



# Welcome to Nursing Fundamentals!!

## Basic Course Information

Semester:	<b>SPRING 2026</b>	Instructor Name:	<b>Carmen Bravo MSN, RN</b>
Course Title & #:	<b>Nursing Fundamentals NURS-107- AM</b>	Clinical Instructors' Names:	<b>Carmen Fitzsimmons BSN, RN Carmen Bravo MSN, RN      Jessica Anderson MSN, RN Julie Kunath MSN, RN</b>
CRN #:	<b>20390</b>	Instructors' Emails:	<a href="mailto:Carmen.Fitzsimmons@imperial.edu">Carmen.Fitzsimmons@imperial.edu</a> <a href="mailto:Julie.Kunath@imperial.edu">Julie.Kunath@imperial.edu</a> <a href="mailto:Carmen.Bravo@imperial.edu">Carmen.Bravo@imperial.edu</a> <a href="mailto:Jessica.Anderson@imperial.edu">Jessica.Anderson@imperial.edu</a>
Classroom:	<b>2110 Lab 1, Lab 3</b>	Office #:	<b>Bravo: 2129 Office</b>
Class Dates:	<b>2/17/26 - 6/12/26</b>	Office Hours:	<b>Bravo: M 1105-1305 T 1300-1500 This time is for you.</b>
Class Days:	<b>Monday (Lecture) T-Th-F (Wk1-8) Skills Lab T-Th-F (Wk 9-16) Clinicals</b>	Office Phone #:	<b>Fitzsimmons: 760-604-1913 (Mobile) Bravo: 760-355-6191(Office) 760-879-6581 (Mobile) Anderson:605-553-1539 (Mobile) Kunath: 414-380-3353 (Mobile)</b>
Class Times:	<b>M: 0800-1105 W-F: 0800-1235 (WK 1-8) W-F: TBA (Week 9-16)</b>	Emergency Contact:	<b>Nursing Office: 760-355-6468</b>
Units:	<b>7.0 Units</b>	Class Format/Modality:	<b>Classroom Lecture, SIMS lab, Clinical Setting</b>
<b>**Deadline to Drop with W is May 16<sup>th</sup>, 2026**</b>			

## Course Description

This course provides an introduction to nursing and the roles of the nurse, as well as profession related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given 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 adaptation 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: NURS 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 with 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. Recognized 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 physiological 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

### Required

1. Taylor, Lynn Barlett (2023). Taylor Fundamental of Nursing (10<sup>th</sup> ed). Wolters Kluwer/Lippincott. ISBN 9781975168151
2. Lynn, P. (2023). Taylor's Clinical Nursing Skills: A Nursing Process Approach Course Point (6<sup>th</sup> ed.). Wolters Kluwer/Lippincott. ISBN 9781975168704
3. Taylor, R (2023). Study Guide for Fundamentals of Nursing: The Art and Science of Person-Centered Care Wolters Kluwer/Lippincott ISBN 9781975168209
  - Technical Support 1-800-468-1128
  - Customer Service: 1-800-638-3030
  - Student & Faculty Training <http://customersuccess.lww.com/cs.html>
4. ATI Nursing Testing (Assessment Technology Institute). Contact the nursing office to obtain the ordering link.
5. Vallerand, A. H. & Sanoski, C. A. (2024). Davis's Drug Guide for Nurses (Newest Edition). ISBN 9781719650038

Updated 6/2023



### Optional Resources

6. Hogan, M (2018). Reviews & Rationales: Fluids, Electrolytes, and Acid-Base Balance (Newest Edition). Prentice Hall, Pearson. ISBN: 9780134457710
7. Taber's (2021). Taber's Cyclopedia Medical Dictionary (Newest Edition). F. A. Davis Company ISBN 9781719642859
8. Doenges, M. E., Moorhouse, M. F., & Murr. A. C. (2026). (Newest Edition). F. A. Davis Company ISBN 9780803676442

### Course Requirements and Instructional Methods

This course is face-to-face instruction and will be conducted in a classroom, simulation lab setting and clinical location in the community. The class session will be listed on the syllabus calendar schedule.

- Assignments will be posted online through CANVAS. Students must have computers, audio and visual capabilities. Audio Visual aids are required for viewing nursing skills to succeed in the course, available on The Course Point Lippincott, ATI and Nursing Learning Center resources.
- Computer Assisted Instruction: Internet research, case study, including Lippincott Course Point 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, 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 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 may 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 in-services offered by the local health facilities or healthcare providers.

**Students will schedule at least 1 hour weekly of skills practice and review at the Nursing Learning Center (NLC) during the first 8 weeks of the semester. Your instructor may assign more if needed to improve student performance.**

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

**Clinical sites:** Clinical sites may include convalescent, post-acute and adult day out 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 instructors and institutional nursing staff.** HIPAA laws Must be observed and applied to all client care and clinical practices. Legal state and federal laws apply. Personal protective equipment (PPE) will be always worn in clinical areas as mandated by institutional 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/>

## 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%**

**F = < 78%**

**F = Below 78% (D and F grades are considered failing grades)**

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

- Students who fail a total of 4 exams during the course will be dropped from the program.
- Students who fail to meet a total equivalent of 78% on the mid-term theory exam will be dropped from the program.
- Students who fail to meet a total equivalent of 78% on the FINAL exam be dropped from the program.
- Students who accrue 3 unsatisfactory performances, whether in skills or clinical, will be dropped from the program.
- Students must demonstrate safe and proficient clinical skills to pass the course. Students may be dropped from the program if their skills are not safe and proficient.
- 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.

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance 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:**

- plagiarism; copying or attempting to copy from others during an examination or on an assignment.
- communicating test information with another person during an examination.
- allowing others to do an assignment or portion of an assignment.
- using a commercial term paper service.

## Course Policies

### ATTENDANCE

- The student must attend all classroom, lab, and clinical hours as assigned by the schedule. It is the responsibility of the student to contact the instructor of record before the start of class of any need to be excused from class. If a student does not contact the instructor of record by the assigned time and is absent, a clinical unsatisfactory for professional behaviors will be given. **Absences are limited to the equivalent of the number of hours class meets in one week over a full semester; as a short-term class, this equates to one theory day absence and one clinical day absence.** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.
- Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. **A student who reaches the maximum allowable number of hours absent and is not allowed to continue,**



**may need to file an Intent to Re-enter petition to re-enter the nursing program.** The teaching team will meet with the student to discuss remediation and the possibility of reentry.

- Tardiness will be included in the calculation of absenteeism. **A student who is late for class, lab, and/or clinical may be sent home and this will result in an absence.** For patient safety, students should not come to the clinic when ill. The instructor of record will send the student home and discuss any make-up, if any, later.
- Student attendance is critical in the ADRN program due to the volume of material and the need to ensure patient safety.
- Clinical and skills classes provide opportunities for the student to demonstrate progress and to be evaluated for applied knowledge and patient safety.
- Excessive absences result in a student failing to meet course/clinical objectives and the Board of Nursing's concurrent educational requirements, which in turn may constitute failure of the nursing course.
- Students are responsible for complying with all attendance & tardiness rules:
- Non-attendance on the first day may result in being dropped from the class.
- Excessive absences, defined in the college catalog as exceeding the number of hours the class meets per week may result in being dropped from the class.
- The instructor and/or the teaching team will evaluate any clinical absence beyond one (1).
- An instructor may determine whether the student is unprepared for that day's clinical assignment and send the student home. This will be considered a clinical absence and may also result in an unsatisfactory grade. One example of unpreparedness is failure to follow the uniform policy in a clinical setting.
- **Tardiness three (3) times** in any nursing class will be considered an absence and will count toward total absences. Repeated tardiness is disruptive to the class and interferes with learning. Students arriving to the class after the scheduled assignment start time, is considered tardiness.
- Attendance expectations shall be further defined by the instructor's syllabus and may be an element in the course grade.
- Consequences of exceeding maximum allowable absences:
- The student must meet with the teaching team to discuss the situation.
- The student will be considered for dismissal from the program. If dismissed, the student may petition to re-enter based on re-entry policies. This will count as the first program attempt and therefore the student will only be eligible for one re-entry into the nursing program.
- 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 leaves the class early, or after the break without notifying the instructor, this will constitute an absence equal to the number of hours absent that day.
- **Three tardies** are equivalent to an absence and will result in an unsatisfactory for the class.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.



