

## Basic Course Information

2/10/19

Semester:	<b>Spring 2019</b>	Instructor Name:	<b>Rosalba Jepson RN MSNCarmen Fitzsimmons RN BSN</b>
Course Title & #:	<b>Nursing Fundamentals – NUR 107</b>	Email:	rosalba.jepson@imperial.edu carmen.fitzsimmons@imperial.edu
CRN #:	<b>20750, 21440, 21441</b>	Webpage (optional):	
Classroom:	<b>2139</b>	Office #:	<b>2128</b>
Class Dates:	<b>2/11/19 to 6/7/19</b>	Office Hours:	<b>(M) 11-1; (Th) 3-4; (F)1-2 PM</b>
Class Days:	<b>Mon. (lecture) Wed., Thus. (clinical) MWF (skills)</b>	Office Phone #:	<b>760-355-6294</b>
Class Times:	<b>Mon. 0800-1105Wed. &amp; Thus. clinical 0700 -1435 MWF skills 0800 – 1305</b>	Emergency Contact:	<b>Analissa Veliz 760-355-6348</b>
Units:	<b>7 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. Additional materials fee applies. (CSU)

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

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

## 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. 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)
3. Safely administer medication 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)

## 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.
9. Use verbal and nonverbal communication that promotes caring and therapeutic relationships

## Textbooks & Other Resources or Links

1. Taylor, Lynn, Barlett (2019). Taylor Fundamental of Nursing CoursePoint (9th ed). Wolters Kluwer/Lippincott. ISBN: 9781496362179
2. Lynn, P. (2015). Talyor's Clinical Nursing Skills: A Nursing Process Approach (4th ed.). Wolters Kluwer/ Lippincott. ISBN: 9781496365248
3. Wilkinson J. (2012). Nursing Process and Critical Thinking. (5th ed.). Pearson. ISBN: 9780132181624
4. Hogan (2013). Reviews & Rationales: Fluids, Electrolytes, and Acid-Base Balance w/CD (3rd/e). Prentice Hall. ISBN: 9780132958554  
(Optional resource books)
5. Taber's (2017). Taber's Cyclopedia Medical Dictionary (23/e). Prentis Hall. ISBN: 9780803659049

## Course Requirements and Instructional Methods

- Audio Visual: DVD of skills required for successful course completion
- Computer Assisted Instruction: Internet research, case study, including Lippincott CoursePoint and ATI
- Skills demonstration: skills competencies are required for successful course completion
- Reading Assignments and 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.
- Lecture; powerpoint, facilitation
- Simulation/Case Study: Nursing skills validation, Assessment skills, and Communication skills.

**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 the pharmacology text used in the pharmacology course. Writing assignments will reflect the objectives listed and may include, but not be limited to, care plans, concept-mapping, drug cards, short essays, and/or professional papers, videos, and online research. Possible outside assignments may include, but not limited to, nursing lectures or inservices offered by local health facilities or healthcare providers. Additional reference materials will be available in the nursing learning center.

Class activities: Class preparation and participation in discussion, presentations, unit exams, pop quizzes, calculation exam and written exams, care plans, performing clinical skills, simulations and Final exam and Skills proficiency 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, adult day out and wound care centers.

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 = 93-100%
- B = 85-92%
- C = 78-84%
- D = 70-77%
- F = Below 70%

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

1. Students who fail 4 exams or fail to meet a total equivalent of 78% or greater in theory exam grades by mid-term will be dropped from the course.
2. Students must pass the Final Theory Exam with a score of 78%. or greater. Theory grades are based on a combination of quizzes, exams, and written assignments
3. Students must demonstrate safe and proficient clinical skills to pass the course. Students may be dropped from the program if skills are not safe and proficient. Students may have up to 3 attempts to demonstrate proficiency during check-off demonstrations.
4. Students must achieve a passing clinical evaluation of skills by the end of the course. Students will be tested in a simulation case scenario to demonstrate learned skills and applied theory knowledge. Clinical grades are based on a combination of assignments, care plans and a comprehensive evaluation of skills and applied theory in the clinical setting.
5. Theory and clinical course work must be concurrent; therefore if the final grade in clinical is rated as unsatisfactory,
6. the student will not be allowed to progress in the program.
7. Students must pass a medication calculation test with a 92%. or greater on the first attempt. A second chance is given to retake the calculation exam if a student does not pass it the first time. Students must pass the calculation exam with 100% on the second attempt. Students will be dropped from the program if failure to pass the calculation exam on both attempts. A course grade of ‘D’ or ‘F’ will be assigned regardless of the accumulated theory grade(s). Students cannot progress with a grade of ‘D’ or ‘F’ to the subsequent course.

8. Late work may have total points deducted as follows:
  - 10% for each day late; (3 days late means 30% deduction from score achieved)
  - For assignments graded pass/fail or satisfactory/unsatisfactory, a “U” will be given for late work.
9. Attendance requirements must be met. Please see student [catalog and handbook](#)
10. Students who accrue 3 unsatisfactory performances in clinical work will be dropped from the program.
11. All written/typed work shall be in American Psychological Association (APA) format
12. **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” safe and proficient practices 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, not adhering to clinical regulations. Students may be required to remediate before returning to the clinical setting. Students who accrue three unsatisfactory grades in clinical practice or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

**Calculation Exam:** A medication 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 on the first attempt and 100% on the second attempt, in order to continue in the class. The score will not be included in the course grade point average; it is a pass/fail assignment. If the student is unsuccessful after the second attempt of taking the calculation exam, the student will be dropped from the course and not be allowed to progress to the next semester. **Students should have completed Med 100 prior to admittance to the nursing program.**

**ATI Fundamentals of Nursing Exam:** ATI testing on Fundamentals of Nursing is a part of the theory graded section of the NUR107 course. Students are responsible for reading all material in the ATI Nursing Fundamentals book prior to the assigned test date.

Students may be called in to meet with the faculty instructor if grades falls below 78%. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

Changes in the clinical schedule or any assignments may change at the discretion of the instructors, taking into account the progress of students. Instructor must consider the daily routine and audits that take place during the operation hours of the health care facilities. Any changes will be announced in class by email through Canvas. 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.

