



## Basic Course Information

Semester:	<b>SPRING 2021</b>	Instructor Name:	<b>Rosalba Jepson RN MSN Carmen Fitzsimmons RN BSN Teresa Santos, MSN RN CMSRN</b>
Course Title & #:	<b>Nursing Fundamentals</b>	Email:	<b>rosalba.jepson@imperial.edu carmen.fitzsimmons@imperial.edu teresa.santos@imperial.edu</b>
CRN #:	<b>20750 &amp; 21441</b>	Webpage (optional):	<b>CANVAS</b>
Classroom:	<b>Online &amp; Hybrid</b>	Office #:	<b>Online, IVC office: 2128</b>
Class Dates:	<b>2/16/2021 – 6/11/2021</b>	Office Hours:	TBA; conferzoom or conference call: First 8 weeks: (M) 11:30-1:30 pm (T) TBA (W,Th,F) 2:00 – 3:00 pm Second 8 weeks: (M) 2:30-4:30 pm (T) 10:00am-11:00 pm, or TBA (W,Th) 2:30-3:30 pm
Class Days:	<b>(M) Lecture online/zoom (W,Th,F) Skills lab (W, Th) Clinical</b>	Office Phone #:	<b>Office: 760-554-9213 Rosalba Jepson 760-554-9213 Carmen Fitzsimmons 760-604-1913 Teresa Santos 760-975-2725</b>
Class Times:	Lecture/Skills/Clinical (M) 8:00 -11:05 am (W,Th,F) 8:00 – 1:20 pm (W,Th) 7:00 am -1:50 pm	Emergency Contact:	<b>Analisa Veliz 760-355-6348</b>
Units:	7.0	Class Format:	Online, IVC lab classroom, Clinical site

## 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 are presented, and the student is given the 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: NUR 80

## 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.

**See detailed Course Unit Objectives at end of this syllabus**

## Textbooks & Other Resources or Links

1. Taylor, Lynn, Barlett (2019). Taylor Fundamental of Nursing CoursePoint Plus+Enhance (9th ed). Wolters Kluwer/Lippincott. ISBN: 9781496362179
2. Lynn, P. (2019). Taylor's Clinical Nursing Skills: A Nursing Process Approach CoursePoint (5th ed.). Wolters Kluwer/ Lippincott. ISBN: 9781496365248 3.

May order direct-purchase ebook with the CoursePoint Plus Enhance at URL:

<https://lippincottdirect.lww.com/NursingEducation-ImperialValleyCollege-Spring2021>.

- Technical Support: 1-800-468-1128
  - Customer Service: 1-800-638-3030 2
  - Student & Faculty Training: <http://customersuccess.lww.com/cs.html>
  - Taylors Clinical Nursing Skills: (5th ed.).
3. Hogan (2018). Reviews & Rationales: Fluids, Electrolytes, and Acid-Base Balance w/CD (4th/ed). Prentice Hall, Pearson. ISBN: 978-0134457710

### Optional resources books

4. Wilkinson J. (2012). Nursing Process and Critical Thinking. (5th ed.). Pearson. ISBN:9780132181624
5. Taber's (2017). Taber's Cyclopedia Medical Dictionary (23/e). Prentis Hall. ISBN:9780803659049



## Work Based Learning (WBL) Activities

Career possibilities in Registered Nursing, Certified Nurse Assistant.

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in Nursing.

WBL Activity	WBL Activity Description
Activity 1	Clinical Experiences, Research-Based and Field Experience, Support critical thinking in collection and use of client data
Activity 2	Classroom projects, Job Shadowing (after orientation), Simulated Workplace Experiences, Volunteering/Community Service
Activity 3	Career Fair (as available), Field Trips (orientations), Guest Speakers, Industry Speakers/Presentations, Workplace/Company Tours (orientations).

Some examples of WBL assignments are job shadowing, informational interviews, guest speakers and workplace simulations.

## Course Requirements and Instructional Methods

- Due to COVID-19 constraints, this course will be offered as a Hybrid/Online course. Hybrid mean that this course will supplant some, but not all face-to-face instruction, reducing the time actually spent in the classroom. On campus attendance will be limited to skills, clinical simulations, exams and skill demonstrations. Some simulations may be conducted as virtual simulations from home. The class session will be listed on the syllabus calendar schedule.
- During online classes, students must have computer audio and visual capabilities. Audio Visual aids are required for viewing nursing skills to succeed in the course; available on The CoursePoint Lippincott, ATI and Nursing Learning Center resources
- 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, case studies, Post Conference and simulation debriefing, Canvas discussions,
- Lab Activity: Assessment Skills; Nursing Fundamental Skills; Check-off demonstrations, simulation exercises.
- Lecture done on conferzoom; CANVAS powerpoint, facilitation & discussion, student presentations.
- Simulation/Case Study: Nursing skills validation, Assessment skills, Communication skills, Skills proficiency exam
- You must have all reading materials, learning aids, and Lab supplies in order to achieve successful learning.

**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; Writing assignments reflecting course objectives, care plans, concept maps, drug cards, essays or professional papers, and research. Video assignments reflect skills practice. Other possible outside assignments may include lectures or inservices offered by the local health facilities or healthcare providers (if the covid-pandemic restrictions are lifted).

**Students will schedule 1 hour weekly of clinical practice/review at the Nursing Learning Center (NLC) during the first 8 weeks of the semester.**

**Simulations:** Simulation exercises are provided in a safe learning environment where all students have the opportunity to interact within a structured scenario to prepare for real-life situations..

**Clinical sites:** When Covid-pandemic restrictions are lifted: Clinical sites may include hospitals, convalescent, adult day out, wound care centers. Assignments for clinical preparation include skills practice, demonstration, Assessment of client data, reviewing medication profiles, and completing pre- assignments as designated for each clinical area. Students working in clinical areas function within their legal proficiency and under direct observation of instructor and institutional nursing staff. HIPAA laws Must be observed and applied to all client care and clinical practices. Personal protective equipment (PPE) will be worn at all times in clinical areas as mandated by Covid guidelines.