## CLASSROOM ETIQUETTE

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. Electronic smart watches that can access the internet are not allowed in class during examinations.
- Food and Drinks 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.

## CIVILITY

Civility is treating others and us with respect, dignity and care. Civility is evident when we are sensitive to the impact that our communications and behaviors have on others, and when we acknowledge each other's self-worth and unique contributions to the community. Incivility includes all forms of disrespect or disregard for instruction, the instructor or a fellow student. Education Code Section 76034, IVC Code of Student Conduct

## Other Course Information

Please see the nursing handbook on Remediation Policies

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 96%.  
A third change is given to retake the calculation exam; students must pass with 100%.



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Students will be dropped from the program if failure to pass the calculation exam on the three attempts. This score is not included in the course grade point average; it is a pass or fail assignment. **No calculators are allowed**

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 two proctored ATI exams: Nursing Fundamentals and Nutrition.
11. Timely attendance is required. Do not be late for clinical assignments. Instructor may reserve the right to send student home when it is more than one hour tardy.

**Please see student catalog and handbook.**

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

### Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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.

- Student Rights and Responsibilities. See IVC General Catalog



# Course Schedule

## Anticipated Class Schedule/Calendar Anticipated Class Schedule/Calendar

**\*\*\*Subject to change without prior notice\*\*\***

Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 1  Wednesday/Lecture February 18, 2025 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- preparing for clinical experience</b>  <b>Syllabus &amp; Introduction</b>  <b>Concepts of Health Assessment</b> <b>1. Reading Assignments to Complete:</b> <ul style="list-style-type: none"> <li>➤ Vital Signs: Taylor's Ch 26; Skills Lynn Ch 2</li> <li>➤ Health assessment: Taylor's Ch 27; Skills Lynn Ch 3</li> </ul> <b>Concepts of Oxygenation</b> <b>2. Reading Assignments to Complete:</b> <ul style="list-style-type: none"> <li>➤ Respiratory Assessment: Lynn Ch 4</li> <li>➤ Oxygenation and Perfusion: Taylor's Ch 40</li> <li>➤ Clearing Airway Obstruction/CPR: Taylor's Ch 40</li> </ul> <b>3. Related Chapter &amp; Activities to Complete</b> <ul style="list-style-type: none"> <li>➤ Review PowerPoints</li> <li>➤ Complete Study Guide 26,27,40</li> </ul> <b>4. ATI Modules to view &amp; complete:</b> <b>ATI Health Assess Topics</b> <ul style="list-style-type: none"> <li>➤ ATI Skills Modules</li> <li>➤ Introduction to health assessment</li> <li>➤ General Survey</li> <li>➤ Health History</li> <li>➤ Skin (Integumentary) Assessment</li> <li>➤ Head, neck, and neurological</li> <li>➤ Respiratory</li> <li>➤ Cardiovascular</li> <li>➤ Abdomen</li> <li>➤ Musculoskeletal and neurological</li> <li>➤ Head-to-toe</li> <li>➤ Breast and lymphatics</li> <li>➤ Rectum and genitourinary</li> </ul> <b>Virtual Focus Assess on the following:</b> <ul style="list-style-type: none"> <li>➤ General survey, Health history, Skin, Head neck &amp; neuro, Respiratory, Cardiovascular, Abdomen, Musculoskeletal</li> </ul>	<b>Students:</b> Bring Your Stethoscope, Black Ink Pen, Second-Hand Watch (not digital; not a smart watch)  <b>Lab Team set-up:</b> Sims with Respiratory Sounds, Vital Signs.  <b>Lab set-up supplies:</b> B/P cuffs, Thermometers, Nasal Cannula, Respiratory Sounds, Oxygen masks, Venturi Mask, Ambu-bag, Rebreather Bags, Airway bag, Airway & Nasal Trumpet, Oropharyngeal, Pulse Oximeter, Spirometer, Alcohol Wipes, O2 Supplies, Stethoscopes.



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<p><b>ATI Skills Modules</b></p> <ul style="list-style-type: none"> <li>➤ Vital Signs</li> <li>➤ Virtual Scenario: VS &amp; Oxygen Therapy</li> </ul> <p><b>ATI Video Case Study</b></p> <ul style="list-style-type: none"> <li>➤ Oxygenation</li> </ul> <p><b>5.Documented Practice skills at NLC:</b></p> <ul style="list-style-type: none"> <li>➤ Physical &amp; Respiratory Assessment 5 times before Check-off demonstration *** Students prepare to demonstrate Physical &amp; Respiratory Assessment; includes identifying lung sounds, oxygen set-up. Students will learn how to perform a comprehensive physical and respiratory assessment. ***</li> </ul> <p><b>6.Review and learn the following nursing skills:</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 Ausc</li> <li>➤ Skill 3-1 Performing a General Survey</li> <li>➤ Skill 3-2 Using a Portable 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 4-1 Performing a Situational Assess</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 NC</li> <li>➤ Skill 14-4 Administering Oxygen by Mask</li> <li>➤ Skill 14-6 Inserting an Oropharyngeal/ Nasopharyngeal Airway</li> <li>➤ Skill 14-14 Using a Manual Resuscitation Bag-Mask</li> </ul>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 1  Thursday Skills/Lab February 19, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity preparing for clinical experience</b>  <b>Concepts of Patient Hygiene Concepts/ Activity and Exercise and Safety</b>  <b>1. Reading Assignments to Complete:</b> <ul style="list-style-type: none"> <li>➤ Hygiene Care: Taylor’s Ch 32; Skills Ch 7</li> <li>➤ Mobility &amp; Activity: Taylor’s 34, Skills Ch 9</li> <li>➤ Safety, Security, Emergency Preparedness – Taylor’s Ch 28</li> <li>➤ Body Mechanics, Positioning &amp; Safety- Restraints: Skills Ch 9</li> </ul> <b>2. Related Chapter &amp; Activities to Complete:</b> <ul style="list-style-type: none"> <li>➤ Review Power Points</li> <li>➤ Complete Study Guide Ch. 28, 31-34</li> </ul> <b>3. Students will learn and demonstrate:</b> Bed bath (adult/child), Perineum care, Oral care, hair/ear/foot care. Making the occupied. Applying Restraints, Patient transfer devices (chair lifts) <b>4. ATI Modules to view and complete:</b> <ul style="list-style-type: none"> <li>➤ ATI Skills</li> <li>➤ ATI Video Case Study</li> <li>➤ Personal Hygiene ADLs</li> <li>➤ Mobility</li> <li>➤ Oral Care</li> <li>➤ Safety</li> </ul> <b>ATI Skills Modules</b> Ambulation, Transferring, Range of Motion  ***Student, prepare to demonstrate: Bed bath (adult/child), Perineum care, Oral care, hair/ear/foot care. Making the occupied. Applying Restraints, Patient transfer devices (chair lifts) ***  <b>5. Review &amp; Learn Nursing Skills:</b> <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</li> </ul>	<b>Students:</b> Bring your Stethoscope, black ink pen, secondhand watch (not a digital and not the one on your phone)  <b>Lab Set- up supplies:</b> Linen, Draw Sheets & Towels, Bath and Oral Care Equipment, Linen Hampers, PPE: Gloves, Towels for Trochanter Rolls, Hip Foam Stabilizer, Wheelchair, Restraints, Anti Emboli Stockings (Ted hose), Crutches, Walker  <b>Lab Team set-up:</b> Sims with Resp. Sounds, Vital Signs. Bed & Bath Equipment & Linen, Towels  <b>Class demo:</b> Client AM Care: Assessment, Hygiene Care, Bed Bath, ROM, Restraints, Pt, Positioning & Transfer, Wheelchair, Applying Anti-emboli