## Clinical Evaluation

A clinical evaluation will be completed at least once by the end of the clinical course and shall be done in writing and signed by the instructor(s). Students who have an identified deficiency in a non-critical objective may be given a warning for unsatisfactory performance. Students with an identified deficiency in a critical objective will be counseled and may be dismissed depending on the details. A final clinical performance rated unsatisfactory will not allow the student to progress in the program. A course grade of ‘D’ or ‘F’ will be assigned regardless of the accumulated theory grade(s) attained by the student

## 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. A student may fall behind in class or in clinical activities due to excessive absences. Class lectures and clinical activities are not repeated in class by the instructor(s).
- 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, medical emergencies may be reviewed at the discretion of the instructor.
- If student is late: three (3) tardies equal one absent. Please don't be late to class, skills day or clinical days.
- Students must be present in class and clinical in order to evaluate their ability to provide safe patient care and clinical competency. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from the course. 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

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Considerations**: specifics for your class/program Electronic devices, including watches with internet ability are not allowed during examinations. Computers are provided in the Nursing Learning Center (NLC) for testing.
- Food, Drink and Chewing Gum are prohibited in all classrooms, skills labs or clinical facilities. Water bottles with tight seal lids/caps are the only exception. 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 of regulations, which may include a written dissatisfaction warning to dismissal of the program related to the degree of violation

## 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 (!!!)].

## Civility

Civility is treating others and ourselves with respect, dignity and care. Civility is evident when we are sensitive to the impact that our communications, practices and behaviors have on others in our communities. Incivility includes any and all forms of disrespect or disregard for instruction, the instructor or a fellow student. The American Nurses' Association Code of Ethics requires nurses to treat their colleagues, students and patients with dignity and respect and does not tolerate any form of harassment, disrespect or threatening action. Nursing students are expected to promote self-accountability for their actions and to foster cultures of civility and a high standard of civil, respectful and professional conduct in all academic and clinical interactions. Violations are subject to student disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

Education Code Section 76034, IVC Code of Student Conduct, and the RN Program Code of Academic and Clinical Conduct

## 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/Fabrication and Aiding or Abetting Academic Dishonesty: this means 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.
- Obtaining and Unfair Advantage: stealing, reproducing, circulating or gaining access to examination material prior to the time authorized by the instructor. This includes destroying, defacing, unauthorized access, or concealing library materials for the purpose of depriving others of their use.

**All nursing students are required to practice HIPAA confidentiality guidelines at all times. Students who violate the HIPAA confidentiality guidelines will be disciplined up to and including immediate dismissal from the RN Program.**

## 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.
- **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

### **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](mailto: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](mailto: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**

2/10/2019

**CRN # 20750 NUR 107 - Nursing Fundamentals - <http://www.pearsonhighered.com/nursingresources/>**  
**CRN # 21440**  
**CRN # 21441**

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)  
 TBA

**Class starts: 2/11/19 - ends: 6/7/2019**

**Drop Deadline with “W”: 5/11/2019**

ROOM Instructor	DATE	TIME	DESCRIPTIONS and Assignment	NLC Supplies
<b>Week 1 LECTURE</b> Room 2139  Jepson	Mon. 2/11/19	0800 to 1050          1115	<p><b>Concepts of Patient Centered Care</b>  <u>Reading Assignment</u>                      1. <b>Nursing Role &amp; Scope of Practice</b> – Taylor’s ch 1,  <i>The Professional Nurse</i></p> <p><b>Concepts of Person-Centered Care: the Nursing Process &amp; Critical Thinking</b>  <u>Reading Assignments:</u>                      2. <b>Nursing Process</b> Taylor: ch 13-18                      ch 13 - Overview of Nursing Process                      ch 14 – Assessment                      ch 15 – Diagnosing                      ch 16 – Nursing outcomes &amp; planning                      ch 17 – Implementation                      ch 18 - Evaluation</p> <p><b>ATI – the Nursing Process</b></p> <p><b>Practice Calculation TEST - TBA (optional – after class)</b></p>	
<b>Week 1 SKILLS LAB 2159</b>  Jepson Fitzsimmons	Wed 2/13/19	0800 to 1315	<p><b>Concepts of Health Assessment</b>  <u>Read Assignment:</u>                      1. <b>Vital Signs:</b> Taylor’s ch 25; skills book ch 2                      2. <b>Health assessment:</b> Taylor’s ch 26; skills ch 3                      3. <b>Respiratory Assessment</b> ch 39, p. 1492-1504                      Promoting comfort &amp; oxygenation: p.1502, 1508-1512                      Deep Breathing, Incentive Spirometry –                      Taylor’s p.1503-1504  <b>Deep Breathing Exercises, Coughing, and Splinting</b> - Taylor’s p.1504-1505</p> <p><u>Videos:</u> Vital signs; Respiratory &amp; Skin assessment. (Head-to-Toe Assessment)</p> <p><u>Lab Practice Skills to learn for check-offs:</u>                      Respiratory and Skin Assessment. Must know how to perform a head-to-toe assessment (with respiratory assessment) when clinical patient assignments are given.</p>	<p><b>NLC Supplies:</b></p> <p>Respiratory sounds,                      Oxygen masks, nasal                      cannula, venturi mask, re-                      breather bags, ambu-bag,                      airway bag, oropharyngeal                      airway &amp; nasal trumpet.                      Spirometer                      Pulse oximeter                      Stethoscopes,                      thermometers, alcohol                      wipes, blood pressure                      cuffs, spirometer, oxygen                      supplies</p> <p>Lab 1 set-up:.</p> <p>•Sims with resp.                      sounds, vital signs.</p>