**Requirements:** BLS training, immunizations, background checks, drug screening, vaccination, and specific hospital orientation, prior to attending clinical rotations (please see the student handbook for more information). A student will not be allowed to continue in the program if this is not completed. This will constitute a 'DROP' from the program.

#### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like to access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

**Guidelines for using parking WIFI:** -Park in every other space (empty space BETWEEN vehicles)

- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

**-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### **Course Grading Based on Course Objectives**

Students must maintain a grade "C" average of 78% or above to pass exams, assignments, and the course. Passing grade is determined by the scale below . Grades will not be "rounded up". To pass exams and even advance to the next semester, a "C" of 78% or better is required in this course.

#### **GRADING:**

**A = 93-100%**

**B = 85-92%**

**C = 78-84%**

**D = 70-77% and F = Below 70%** (D and F grades are considered failing grades)

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

1. Students who fail a total of 4 exams during the course will be dropped from the program.
2. Students who fail to meet a total equivalent of 78% on the mid-term theory exam will be dropped from the program.
3. Students who fail to meet a total equivalent of 78% on the FINAL exam be dropped from the program.
4. Students who accrue 3 unsatisfactory performances, whether in skills or clinical, will be dropped from the program.

5. 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.
6. Failure to pass a skills demonstration exam is deemed unsatisfactory. Students who accrue three (3) unsatisfactory grades in clinical practice or fail to meet the clinical objectives will result in failure of this class regardless of the overall grade.

## Attendance Policies

### Attendance policy:

- 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 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.
- If a student is late: three (3) tardies equal one absent. Please don't be late to class, skills day or clinical days. Do not leave early from class without instructor's permission or that portion of the class will be considered absent time. Do not leave conferzroom class until break or instructor's permission. Roll call may be conducted after breaks.
- 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" out on lecture and class assignments; however, medical emergencies may be reviewed at the discretion of the instructor and program director.

### What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## Remediation Policy

### Please see nursing handbook

1. Students must remediate with nursing learning tutors before attempting to repeat a skills demonstration exam. In other words, if a student fails to demonstrate safe and proficient skills twice on any skills demonstrations (including the final exit proficiency demonstration), and does not pass after the third attempt, the student will be dropped from the program.
2. Students will demonstrate an exit proficiency skills evaluation by the end of the course. This is a PASS or FAIL skills exam.
3. Students must pass a passing clinical evaluation based on the overall clinical performance in the clinical sites. Evaluation includes, observation from instructors, completion of care plans and client-related assignments, safe

performances of skills and procedures, application of theory knowledge. Clinical Evaluations are continually done to assess that students meet “satisfactory,” safe and proficient practices. Evaluation is based on adherence to nursing standards of care, QSEN competencies, care plan and written assignments. Professional behavior, performances and clinical attendance must be complied with. 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.

4. Theory and skills/clinical course work must be concurrent; therefore if the final grade in clinical is rated unsatisfactory or unsafe, the student will not be allowed to continue in the program.
5. Students must pass a 25 question medication dosage 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 second calculation exam with 100%. Students will be dropped from the program if failure to pass the calculation exam on both attempts. This score is not included in the course grade point average; it is a pass or fail assignment.
6. A “D” or “F” grade is “NOT PASSING.” The final grade will reflect as a final “F”
7. Points will be deducted for late assignments: 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.
8. All written assignments will be typed in American Psychological Association (APA) format. Nursing programs and organizations use APA; not MLA
9. THERE WILL BE NO MAKE-UPS FOR TESTS, EXAMS OR QUIZZES MISSED DUE TO ABSENCES.
10. Students will take 2 ATI exams: one in Nursing Fundamentals and the other in Nutrition.
11. Timely attendance is required. Do not be late to clinical assignments. Please see student catalog and handbook

## 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.
- **Falsification of records** in the clinical settings is an extreme violation to the Nursing Practice Act and code of conduct. Falsifying medical 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.
- **Students violating HIPAA confidentially guidelines** will be disciplined up to immediate dismissal from the course.

The law requires strict adherence to this law and breach of patient confidentiality is subject to civil penalties.

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.

### How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## Other Course Information

### CONDUCT and CIVILITY

Students are expected to adhere to the standards of Student Conduct and the regulations adopted by the college. Academic misconduct includes, but not limited to cheating in any form, plagiarism, behavior misconduct. 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 misconduct, 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

### CLASSROOM ETIQUETTE

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. Cell phones are not allowed in clinical areas of the hospital facilities.
- **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, only students enrolled in the class may attend; children are not allowed.

### ONLINE ETIQUETTE

- Netiquette refers to 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) acknowledge/return messages promptly
  - (4) respect others' opinions and privacy
  - (5) use appropriate emoticons (emotional icons) to help convey meaning
  - (6) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
  - (7) copy with caution
  - (8) do not spam or junk mail
  - (9) be concise
  - (10) use appropriate language; avoid sarcasm

### How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### 1) Be RESPECTFUL

- a. Written, verbal, and non-verbal communications should be respectful and focused on learning topics of the class.

#### 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

#### 3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

#### 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

#### 5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

#### 6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. Silence your phone and put it away during Zoom classes.
- c. Turn off TV, radios to reduce background noise.

#### 7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

#### 8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. In case emergencies happen and you need to leave the room or get up and move about, stop your zoom video.

## Attending Class On Campus during COVID

### How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
  - a. Even if your symptoms are mild, stay home. Email your instructor to explain why you are missing class.
  - b. [If you are sick with COVID-19 or think you might have COVID-19](#), provide CDC guidance.
  - c. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
  - d. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE TO CAMPUS EARLY (at least 15 minutes early is advised).**
  - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
  - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
  - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
  - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
  - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
  - a. There is no food service currently offered on campus.

