ Rest and Sleep

1. Review the role played by rest and sleep in maintaining good physical and mental health.
2. Discuss the effect that lack of sleep has on a patient's physical and mental health.
3. Discuss developmental variations in sleep patterns.
4. Describe the functions, physiology, and stages of sleep.
5. Identify conditions that interfere with a patient's rest and sleep pattern.
6. Recognize the characteristics of common sleep disorders.
7. Review nursing interventions that can help improve a client's quality of rest and sleep.

Unit 13: Client Related Concepts/ Spirituality

1. Compare and contrast the concepts of spirituality and religion.
2. Review the religious practices of selected religions and their relationship to health promotion and health care.
3. Determine factors that contribute to spiritual distress and resulting manifestations.
4. Review the nurses' role when caring for patients who are experiencing spiritual distress.

Unit 14: Patient Related Concepts/ Growth and Development

1. Review selected theories of human development and their respective stages.
2. Discuss the impact that successful and unsuccessful achievement of developmental tasks has on the ability of an individual's to progress to a higher level of development.
3. Ascertain the personal and environmental factors that can influence in individual's success achievement of developmental tasks.
4. Review indicators of successful and delayed task resolution.

Unit 15: Patient Related Concepts/ Sensory Perception

1. Review the role played by sensory perception in maintaining good physical health.
2. Describe the anatomical and physiological components of the sensory-perceptual process.
3. Discuss factors that affect a patient's sensory perceptual processes.
4. Identify conditions that interfere with patients' ability to process sensory input.
5. Differentiate between sensory deficits, overload, and deprivation.
6. Review nursing interventions that can facilitate or maintain a patient's sensory perceptual processes.

Unit 16: Patient Related Concepts/ Hygiene (includes Hygiene Skills Lab)

1. Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.
2. Describe conditions and activities that place patients at risk for altered skin integrity.
3. Discuss hygienic practices that support healthy skin integrity.
4. Discuss the effect that cultural practices and developmental stage has on hygiene practices.
5. Determine a patient's need for assistance with hygiene-related care.
6. Describe the procedures for providing hygiene-related care in a safe, comfortable environment.

7. Demonstrate proper techniques that support patient hygiene.

CONTENT TOPIC

- a. Hygiene skills lab/ mouth, skin, hair, nail, foot and perineal care
- b. Hygiene skills lab/ baths and bed making

Unit 17: Patient Related Concepts/ Activity and Exercise (includes Mobility Skills Lab)

1. Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.
2. Relate the effect exercise has on proper functioning of body systems and activity tolerance.
3. Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.
4. Discuss the effect lack of movement has on bones, muscles, and joints.
5. Discuss the effect developmental stage has on bone, muscles, and joints.
6. Demonstrate proper techniques that support patient mobility and prevent complications of immobility.

CONTENT TOPIC

Mobility skills lab:

- a. walking with a crutch/cane/walker
- b. wheelchair assembly/disassembly and use
- c. patient positioning
- d. pressure ulcer prevention measures and equipment
- e. Mobility skills lab/ range of motion

Unit 18: Patient Related Concepts/ Infection Control (includes Infection Control Skills Lab)

1. Compare and contrast the various elements of the chain of infection.
2. Review the anatomical and physiological barriers that protect an individual against infections.
3. Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.
4. Discuss the etiology of nosocomial infections
5. Differentiate between medical and surgical asepsis.
6. Relate principles of asepsis and their application to patient care and wound care.
7. Differentiate between standard precautions and various types of isolation precautions.
8. Review nursing interventions that can protect a patient against infections.
9. Demonstrate proper techniques that support infection control in patient care and wound care.

CONTENT TOPIC

Infection control skills Lab:

- a. hand hygiene and universal precautions
- b. isolation precautions and application of personal protective equipment (PPE)
- c. medical and surgical asepsis, surgical scrub, applying sterile gloves and surgical gowning
- d. wound care

Wound care includes:

- a. wound cleansing and irrigation
- b. suture and staple removal
- c. wraps and slings
- d. cold/heat application

Unit 19: Patient Related Concepts/ Elimination (includes Urinary and Bowel Elimination Skills Lab)

1. Review Bowel elimination skills: the role played by elimination in maintaining good physical health.
2. Describe the process of urine and feces production and subsequent elimination patterns.
3. Differentiate between normal and abnormal elimination patterns.
4. Discuss developmental and other factors that affect a patient's elimination status.

5. Identify conditions that interfere with patients normal elimination patterns.
6. Compare and contrast normal and abnormal characteristics of urine and feces.
7. Identify diagnostic tests related to elimination and the nurse's role in obtaining specimens.
8. Review nursing interventions that can facilitate or maintain a patient's elimination patterns.
9. Demonstrate proper techniques that support a patient's elimination needs.