<p><b>CONT' Week 1 SKILLS</b></p>			<p><b><u>Nursing Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Skill 2-1 Assessing Body Temperature</li> <li>• Skill 2-4 Assessing Peripheral Pulse by Palpation</li> <li>• Skill 2-5 Assessing an Apical Pulse by Auscultation</li> <li>• Skill 2-6 Assessing Respirations</li> <li>• Skill 2-7 Assessing Blood Pressure by Auscultation</li> <li>• Skill 3-1 Performing a General Survey</li> <li>• Skill 3-2 Using a Bed Scale</li> <li>• Skill 3-3 Assessing the Skin, Hair, Nails</li> <li>• Skill 3-4 Assessing Head and Neck</li> <li>• Skill 3-5 Assessing Thorax, Lungs, Breast</li> <li>• Skill 3-6 Assessing Cardiovascular System</li> <li>• Skill 3-7 Assessing the Abdomen</li> <li>• Skill 3-8 Assessing the Female Genitalia</li> <li>• Skill 3-9 Assessing the Male Genitalia</li> <li>• Skill 3-10 Assessing Neurologic, Musculoskeletal, Peripheral Vascular system</li> <li>•Skill 6-1 Teaching Deep Breathing Exercises, Coughing and Splinting</li> <li>• Skill 14-1 Using a Pulse Oximeter</li> <li>• Skill 14-2 Using Incentive Spirometer</li> <li>• Skill 14-3 Administering Oxygen by Nasal Cannula</li> <li>•Skill 14-4 Administering Oxygen by Mask</li> <li>•Skill 14-5 Using an Oxygen Tent</li> <li>•Skill 14-7 Inserting an Oropharyngeal/ Nasopharyngeal Airway</li> <li>•Skill 14-15 Using a Manual Resuscitation Bag-Mask</li> </ul> <p><b>Students: Bring your stethoscope, pen light, second-hand watch</b></p>	
<p><b>Week 1 SKILLS LAB 2159</b></p> <p>Jepson Fitzsimmons</p>	<p>Thur 2/14/19</p>	<p>0800 to 1315</p>	<p><b>Concepts of Patient Hygiene</b></p> <p><b><u>Reading Assignments:</u></b></p> <p>1. <b>Hygiene Care:</b> Taylor's ch 31; skills ch 7</p> <p><b><u>Videos:</u></b> Bedbath (adult/child), Perineal care, Oral care, hair/ear/foot care. Making the occupied/unoccupied bed</p> <p><b><u>Lab Practice Skills to learn for check-offs:</u></b> Vital signs; hand hygiene; Bedbath (adult/child), Perineal care, Oral care, hair/ear/foot care. Making the occupied/unoccupied bed</p> <p><b><u>Nursing Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Skill 7-1 Assisting with a Shower or Tub Bath</li> <li>• Skill 7-2 Providing a Bed Bath; Perineal Cleansing</li> <li>• Skill 7-3 Assisting the Patient with Oral Care</li> <li>• Skill 7-4 Providing Oral Care for the Dependent Patient</li> <li>• Skill 7-5 Providing Denture Care</li> <li>• Skill 7-6 Removing Contact Lenses</li> <li>• Skill 7-7 Shampooing a Patient's Hair in Bed</li> <li>• Skill 7-8 Assisting the Patient to Shave</li> <li>• Skill 7-11 Making an Occupied Bed</li> </ul>	<p>linen, draw sheets &amp; towels, bath equipment, oral care equipment. Linen hampers, PPE: Gloves,</p> <p>Lab 1 set-up: •Sims with resp. sounds, vital signs. •Bed &amp; bath equipment &amp; linen; •Towels</p>

<b>CONT"</b>			<ul style="list-style-type: none"> <li>• Skill 1-1 Performing Hand Hygiene- Alcohol-based Handrub</li> <li>• Skill 1-2 Performing Hand Hygiene- Soap and Water</li> <li>• Skill 1-3 Using Personal Protective Equipment</li> <li>• Skill 10-2 Giving Back Massage</li> </ul> <p><b>#1 Calculation TEST</b> (calculators will be provided)</p>	
<b>Week 1 SKILLS</b>	Fri 2/15/19		<b>NO CLASSES -- CAMPUS CLOSED</b>	
<b>Week 2 LECTURE</b>	Mon 2/18/19		<b>NO CLASSES -- CAMPUS CLOSED</b>	
<b>Week 2 SKILLS</b> LAB 2159  Jepson Fitzsimmons	Wed 2/20/19	0800 to 1315	<p><b>Concepts/ Activity and Exercise</b></p> <p><u>Reading Assignments:</u></p> <ol style="list-style-type: none"> <li>1. <b>Mobility &amp; Activity</b> : Taylor's 33, Skills ch 9</li> <li>2. <b>Safety &amp; Security</b> – Taylor's ch 27, Skills ch 4</li> </ol> <p>Body Mechanics, Positioning &amp; Safety-Restraints:</p> <p><b>Videos:</b> Applying Restraints, Patient transfer devices (chair lifts)</p> <p><b>Practice Skills to learn for check-offs:</b>                  Range of motion, protective positioning (supine, side-lying, Fowlers), applying restraints. Transfer to wheelchair</p> <p><b>Nursing Skills</b></p> <ul style="list-style-type: none"> <li>• Skill 9-1 Assisting a Patient Turning in Bed</li> <li>• Skill 9-2 Moving a Patient Up in Bed With Assistance</li> <li>• Skill 9-3 Transferring a Patient From Bed to Stretcher</li> <li>• Skill 9-4 Transferring Patient From Bed to Chair/Wheel chair</li> <li>• Skill 9-5 Transferring a Patient Using a Powered Full-Body Sling Lift</li> <li>• Skill 9-6 Providing Range of Motion</li> <li>• Skill 9-7 Assisting a Patient with Ambulation</li> <li>• Skill 9-8 Assisting a Patient with Ambulation Using a Walker</li> <li>• Skill 9-9 Assisting a Patient with Ambulation Using Crutches</li> <li>• Skill 9-10 Assisting a Patient with Ambulation Using a Cane</li> <li>• Skill 9-11 Applying/ Removing Graduated Compression Stockings</li> <li>• Skill 9-12 Applying Pneumatic Compression Devices</li> <li>• Skill 9-16 Applying A Continuous Passive Motion Device (SCD – Sequential Continuous Device)</li> </ul> <p><b>Concepts of Safety:</b></p> <ul style="list-style-type: none"> <li>• Skill 4-1 Fall Prevention</li> <li>• Skill 4-2 Alternatives to Use of Restraints</li> <li>• Skill 4-3 Applying an Extremity Restraint</li> <li>• Skill 4-4 Applying a Waist Restraint</li> <li>• Skill 4-5 Applying an Elbow Restraint</li> <li>• Skill 4-6 Applying a Mummy Restraint</li> <li>• Skill 17-1 Logrolling a Patient</li> <li>• Skill 17-3 Employing Seizure Precautions/Management</li> </ul> <p><b>Handout:</b> Skill - Bed and Chair exit safety monitoring device</p>	Towels for trochanter rolls, hip foam stabilizer, wheel chairs, chair. Any other body mechanics equipment we may have  Restraints