### If attending clinical sites, skills and simulations:

- All Covid guidelines and restrictions will be adhered to.
- Students are expected to conduct Professional behavior: including manners, wear uniforms that are clean and pressed, clean shoes (no cloth tennis), name badges, hair groomed and long hair pulled up, and fingernails clean without nail polish. Students may not wear long earrings or facial jewelry. Students are expected to adhere to the student code of conduct as delineated by the State Board of Registered Nurses and the Nurse Practice Act.
- Confidentiality and HIPPA laws apply to all clinical settings. All information, verbal, written or electronic, related to facilities or patients must remain confidential.

- Hospital policy: on student disciplinary actions are delineated in the nursing handbook. Disciplinary actions apply to any regulatory violations, which may include a written warning, up to dismissal of the program, related to the degree of violation

## Educational Resources

### How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's 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](#). Tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)), to support and accommodate students during the COVID-19 Pandemic. When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

- [Disabled Student Programs and Services \(DSP&S\)](#) office is in Building 2100, telephone 760-355-6313.
- [Student Health Center](#). A Student Health Nurse is available on campus, but you must make an appointment. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- [Mental Health Counseling Services](#). Counseling services are available for currently enrolled students; which are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.
- [IVC Military and Veteran Success Center](#). Serves military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. Services help to connects military/veteran students, and their families, to campus and community resources. Telephone 760-355-6141 or when campus reopens, the Center is in Building 600 (Office 624).
- The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues. Under the umbrella of The EOPS is the CARE (Cooperative Agency Resources for Education), the program



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is serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops).

- The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- **What if I cannot afford food, books, or need other help?**  
Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>
- Information Literacy. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.
- **Student Rights and Responsibilities.** Students have the right to experience a positive learning environment and to due process of law. For more information, please refer to the IVC [General Catalog](#).

**Anticipated Class Schedule/Calendar**

2/20/21

**CRN # 20750 NUR 107 - Nursing Fundamentals**

**CRN # 21441**

<http://www.pearsonhighered.com/nursingresources/>

**Instructors:**

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**Class starts: 2/16/21 - ends: 6/11/2021**

**Last date to add: 2/27/2021**

**Drop Deadline with "W": 5/15/2021**

WEEK	Date/Time	ASSIGNMENT	SKILLS SUPPLIES
Week 1 CAMPUS CLOSED	Mon. 2/15/21	<b>NO SCHOOL -- HOLIDAY</b>	
Week 1 SKILLS Lab 2159  Jepson Fitzsimmons	Wed. 2/17/21 0800-1320  ZOOM	<p><b>Concepts of Health Assessment</b></p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><u>Read Assignment:</u></p> <ol style="list-style-type: none"> <li>1. Vital Signs: Taylor's ch 25; skills book ch 2</li> <li>2. Health assessment: Taylor's ch 26; skills ch 3</li> </ol> <p><b>Concepts of Oxygenation</b></p> <ol style="list-style-type: none"> <li>3. Respiratory Assessment: Taylor's ch 39 <ul style="list-style-type: none"> <li>• Promoting Comfort &amp; Oxygenation: Taylor's p.1502; p.1508-1512</li> <li>• Deep Breathing, Incentive Spirometry – Taylor's p.1503-1504</li> <li>• Deep Breathing Exercises, Coughing, and Splinting - Taylor's p.1504-1505</li> </ul> </li> </ol> <p><u>Videos:</u> Vital signs; Respiratory &amp; Skin assessment. (Head-to-Toe Assessment)</p> <p><u>The Course Point:</u> (Please complete before class) Chp 25, 26 – review powerpoints; Complete post-test</p> <p><b><u>Nursing Skills to learn:</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> </ul>	<p><b>Students:</b> Bring your stethoscope, black ink pen, second-hand watch (not a digital and not the one on your phone)</p> <p><b>Supplies:</b> B/P cuffs, thermometers, Respiratory sounds, Oxygen masks, nasal cannula, venture mask, re- breather bags, ambu-bag, airway bag, oropharyngeal airway &amp; nasal trumpet. Spirometer, alcohol wipes, O2 supplies, pulse oximeter, Stethoscopes, spirometer,</p> <p>Lab set-up: Sims with resp. sounds, vital signs</p> <p><u>Class demo:</u> VS &amp; physical Health &amp; respiratory assessment</p>



		<ul style="list-style-type: none"> <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>Review Skills: Tracheostomy Care</b></p> <ul style="list-style-type: none"> <li>• Skill 39-2 Oropharyngeal/Nasopharyngeal suctioning</li> <li>• Skill 39-5 Care of Tracheostomy Tube</li> <li>• Skill 39-6 Suctioning a Tracheostomy (open system)</li> </ul>	
<p>Week 1 SKILLS Lab 2159</p> <p>Jepson Fitzsimmons</p>	<p>Thur. 2/18/21 0800-1320</p> <p>ZOOM</p>	<p><b>Concepts of Patient Hygiene and Concepts/ Activity and Exercise</b></p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><u>Reading Assignments:</u></p> <ul style="list-style-type: none"> <li>• <b>Hygiene Care:</b> Taylor's ch 31; skills ch 7</li> <li>• <b>Mobility &amp; Activity :</b> Taylor's 33, Skills ch 9</li> <li>• <b>Safety &amp; Security –</b> Taylor's ch 27</li> <li>• <b>Body Mechanics, Positioning &amp; Safety-Restraints:</b> - Skills ch 4</li> </ul> <p><b>The Course Point:</b> (Assignment before class)</p> <p>Hygiene ch 31, 32 Activity &amp; Exercise: ch 33 Review powerpoints and complete post-test</p> <p><b>Videos:</b> Bed bath (adult/child), Perineum care, Oral care, hair/ear/foot care. Making the occupied/unoccupied bed. Applying Restraints, Patient transfer devices (chair lifts)</p> <p><b>Nursing Skills:</b></p> <ul style="list-style-type: none"> <li>• Skill 1-1 Performing Hand Hygiene- Alcohol-based Hand-rub</li> <li>• Skill 1-2 Performing Hand Hygiene- Soap and Water</li> <li>• Skill 1-3 Using Personal Protective Equipment</li> <li>• Skill 7-1 Assisting with a Shower or Tub Bath</li> <li>• Skill 7-2 Providing a Bed Bath; Perineum 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> <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> <li>• Skill 10-2 Giving Back Massage</li> </ul> <p><b>Nursing Skills in Concepts of Safety:</b></p>	<p><b>Students, please bring:</b> Stethoscope, black ink pen, second-hand watch (not a digital and not the one on your phone)</p> <p><b>NLC Supplies:</b> linen, draw sheets &amp; towels, bath equipment, oral care equipment, linen hampers, PPE: Gloves, Towels for trochanter rolls, hip foam stabilizer, wheel chairs, chair. Restraints, Ted hose</p> <p><u>Lab set-up:</u> Sims with resp. sounds, vital signs. Bed &amp; bath equipment &amp; linen, Towels</p> <p><u>Class demo:</u> VS &amp; focus Assessment, AM care &amp; activity care plus hygiene care, ROM, restraints, pt, positioning &amp; transfer, wheel chair, applying Antiemboli stockings (Ted hose)</p>