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<ul style="list-style-type: none"> <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 7-9 providing Nail Care</li> <li>➤ Skill 7-10 Making an Unoccupied Bed</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 of Another Caregiver</li> <li>➤ Skill 9-3 Transferring a Patient from Bed to Stretcher</li> <li>➤ Skill 9-4 Transferring Patient from Bed to Chair/Wheelchair</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 9-13 Applying A Continuous Passive Motion Device</li> <li>➤ Skill 10-2 Giving Back Massage</li> </ul> <p><b>6.Nursing Skills in Concepts of Safety:</b></p> <ul style="list-style-type: none"> <li>➤ Skill 4-2 Fall Prevention</li> <li>➤ Skill 4-3 Implementing Alternatives to Use the Use of Restraints</li> <li>➤ Skill 4-4 Applying Extremity Restraint</li> <li>➤ Skill 4-5 Applying Waist Restraint</li> <li>➤ Skill 4-6 Applying Elbow Restraint</li> <li>➤ Skill 4-7 Applying Mummy Restraint</li> <li>➤ Skill 17-2 Employing Seizure Precautions/Management</li> </ul> <p><b>7. Dosage Calculation: Math Test Mock (Optional)</b></p>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 1  Friday Skills/Lab February 20, 2026	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>Concepts of Patient Centered Care-</b> Components of a Care Plan <b>1. Reading Assignment Taylor's Book:</b> <ul style="list-style-type: none"> <li>➤ Nursing Role &amp; Scope of Practice - Ch 1</li> <li>➤ The Nursing Process &amp; Clinical Reasoning:              Ch 13 - Competencies &amp; Clinical Reasoning              Ch 14 -Clinical Judgement              Ch 15 - Assessing              Ch 16 - Diagnoses/Problem Identification</li> </ul> <b>2. Related Chapter &amp; Activities to Complete</b> <ul style="list-style-type: none"> <li>➤ Review PowerPoints</li> <li>➤ Complete Study Guide- Ch. 1,13-16</li> </ul> <b>3. ATI Modules to View and Complete</b> ATI Modules (See ATI Calendar) <ul style="list-style-type: none"> <li>➤ ATI Student Orientation module: Steps to Success</li> <li>➤ ATI Engage Fundamentals: Nursing Foundations Nursing Process Clinical Judgement Process Collaborative Teamwork</li> <li>➤ ATI Nurses Touch Becoming a Professional nurse</li> </ul> Video Case Studies Priority Setting  <b>4. Practice time</b>	<b>Practice, Practice, Practice</b>
Week 2  Monday/ Lecture February 23, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>CONTINUE: Concepts of Patient Centered Care – the Nursing Process</b> Cont. With Components of a Care Plan  <b>1. Reading Assignment to Complete-</b> See assignments Ch 16 - Diagnoses/Problem Identification Ch 17 –Outcome Identification & Planning Ch 18 – Implementation Ch 19 - Evaluation <b>2. Related Chapter &amp; Activities to Complete:</b> <ul style="list-style-type: none"> <li>• Review Power Points</li> <li>• Complete Study Guide Ch. 16-19, 28, 31-34</li> </ul> <b>3. ATI Modules to view and complete:</b> <ul style="list-style-type: none"> <li>• ATI Testing Taking Strategies (TBA)</li> <li>• <b>ATI Nurse Logic</b></li> <li>• Nursing Concepts</li> <li>• Knowledge and Clinical Judgement</li> </ul>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<ul style="list-style-type: none"> <li>• <b>ATI Civility Mentor</b></li> <li>• Fundamentals of Professionalism &amp; Civility</li> <li>• Professionalism and civility in the Academic environment</li> <li>• Civility and Patient safety in the clinical environment</li> <li>• Professionalism and civility in nursing practice</li> </ul>	
<p>Week 2</p> <p>Wednesday Skills/Lab February 25, 2026 0800-1235</p>	<p>Room 2110 &amp; Labs</p> <p><b>Faculty</b> Fitzsimmons Anderson Bravo</p>	<p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>Concepts of Infection Control &amp; Wound Care</b></p> <p><b>1. Reading assignments to Complete:</b></p> <ul style="list-style-type: none"> <li>➤ Asepsis &amp; Infection Control- Taylor’s Ch 25; Skills Ch. 1 Isolation techniques: Contact, Droplet, Airborne and Reverse Isolation.</li> <li>➤ Standard and Transmission-based Precautions: Taylor’s p.683-686</li> <li>➤ Case Study- John Willis: Skills book</li> <li>➤ Skin Integrity/Wound Care and Wound Measurement – Taylor’s Ch 33; Skills Ch 8</li> <li>➤ Heat &amp; Cold application - Taylor’s Ch 33</li> </ul> <p><b>2. Related Chapter &amp; Activities to Complete:</b></p> <ul style="list-style-type: none"> <li>➤ Review Power Points</li> <li>➤ Complete Study Guide Ch. 16-19, 25, 28, 31-34</li> </ul> <p><b>3. ATI Skills Modules ATI Engage Fundamentals</b></p> <ul style="list-style-type: none"> <li>➤ Infection Control Infection Control and Isolation Surgical Asepsis</li> <li>➤ <b>ATI Video Case Studies</b> Wound Care Infection Control, Wound Evisceration</li> </ul> <p><b>Control &amp; Wound Care</b></p> <p><b>Nursing Skills</b></p> <ul style="list-style-type: none"> <li>• Skill 1-3 Using Personal Protective Equipment</li> <li>• Skill 1-4 Preparing a Sterile Field/ Packaged Sterile Drape</li> <li>• Skill 1-5 Preparing a Sterile Field/Sterile Kit Tray</li> <li>• Skill 1-6 Adding Sterile Items to a Sterile Field</li> <li>• Skill 1-7 Putting on Sterile Gloves/ Removing</li> <li>• Skill 8-1 Preventing Pressure Ulcers</li> </ul>	<p><b>Students:</b> Please bring your wound supplies: Wound tray, abdominal pads, 4X4 gauzes, irrigation tray, N.S, black ink pen</p> <p><b>Supplies:</b> Sterile gloves, masks, Gowns for isolation, booties, Sterile surgical gowns, Various wound dressings, tape, ace wraps, Kerlix, bandages binders, and Slings. Model arms with staples &amp; sutures, wound irrigation trays, JP drain, Hemovac drain. Decubitus Models, K-pad Ice packs, heating pads</p> <p><b>Class demo:</b> Wound assessment &amp; wound care</p>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<ul style="list-style-type: none"> <li>• Skill 8-2 Cleaning a Wound, Applying a Dry Dressing (general guidelines).</li> <li>• Skill 8-3 Performing Irrigation of a Wound</li> <li>• Skill 8-4 Collecting a Wound Culture</li> <li>• Skill 8-5 Applying Montgomery Straps</li> <li>• Skill 8-6 Caring for a Penrose Drain</li> <li>• Skill 8-7 Caring for a T-Tube Drain</li> <li>• Skill 8-8 Caring for a Jackson-Pratt (JP) Drain</li> <li>• Skill 8-9 Caring for a Hemovac Drain</li> <li>• Skill 8-10 Applying Negative Pressure-Wound Therapy</li> <li>• Skill 8-11 Removing Sutures</li> <li>• Skill 8-12 Removing Surgical Staples</li> <li>• Skill 8-13 Applying an External Heating Pad</li> <li>• Skill 8-14 Applying a Warm Compress</li> <li>• Skill 8-15 Assisting with a Sitz Bath</li> <li>• Skill 8-16 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) Applying a Saline-Moistened Dressing &amp; Hydrocolloid Dressing</li> </ul> <p><b>Student Expectations:</b> Student should be able to demonstrate &amp; identify the following: Hand hygiene, sterile gloving, Applying and removing PPE, Isolation techniques (contact, airborne, droplet &amp; reverse isolation), wound care for open/closed wound and JP care, wound irrigation. Pressure ulcer prevention measures.</p>	
<p>Week 2</p> <p>Thursday Skills/Lab February 26, 2026</p> <p>0800-1235</p>	<p>Room 2110</p> <p><b>Faculty</b> Fitzsimmons Anderson Bravo</p>	<p><b>WBL Activity 2- Simulated workplace: Preparing for clinical experience</b></p> <p>1. Continue with Concepts of Infection Control &amp; Wound Care</p> <p><b>2. Dosage Calculation EXAM #1 at 1130</b></p>	<p><b>Students:</b> Please bring your wound supplies: Wound Tray, Abdominal Pads, 4X4 gauzes, Irrigation Tray, N.S, black ink pen.</p> <p><b>Supplies:</b> Same as Wednesday</p> <p><b>Class demo:</b> Wound assessment &amp; wound care</p>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 2  Friday Skills/Lab February 27, 2026 0800-1235	Room 2110  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace:            Preparing for clinical experience</b>  <b>#1 EXAM– Basic Nursing Care: Physical &amp;            Respiratory Assessment, VS, Hygiene, Patient            transfer</b>  <u><b>Sims Lab: Skills Application &amp; practice</b></u> What to prepare for check-off demonstration: Must know how to perform a head-to-toe health/Skin assessment with respiratory assessment; V.S., oxygenation (O2, pulse oximetry); Wound Care	<b>PRACTICE time</b>  Students, please bring your wound supplies  <b>May Start V.S .Check-off</b>
Week 3  Monday/ Lecture March 2, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#2 EXAM– Concepts of Patient            Centered Care- Nursing Process, Clinical            Reasoning, Role of nursing, Safety</b>  <b>Concepts of Communication &amp; Nursing            Informatics</b> 1. Reading Assignments ➤ Documentation & Reporting - Taylor’s Ch 20 ➤ Informatics and Health Care Technologies – Taylor’s Ch 21 ➤ Therapeutic Communication – Taylor’s Ch. 8  2. <b>Related Chapter &amp; Activities to            Complete</b> ➤ Review Power Points ➤ Complete Study Guide Ch. 8,20- 21 ➤ SBAR reporting, EMR, Team communication  3. <b>ATI modules to view and            complete:</b> Engage Fundamentals Video Case Studies: ➤ <b>Communication:</b> Therapeutic Communications ➤ <b>Informatics:</b> Informatics and Nursing Hands-off Report ➤ <b>Nurse’s Touch:</b> Professional Communication	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		Types of Communication <ul style="list-style-type: none"> <li>➤ Therapeutic Communication</li> <li>➤ Professional Communication</li> <li>➤ Organizational Communication</li> </ul> Factors that Affect Communication with individual groups	
Week 3  Wednesday Skills/Lab March 4, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>#1 CHECK-OFF Demonstration: Basic nursing care &amp; Activity/safety/Skills Fair</b>  <ul style="list-style-type: none"> <li>• VS, Physical/Resp assessment, occupied bed</li> <li>• ROM; protective positioning, restraints, patient transfer, safety transfer, safety</li> <li>• Physical/Resp assessment</li> </ul>	Hygiene care & bed baths & occupied will be observed and checked off in clinical settings. ROM
Week 3  Thursday Skills/Lab March 5, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>Continue with:</b> <b>#1 CHECK-OFF Demonstrations: Basic nursing care &amp; Activity/Skills Fair</b>  <b>Calculation TEST #2 (2nd Attempt) After Class</b> <b>Must pass the calculation exam to continue in the program</b>	Same as above