CONTENT TOPIC

Bowel elimination skills Lab:

- a. bedpans and urinals
- b. collecting urine and stool specimens and documentation
- c. catheter insertion and removal, specimen collection
- d. enemas, specimen collection (hemocult)

Unit 20: Patient Related Concepts/ Nutrition (includes Nutrition Skills Lab)

1. Review the role played by nutrition in maintaining good physical health throughout the life-span.
2. Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.
3. Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.
4. Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.
5. Discuss physical, psychological, developmental, cultural and religious factors that affect a patient's nutritional status.
6. Identify norms for body weight and BMI based on established standards.
7. Use guidelines based on the USDA Food Pyramid when determining dietary recommendations for patients.
8. Differentiate between various alternative and therapeutic diets.
9. Review nursing interventions that can assist patients in meeting their nutritional needs.
10. Demonstrate proper techniques that support a patient's nutrition needs

CONTENT TOPIC

Nutrition skills lab:

- a. tray setup and feeding, (NG tube and feeding tube insertion, Dobhoff tube, feeding by gravity and pump, care and maintenance of G-tube)
- b. special diets
- c. intake and output

Unit 21: Patient Related Concepts/ Comfort/Pain (includes Comfort Skills Lab)

1. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
2. Review theories related to the physiology of pain.
3. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.
4. Differentiate between the various types and characteristics of pain.
5. Determine a patient's need for pain relief using established subjective tools and objective data.
6. Review pharmacologic and non-pharmacologic nursing interventions that can assist patient's in managing their pain.
7. Review alternative and complementary methods of pain relief that patient's may consider (acupressure, acupuncture, biofeedback).
8. Demonstrate proper techniques that support a patient's comfort needs.

CONTENT TOPIC

Skills Lab:

- a. application of heat and cold
- b. pain rating scales

Unit 22: Patient Related Concepts/ Medication Administration (includes Medication Skills Lab)

1. Discuss the role of the nurse in safely and legally administering medications to patients.
2. Discuss factors that can increase the risk of making a medication error.
3. Identify the six rights of medication administration.
4. Determine the various routes by which medication can be administered.
5. Perform basic apothecary to metric conversions and drug calculations.
6. Discuss the role of the nurse related to educating patients about their medications.
7. Demonstrate proper techniques that support safe medication administration

CONTENT TOPIC

Medication administration skills lab:

- a. oral by nasal, ear, eye, rectal, topical, inhaled and vaginal medications, sublingual, injections: subcutaneous, dermal and intramuscular, and gastric tube
- b. proper medication preparation using six rights
- c. basic drug calculation
- d. medication administration charting

Unit 23: Patient Related Concepts/ Documentation (includes Documentation Skills Lab)

1. Describe the significance of nursing documentation as a written form of communication.
2. Discuss the use of technology in the communication process.
3. Identify the purpose and various elements of the patient record.
4. Review the legal parameters that guide documentation and the maintenance of patient records.
5. Review proper guidelines for effective documentation.
6. Apply principles of effective documentation to an actual or simulated patient record.
7. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.

CONTENT TOPIC

Documentation skills lab:

- a. subjective and objective data
- b. narrative charting
- c. flow sheets and trending records
- d. computer information systems and computerized records

Unit 24: Patient Related Concepts/ Body Mechanics and Ergonomics (includes Body Mechanics Skills Lab)

1. Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating patients.
2. Identify assistive devices that can be used when moving patients to aid in the prevention of injury.
3. Examine the relationship between using good body mechanics and preventing injuries.
4. Discuss appropriate interventions to take to minimize injury to patient and self during a patient fall.
5. Demonstrate proper body mechanics and ergonomics when positioning, moving, lifting and ambulating patients.

CONTENT TOPIC

Body mechanics skills lab:

- a. turning patient, moving patient up in bed, and use of draw sheet
- b. gait belts
- c. patient transfers

Unit 25: Patient Related Concepts/ Nursing Process (includes Nursing Process Lab)

1. Identify the steps of the nursing process.
2. Review the use of the nursing process as a tool for planning patient care.
3. Differentiate between subjective and objective data and various data collection methods.
4. Review the NANDA list of nursing diagnoses and their use in describing potential and actual patient problems.
5. Apply principles of the nursing process to an actual or simulated patient record.

## CLINICAL OBJECTIVES

1. Utilize the nursing process as a framework for planning nursing care:
  - A. Practice assessment skills using proper techniques and safety measures.
  - B. Practice basic nursing skills using proper techniques and safety measures.
  - C. Use the steps of the nursing process when developing a plan of care
  - D. Include cultural and age-appropriate interventions in the plan of care.
  
2. Use scientific principles and evidence-based literature when planning care:
  - A. Use appropriate resources when selecting interventions for the plan of care
  - B. Base rationales for interventions on scientific principles.
  
3. Recognize the professional and legal responsibilities of nursing practice:
  - A. Identify skills that are within the RN's scope of practice.
  - B. Identify legal parameters that govern nursing practice.