	1215	<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>ZOOM TRAINING: The CoursePoint Navigation with Tom Kayo</b></p>	
<p>Week 1 SKILLS</p> <p>IVC Lab 1,2,3, 2150 Jepson Fitzsimmons</p>	<p>Fri. 2/19/21 0800-1320</p> <p>1245</p>	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b><u>Sims Lab: Skills Application:</u></b> What to prepare for check-off demonstration: Respiratory and Health/Skin Assessment. Must know how to perform a head-to-toe health assessment with respiratory assessment; oxygenation (O2, pulse oximetry)</p> <p><b><u>Sims Lab: Skills Application:</u></b> What to prepare for check-off demonstration: Vital signs; hand hygiene; Bed bath (adult/child), Perineum care, Oral care, hair/ear/foot care. Making the occupied/unoccupied bed, Range of motion, protective positioning (supine, side-lying, Fowlers), applying restraints. Transfer to wheelchair</p> <p><b>Calculation TEST #1</b></p>	<p><b>Demonstration &amp; Practice settings</b></p> <p>Same supplies as previous 2 days</p>
<p>Week 2 LECTURE ZOOM</p> <p>Jepson Fitzsimmons</p>	<p>Mon. 2/22/21 0800 – 1105</p> <p>ZOOM</p>	<p><b>Class Introduction: Syllabus</b></p> <p><b>Concepts of Patient Centered Care</b> <u>Reading Assignment</u></p> <p>1. <b>Nursing Role &amp; Scope of Practice</b> – Taylor’s ch 1 The Professional Nurse</p> <p><b>Concepts of Person-Centered Care: the Nursing Process &amp; Critical Thinking</b> <u>Reading Assignments:</u></p> <p>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>Read ATI – The Nursing Process Critical Thinking and Clinical Judgment</p> <p><b>The Course Point:</b> (Assignment to prepare you for class. Please complete before class) Chp 1, 14-18 Review powerpoints &amp; complete post-test</p>	
<p>Week 2 SKILLS Lab 2159 Jepson Fitzsimmons</p>	<p>Wed. 2/24/21 0800-1320</p> <p>ZOOM</p>	<p><b>Concepts of Infection Control and Wound Care</b></p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><u>Reading assignment:</u></p> <p>1. <b>Asepsis &amp; Infection Control</b>- Taylor’s ch 24; Skills ch 1</p>	<p><b>Students, please bring:</b> Wound supplies: wound tray, abdominal pads, 4X4 gauzes, irrigation tray, black ink pen</p>



		<p>Hand hygiene, sterile gloving, Applying and removing PPE: Isolation techniques (contact, airborne, droplet &amp; reverse isolation)</p> <p>2. <b>Skin Integrity/Wound Care and Wound Measurement</b> – Taylor’s ch 32; Skills ch 8</p> <p>3. <b>Heat &amp; Cold application</b> - Taylor’s ch 32, p.996-1085,1089</p> <p><b>The Course Point:</b> (Assignment before class) chp 24 – review powerpoints and complete post-test</p> <p><b><u>Nursing Skills</u></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 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> <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>Isolation techniques:</b> Contact, Droplet, Airborne and Reverse Isolation</p> <p><b>Students:</b> <b>Bring your wound care supplies</b></p>	<p><b>NLC Supplies:</b></p> <p>Sterile gloves, masks, gowns for isolation, booties, Sterile surgical gowns, hand washing germ solution &amp; UV light.</p> <p>Various wound dressings, tape, ace wraps, kerlix, bandages binders, and Slings, model arms with staples sutures, wound irrigation trays, JP drain, hemovac drain.</p> <p>Decub models Ice packs, heating pads, K-pad,</p> <p><u>Class demo:</u> VS &amp; focus assessment &amp; wound care</p>
<p>Week 2 SKILLS Lab 1,2,3 &amp; 2150</p> <p>Jepson Fitzsimmons Kunath</p>	<p>Thur 2/25/21 0800-1320</p>	<p><b>#1 EXAM – V.S, physical &amp; resp assessment, oxygenation, hygiene care</b></p> <p><b><u>WBL Activity 2- Simulated workplace: preparing for clinical experience</u></b></p> <p><b><u>Sims Lab: Skills Application:</u></b> What to prepare for check-off demonstration: wound care, standard precaution, PPE, asepsis &amp; sterile techniques, wraps, PPE; Isolation techniques (contact, airborne, droplet &amp; reverse isolation)</p> <p><b><u>Continue Sims Lab: Skills Application:</u></b> Hygiene CARE, occupied bed, ROM, protective positioning, restraints. Transfer activities; Resp/Health Assessment</p>	<p>Same as above</p> <p><b>Students, please bring:</b> All wound supplies:</p>
<p>Week 2 SKILLS Lab 1,2,3 &amp; 2150</p>	<p>Fri 2/26/21 0800-1320</p>	<p>0800 - <b>Calculation TEST #2 (retake)</b></p> <p><b>MUST PASS CALCULATION EXAM IN ORDER TO CONTINUE THE COURSE</b></p> <p><b><u>WBL Activity 2- Simulated workplace: preparing for clinical experience</u></b></p>	<p>Same as above</p> <p><b>Students, please bring:</b> All wound supplies:</p>