<p><b>Week 2 SKILLS</b> LAB 2159</p> <p>Jepson Fitzsimmons</p>	<p>Thus 2/21/19</p>	<p>0800 to 1315</p>	<p><b>Concepts of Infection Control and Wound Care</b></p> <p><u>Reading assignment:</u></p> <ol style="list-style-type: none"> <li><b>Asepsis &amp; Infection Control</b>- Taylor's ch 24; Skills ch 1 Hand hygiene, sterile gloving, Applying and removing PPE, Isolation techniques (contact, airborne, droplet &amp; reverse isolation)</li> <li><b>Skin Integrity/Wound Care</b> – Taylor's ch 32; Skills ch 8</li> </ol> <p><b>Practice Skills to learn for check-offs:</b> Standard Precaution; Applying appropriate PPE - sterile glove and sterile surgical gown, maintaining sterile field, wound care, wound irrigation, dressings</p> <p><b>Videos:</b> Wound care (cleansing and irrigation); suture/staple removal, Dressing Change</p> <p><b>Nursing Skills</b></p> <ul style="list-style-type: none"> <li>• Skill 1-3 Using Personal Protective Equipment</li> <li>• Skill 1-4 Preparing a Sterile Field/ Packaged Sterile Drape</li> <li>• Skill 1-5 Preparing a Sterile Field/ Sterile Kit Tray</li> <li>• Skill 1-6 Adding Sterile Items to a Sterile Field</li> <li>• Skill 1-7 Putting on Sterile Gloves/ Removing</li> <li>• Skill 8-1 Cleaning a Wound, Applying a Dry Dressing</li> <li>• Skill 8-2 Applying a Saline-Moistened Dressing</li> <li>• Skill 8-3 Applying a Hydrocolloid Dressing</li> <li>• Skill 8-4 Performing a Wound Irrigation</li> <li>• Skill 8-5 Collecting a Wound Culture</li> <li>• Skill 8-6 Applying Montgomery Straps</li> <li>• Skill 8-7 Caring for a Penrose Drain</li> <li>• Skill 8-8 Caring for a T-Tube Drain</li> <li>• Skill 8-9 Caring for a Jackson-Pratt (JP) Drain</li> <li>• Skill 8-10 Caring for a Hemovac Drain</li> <li>• Skill 8-12 Removing Sutures</li> <li>• Skill 8-13 Removing Surgical Staples</li> <li>• Skill 9-14 Applying a Sling</li> <li>• Skill 9-15 Applying Figure Eight Bandage</li> <li>• Skill 12-14 Caring for a Hemodialysis Access (AV Fistula or Graft)</li> </ul> <p><b>Students: Bring your wound care supplies</b></p> <p><b>#2 Calculation TEST – final retake</b> MUST PASS CALCULATION EXAM IN ORDER TO CONTINUE THE COURSE</p>	<p>Sterile gloves Gowns for isolation, mask, booties, Sterile surgical gowns</p> <p>Handwashing germ solution &amp; UV light</p> <p>Various wound dressings Ace wraps, kerlix, bandages, binders, and Slings Staples and sutures und irrigation trays</p>
<p><b>Week 2 SKILLS</b> LAB 2159</p> <p>Jepson Fitzsimmons</p>	<p>Fri 2/22/19</p>	<p>0800 to 1315</p>	<p><b>Concepts of Infection Control and Wound Care (continue)</b></p> <p><u>Reading Assignment:</u> <b>Heat &amp; Cold application</b> - Taylor's ch 32, p.996-1085,1089</p> <p><b>Nursing Skills</b></p> <ul style="list-style-type: none"> <li>• Skill 8-14 Applying an External Heating Pad</li> <li>• Skill 8-15 Applying a Warm Compress</li> <li>• Skill 8-16 Assisting with a Sitz Bath</li> <li>• Skill 8-17 Applying Cold Therapy</li> </ul>	<p>Ice packs, heating pads, K-pad, Antiemboli stockings (Ted hose)</p>