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
<p>Week 3</p> <p>Friday Skills/Lab March 6, 2026 0800-1235</p>	<p>Room 2110 &amp; Labs</p> <p><b>Faculty</b> Fitzsimmons Anderson Bravo</p>	<p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>Concepts of Nutrition: Promoting nutrition by Enteral Feeding</b></p> <p><b>1. Reading Assignment:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Enteral Feeding</b> - Taylor's Ch 37; Ch 38.</li> <li>➤ Skills Lynn, Ch 11</li> <li>a. Feeding: oral, Ng tube, gastrostomy PEG tube</li> <li>b. NG tube, special diet, I&amp;O</li> <li>c. GLUCOMETER: performing a finger stick</li> <li>➤ Skill 18-8 Obtaining a Capillary Blood Sample for Glucose</li> <li>➤ Blood Glucose Testing. Taylor's Skill 37-3 Pg. 1437</li> </ul> <p><b>2. Related Chapter &amp; Activities to Complete</b></p> <ol style="list-style-type: none"> <li>a. Review Power Points</li> <li>b. Complete Study Guide Ch. 37, 38</li> </ol> <p>Review Power Points: (feeding clients, NG/G-tube, enteral feeding, GI absorption, related skills)</p> <p><b>3. ATI modules to view and complete:</b></p> <p><b>ATI Skills Modules Nurses Touch:</b></p> <p>Nasogastric Tube Virtual interaction: Client and Enteral Tube Feeding their Nutritional Needs Diabetes Management Engage Fundamentals Nutrition Feeding and Eating Nutrition</p> <p>Virtual Scenario: Nutrition Video</p> <p>Case Study Enteral Nutrition</p> <p>Skills to learn and practice: NG tube insertion/removal, NG/ G-tube maintenance, feeding, oral suction &amp; canister set-up</p> <p><b>Nursing Skills:</b></p> <ul style="list-style-type: none"> <li>• Skill 11-1 Assisting a Patient with Eating</li> <li>• Skill 11-2 Confirming Placement of a Nasogastric Tube</li> <li>• Skill 11-3 Administering a Tube Feeding</li> </ul>	<p><b>Students:</b></p> <p>Bring Nasogastric (NG) tubes &amp; supplies</p> <p><b>Lab Supplies:</b></p> <p>NG tubes, G-tubes, Irrigation syringe, suction tubing, connectors, suction set-up, stethoscopes, feeding pump, Yaunkers</p> <p>Manikin with G-tube.</p> <p><b>Class demo:</b></p> <p>GI assessment &amp; Nutritional Intake, suction set-up, NG tube insertion/care/removal</p> <p><b>GLUCOMETER:</b></p> <p>training and Competency will be Completed at hospital</p>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<ul style="list-style-type: none"> <li>• Skill 11-5 Caring for a Gastrostomy Tube</li> <li>• Skill 13-8 Inserting Nasogastric Tube</li> <li>• Skill 13-9 Irrigating a Nasogastric Tube Connected to Suction</li> <li>• Skill 13-10 Removing a Nasogastric Tube</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>GLUCOMETER:</b> Skill 18-8: Obtaining a Capillary Blood Sample for Glucose testing</p>	
Week 4  Monday / Lecture March 9, 2026 0800-1105	Room 2110 & Labs  <b>Faculty</b> Bravo	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b>#3-EXAM – Communication (Reporting/SBAR), Documentation, Nursing Informatics</b></p> <ol style="list-style-type: none"> <li>1. Documentation Forms</li> <li>2. Major Care Plan</li> <li>3. Nursing Process</li> </ol>	
Week 4  Wednesday Skills/Lab March 11, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<p><b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b></p> <p><b><u>Sims Lab: Skills Application &amp; practice</u></b>            Wound care, standard precaution, PPE, asepsis &amp; sterile technique</p> <p><b><u>Sims Lab: Skills Application &amp; practice</u></b></p> <ul style="list-style-type: none"> <li>• Nasogastric Tube (NGT): insertion/removal, maintenance, Suction cannister setup.</li> <li>• Gastric tube: enteral feeding (bolus and intermittent), Feeding pump, maintenance</li> </ul>	Practice NGT  Practice Wound Care  Check-off repeats may continue
Week 4  Thursday Skills/Lab March 12, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<p><b>WBL Activity 2- preparing for clinical experience</b></p> <p><b>Concepts of Elimination: Urinary &amp; Bowel Reading Assignment</b></p> <ol style="list-style-type: none"> <li>1. Urinary: Foley Catheters - Taylor's – Ch. 38; Skills Lynn Ch 12</li> <li>2. Bowel: Taylor's – Ch 39; Skills Lynn: Ch 13</li> <li>3. ATI Modules to View and completes:</li> </ol>	<p><b>Students:</b> Bring:            Urinary catheters (Foley):</p> <p><b>Lab Supplies:</b>            Urinary catheters, Irrigation set-up (if avail), ostomy</p>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<p><u>ATI Skills Modules Engaged Fundamentals</u>            Bowel Elimination            Specimen Collection <u>Video Case Studies</u>            Urinary Catheter Care Urinary Tract Infection (UTI)            4. The Course Point: (Please complete before class) Ch 38 &amp; 39            5. Review PowerPoints</p> <p><b>Nursing Skills</b></p> <ul style="list-style-type: none"> <li>• Skill 12-1 Assisting with the Use of a Bedpan</li> <li>• Skill 12-2 Assisting with the Use of a Urinal</li> <li>• Skill 12-3 Assisting with the Use of a Bedside Commode</li> <li>• Skill 12-4 Assessing Bladder Volume Using an Ultrasound Bladder Scanner</li> <li>• Skill 12-5 Applying an External Urinary Sheath (Condom Catheter)</li> <li>• Skill 12-6 Catheterizing the Female Urinary Bladder</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 illeal conduit</li> <li>• Skill 12-12 Caring for a Suprapubic Urinary Catheter</li> <li>• Skill 13-1 Administering a Large Volume Cleansing Enema</li> <li>• Skill 13-1 Administering a Small 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 13-7 Irrigating a Colostomy</li> </ul>	<p>supplies,            specimen collection            supplies,commode, bedpans, stat-lock,            lubricant, Genitalia            models</p> <p><b><u>Class demo:</u></b>            Assessment of urinary and bowel elimination,            Foley insertion/care/removal</p>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<ul style="list-style-type: none"> <li>• Skill 18-4 Collecting a Urine Specimen (Clean Catch, Midstream)</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>	
Week 4  Friday Skills/Lab March 13, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- preparing for clinical experience</b>  <b>Concepts of Elimination: Urinary &amp; Bowel Rading Assignment</b> 1. Taylor’s Ch 38 2. Taylor’s Ch 39  <b>Continue to Practice /Prepare for Skills Checkoffs</b>	<b>Practice, practice, practice</b>
Week 5  Monday/Lecture March 16, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>Concepts of Interdisciplinary Collaboration: Spectrum of Healthcare</b>  <b>1. Reading Assignment</b> <ul style="list-style-type: none"> <li>➤ Health Care Delivery System – Taylor’s Ch 11</li> <li>➤ Interprofessional Collaborative Care – Taylor’s Ch. 12</li> </ul> <b>Concepts of Patient Centered Care:</b> <b>2. Reading Assignment</b> <ul style="list-style-type: none"> <li>➤ Leading, Managing &amp; Delegating - Taylor’s Ch 10</li> <li>➤ Client Education: Teaching &amp; Counseling – Taylor’s Ch. 9</li> </ul> <b>3. ATI modules to view and complete:</b> <u>Engage Fundamentals Video Case Studies Health</u> Promotion, Wellness, Level of Prevention and Disease Prevention Delegation Professionalism and Leadership Client Education Priority-Setting Frameworks Client Education <b>4. Nurse’s Touch: Becoming a Professional Nurse</b> <ul style="list-style-type: none"> <li>➤ Client Education</li> <li>➤ Review related topics in Course Point: Complete post-test.</li> <li>➤ Review PowerPoints</li> </ul>	





Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
		<p>3. <b>ASSIGNMENT:</b> Complete drug medication cards and have ready for demonstration. Use 3x5 index cards</p> <p>4. Review of medication administration: (Please complete it before class)</p> <p>5. Review PowerPoints</p> <p><b>Nursing Skills Nonparental meds</b> (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 5-6 Administering an Intradermal Injection</li> <li>• Skill 5-14 Applying a Transdermal Patch</li> <li>• Skill 5-15 Administering Eye Drops</li> <li>• Skill 5-16 Administering Eye Irrigation</li> <li>• Skill 5-17 Administering Ear Drops</li> <li>• Skill 5-18 Administering Ear Irrigation</li> <li>• Skill 5-19 Administering a Nasal Spray</li> <li>• Skill 5-20 Administering a Vaginal Cream</li> <li>• Skill 5-21 Administering a Rectal Suppository</li> <li>• Skill 5-22 Administering Medication by Metered-Dose Inhaler (MDI)</li> <li>• Skill 5-23 Administering Medication by Dry Powder Inhaler</li> <li>• Skill 5-24 Administering Medication by Small-Volume Nebulize</li> </ul> <p><b>Nursing Skills Parenteral meds</b> (injections - No IVs)</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 5-7 Administering a Subcutaneous Injection</li> <li>• Skill 5-8 Administering an Intramuscular Injection</li> <li>• Skill 5-9 Administering a Continuous Subcutaneous Infusion Applying an Insulin Pump</li> </ul>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 6  Monday/Lecture March 23, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#5 EXAM - HC Delivery, Collaborative Care, Leadership/Del, pt Edu</b>  <b>Concepts of Patient Centered Care</b> <u>Reading Assignment</u> 1. Evidence-Based Practice (EVP) - Taylor's Ch 2 <b>Concepts of Professionalism</b> 2. Values, Ethic & Advocacy – Taylor's Ch 6 3. Legal Dimensions – Taylor's Ch 7 4. ATI modules to view and complete: Engage Fundamentals Evidence-Based Practice Quality Improvement Scope and Standards of Practice Ethical and Legal Considerations <u>Nurse's Touch: Becoming a Professional Nurse</u> Professional Nursing Practice Professional Behaviors in Nursing	
Week 6  Wednesday Skills/Lab March 25, 2026 0800-1235	Room 2110 & Labs <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b> <b>#3 CHECK-OFF Demonstration: NGT insertion/Removal/Care</b> Nasogastric Tube insertion/removal/irrigation & care. Know how to irrigate suction and administer feeding.	NGT Supplies
Week 6  Thursday Skills/Lab March 26, 2026 0800-1235	Room 2110  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>#3 CHECK-OFF Demonstration: NGT insertion/Removal/Care</b> Nasogastric Tube insertion/removal/irrigation & care. Know how to irrigate suction and administer feeding.	NGT Supplies
Week 6  Friday Skills/Lab March 27, 2026 0800-1235	Room 2110  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>#6 EXAM –NGT</b> <b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>REVIEW: Concepts of Elimination:</b> <u>Reading Assignment</u> 1. Urinary Diversion – Taylor's Ch 38 2. Bowel Diversion - Taylor's Ch 39  <b>Sims Lab: Skills Application &amp; practice: Urinary catheterization</b> Practice: insertion & removal of foley catheter, maintenance, irrigation (manual, continuous), insertion of medication	Practice Foley Cath