Jepson Fitzsimmons		<p><b><u>Continue Sims Lab: Skills Application:</u></b>            What to prepare for check-off demonstration: Hand hygiene, donning/removing PPE; sterile gloves, Isolation techniques V.S.; hygiene care, Oral care, occupied/unoccupied bed, ROM, protective positioning, restraints. Transfer to wheelchair; Resp/Health Assessment &amp; oxygenation (O2, pulse oximetry) and Wound care</p>	
Week 3 LECTURE  Jepson	Mon. 3/1/21 0800 – 1105 ZOOM	<p><b>Concepts of Person-Centered Care: the Nursing Process &amp; Critical Thinking</b>  <b>Reading Assignments:</b>  <b>Nursing Process</b> - Taylor: ch 13-18 (CONTINUE)</p> <ul style="list-style-type: none"> <li>Developing Care plans and Concept Mapping - Taylor's p. 322-324; p. 400</li> </ul> <p><b>WBL Activity 1: Support critical thinking in collection and use of client data for developing client care plans. This activity will be ongoing during clinical assignments and clinical simulations.</b></p> <p><b>The Course Point:</b> (complete assignment before class)</p>	
Week 3 SKILLS Lab 1,2,3 & 2150  Jepson Fitzsimmons Santos	Wed. 3/3/21 0800-1320	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>#1 CHECK-OFF Demonstration:</b> Basic nursing care</p> <ul style="list-style-type: none"> <li>VS, bath/hygiene, Physical/Resp assessment, occupied bed,</li> <li>ROM; protective positioning, restraints, patient transfer, safety</li> </ul> <p><b>Skills practice</b> – Wound Care while waiting (if covid restriction allows)</p>	<p><b>NLC Supplies:</b></p> <p>Stethoscope PPE, thermometer, alcohol wipes, BP cuffs, linen, towels, bath &amp; oral care equip., hampers, wheelchair, restraint, Hip stabilizer, walker crutches, Respiratory sounds, O2 masks, nasal cannula, Pulse oximeter, gloves</p>
Week 3 SKILLS Lab 1,2,3 & 2150 Jepson Fitzsimmons Kunath	Thur. 3/4/21 0800-1320	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>CHECK-OFF Demonstration: continue with Basic nursing care and start CHECK-OFF Demonstration: Client activity/safety</b></p> <ul style="list-style-type: none"> <li>VS, bath/hygiene, Physical/Resp assessment, occupied bed,</li> <li>ROM; protective positioning, restraints, patient transfer, safety</li> </ul>	<p><b>Students, please bring:</b>            All your wound supplies:</p>
Week 3 SKILLS Lab 1,2,3 & 2150 Jepson Fitzsimmons	Fri. 3/5/21 0800-1320  1215	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>Continue CHECK-OFF Demonstration: Client activity/safety</b></p> <ul style="list-style-type: none"> <li>ROM; protective positioning, restraints, patient transfer, safety</li> </ul> <p><b>#2 EXAM – ROM, restraints, pt. position &amp; transfer, safety</b></p>	Same as Above
Week 4 LECTURE  Jepson	Mon. 3/8/21 0800 – 1105 ZOOM	<p><b>Concepts of Communication &amp; Nursing Informatics</b>  <b>Reading Assignments</b></p> <ol style="list-style-type: none"> <li>Documentation &amp; Reporting - Taylor's ch 19</li> <li>Nursing Informatics – Taylor's Ch 20</li> <li>Therapeutic Communication – Taylor's ch 8</li> </ol> <p><b>The Course Point:</b> (Please complete before class) - chp 8,19,20 review powerpoints; Complete post-test</p> <p>(SBAR, EMR, Team communication); <b>Documentation exercise</b></p>	

<p>Week 4 SKILLS Lab 2159</p> <p>Jepson Fitzsimmons Santos</p>	<p>Wed. 3/10/21 0800-1320</p>	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>CHECK-OFF Demonstration: Wound Care</b> wound care, standard precaution, PPE, asepsis &amp; sterile techniques</p>	<p><b>NLC Supplies:</b> Sterile gloves, masks, isolation gowns, tape, irrigation &amp; wound kits, bandages, kerlix, ace wraps, wound dressings, tape, binders, slings, staples &amp; sutures arms with removal kits, hemovac drain, JP drain.</p>
<p>Week 4 SKILLS Lab 2159</p> <p>Jepson Fitzsimmons Kunath</p>	<p>Thur, 3/11/21 0800-1320 Lab 1, 2150</p>	<p><b>#3 EXAM – Wound Care, hot/cold therapy, decubitus staging, infection control</b></p> <p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>CHECK-OFF Demonstration: Wound Care</b> wound care, standard precaution, PPE, asepsis &amp; sterile techniques</p>	<p>Same as above</p> <p><b>NLC Supplies:</b> Decub models, sutures arms &amp; supplies, dressings, measuring guides sutures/staples</p>
<p>Week 4 SKILLS Lab 2159</p> <p>Jepson Fitzsimmons</p>	<p>Fri. 3/12/21 0800-1320 Lab 1, 2150</p>	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>CHECK-OFF Demonstration: Wound Care - continue</b> wound care, standard precaution, PPE, asepsis &amp; sterile techniques</p>	<p>Same as above</p>
<p>Week 5 LECTURE ZOOM</p> <p>Jepson</p>	<p>Mon. 3/15/21 0800 – 1105</p> <p>ZOOM</p>	<p><b>#4 Exam – Nursing Process, Role of nursing, Document/Report, Nrsng Info., Comm. skills</b></p> <p><b>Concepts of Interdisciplinary Collaboration: Spectrum of Healthcare Reading Assignment</b> 1. Health Care Delivery &amp; Continuity of Care – Taylor’s ch 11, 12</p> <p><b>Concepts of Patient Centered Care Reading Assignment</b> 2. Evidence-Based Practice (EVP) - Taylor’s ch 2 3. Concepts of Patient Education – Taylor’s ch 9</p> <p><b>The Course Point:</b> (Assignment prior to class.) Chp 2,3,4,9,11,12 – review powerpoints &amp; complete post-tests</p>	
<p>Week 5 SKILLS Lab 1</p> <p>Jepson Fitzsimmons</p>	<p>Wed. 3/17/21 0800-1320</p> <p>ZOOM</p>	<p><b>Concepts of Elimination: Urinary &amp; Bowel Reading Assignment</b> 1. <b>Urinary: Foley Catheters</b> - Taylor’s – ch 37 p.1348-1355; p.1358-1359; p.1364-1371; p.1380-1409 2. <b>Bowel:</b> Taylor’s – ch 38 p. 1426-1432; p.1438-1439; p.1442- 1444; p.1443; p.1468-1473</p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>The Course Point:</b> (Please complete before class) ch 37, 38 review powerpoints and skill related videos</p> <p><b>Nursing Skills</b> Skill 12-1 Assisting with the Use of a Bedpan • Skill 12-2 Assisting with a Urinal • Skill 12-3 Assisting with the Use of a Bedside Commode • Skill 12-4 Assessing Bladder Volume Using an Ultrasound Bladder Scanner • Skill 12-5 Applying an External Condom Catheter • Skill 12-6 Catheterizing the Female Urinary Bladder</p>	<p><b>NLC Supplies:</b> Urinary catheters, Irrigation set-up (if avail), ostomy supplies, specimen collection supplies, commode, bedpans, stat-lok, lubricant, Genitalia models</p> <p><b>Class demo:</b> VS &amp; focus assessment of elimination, Foley sertion/care/removal</p> <p><b>Students, please bring:</b> Urinary catheters (Foley):</p>