<p><b>Week 3 LECTURE</b> Room 2139 Jepson</p>	<p>Mon 2/25/19</p>	<p>0800 to 1050</p>	<p><b>(Continue)</b> <b>Person-Centered Care: the Nursing Process &amp; Critical Thinking</b> <u>Reading Assignments:</u> (continue) <b>3. Wilkinson:</b> ch 4,5 – Diagnostic Reasoning &amp; Language ch 6 - Nursing Outcomes ch 7 - Planning Interventions ch 8 - Implementation ch 9 - Evaluation ch10 – Creating a Plan of Care  <b>ATI – the Nursing Process</b>  Developing a Nursing Care Plans &amp; Concept Mapping <b>Taylor's p. 322-324, p. 400 (example p. 401)</b></p>	
<p><b>Week 3 SKILLS LAB 2159</b> Jepson Fitzsimmons ? ?</p>	<p>Wed 2/27/19</p>	<p>0800 to 1315</p>	<p><b>Exam #1 – &amp; CHECK-OFF Demonstration:</b></p> <ul style="list-style-type: none"> <li><b>Written Exam:</b> VS, hygiene, Physical/Resp assessment, occupied bed, ROM; protective positioning, restraints, patient transfer,safety</li> <li><b>Skills Demonstration:</b> VS, Resp./head-to-toe (Skin) assessment; Bedbath &amp; ROM; making occupied bed, patient protective positioning, patient transfe</li> </ul>	<p>Stethoscopes, PPE, thermometers, alcohol wipes, BP cuffs, linen, towels, bath equipment, oral care equipmen, hampers, Gloves, hip foam stabilizer, wheel chairs, Restraints Respiratory sounds, O2 masks, nasal cannula, Pulse oximeter,</p>
<p><b>Week 3 SKILLS LAB 2159</b> Jepson Fitzsimmons ?</p>	<p>Thur 2/28/19</p>	<p>0800 to 1315</p>	<p><b>CHECK-OFF Demonstration</b></p> <ul style="list-style-type: none"> <li><b>Skills Demonstration:</b> VS, Resp./head-to-toe (Skin) assessment; Bedbath &amp; ROM; making occupied bed, patient protective positioning, patient transfer Wound care demonstration, wraps, sutures, slings, decubitus measurement</li> </ul>	<p>as above</p>
<p><b>Week 3 SKILLS LAB 2159</b> Jepson Fitzsimmons</p>	<p>Fri 3/1/19</p>	<p>0800 to 1315</p>	<p><u>Reading Assignment</u>  <b>GLUCOMETER</b> - Glucometer use: Taylo's skill 36-3 p.1333  <b>Video:</b> Glucometer, performing a finger stick  <b>Nursing Skills:</b>  <ul style="list-style-type: none"> <li>Skill 18-8: Obtaining a Capillary Blood Sample for Glucose testing</li> </ul> <ul style="list-style-type: none"> <li><b>(Continue) Skills Demonstration:</b> as needed</li> </ul> </p>	<p>Glucometers, lancets, alcohol wipes, PPE  <b>Glucometer training will continue at hospital setting per hospital policies</b></p>

<p><b>Week 4 LECTURE</b> 2139</p> <p>Jepson</p>	<p>Mon 3/4/19</p>	<p>0800 to 1050</p>	<p><b>EXAM #2– Nursing Process, Role of nursing</b></p> <p><b>Concepts of Communication &amp; Nursing Informatics</b> <u>Reading Assignments</u></p> <ol style="list-style-type: none"> <li>1. Documentation &amp; Reporting - Taylor’s ch 19</li> <li>2. Nursing Informatics – Taylor’s Ch 20</li> <li>3. Therapeutic Communication – Taylor’s ch 8 (SBAR, EMR, Team communication)</li> </ol> <p>Documentation exercise</p>	
<p><b>Week 4 SKILLS LAB</b> 2159</p> <p>Jepson Fitzsimmons</p>	<p>Wed 3/6/19</p>	<p>0800 to 1315</p>	<p><b>Concepts of Medication administration</b> <u>Reading Assignment:</u> Taylor’s ch 29; Skills ch 5</p> <p><b>Practice Skills to learn for check-offs:</b> Oral and subcutaneous, IM injection, Topical, nasal, rectal, vaginal, optic, otic</p> <p><b>ASSIGNMENT:</b> Prepare Medication drug cards for demonstration. Use 3x5 index cards</p> <p><u>Nursing Skills Nonparental meds</u> (oral, topicals, etc.)</p> <ul style="list-style-type: none"> <li>• Skill 5-1 Administering Oral Medications</li> <li>• Skill 5-2 Administering Medication Via a Gastric Tube</li> <li>• Skill 5-15 Applying a Transdermal Patch</li> <li>• Skill 5-16 Instilling Eye Drops</li> <li>• Skill 5-17 Administering an Eye Irrigation</li> <li>• Skill 5-18 Instilling Ear Drops</li> <li>• Skill 5-19 Administering an Ear Irrigation</li> <li>• Skill 5-20 Administering a Nasal Spray</li> <li>• Skill 5-21 Administering a Vaginal Cream</li> <li>• Skill 5-22 Administering a Rectal Suppository</li> <li>• Skill 5-23 Administering Medication by Metered-Dose Inhaler (MDI)</li> <li>• Skill 5-24 Administering Medication by Dry Powder Inhaler</li> <li>• Skill 5-25 Administering Medication by Small-Volume Nebulizer</li> </ul> <p><u>Nursing Skills Parenteral meds (injections - No IVs)</u></p> <ul style="list-style-type: none"> <li>• Skill 5-3 Removing Medication From an Ampules</li> <li>• Skill 5-4 Removing Medication From an Vial</li> <li>• Skill 5-5 Mixing Medications from Two Vials in One Syringe</li> <li>• Skill 5-6 Administering an Intradermal Injection</li> <li>• Skill 5-7 Administering a Subcutaneous Injection</li> <li>• Skill 5-8 Administering an Intramuscular Injection</li> </ul> <p><b>Students: Bring your medication supplies</b></p>	<p>Injection pads Medication carts Narcotic count forms Simulation pills, syringes, needles, alcohol wipes, gloves, medication cups, transderm patches,</p> <p>Medication charts Patient medication profiles</p>
<p><b>Week 4 SKILLS LAB</b> 2159</p> <p>Jepson Fitzsimmons ? ?</p>	<p>Thur 3/7/19</p>	<p>0800 to 1315</p>	<p><b>EXAM #3 &amp; CHECK-OFF Demonstration: Wound Care</b></p> <ul style="list-style-type: none"> <li>• <b>Written Exam:</b> All aspects of wound care, standard precaution, PPE, principals of asepsis &amp; sterile techniques, wraps, Hot/Cold application, types of dressings, Isolation techniques</li> <li>• <b>Skills Demonstration:</b> Wound care, wraps, sutures &amp; staple removal, slings, decubitus staging &amp; measurements</li> </ul>	<p>Sterile gloves Wound &amp; irrigation trays, Ace wraps, kerlix, bandages, binders, and Slings; Model arms with staples and sutures Various dressings Decub models Mannikins with wounds/J-P drain</p>

