

Basic Course Information

Semester:	Fall 2017	Instructor Name:	R. Fitzsimmons FNP,BC,MSN P. Colio MSN, ENP-C, FNP-C, CCRN
Course Title & #:	Nurs 227 MS III & Clinical Preceptorship	Email:	rick.fitzsimmons@imperial.edu pedro.colio@imperial.edu
CRN #:	10993	Webpage (optional):	Canvas
Classroom:	2150	Office #:	RF 2129/ PC 2134
Class Dates:	8-14 to 12-5-2017	Office Hours:	Posted on Office Door
Class Days:	Monday & Tuesday	Office Phone #:	RF 355-6421/ PC 355-6422
Class Times:	Monday 1430 to 1535 Tuesday 1545 to 1810	Emergency Contact:	Nursing Office
Units:	8		

Course Description

This course facilitates the transition of the student to the role of a professional nurse. This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, delegating and tenets of legal and practice, are integrated throughout the course. Clinical experiences and advanced clinical preceptorships provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

1. Understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with acute, complex, or multi-system adaptive disorders of the neurological, cardiac, respiratory, and/or endocrine systems. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Comprehensive/Predictor exam with an individual score of 70% or above. (ILO2,3,5)
2. Apply the nursing process to integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of patients. Demonstrate integration of knowledge in medical surgical nursing by passing the ATI Med/Surg with a level 2 or above (Raw score <78%). (ILO2,3,5)
3. Differentiate the principles of nursing care in the multi-system compromised patient's in the home and acute care institutions by passing the final with a minimum of 75%. (ILO 1,2,3,5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Perform a comprehensive health assessment on patients across the lifespan and focus on deviations that contribute to multisystem alterations in health.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and addresses the interaction of multisystem alterations in health.
3. Collaborate with members of the interdisciplinary health care team while acting as an advocate in the provision of quality care to promote safety for patients across the lifespan with multisystem alterations in health.
4. Demonstrate clinical judgment and evaluate outcomes when providing care to patients across the lifespan experiencing multisystem alterations in health.

5. Integrate knowledge of pharmacology, pathophysiology, and nutrition, as well as concepts from previous nursing courses and established evidence based practice, to the care of patients with multisystem alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with patients, families, and selected groups, as well as professional relationships with members of the interdisciplinary health care team.
7. Use information technology to access evidence based literature and patient care information, communicate with other members of the health care team, and accurately document patient care in a secure and timely manner.
8. Acknowledge the value of evidence based practice by integrating evidence based knowledge into practice when providing care to patients across the lifespan with multisystem alterations in health.
9. Develop and provide health and safety related education to patients across the lifespan while recognizing the nurse's role as educator and change agent.
10. Use organizational, priority setting, and decision making skills when providing, assigning, and supervising the care of patients with multisystem alterations in health.
11. Participate in the development, implementation, and evaluation of quality improvement plans related to patient safety, the delivery of quality care, and institutional concerns.
12. Adhere to ethical, legal, and professional standards and maintain accountability and responsibility while managing the care of patients with complex, multisystem alterations in health.
13. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.
14. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care.
15. Analyze selected leadership styles and theories and their effect on the management of employees.
16. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.
17. Apply leadership skills and empowerment strategies when managing the care of clients.
18. Perform nursing care and delegate tasks within the legal parameters of that entity's scope and practice, ensuring culturally sensitive, safe, quality care to clients.
19. Act as an advocate for individuals, families, and selected groups, regarding health care decisions and health-related education, through the use of appropriate communication skills
20. Use information technology as a tool to access current knowledge that supports enhanced clinical decision-making.
21. Manage the care of clients, families and groups while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.
22. Facilitate activities related to the development, implementation, and evaluation of quality improvement plans to improve health care services.
23. Assist in developing mass casualty plans and their implementation in the event of an emergency
24. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.
25. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care.
26. Analyze selected leadership styles and theories and their effect on the management of employees.
27. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.
28. Apply leadership skills and empowerment strategies when managing the care of clients

Textbooks & Other Resources or Links

Author	ISBN	Title	Edition	Year	Publisher
Osborn, Wraa, Watson & Holleran	13:978-0-13-270669-8	Medical-Surgical Nursing Preparation For Practice	2nd	2014	Pearson
Marquis & Huston	978-1-4511-9281-0	Leadership Roles and Management Function in Nursing: Theory and Application	8th	2015	Wolters Kluwer
Burchum & Rosenthal	978-0-323-32190-7	Lehne's Pharmacology For Nursing Care	9th	2016	Elsevier

Course Requirements and Instructional Methods

A. Hours

NS 227 is an 8 unit theory and clinical course. Lectures are held 3.9 hours per week and clinical hours are 15.2 per week.

Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.

B. Assignments:

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

Schedule may change at the discretion of the instructor, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. **Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.**

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom matters.

The student is 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.

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.

Course Grading Based on Course Objectives

Students must maintain a “C” average grade as determined by the scale below:

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

Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course and the co-requisite courses. **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 70%.**
- B. **Clinical grade must total equivalent of 75% or greater based on all points accumulated.**
- C. **Theory (exams) grade must total equivalent of 75% or greater.**
- D. Pharmacology math quiz must be passed as described below.
- E. Attendance requirements as noted below must be met.

F. Less than 3 unsatisfactory performances in clinical work must occur.

G. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”..

Testing will include no more than 3 examinations in addition to written, demonstration, and oral assignments, and a final examination. Pop quizzes may be included. **EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.**

Clinical evaluation will be done on an ongoing basis with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

As a measure of clinical safety, a dosage calculation exam will be given on the first day of class. The student must obtain a score equivalency of 92% or better to pass the test and 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 on the third attempt taking the math exam, the student will not be allowed to progress to the next semester. The student will receive a grade of “F” in the current nursing course if the third attempt occurs after the last day to drop with a “W”. The first exam will be given during clinical hours. Any follow-up exams will take place outside of regularly scheduled clinical hours.

Schedule may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

ATI testing on Med/Surg or leadership and Comprehensive/Predictor is a part of the theory grade section of the NS 227 course. Students are responsible for reviewing all material in the ATI books prior to the assigned test date.

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NS227. This will result in a “W” grade if before the drop date and “F” if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is 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.
- It is the responsibility of each student to attend all classes and to contact the faculty person before the start of class if there is a need to be excused from class. Students are expected to attend all classes. **Absences are limited to 19 hours of theory throughout the semester (equivalent to number of hours class meets in one week).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.
- Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. Absences attributed to the representation of the college at officially approved events (conferences, contests, and fieldtrips) will be counted as “excused” absences. A student who reaches the maximum allowable number of hours absent and is not allowed to continue in class and may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.
- **Students who are late for class three times will be considered absent for one day.**

Classroom Etiquette

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- 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 by the instructor.
- 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.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- 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 plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to 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 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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [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. Please contact them 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.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu. EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Medical/Surgical Nursing III & Clinical Preceptorship

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 14 &15 Fitzsimmons Colio	Syllabus & Introduction Alterations in Oxygentation Unit I: The Critical triad: Decision Making, Management and Leadership(the point) Math Test	Ch 25, 665-682 Ch 27, 756-787 Ch 28, 790-828 Ch 76, 958-976 Ch 77, 977-984 Ch 81, 987-995 Unit 1, Ch 1, 3-20, Ch 2, 32-47, Ch 3, 53-65
Week 2 August 21 & 22 Fitzsimmons	Alterations in Cardiac Output and Tissue Perfusion Hemodynamic Monitoring Unit I: The Critical triad: Decision Making, Management and Leadership(the point)	Ch 29, 831-848 Ch 30 849-900 Ch 31, 901-918 Ch 54 1671-1698 Ch 43,44,45,46, 464-498 Ch 49, 534-555 Ch 53, 625-631 Unit 1, Ch 1, 3-20, Ch 2, 32-