		<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 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>Week 5 SKILLS Lab 1</p> <p>Jepson Fitzsimmons</p>	<p>Thur. 3/18/21 0800-1320</p> <p>ZOOM</p>	<p><b>Concepts of Nutrition: Promoting nutrition by Enteral Feeding</b>  <u>Reading Assignment:</u> Taylor’s ch 36p.1306 -1320; ch 38 p.1444-1445; p. 1457-1468. <u>Skills book, ch 11</u></p> <p><b>1. Feeding: oral, Ng tube, gastrostomy PEG tube</b>  <b>2. NG tube, special diet, I&amp;O</b></p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>The Course Point:</b> Chp 36 – review powerpoints : (feeding clients, NG/G-tube, enteral feeding, GI absorption, related skills)</p> <p><u>Videos:</u> Nasogastric tube insertion/removal, Suction setup</p> <p><u>Skills to learn and practice:</u> NG tube insertion/ removal, NG/ G-tube maintainance, feeding, oral suction &amp; canister set-up</p> <p><u>Nursing Skills:</u></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><b>NLC Supplies:</b>  NG tubes, G-tubes, Irrigation syringe, suction tubing, connectors, stethoscopes feeding pump, Suction set-up, yankauers  Manikin with G-tube.</p> <p><u>Class demo:</u> focus Assessment of nutrition Intake, suction set-up, and NG insertion/care/removal</p> <p><b>Students, please bring:</b>  Nasogastric (NG) tubes &amp; supplies</p>
<p>Week 5 SKILLS Lab 1,2, 2150</p> <p>Jepson Fitzsimmons</p>	<p>Fri. 3/19/21 0800-1320</p>	<p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>Sims Lab: Skills Application:</b>  What to prepare for check-off demonstration: Urinary catheterization practice: students will insertion, remove and maintain care of urinary catheters. Bladder irrigation &amp; I&amp;O’s</p>	<p><b>Students, please bring:</b> urinary catheter &amp; nasogastric supplies</p> <p><b>NLC Lab:</b> suction set-up Genitalia models, NG &amp; urinary supplies</p>

<p>Week 6 LECTURE</p> <p>Jepson</p>	<p>Mon. 3/22/21 0800 – 1105</p> <p>ZOOM</p>	<p><b>Concepts of Growth &amp; Development - Lifespan: <u>Reading</u></b>  <b>Assignment:</b>  1. Developmental Concepts - ch 21  2. Birth to Young Adult - Taylor's ch 22  3. the Aging Adult – Taylor's ch 23</p> <p><b>The Course Point:</b> (Assignment prior class)  Chp 21,22,23 – review powerpoints; Complete post-test</p> <p><b>NLC Video: <u>Health Promotion through the lifespan</u></b></p>	
<p>Week 6 SKILLS Lab 2159</p> <p>Jepson Fitzsimmons</p>	<p>Wed. 3/24/21 0800-1320</p> <p>ZOOM</p>	<p><b>Concepts of Medication administration</b>  <u>Reading Assignment:</u> Taylor's ch 29; Skills ch 5</p> <p><b>GLUCOMETER</b> - Glucometer use: Taylor's skill 36-3 p.1333  <u>Video:</u> Glucometer, performing a finger stick</p> <p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>The Course Point:</b> (Assignment prior to class)  Chp 29 – review powerpoints &amp; complete post-test</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 Nebulize</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><u>Nursing Skills:</u>  Skill 18-8: Obtaining a Capillary Blood Sample for Glucose testing</p>	<p><b>NLC Supplies:</b>  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>Students: Bring your medication supplies</b></p>