<p><b>Week 4 SKILLS</b> LAB 2159 Jepson Fitzsimmons</p>	<p>Fri 3/8/19</p>	<p>0800 to 1315</p>	<p><b>CHECK-OFF Demonstration: Wound Care</b></p> <ul style="list-style-type: none"> <li><b>(Continue) Skills Demonstration:</b> Wound care demonstration, wraps, sutures, slings, decubitus measurements</li> </ul>	<p>As above</p>
<p><b>Week 5 LECTURE</b> Room 2139  Jepson</p>	<p>Mon 3/11/19</p>	<p>0800 to 1050</p>	<p><b>Concepts of Interdisciplinary Collaboration: Spectrum of Healthcare</b> <u>Reading Assignment</u></p> <ol style="list-style-type: none"> <li>Health Care Delivery &amp; Continuity of Care – Taylor's ch 11, 12</li> <li>Concepts of Patient Education – Taylor's ch 9</li> </ol>	
<p><b>Week 5 SKILLS</b> LAB 2159  Jepson Fitzsimmons</p>	<p>Wed 3/13/19</p>	<p>0800 to 1315</p>	<p><b>EXAM #4 – Documentation, Nsg Info., Therapeutic communication</b></p> <p><b>Promoting nutrition: Enteral Feeding</b> <u>Reading Assignment:</u> Taylor's ch 36p.1306 -1320; ch 38 p.1444-1445; p. 1457-1468 Skills ch 11</p> <ol style="list-style-type: none"> <li>Feeding: oral, Ng tube, gastrostomy PEG tube</li> <li><b>NG tube</b>, special diet, I&amp;O</li> </ol> <p><b>Videos:</b> Nasogastric tube insertion/removal, Suction setup,</p> <p><b>Skills to learn and practice:</b> NG tube insertion/ removal, NG/ G-tube maintainance, feeding, oral suction &amp; canister set-up</p> <p><b>Nursing Skills:</b></p> <ul style="list-style-type: none"> <li>Skill 11-1 Assisting a Patient with Eating</li> <li>Skill 11-2 Inserting Nasogastric Tube</li> <li>Skill 11-3 Administering a Tube Feeding</li> <li>Skill 11-4 Removing a Nasogastric Tube</li> <li>Skill 11-5 Caring for a Gastrostomy Tube</li> <li>Skill 13-5 Irrigating a Nasogastric Tube Connected to Suction</li> <li>Skill 18-1 Obtaining Nasal Swab</li> <li>Skill 18-2 Obtaining Nasopharyngeal Swab</li> <li>Skill 18-3 Collecting a Sputum Specimen for Culture</li> </ul>	<p>Bowel sounds Irrigation syringe, suction tubing, connectors, stethoscopes, NG tube &amp; feeding tube supplies</p> <p>NG tubes, feeding pump Suction set-up, yankauers Manikin with G-tube. Bowel sounds</p>
<p><b>Week 5 SKILLS</b> LAB 2159  Jepson Fitzsimmons</p>	<p>Thur 3/14/19</p>	<p>0800 to 1315</p>	<p><b>Concepts of Elimination: Urinary &amp; Bowel</b></p> <p><u>Reading Assignment</u></p> <ol style="list-style-type: none"> <li><b>Urinary:</b> Taylor's – ch 37 p.1348-1355; p.1358-4359; p.1364-1371; p.1380-1409</li> <li><b>Bowel:</b> Taylor's – Ch 38 p. 1426-1432; p.1438-1439; p.1442-1444; p.1443; p.1468-1473</li> </ol> <p><u>Nursing Skills</u></p> <ul style="list-style-type: none"> <li>Skill 12-1 Assisting with the Use of a Bedpan</li> <li>Skill 12-2 Assisting with a Urinal</li> <li>Skill 12-3 Assisting with the Use of a Bedside Commode</li> <li>Skill 12-4 Assessing Bladder Volume Using an Ultrasound Bladder Scanner</li> <li>Skill 12-5 Applying an External Condom Catheter</li> <li>Skill 12-6 Catheterizing the Female Urinary Bladder</li> </ul>	<p>Urinary catheters, Irrigation set-up (if avail), ostomy supplies, specimen collection supplies, commode, bedpans, stat-lok, lubricant Model genitalias,</p>

<b>Cont'</b>			<ul style="list-style-type: none"> <li>• Skill 12-6 Caring for a Suprapubic Urinary Catheter</li> <li>• Skill 12-7 Catheterizing the Male Urinary Bladder</li> <li>• Skill 12-8 Removing an Indwelling Catheter</li> <li>• Skill 12-9 Performing Intermittent Closed Catheter Irrigation</li> <li>• Skill 12-10 Administering Continuous Closed Bladder of Catheter Female Urinary Bladder</li> <li>• Skill 12-11 Emptying and Changing a Stoma Appliance on an ileal conduit</li> <li>• Skill 13-2 Administering a Large Volume Cleansing Enema</li> <li>• Skill 13-3 Administering a Retention Enema</li> <li>• Skill 13-4 Digital Removal of Stool (fecal impaction)</li> <li>• Skill 13-5 Applying a Fecal Incontinence Device</li> <li>• Skill 13-6 Changing and Emptying an Ostomy Appliance</li> <li>• Skill 18-4 Collecting a Urine Specimen (Clean Catch, Midstream) for Urinalysis &amp; Culture</li> <li>• Skill 18-5 Obtaining a Urine Specimen from an Indwelling Urinary Catheter</li> <li>• Skill 18-6 Testing Stool for Occult Blood</li> <li>• Skill 18-7 Collecting a Stool Specimen for Culture</li> </ul> <p><b>Bring your Foley supplies</b></p>	
<b>Week 6 SKILLS</b> LAB 2159	Fri 3/15/19	0800 to 1315	<b><u>Simulation: Physical Assessment</u></b>	Lab I & Lab 3
<b>Week 6 LECTURE</b> Room 2139  Jepson	Mon 3/18/19	0800 to 1050	<p><b>Concepts of Growth &amp; Development - Lifespan:</b></p> <p><u>Reading Assignment:</u></p> <ol style="list-style-type: none"> <li>1. Developmental Concepts - ch 21</li> <li>2. Birth thru Young Adult - Taylor's ch 22</li> <li>3. the Aging Adult – Taylor's ch 23</li> </ol> <p><b>Video:</b> Health Promotion through the Lifespan</p>	
<b>Week 6 SKILLS</b> LAB 2159  Jepson Fitzsimmons	Wed 3/20/19	0800 to 1315	<p><b><u>EXAM #5 &amp; CHECK-OFF Demonstration:</u> Med Administration</b></p> <ul style="list-style-type: none"> <li>• Med Administration – oral, transdermal, parenteral injections,</li> </ul> <p><b>Students: bring your supplies</b></p>	Injections, Med carts, pills, syringes, needles, alcohol wipes, gloves, Med profiles
<b>Week 6 SKILLS</b> LAB 2159 Jepson Fitzsimmons	Thur 3/21/19	0800 to 1315	<p><b><u>SKILLS Check-off Demonstration:</u> Med Administration</b></p> <ul style="list-style-type: none"> <li>• Med Administration – oral, transdermal, parenteral injections,</li> </ul>	
<b>Week 6 SKILLS</b> LAB 2159 Jepson Fitzsimmons	Fri 3/22/19	0800 to 1315	<p><b><u>Continue: SKILLS Check-off Demonstration:</u> Med Administration and wound care</b></p>	