		47, Ch 3, 53-65
Week 3 August 28 & 29 Colio	Alterations in Cardiac Output and Tissue Perfusion Unit IV: Roles and functions in Organizing (thepoint)	Ch 33,972-1024 Ch 54 1671-1698 Ch 8, 173-179 Ch 17,18,19, 143-172 Unit IV, Ch 12, 261-282, Ch 13, 289-306, Ch 14, 313-329
Week 4 September 5	Test 1 Oxygen/Cardiac Alterations in Cognition & Sensation	Ch 20,485-502 Ch 21, 508-526
Week 5 September 11 & 12 Colio	Alterations in Cognition & Sensation Unit VI: Roles and Functions in Directing(thepoint)	Ch 20,485-502 Ch 21, 508-526 Ch 20, 21,22,23; 173-215 Ch 23, 589-634 Ch 24, 636-662 Unit VI, Ch 18, 414-430, Ch 19, 438-460, Ch 20, 468-481, Ch 21, 489-506
Week 6 September 18 & 19 Colio	Alterations in Cognition & Sensation	Ch 20,485-502 Ch 21, 508-526 Ch 20, 21,22,23; 173-215 Ch 23, 589-634 Ch 24, 636-662
Week 7 September 25 & 26 Colio	Alterations in Mobility Disaster, Emergency and Trauma Unit VI: Roles and Functions in Directing(thepoint) Must turn in PICO Question, for 1 point	Ch 65, 2058-2078 Ch 66, 2082-2086 Ch 67, 2091-2011 Ch 17,143-155; 28, 260-285 Ch 42,459-463; Ch 109,110; 1330-1345 Unit VI, Ch 18, 414-430, Ch 19, 438-460, Ch 20, 468-481, Ch 21,489-506
Week 8 October 2 & 3 Fitzsimmons	Test 2 Cognition/Sensation/Mobility Alterations in Regulation and Metabolism	Ch 8, 179-180, Ch 45, 1357-1368 Ch 46, 1369-1415 Ch 58,59,60, 703-732
Week 9 October 9 & 10 Fitzsimmons	Alterations in Regulation and Metabolism ATI: Predictor 1300-1600	Ch 47, 1417-1461 Ch 57, 667-702
Week 10 October 16 & 17 Colio	Alterations in Immunity Unit III: Roles and Functions in Planning(thepoint) ATI: Med/Surg 1 (1230-1430)	Ch 52, 1594-1617 Ch 53, 1618-1669 Ch 57, 1765-1827 Ch 69, 834-840 Ch 94, 1124-1167 Ch 101,102,103; 1206-1266 Unit III, Ch 7,138-158, Ch 8 164-176, Ch 9, 183-195, Ch

		11, 237-253
Week 11 October 23 & 24 Colio	Alterations in Immunity Unit V: Roles and Functions in Staffing(thepoint) ATI: Leadership/Critical Thinking (1230-1430)	Ch 52, 1594-1617 Ch 53, 1618-1669 Ch 57, 1765-1827 Ch 67, 806-816 Ch 69, 834-840 Ch 71&72, 849-878 Ch 94, 1124-1167 Unit VII, Ch 23, 542-566, Ch 25, 599-623
Week 12 October 30 & 31 Fitzsimmons	Alterations in Integumentary Test 3 Regulation & Metabolism/Immunity	Ch 58, 1829-1841 Ch 61, 1924-1968
Week 13 November 6 & 7 Colio	Alterations in Reproduction Unit VII: Roles and Functions in Controlling(the point) ATI: Med-Surg 2 (1230-1430)	Ch 40, 1240-1253 Ch 42, 1286-1310 Ch 65, 66, 788-805 Unit VII, Ch 23, 542-566, Ch 25, 599-623
Week 14 November 13 & 14 Fitzsimmons	Alterations in Ingestion, Digestion, Absorption & Elimination ATI: Predictor 2 (1300-1600)	Ch 36, 1097-1110 Ch 37, 1172-1182 Ch 38, 1189-1198 Ch 80, 971-986
Week 15 November 27 & 28 Fitzsimmons	Test 4 Integumentary/Reproduction/Digestion Group Presentation Turn in Summary and 3 Scholarly resources	
Week 16 December 4 & 5	Unit II:Foundation for Effective Leadership and Mangement Ethics, Law and Advocacy(the point) Final	Unit II: Ch4, 69-90, Ch 5, 95-114, Ch 6 118-132

Black reading assignments are out of Osborn, Wraa, Watson, & Holleran. Medical-Surgical Nursing
Blue reading assignments are out of Marquis & Huston, Leadership Roles and Management Functions in Nursing: Theory and Application

Green reading assignments are out of Burchum & Rosenthal, Lehne’s Pharmacology for Nursing

Content Units:

Hemodynamic Monitoring

Unit Objectives:

1. Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.
2. Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures.
3. Analyze data obtained via systemic intra-arterial monitoring.
4. Identify priority actions for clients with an alteration in cardiac output.