<p>Week 6 SKILLS Lab 1, &amp; 2150</p> <p>Jepson Fitzsimmons Kunath</p>	<p>Thur. 3/25/21 0800-1320</p> <p>TEAM W 4th</p>	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>Sims Lab: Skills Application:</b> Medication Administration – parenteral and non-parenteral, documentation on medication profile, use of glucometer:</p> <p>Continue practice for urinary catheterization and Nasogastric Tube insertion/removal/irrigation &amp; care. Feeding the client</p>	<p>Supplies; Medication cart, syringes, injection pads, profiles, pills</p> <p>Glucometer, lancets</p>
<p>Week 6 SKILLS Lab 1,3</p> <p>Jepson Fitzsimmons</p>	<p>Fri. 3/26/21 0800-1320</p>	<p><b>Exam #4 – Urinary Catheterization and Enteral feeding; NG-Tubes</b></p> <p><b>CHECK-OFF Demonstration: Foley Catheter insertion</b></p> <p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>Lab Practice Skills to learn for NG Tubes or medication administration:</b> Nasogastric Tube insertion/removal/irrigation &amp; care. Feeding the client Medication Administration – parenteral and non-parenteral, documentation on medication profile, use of glucometer</p>	<p>Students, please bring: NG) tubes &amp; supplies. Bring foleys Class demo: student will insert/care/remove NG tube</p>
<p>Week 7 LECTURE</p> <p>ZOOM</p> <p>Jepson</p>	<p>Mon. 3/29/21 0800 – 1105</p>	<p><b>Exam #5 – Growth &amp; lifespan, Pt. Edu, EBP, Healthcare Deliver</b></p> <p><b>Concepts of Professionalism</b> <u>Reading Assignment</u></p> <ol style="list-style-type: none"> <li>1. <b>Ethic &amp; Advocacy</b> – Taylor’s ch 6</li> <li>2. <b>Legal Dimensions</b> – Taylor’s ch 7</li> </ol> <p><b>The Course Point:</b> (Assignment prior to class.) Chp, 6,7, – review powerpoints &amp; complete post-test</p>	
<p>Week 7 SKILLS Lab 1,3</p> <p>Jepson Fitzsimmons Kunath</p>	<p>Wed. 3/31/21 0800-1320</p>	<p><b>CHECK-OFF Demonstration: Continue Foley Catheter insertion</b> <b>CHECK-OFF Demonstration: NG insertion/Removal/Care</b> Nasogastric Tube insertion/removal/irrigation &amp; care. Know how to: irrigate intermittently vs. continuous bladder irrigation</p> <p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>Lab Practice Skills to learn for NG Tubes or medication administration:</b> Nasogastric Tube insertion/removal/irrigation &amp; care. Feeding the client Medication Administration – parenteral and non-parenteral, documentation on medication profile, use of glucometer</p>	<p>Urinary &amp; nasogastric supplies</p> <p>Medication supplies &amp; set-ups</p>
<p>Week 7 SKILLS Lab 1,3</p> <p>Jepson Fitzsimmons Kunath</p>	<p>Thur. 4/1/21 0800-1320</p>	<p><b>CHECK-OFF Demonstration: NG insertion/Removal/Care</b></p> <p><b>Sims Lab: Skills Application:</b> What to prepare for check-off demonstration: Nasogastric Tube insertion/removal/irrigation &amp; care. Feeding the client Medication Administration – parenteral and non-parenteral, documentation on medication profile, use of glucometer</p> <p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p>	<p>Same as Above</p>





		<ul style="list-style-type: none"> <li>3. Skill 10-1 Promoting Patient Comfort</li> <li>4. Skill 10-2 Giving a Back Massage</li> <li>5. Skill 10-3 Using a TENS unit</li> <li>6. Skill 10-4 Patient Receiving Patient-Controlled Analgesia</li> <li>7. Skill 10-5 Patient Receiving Epidural Analgesia</li> <li>8. Skill 10-6 Continuous Wound Perfusion Pain Management</li> </ul>	
Week 9 CLINICAL Jepson Fitzsimmons Santos	Wed. 4/21/21 0800-1450	<p><b><u>SIMULATION</u> - Respiratory Assessment/ Med Administration</b></p> <p><b><u>WBL Activity 2: Simulated Workplace Experiences</u></b></p>	
Week 9 CLINICAL Jepson Fitzsimmons Kunath	Thur. 4/22/21 0700-1350	<p><b>Hospital Orientation &amp; Tour</b></p> <p><b><u>WBL Activity 3: Fieldtrip to healthcare facility</u></b></p>	
Week 10 LECTURE Jepson	Mon. 4/26/21 0800 – 1100  ZOOM	<p><b>Exam #8 – Rest/sleep, Pain/CAM, Cult Div</b></p> <p><b>Concepts of Spirituality</b> <u>Reading Assignment</u></p> <ul style="list-style-type: none"> <li>1. Spirituality – ch 46</li> <li>2. Loss, Grief &amp; Dying – ch 43</li> </ul> <p><b><u>The Course Point:</u></b> (Assignment prior to class) Chp 43, 46 – review powerpoints; Complete post-test</p> <p><b>Video: Death &amp; Dying</b> Skills Post—Mortem Care</p>	
Week 10 SKILLS Jepson Fitzsimmons Santos	Wed. 4/28/21 0700-1350	<p><b>CLINICAL / SIMULATION</b></p> <p><b><u>WBL Activity 1 &amp; 2: job shadow/Clinical experience</u></b></p>	
Week 10 CLINICAL Jepson Fitzsimmons	Thur. 4/29/21 0700-1350	<p><b>CLINICAL / SIMULATION</b></p> <p><b><u>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</u></b></p>	
Week 11 LECTURE Jepson	Mon. 5/3/21 0800 – 1105  ZOOM	<p><b>Exam #10 - Stress, Grief/Dying, Post-Mortem care, Spirit</b></p> <p><b>Concepts of Nutrition</b> <u>Read Assignment</u></p> <ul style="list-style-type: none"> <li>1. Concepts of Nutrients - Taylor’s ch 36</li> </ul> <p><b><u>The Course Point:</u></b> (Assignment prior to class) Chp 36 – review powerpoints; Complete post-test</p>	
Week 11 CLINICAL Jepson Fitzsimmons	Wed. 5/5/21 0700-1350	<p><b>CLINICAL / SIMULATION</b></p> <p><b><u>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</u></b></p>	
Week 11 CLINICAL Jepson Fitzsimmons	Thur. 5/6/21 0700-1350	<p><b>CLINICAL / SIMULATION</b></p> <p><b><u>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</u></b></p>	