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 7  Monday/Lecture March 30, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#7 EXAM – EBP, Ethic, Legal, NGT skills</b>  <b>Concepts of Growth &amp; Development – throughout the Lifespan</b>  <b>Reading Assignment:</b> 1. Developmental Concepts – Taylor’s Ch 22 2. Birth to Young Adult - Taylor’s Ch 23 3. The Middle and Older Adult – Taylor’s Ch 24 4. Cultural Diversity & Respectful Care – Taylor’s Ch 5 5. ATI modules to view and complete: <b>Engage Fundamentals</b> Human Growth & Development Inclusion, Equity, and Diversity <b>Nurse’s Touch: the Communicator</b> Technique Identifier: Respecting Client’s Cultures <b>Video Case Studies</b> Cultural Diversity <b>6. Review The Course Point:</b> (Assignment prior class) and complete post-test - Ch 5, 22 ,23, 24. Complete post-test. Review power points;	
Week 7  Wednesday Skills/Lab April 1, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>#4 CHECK-OFF Demonstration: Urinary Catheterization</b> Insertion removal of urinary catheter, maintenance 7 meatal care, bladder irrigation (intermittent, continuous), medication instillation <b>SIMULATION</b>	Urinary Supplies
Week 7  Thursday Skills/Lab April 2, 2026 0800-1235	Room 2110  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <b>#4 CHECK-OFF Demonstration: Urinary Catheterization</b> Insertion removal of urinary catheter, maintenance 7 meatal care, bladder irrigation (intermittent, continuous), medication instillation  <b>SIMULATION</b>	Urinary Supplies



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 7  Friday Skills/Lab April 3, 2026 0800-1235	Room 2110  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>#8 Exam – Urinary catheterization</b>  <b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b>  <u><b>Sims Lab: Skills Application &amp; Practice: Medication Administration</b></u> Medication Administration – Parenteral/Non-Parenteral, Documentation	Practice Medication Administration  Students: Bring your supplies
<b>April 5-11, 2026</b>		<b>SPRING RECESS (Campus Closed)</b>	
Week 8  Monday/Lecture April 13, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#9 Exam – Growth &amp; Dev, Cultural diversity</b>  <b>Concepts of Sensory Perception</b> <u><b>Reading Assignment</b></u> 1. Comfort and Pain Management-Taylor’s Ch 36 2. Concepts of Rest & Sleep- Taylor’s Ch 35 3. ATI modules to view and complete: <u>Engage Fundamentals Video Case Studies</u> Comfort, Rest & Sleep Pain Management Pain <u><b>Skill Modules</b></u> Pain Management Pain Assessment of a Child (optional) Virtual Scenario: Pain Assessment <u><b>Nurse’s Touch: Wellness and Self-Care</b></u> Self-Care: Rest & sleep 4. The Course Point: (Assignment prior to class) - Ch 35, 36 and complete post-test. Review Power Points <b>Skills Checklist - Skills Taylor Ch 10</b> <ul style="list-style-type: none"> <li>• Skill 10-1 Promoting Patient Comfort</li> <li>• Skill 10-2 Giving a Back Massage</li> <li>• Skill 10-3 Using a TENS unit</li> <li>• Skill 10-4 Patient Receiving Patient-Controlled Analgesia</li> <li>• Skill 10-5 Patient Receiving Epidural Analgesia</li> <li>• Skill 10-6 Continuous Wound Perfusion Pain Management</li> </ul>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 8  Wednesday Skills/Lab April 15, 2026 0800-1235	Room 21310 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b> <b>5 CHECK-OFF Demonstration: Medication Administration</b> Medication Administration – parenteral and non-parenteral, documentation on medication profile and have med cards ready  <b>SIMULATION</b>	Medication Cart Medication supplies
Week 8  Thursday Skills/Lab April 16, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 2- Simulated workplace: preparing for clinical experience</b> <b>5 CHECK-OFF Demonstration: Medication Administration</b> Medication Administration – parenteral and non-parenteral, documentation on medication profile and have med cards ready  <b>SIMULATION</b>	Medication Cart Medication supplies
Week 8  Friday Skills/Lab April 17, 2026 0800-1235	Room 2110 & Labs  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>#10 Exam - Medication Administration</b>  <b>Continue practicing skills/Med Math</b>	
Week 9  Monday/Lecture April 20, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#11 MID-TERM</b> – includes skills theory and topics up to growth & dev. and cultural diversity. (pain & sleep/rest will be included in final exam)  <b>Concepts of Sensory Perception</b> <u>Reading Assignment</u> 1. Self-Concept – Taylor’s Ch 42 2. Stress & Adaptation – Taylor’s Ch 43 3. Sensory Functioning – Taylor’s Ch 45 4. ATI modules to view and complete: <u>Engage Fundamentals</u> Sensory Perception 5. Study Guide- Ch 42,43, 45. Review PowerPoints	
Week 9  Wednesday Skills/Las April 22, 2026 TBA	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  <b>REVIEW: Concepts of Elimination:</b> <u>Reading Assignment</u> 1. Urinary Diversion – Taylor’s Ch 38 2. Bowel Diversion - Taylor’s Ch 39 <b>CLINICAL/SIMULATION</b>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 9  Thursday Skills/Lab April 23, 2026 TBA	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  CLINICAL/SIMULATION	
Week 9  Friday Skills/Lab April 24, 2026 TBA	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  CLINICAL/SIMULATION	
Week 10  Monday/Lecture April 27, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#12 EXAM – Pain/Sleep, Sensory Function, Self - concept</b>  <b>Concepts of Spirituality</b> <u>Reading Assignment</u> 4. Loss, Grief & Dying – Ch. 44 5. Spirituality – Ch. 47  <b>#1 Calculation Exam</b> (After Class)	
Week 10  Wed-Fri Skills/Lab April 29, April 30, or May 1, 2026 0645-1930	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  CLINICAL / SIMULATION	Clinical Groups Assigned Wednesday, Thursday, or Friday
Week 11  Monday/Lecture May 4, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#13 EXAM - Loss/Death, Spirituality, Stress</b>  <b>Concepts of Nutrition</b> <u>Read Assignment</u> 1. Nutrition - Taylor's Ch 37 2. Read: ATI Nutrition book 3. Nutrition – ATI practice test; starts 1 week before exam  <b>#2 Calculation Exam</b> (After Class)	
Week 11  Wednesday, May 6 Thursday, May 7 Friday, May 8 0645-1930	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  CLINICAL / SIMULATION	<b>(See Clinical Schedule for your assigned clinical day)</b>