Alteration in Oxygenation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in oxygenation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in oxygenation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in oxygenation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in oxygenation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in oxygenation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support oxygenation.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in oxygenation.
8. Provide health and safety related education to clients across the lifespan who have alterations in oxygenation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in oxygenation

Alterations in Cardiac Output and Tissue Perfusion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cardiac output and tissue perfusion
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cardiac output and tissue perfusion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in cardiac output and tissue perfusion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cardiac output and tissue perfusion.

Alterations in Regulation and Metabolism

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in regulation and metabolism.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in regulation and metabolism.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in regulation and metabolism.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in regulation and metabolism.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in regulation and metabolism.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support regulation and metabolism.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in regulation and metabolism.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in regulation and metabolism.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in regulation and metabolism.

Alterations in Cognition and Sensation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cognition and sensation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cognition and sensation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cognition and sensation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cognition and sensation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cognition and sensation.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cognition and sensation.

Alterations in Immunity

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in immunity.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in immunity.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in immunity.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in immunity.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in immunity.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support immunity.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in immunity.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in immunity.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in immunity.

Alteration in Integument

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in integument.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in integument.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in integument.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in integument.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in integument.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support integument.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in integument.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in integument.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in integument.

Alterations in Mobility

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in mobility.

2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in mobility.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in mobility.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in mobility.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in mobility.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in mobility.
8. Provide health- and safety-related education to clients across the lifespan who have alteration in mobility.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in mobility.

Alterations in Reproduction

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in reproduction.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in reproduction.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in reproduction.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in reproduction.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in reproduction.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support reproduction.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in reproduction.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in reproduction.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in reproduction.

Alterations in Ingestion, Digestion, Absorption and Elimination

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.

Alterations in Excretion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in excretion.

2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in excretion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in excretion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in excretion.

Contemporary Issues

Unit Objectives:

1. Evaluate health policies and their impact on the allocation and delivery of health care.
2. Explore system stressors such as chronic illness, technologically complex care, and poor client outcomes and the effect they have on the provision and cost of health care.
3. Review seminal documents such as IOM reports, National Patient Safety Goals, National Health Care initiatives and other related documents in light of their recommendations for changes in the current health care system.
4. Examine the current Healthy People document and its implications for the health care needs of society.
5. Debate the challenges the health care industry faces in providing accessible, equitable care to U.S. citizens.
6. Analyze current issues that impact the professional practice of nursing and its ability to actualize its mission.
7. Compare and contrast positions taken by professional and special interest groups on current issues
8. Select a current issue and evaluate the literature for evidence upon which to formulate an opinion.

Organizational Structure and Governance

Unit Objectives:

1. Examine the mission statement and related philosophy and goals of an institution.
2. Critique the organizational structure of an institution and its impact on the dissemination of power and decision making.
3. Compare and contrast various levels of management.
4. Investigate the role of the stakeholders of an organization.
5. Discuss the implication of unions representing nursing in a collective bargaining capacity.
6. Apply systems theory to a health care organization and analyze the factors that affect the output.

Management, Leadership, and Power/Empowerment

Unit Objectives:

1. Compare and contrast the concepts of management and leadership.
2. Analyze selected leadership theories and their perspective of the employer and employee.
3. Examine the use of transactional, interactional, and transformational leadership in contemporary health care settings.
4. Analyze selected leadership styles and the subsequent role of the manager.
5. Differentiate between the various types of power.
6. Discuss power-based strategies that RNs can employ.
7. Investigate the concept of influence and its relationship to the control and balance of power.

Leadership Skills

Unit Objectives:

1. Differentiate between decision making, problem solving, and clinical judgment.
2. Analyze selected change theories and their application to institutional change.
3. Analyze selected change strategies and their relationship to the change process.
4. Examine the process and implications of planned and unplanned change on staff and institutional integrity.
5. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.
6. Apply the five rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.
7. Compare and contrast the scope of practice of licensed and unlicensed personnel that make up the health care team.
8. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.
9. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.
10. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.
11. Analyze selected theories related to motivation.

12. Differentiate between internal and external motivating factors and their impact on creating a motivating work environment.