Week 12 LECTURE Jepson	Mon. 5/10/21 0800 – 1105 ZOOM	<b>Concepts of Nutrition (CONTINUE)</b> <u>Read Assignment</u> 1. Nutrients - Taylor's ch 36 2. Nutrition – ATI practice test	
Week 12 CLINICAL Jepson Fitzsimmons	Wed. 5/12/21 0700-1350	<b>CLINICAL / SIMULATION</b> <b><u>WBL Activity 1 &amp; 2:</u> Clinical experience/ Simulated Workplace Experiences</b>	
Week 12 CLINICAL Jepson Fitzsimmons	Thur. 5/13/21 0700-1350	<b>CLINICAL / SIMULATION</b> <b><u>WBL Activity 1 &amp; 2:</u> Clinical experience/ Simulated Workplace Experiences</b>	
Week 13 LECTURE Jepson	Mon. 5/17/21 0800 – 1105 ZOOM	<b><u>Exam #11 – Nutrition ATI</u></b> <b>Concepts of Fluid &amp; Electrolytes (Acid-Base) Balance/O2</b> <u>Reading Assignment:</u> Taylor's ch 40 Hogan's ch 2-7  <b><u>The Course Point:</u> (Assignment prior to class)</b> Chp 39, 40 – review powerpoints; Complete post-test	
Week 13 CLINICAL Jepson Fitzsimmons	Wed. 5/19/21 0700-1350	<b>CLINICAL / SIMULATION</b> <b><u>WBL Activity 1 &amp; 2:</u> Clinical experience/ Simulated Workplace Experiences</b>	
Week 13 CLINICAL Jepson Fitzsimmons	Thur 5/20/21 0700-1350	<b>CLINICAL / SIMULATION</b> <b><u>WBL Activity 1 &amp; 2:</u> Clinical experience/ Simulated Workplace Experiences</b>	
Week 14 LECTURE ZOOM Jepson	Mon. 5/24/21 0800 – 1105 ZOOM	<b>Concepts of Fluid &amp; Electrolytes (Acid-Base) Balance/O2 (Continue)</b>	
Week 14 CLINICAL Jepson Fitzsimmons Santos	Wed. 5/26/21 0700-1350 LAB 1,2	<b>SKILLS PROFICIENCY</b> demonstration <b><u>WBL Activity 2:</u> Simulated Workplace Experiences</b>	
Week 14 CLINICAL Jepson Fitzsimmons Kunath	Thur 5/27/21 0700-1350 LAB 1,2	<b>SKILLS PROFICIENCY</b> demonstration <b><u>WBL Activity 2:</u> Simulated Workplace Experiences</b>	
Week 15	Monday 5/31/21	<b><u>HOLIDAY - CAMPUS CLOSED</u></b>	
Week 15 CLINICAL	Wed. 6/2/21 0700-1350	<b>CLINICAL / SIMULATION</b> <b><u>WBL Activity 1 &amp; 2:</u> Clinical experience/ Simulated Workplace Experiences</b>	

CLINICAL Jepson	Thur 6/3/21 0700-1350	<b>CLINICAL / SIMULATION</b>  <b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>	
Week 16 LECTURE Jepson	Mon. 6/7/21 0800-1105 ZOOM	<b>#9 EXAM - Fluid &amp; Electrolytes (Acid-Base) Balance/O2</b>  <b>Concepts of Professionalism</b> <u>Reading Assignment</u> <b>3. Leadership - Taylor's ch 10</b>  <b>The Course Point:</b> (Assignment prior to class.) Chp, 10 – review powerpoints & complete post-test	
Week 16 CLINICAL	Wed. 6//9/10 0800-1450	<b>Simulation/Case study –</b> Physical assessment and care plans. Applying the nursing process  <b>WBL Activity 2: Simulated Workplace Experiences</b>	
Week 16 CLINICAL	Thur. 6/10/21 0800	<b>FINAL EXAM</b>	

**\*\*\* Clinical Site may be on campus skills lab or on conferzoom \*\*\***  
**\*\*\* 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 variety of settings.

## Course Unit Content & Objectives

### 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 patients' rest and sleep pattern.
6. Recognize the characteristics of common sleep disorders.
7. Review nursing interventions that can help improve a client's quality of rest and sleep.

#### **Unit 13: Client Related Concepts/ Spirituality**

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

#### **Unit 14: Patient Related Concepts/ Growth and Development**

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

#### **Unit 15: Patient Related Concepts/ Sensory Perception**

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

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

1. Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.
2. Describe conditions and activities that place patients at risk for altered skin integrity.
3. Discuss hygienic practices that support healthy skin integrity.
4. Discuss the effect that cultural practices and developmental stage has on hygiene practices.

5. Determine a patient's need for assistance with hygiene-related care.
6. Describe the procedures for providing hygiene-related care in a safe, comfortable environment.
7. Demonstrate proper techniques that support patient hygiene.

CONTENT TOPIC

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

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

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

CONTENT TOPIC

Mobility skills lab:

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

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

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

CONTENT TOPIC

Infection control skills Lab:

- a. hand hygiene and universal precautions
- b. isolation precautions and application of personal protective equipment (PPE)
- c. medical and surgical asepsis, surgical scrub, applying sterile gloves and surgical gowning
- d. wound care:
  - wound cleansing and irrigation
  - suture and staple removal
  - wraps and slings
  - 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)**

- a. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
- b. Review theories related to the physiology of pain.
- c. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.
- d. Differentiate between the various types and characteristics of pain.
- e. Determine a patient's need for pain relief using established subjective tools and objective data.
- f. Review pharmacologic and non-pharmacologic nursing interventions that can assist patient's in managing their pain.
- g. Review alternative and complementary methods of pain relief that patient's may consider (acupressure, acupuncture, biofeedback).

- h. Demonstrate proper techniques that support a patient's comfort needs.

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, bronchophony and whispered pectoriloquy
- 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-rebreatherable 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
  - a. 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.