<p><b>Week 7 LECTURE</b> Room 2139 Jepson</p>	<p>Mon 3/25/19</p>	<p>0800 to 1050</p>	<p><b>EXAM #6 Health Care delivery, Pt Edu, Growth &amp; Dev</b></p> <p><b>Concepts of Patient Centered Care</b> <u>Reading Assignment</u> 4. Evidence-Based Practice (EVP) - Taylor's ch 2</p> <p><b>Concepts of Professionalism</b> <u>Reading Assignment</u> 1. <b>Ethic &amp; Advocacy</b> – Taylor's ch 6 2. <b>Legal Dimensions</b> – Taylor's ch 7 3. <b>Leadership</b> - Taylor's ch 10</p>	
<p><b>Week 7 SKILLS</b> LAB 2159 Jepson Fitzsimmons</p>	<p>Wed 3/27/19</p>	<p>0800 to 1315</p>	<p><b>CHECK-OFF Demonstration: NG Tube &amp; Foley Catheters/ Eliminations</b></p> <ul style="list-style-type: none"> <li>• <b>Written Exam:</b> Feeding: oral, Ng tube, gastrostomy PEG, maintenance, oral suction; Tube irrigation: intermittent and continuous; Diagnostic Testing, : Foley insertion/removal, maintenance, irrigation, enemas.</li> <li>• <b>Skills Demonstration:</b> NG insertion/Removal, irrigation, med./ fluid administration. Foley insertion/removal, irrigation (continuous vs. intermittent), maintenance</li> </ul>	
<p><b>Week 7 SKILLS</b> LAB 2159 Jepson Fitzsimmons</p>	<p>Thur 3/28/19</p>	<p>0800 to 1315</p>	<p><b>EXAM #7 &amp; CHECK-OFF Demonstration: NG Tube &amp; Foley</b></p> <p><b>(Continue) Demonstration:</b> NG Tube &amp; Foley Catheters/ Eliminations</p>	
<p><b>Week 7 SKILLS</b> LAB 2159 Jepson Fitzsimmons</p>	<p>Fri 3/29/19</p>	<p>0800 to 1315</p>	<p><b>CHECK-OFF Demonstration: NG Tube &amp; Foley</b></p> <p><b>(Continue) Demonstration:</b> NG Tube &amp; Foley Catheters/ Eliminations</p>	<p>Urinary catheters, Irrigation set-up (if available), ostomy supplies, specimen collection supplies, commode, bedpans, stat-lok, lubricant Model genitalias,</p>
<p><b>Week 8 LECTURE</b> Room 2139 Jepson</p>	<p>Mon 4/1/19</p>	<p>0800 to 1050</p>	<p><b>Mid-Term Exam #8 - EBP, Informatics; Professionalism (ethics, legal, advocacy), + COMPREHENSIVE</b></p> <p><b>Concepts of Comfort &amp; Pain</b> <u>Reading Assignment</u> 1. Comfort &amp; Pain Management – Talyor's ch 35 2. Complimentary/Alternative Therapies (CAM) - Taylor's Ch 28 3. Cultural Diversity Care – Taylor's ch 5</p> <p><b>Video</b> - pain control <b>Video: Cultural Diversity</b></p> <p><b>Skills Checklist</b> - Skills Taylor ch 10</p> <ul style="list-style-type: none"> <li>• Skill 10-1 Promoting Patient Comfort</li> <li>• Skill 10-2 Giving a Back Massage</li> <li>• Skill 10-3 Using a TENS unit</li> <li>• Skill 10-4 Patient Receiving Patient-Controlled Analgesia</li> <li>• Skill 10-5 Patient Receiving Epidural Analgesia</li> <li>• Skill 10-6 Continuous Wound Perfusion Pain Management</li> </ul>	

<b>Week 8 SKILLS</b> LAB 2159 Jepson Fitzsimmons	Wed 4/3/19	0800 to 1315	<b>Simulation Case Study</b>	
<b>Week 8 SKILLS</b> LAB 2159 Jepson Fitzsimmons	Thur 4/4/19	0800 to 1315	<b>HOSPITAL ORIENTATION</b>	
<b>Week 8 SKILLS</b> LAB 2159 Jepson Fitzsimmons	Fri 4/5/19	0800 1315	<b>SKILLS Check-off Demonstration: catch-up</b>  <b>Students: bring your supplies</b>	
<b>Week 9 LECTURE</b> Room 2139 Jepson	Mon 4/8/19	0800 to 1050	<b>Concepts of Sensory Perception</b> <u>Reading Assignment</u> 1. Concepts of Rest & Sleep - Taylor's vh 34 2. Stress & Adaptation – Taylor's ch 42  <b>Concepts of Spirituality</b> <u>Reading Assignment</u> 1. Spirituality – ch 46 2. Loss, Grief & Dying – ch 43  <b>Video: Death &amp; Dying</b> <u>Handout:</u> Skills Post—Mortem Care	
<b>Week 9 Clinical</b>	Wed 4/10/19	0645 to 1435	Patient assignment	
<b>Week 9 Clinical</b>	Thur 4/11/19	0645 to 1435	Patient assignment	
<b>Week 10 LECTURE</b> Room 2139  Jepson	Mon 4/15/19	0800 to 1050	<b>Exam #9 – Pain/CAM, cultural diversity, sleep/rest, stress,</b>  <b>Concepts of Nutrition</b> <u>Read Assignment</u> 1. Concepts of Nutrients - Taylor's ch 36 2. Nutrition - ATI	
<b>Week 10 CLINICAL</b>	Wed 4/17/19	0645 to 1435	Patient assignment	
<b>Week 10 CLINICAL</b>	Thur 4/18/19	0645 to 1435	Patient assignment	
	4/22/19 to 4/28/19		<b>SPRING BREAK</b>	