Group Process and Teamwork

Unit Objectives:

1. Compare and contrast various methods of organizing human resources for the provision of client care.
2. Analyze the role of the case manager and his or her relationship with the coordination of client care in meeting established goals of the institution and external entities.
3. Investigate the concept of professional socialization and the role of mentors/preceptors in facilitating this process.
4. Examine the stages of group process and the various roles of group members.
5. Analyze teambuilding strategies that can be used to enhance collaboration and cooperation between team members.
6. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
7. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication
8. Examine various types of conflict and conflict management strategies.
9. Analyze the implications of generational differences on the development of effective teams that maximize each individual's strengths.

Staff Development

Unit Objectives:

1. Differentiate between the focus and goals of orientation, inservice, and staff development.
2. Analyze strategies that address the socialization and educational needs of culturally and ethnically diverse nurses.
3. Examine the underlying philosophy of adult learning theory and instructional strategies specific to this theory.
4. Ascertain the sequence of steps that should be followed when planning an educational program and evaluate its outcomes.
5. Use literature to maintain practice that is based on current evidence based literature.

Quality Improvement

Unit Objectives:

1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.
2. Investigate the cyclical nature of quality improvement.
3. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).
4. Examine the role of institutional and professional standards as well as evidence based practice when establishing best practices.
5. Differentiate between process, outcome, and structure audits.
6. Ascertain the role of the staff nurse in the quality improvement process.

Legal and Ethical Issues

Unit Objectives:

1. Analyze the relationship between advocacy and client rights.
2. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.
3. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.
4. Integrate ANA's Standards of Practice, Code of Ethics, and state mandated scope of practice directives into client care provided either directly or indirectly.
5. Analyze the relationship between policies, procedures, and standards set by an institution.
6. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.
7. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.
8. Examine the five elements of liability necessary to prove negligence.
9. Compare and contrast the torts of false imprisonment, assault, battery, and defamation.
10. Explore the purpose of incident reports as well as proper handling and disposition of these reports.
11. Determine the responsibility of the nurse in relation to mandatory reporting.
12. Discuss the legal and ethical implications of individual and societal access to genetic information.

Emergency and Disaster Management

Unit Objectives:

1. Review the Joint Commission's emergency preparedness management standards for health care facilities.
2. Identify the roles and responsibilities of various members of the interdisciplinary team during the planning and implementation of an emergency preparedness plan.
3. Review the elements of a mass casualty plan necessary for effective use of human and material resources during an

emergency.

4. Ascertain the nurse's role in the initial management of a suspected bioterrorist attack.
5. Integrate principles of triage and the ABCDE priority setting framework when classifying clients into priority levels.
6. Ascertain priority actions of the nurse during a suspected biological or chemical exposure situation.

Clinical Objectives

1. Use the nursing process as a framework for providing nursing care.
 - a. Perform a comprehensive assessment of patients.
 - b. Develop a plan of care based on data collected during a comprehensive assessment.
 - c. Integrate cultural and age-appropriate intervention into the plan of care.
 - d. Implement nursing care that is safe and based on the established plan of care.
 - e. Use clinical judgment when implementing the patient's plan of care and evaluating patient outcomes.
 - f. Advocate for patients when health care needs are not being met.
2. Promote continuity of health care within the health care team and across various settings.
 - a. Collaborate with members of the interdisciplinary health care team.
 - b. Communicate patient's related information to appropriate team members in a timely manner.
 - c. Plan and provide health related education as a member of the health care team.
 - d. Use information technology to document patient information and communicate with members of the health care team.
3. Use scientific principles and evidence-based practice as a foundation for nursing practice.
 - a. Integrate knowledge of pathophysiology, pharmacology, and nutrition into patient care.
 - b. Use appropriate resources when making clinical decisions regarding best practice for patient care.
 - c. Incorporate scientific evidence into nursing practice.
4. Provide high-quality nursing care in an environment that is safe for the patient, self, and others.
 - a. Use communication techniques that facilitate a caring nurse-patients relationship.
 - b. Advocate for the patient when health care or health related issues arrive.
 - c. Identify patient and institutional issues that affect quality of care and participate in the development of plans to promote improvements.
 - d. Intervene to minimize environmental safety risks while providing a safe environment for the patient, self and others.
 - e. Use leadership skills to enhance the efficient management of patient care.
5. Practice nursing in a professional, ethical and legal manner
 - a. Practice nursing in accordance with professional standards.
 - b. Practice nursing in an ethical manner.
 - c. Practice nursing with established legal parameters.
 - a. Accept accountability and responsibility for the supervision and provision of patient care.