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 12  Monday/Lecture May 11, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>Concepts of Fluid &amp; Electrolytes (Acid-Base) Balance/O2 Part 1</b> <u>Reading Assignment:</u> 1. Fluid-Electrolytes/Acid-Base Balance - Taylor's Ch 41 2. Acid-Base Balance - Hogan's Ch 2-7 ▪ The Course Point: (Assignment prior to class) – Ch. 41 <ul style="list-style-type: none"> <li>• Review PowerPoints</li> </ul> <b>Review Concepts of Nutrition</b> <u>Read Assignment</u> 1. Nutrition - Taylor's Ch. 37 2. Read: ATI Nutrition book 3. Nutrition – ATI practice tests may begin	
Week 12  Wednesday May 13 Thursday May 14 Friday May 15 0645-1930	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  <b>REVIEW: Concepts of Oxygenation:</b> Reading Assignment: Review Ch 40 Review Skills: Tracheostomy <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> CLINICAL / SIMULATION	<b>(See Clinical Schedule for your assigned clinical day)</b>
Week 13  Monday/Lecture May 18, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#14 Exam - Fluid &amp; Electrolytes Part 1</b>  <b>(Continue) Concepts of Fluid &amp; Electrolytes (Acid-Base) Balance/O2 Part 2</b> <u>Reading Assignment:</u> 1. Fluid-Electrolytes/Acid-Base Balance - Taylor's Ch 41 2. Acid-Base Balance - Hogan's Ch 2-7 3. Review PowerPoints	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 13  Wed-Fri/Clinical May 20 May 21 May 22 0645-1930	Clinical Rotation  <b>Faculty</b> TBA	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  CLINICAL / SIMULATION	
Week 14  Monday May 25, 2026	<b>MEMORIAL DAY- CAMPUS CLOSED</b>  		
Week 14  Wednesday/ Clinical May 27, 2026 0645-1930	Clinical/IVC  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  <b>#6 SKILLS PROFICIENCY Demonstration</b> - IVC  <b># 15 EXAM - ATI Nutrition #1 (Computer Lab)</b>	<b>(Students will be assigned case scenarios and times for skills proficiency demonstrations).</b>
Week 14  Thursday/Clinical May 28, 2026 0645-1930	IVC/Clinical  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  <b>#6 SKILLS PROFICIENCY Demonstration</b> - IVC  <b>ATI Fundamentals #1 (Computer Lab)</b>	
Week 14  Friday/Clinical May 29, 2026 0645-1930	IVC/Clinical  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 1 &amp; 2: Clinical experience/ Simulated Workplace Experiences</b>  <b>#6 SKILLS PROFICIENCY Demonstration</b> - IVC	
Week 15  Monday/ Lecture June 1, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>#16 Exam - Fluid &amp; Electrolytes Part 2</b>  <b>Preparing for Final Exam</b>	



Date or Week	Location	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Skills
Week 15  Wednesday June 3, 2026 Wednesday 0645-1930	Clinical Rotation  <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 1 &amp; 2: Clinical experience/            Simulated Workplace Experiences</b>  CLINICAL / SIMULATION  <b>SKILLS FAIR (TBA)</b>  <b>RETAKE: ATI Nutrition #2 (Computer Lab)</b>	
Week 15  Thursday/Clinical June 4, 2026 0645-1930	Clinical/SIMS  <b>Faculty</b> Fitzsimmons Anderson Bravo	CLINICAL / SIMULATION  <b>SKILLS FAIR (TBA)</b>  <b>RETAKE: ATI Fundamentals #1 (Computer Lab)</b>	
Week 15  Friday/Clinical June 5, 2026 0645-1930	Clinical/SIMS  <b>Faculty</b> Fitzsimmons Anderson Bravo	CLINICAL / SIMULATION  <b>SKILLS FAIR (TBA)</b>	
Week 16  Monday/Lecture June 8, 2026 0800-1105	Room 2110  <b>Faculty</b> Bravo	<b>FINAL EXAM</b>	
Week 16  Wed-Fri/Clinical June 10-12, 2026- 0645-1930	Clinical Rotation <b>Faculty</b> Fitzsimmons Anderson Bravo	<b>WBL Activity 1 &amp; 2: Clinical experience/            Simulated Workplace Experiences</b>  Make Up Skills /Clinical Evaluations	

\*\*\*\*\*Deadline to Drop WITH "W": May 16<sup>th</sup>, 2026\*\*\*\*\*

**Important Dates: 4/5/26-5/11/26** (Recess- Campus Closed)

**Holidays: 2/16 (Washington Day), 5/25 (Memorial Day-Campus Closed)**

**\*\*\*Subject to change without prior notice\*\*\***



## Course Unit Content & Objectives

### 1. Nursing Role and Scope of Practice

- A. Define nursing and relate its current state to historical events and nursing leaders.
- B. Compare and contrast the various roles of contemporary nurses today.
- C. Review the different educational paths to professional nursing and their implications for career mobility and advancement.
- D. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
- E. Describe how state nurse practice acts define the legal scope of nursing practice to protect patient's rights and reduce risk of nursing liability.
- F. Review an established code of ethics and its role in guiding nursing practice and ethical decision making.
- G. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.

### 2. Spectrum of Healthcare

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

### 3. Profession Related Concepts/ Patient Centered Care

- A. Discuss the meaning of patient-centered care
- B. Describe concepts of holistic health and nursing.
- C. Describe the concept of caring as a foundation for nursing practice
- D. 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 practice

**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 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.

**4. Profession Related Concepts/ Interdisciplinary Collaboration**

- A. Define the concept of interdisciplinary care.
- B. Describe the essential aspects of collaborative health care.
- C. Discuss the benefits of an interdisciplinary health care team providing client care.

**5. Profession Related Concepts/ Evidence-Based Practice**

- A. Define the concept of evidence-based practice
- B. Identify available resources for evidence-based nursing practice.
- C. Discuss how evidence-based practice provides optimum care for individuals and their families.

**6. Profession Related Concepts/ Quality Improvement**

- A. Define the concept of quality improvement.
- B. Discuss the role of the nurse in identifying patient concerns related to quality care.

**7. Profession Related Concepts/ Safety**

- A. Define the concept of patient safety
- B. Discuss personal and environmental factors that impair a patient's ability to protect themselves from injury.
- C. Review interventions that can assist in reducing risk of patient injury (properly identifying patient, using ten rights of medication administration, performing fall risk assessment, communicating patient information to appropriate team members).



- D. Discuss proper and effective use of technology and standardized policies and procedures support safe, quality care.
- E. Recognize the role of the nurse in monitoring their own care and that of others in promoting a safe environment for the patient.
- F. Review the National Patient Safety Goals developed by the Joint Commission and their relationship the development of national safety standards and accreditation of health care institutions.

**8. Profession Related Concepts/ Informatics**

- A. Define the concept of informatics
- B. Describe the use of computers in nursing education and practice.
- C. Discuss the computer skills and computer applications necessary for monitoring and documenting patient information.
- D. Observe use of appropriate search engines and databases to obtain evidence-based research when determining best practice.