<b>Week 11 LECTURE</b> Room 2139 Jepson	Mon 4/29/19	0800 to 1050	<b>Continue: Concepts of Nutrition</b>	
<b>Week 11 CLINICAL</b>	Wed 5/1/19	0645 to 1435	Patient assignment	
<b>Week 11 CLINICAL</b>	Thur 5/2/19	0645 to 1435	Patient assignment	
<b>Week 12 LECTURE</b> Room 2139 Jepson	Mon 5/6/19	0800 to 1050	<b>Exam #10 - Nutrition, spirituality, death &amp; dying</b>  <b>Concepts of Fluid &amp; Electrolytes (Acid-Base) Balance</b> <u>Reading Assignment:</u> Taylor's ch 40 Hogan's ch 2-7	
<b>Week 12 CLINICAL</b>	Wed 5/8/19	0645 to 1435	Patient assignment	
<b>Week 12 CLINICAL</b>	Thur 5/9/19	0645 to 1435	Patient Assignment	
<b>Week 13 LECTURE</b> Room 2139 Jepson	Mon 5/13/19	0800 to 1050	<b>(CONTINUE)</b> <b>Concepts of Fluid &amp; Electrolytes (Acid-Base)</b>	
<b>Week 13 CLINICAL</b>	Wed 5/15/19	0645 to 1435	Clinical patient assignment	
<b>Week 13 CLINICAL</b>	Thur 5/16/19	0645 to 1435	Clinical patient assignment	
<b>Week 14 LECTURE</b> Room 2139 Jepson	Mon 5/20/19	0800 to 1050	<b>Exam #11 – Fluid &amp; Electrolytes, Acid/Base</b>  <b>Concepts of Elimination:</b> <u>Reading Assignment</u> 1. Urinary Elimination – Taylor's ch 37 2. Bowel Elimination - Taylor's ch 38	Ostomy model & supplies
<b>Week 14 CLINICAL</b>	Wed 5/22/19	0800 to 1435	<b>Skills Proficiency</b> – Student will demonstrate patient care based on an assigned case scenarios (meet in Lab 1)	
<b>Week 14 CLINICAL</b>	Thur 5/23/19	0645 to 1435	Clinical patient assignment	
<b>Week 15</b>	Mon 5/27/19		<b>HOLIDAY -- NO CLASSES</b>	
<b>Week 15 CLINICAL LAB 2159</b>	Wed 5/29/19	0800 To 1435	Clinical patient assignment	

<b>Week 15 CLINICAL</b>	Thur 5/30/19	0645 to 1435	SIMS <b>ATI (1330 – NLC)</b>	
<b>Week 16 LECTURE</b> Room 2139 Jepson	Mon 6/3/19	0800 to 1050	<b>Concepts of Oxygenation</b> <u>Reading Assignment</u> 1. Oxygenation & Perfusion – Taylor’s ch 39 2. Introduction to airway modalities & Maintenance (Nasopharyngeal suctioning)  <b>Concepts of Sensory Perception</b> 1. Sensory Perception – Taylor’s Ch 44	Trach model & supplies
<b>Week 16 SKILLS LAB 2159</b>	Wed 6/5/19	0645 to 1435	Clinical site 0645 – 1400----- (or SIMS)  <b>ATI Exam (retake) IVC NLC @ 1400- 1500</b>	
<b>Week 16 SKILLS LAB 2159</b> Jepson	Thur 6/6/19	0830 to 1130	<b>FINAL EXAM #12– Elimination, oxygenation, sensory perception and comprehensive</b>	

**\*\*\*Tentative, This syllabus is subject to minor changes. without prior notice\*\*\***

**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 an 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/ Fluid and Electrolytes**

1. Recognize alterations in laboratory values of urine osmolarity, and serum sodium, potassium, chloride, calcium, and phosphorus.
2. Recognize clinical manifestation of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus

3. Apply knowledge of pathophysiology when planning care for patients with alterations in fluid balance
4. Apply knowledge of pathophysiology when planning care for patients with alterations in sodium, potassium, chloride, calcium, and phosphorus.
5. Identify priority actions for patients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.

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

1. Recognize components of an assessment related to oxygenation that should be included data collection
2. Apply knowledge of anatomy, physiology when assessing oxygenation and recognize variations in breathing patterns when caring for patients.
3. Recognize clinical manifestation of respiratory imbalances in pulse oximetry and other laboratory values related to oxygenation.
4. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
5. Describe the role of the nurse in providing quality care for patients who have an alteration in oxygenation.
6. Identify health care education and safety needs for patients who have an alteration in oxygenation in prevention of respiratory infections

CONTENT TOPIC

Skills Lab:

- a. Respiratory assessment, Comparing and contrasting breath sounds: Vesicular, Bronchovesicular, Bronchial
- b. Perform a complete respiratory assessment demonstrating techniques: inspection, palpation, percussion, auscultation, chest excursion, tactile fremitus, egophony, broncophony and whispered petoriloquy
- c. Deep breathing and coughing exercises, use of incentive spirometry and teaching patient's controlled diaphragmatic breathing
- d. Administration of oxygen therapy using appropriate respiratory devices: nasal cannula, oxygen mask, venturi mask, rebreatherable and non-rebreathable mask
- e. Recognize alterations in respiratory laboratory values of oxygenation, ABG
- f. Introduction to administration of respiratory therapeutic modalities: Postural drainage, Sputum specimen, Oral suction, Nasopharyngeal suction

**Unit 24: 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 25: 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 26: 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 27: 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.