**9. Profession Related Concepts/ Patient Education**

- A. Define the concept of patient education.
- B. Identify the role of the nurse in relation to patient education.
- C. Describe the three domains of learning.
- D. Review basic principles of learning.
- E. Discuss how to identify educational needs of patients.
- F. Describe the various elements of a teaching plan for patients

**10. Profession Related Concepts/ Professionalism**

- A. Define the concept of professionalism and its relationship to nursing practice.
- B. List professional behaviors that are consistent with those of a nurse.
- C. Discuss the relationship of ethical and legal practice to the role of nurses.
- D. Compare and contrast accountability and responsibility.

**11. Profession Related Concepts/ Leadership**

- A. Define the concept of leadership
- B. Identify the characteristics of effective leaders.
- C. Describe various leadership roles assumed by nurses.
- D. Discuss how nurses as leaders can influence provision of safe patient care.

**12. Client Related Concepts/ Rest and Sleep**

- A. Review the role played by rest and sleep in maintaining good physical and mental health.
- B. Discuss the effect that lack of sleep has on a patient's physical and mental health.
- C. Discuss developmental variations in sleep patterns.
- D. Describe the functions, physiology, and stages of sleep.
- E. Identify conditions that interfere with a patients' rest and sleep pattern.
- F. Recognize the characteristics of common sleep disorders.
- G. Review nursing interventions that can help improve a client's quality of rest and sleep.

**13. Client Related Concepts/ Spirituality**

- A. Compare and contrast the concepts of spirituality and religion.
- B. Review the religious practices of selected religions and their relationship to health promotion and healthcare.
- C. Determine factors that contribute to spiritual distress and resulting manifestations. D. Review the nurses' role when caring for patients who are experiencing spiritual distress.

**14. Patient Related Concepts/ Growth and Development**

- A. Review selected theories of human development and their respective stages.



- B. Discuss the impact that successful and unsuccessful achievement of developmental tasks has on the ability of an individual to progress to a higher level of development.
- C. Ascertain the personal and environmental factors that can influence an individual's success in developmental tasks.
- D. Review indicators of successful and delayed task resolution.

**15. Patient Related Concepts/ Sensory Perception**

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

**16. Patient Related Concepts/ Hygiene (includes Hygiene Skills Lab)**

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

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

- A. Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.
- B. Relate the effect exercise has on proper functioning of body systems and activity tolerance.
- C. Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.
- D. Discuss the effect lack of movement has on bones, muscles, and joints.
- E. Discuss the effect developmental stage has on bone, muscles, and joints.
- F. 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

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

- A. Compare and contrast the various elements of the chain of infection.
- B. Review the anatomical and physiological barriers that protect an individual against infections.



- C. Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.
- D. Discuss the etiology of nosocomial infections
- E. Differentiate between medical and surgical asepsis.
- F. Relate principles of asepsis and their application to patient care and wound care.
- G. Differentiate between standard precautions and various types of isolation precautions.
- H. Review nursing interventions that can protect a patient against infections.
- I. 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

#### **19. Patient Related Concepts/ Elimination (includes Urinary and Bowel Elimination Skills Lab)**

- A. Review Bowel elimination skills: the role played by elimination in maintaining good physical health.
- B. Describe the process of urine and feces production and subsequent elimination patterns.
- C. Differentiate between normal and abnormal elimination patterns.
- D. Discuss developmental and other factors that affect a patient's elimination status.
- E. Identify conditions that interfere with patients' normal elimination patterns.
- F. Compare and contrast normal and abnormal characteristics of urine and feces.
- G. Identify diagnostic tests related to elimination and the nurse's role in obtaining specimens.
- H. Nursing interventions that can facilitate or maintain a patient's elimination patterns.
- I. 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)

#### **20. Patient Related Concepts/ Nutrition (includes Nutrition Skills Lab)**

- A. Review the role played by nutrition in maintaining good physical health throughout the lifespan.
- B. Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.
- C. Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.
- D. Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.



- E. Discuss physical, psychological, developmental, cultural and religious factors that affect a patient's nutritional status.
- F. Identify norms for body weight and BMI based on established standards.
- G. Use guidelines based on the USDA Food Pyramid when determining dietary recommendations for patients.
- H. Differentiate between various alternative and therapeutic diets.
- I. Review nursing interventions that can assist patients in meeting their nutritional needs.
- J. 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

### **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 patients in managing their pain.
- G. Review alternative and complementary methods of pain relief that patients 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

### **22. Patient Related Concepts/ Fluid and Electrolytes**

- A. Recognize alterations in laboratory values of urine osmolarity, and serum sodium, potassium, chloride, calcium, and phosphorus.
- B. Recognize clinical manifestation of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus
- C. Apply knowledge of pathophysiology when planning care for patients with alterations in fluid balance
- D. Apply knowledge of pathophysiology when planning care for patients with alterations in sodium, potassium, chloride, calcium, and phosphorus.
- E. Identify priority actions for patients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.

### **23. Patient Related Concepts/ Oxygenation (includes Skills Lab)**

- A. Recognize components of an assessment related to oxygenation that should be included data collection
- B. Apply knowledge of anatomy and physiology when assessing oxygenation and recognize variations in breathing patterns when caring for patients.



- C. Recognize clinical manifestation of respiratory imbalances in pulse oximetry and other laboratory values related to oxygenation.
- D. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
- E. Describe the role of the nurse in providing quality care for patients who have an alteration in oxygenation.
- F. Identify health care education and safety needs for patients who have an alteration in oxygenation 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, re-breathable and non-re-breathable 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

### **24. Patient Related Concepts/ Medication Administration (Includes Medication Skills Lab)**

- A. Discuss the role of the nurse in safely and legally administering medications to patients.
- B. Discuss factors that can increase the risk of making a medication error.
- C. Identify the six rights of medication administration.
- D. Determine the various routes by which medication can be administered.
- E. Perform basic apothecary to metric conversions and drug calculations.
- F. Discuss the role of the nurse related to educating patients about their medications.
- G. 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

### **25. Patient Related Concepts/ Documentation (includes Documentation Skills Lab)**

- A. Describe the significance of nursing documentation as a written form of communication.
- B. Discuss the use of technology in the communication process.
- C. Identify the purpose and various elements of the patient record.
- D. Review the legal parameters that guide documentation and the maintenance of patient records.
- E. Review proper guidelines for effective documentation.
- F. Apply principles of effective documentation to an actual or simulated patient record. G. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.

## **CONTENT TOPIC**



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**Documentation skills lab:**

- A. Subjective and objective data
- B. Narrative charting
- C. Flow sheets and trending records
- D. Computer information systems and computerized records

**26. Patient Related Concepts/ Body Mechanics and Ergonomics (includes Body Mechanics Skills Lab)**

- A. Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating patients.
- B. Identify assistive devices that can be used when moving patients to aid in the prevention of injury.
- C. Examine the relationship between using good body mechanics and preventing injuries.
- D. Discuss appropriate interventions to take to minimize injury to patient and self during a patient's fall.
- E. 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 using draw sheet
- B. Gait belts
- C. Patient transfers

**27. Patient Related Concepts/ Nursing Process (Includes Nursing Process Lab)**

- A. Identify the steps of the nursing process.
- B. Review the use of the nursing process as a tool for planning patient care.
- C. Differentiate between subjective and objective data and various data collection methods.
- D. Review the NANDA list of nursing diagnoses and their use in describing potential and actual patient problems.
- E. 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
    - 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