



HEALTH PROFESSIONS DIVISION

NURSING EDUCATION PROGRAM

NRS 235

CONCEPTS OF NURSING PRACTICE IV

**COMBINED COURSE OUTLINE AND
SYLLABUS**

SPRING 2023



NRS235 Course Outline and Syllabus

YOU MUST READ THE COURSE OUTLINE IN ITS ENTIRETY PRIOR TO COMING TO CLASS

Course Number: NRS 235 **Course Title:** Concepts of Nursing Practice IV **Credits:** 8

Hours: 3 hours/week theory; 3 hours/week lab; 12 hours/week clinical

Pre-requisite: BIO104 and BIO 201 with a minimum C+ grade, NRS 111, NRS 112, NRS 125, NRS 225.

Catalog Description

This course builds on all previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse adult and pediatric patients with complex conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

Course Coordinator

Dr. Lisa M. Dunn MSN/Ed, RN, CCRN, CNE

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***To ensure collaboration, all email communication with lecture, lab, and clinical instructors MUST have Dr. Dunn “cced” on ALL emails. This may expedite student questions or concerns.**

Expectations

We as faculty are here to help you have success in not just this course, but all your nursing school endeavors. If you want success, you will need to work for it. It is imperative that you understand you must be committed to doing all you can to succeed. We will be here to guide

you, advise you, and encourage you; but it does start with you. Our expectations for students include:

- You will come to class prepared, having completed the assignments listed in this course outline
- You will conduct yourself in a professional manner in all situations
- You will adhere to all components engrained within the academic integrity standards set forth by this institution
- You will maintain open communication with your course faculty regarding questions, concerns, or any issues you feel will impede your ability to have success in this course

Required Materials

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2020) *Pharmacology for Nurses A Pathophysiologic Approach*. (6th ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13:-978-0-13-425516-3)
- Pearson. (2019). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two*. (3rd Edition) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13: 978-0134616803; Volume Two: (ISBN-13 : 978-0134616810)
- Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (3rd. Edition) New York: Pearson Education, Inc. (ISBN: 978-0134616834)
- HESI ONLINE review course
- MyNursingLab: Electronic resource bundle from Pearson that includes supplemental study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks, pharmacology text and health assessment text. May be purchased separately for higher cost.
- Silvestri, L.A, (2020) *Saunders Comprehensive Review for the NCLEX-RN Examination*. (8th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).
- Simple calculator – cell phones are not permitted to be used as calculators during exams.
- Stethoscope, blood pressure cuff, penlight, and wristwatch with a second hand
- Regular access to a computer with internet access and ability to generate Microsoft Word document or Adobe Acrobat pdf file.

Recommended Materials

- American Psychological Association. (2020) *Publication Manual of the American Psychological Association*. (7th ed.). American Psychological Association: Washington D.C.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-3041-3).
- Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (7th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)
- Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success*. (4th ed.) Philadelphia: F.A. Davis. (ISBN 13: 9780-8036-4414-4)

- Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning (ISBN10: 1-4390-5847-4; ebook: ISBN13: 978-1-4390-5847-3).
- Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN13: 978-0-8036-5705-2).
- Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary*. (22nd ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

Computer Hardware and Software

You will need access to a laptop or tablet that you can bring with you to campus periodically for testing. **The computer must be a current device that is able to hold a charge for at least two hours.** A personal computer with consistent, reliable Internet access is required, and must meet the following requirements:

- A cable, fiber optics, or DSL connection to the Internet; dial-up is not supported and satellite may be inconsistent.
- Laptop or tablet computer with a minimum of a 2 GHz processor and 2 GB of RAM.
- Chromebooks are **NOT** compatible with our testing software and cannot be used.
- Built-in or external webcam and microphone
- Headphones are recommended to minimize audio interference from any background noise in your environment

You should have one of the following computer operating systems and additional software applications installed on your computer:

- Windows 10 or higher system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
- Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Login to your student portal through <https://www.mccc.edu/mymercer.shtml> and select the Office 365 apps icon. This will give you access to all the Office tools like Word, PowerPoint, Excel and others options. If you want to download a version of the Office Suite to your machine, select the drop down 'Install Office' on the top right.
- Antivirus for Windows OS, [Microsoft Security Essentials](#) OR Antivirus for Mac OS, [Sophos](#)
- A Blackboard compatible browser, such as the latest version of Chrome, Mozilla Firefox, or Safari. **Internet Explorer, Edge or Chromium are NOT a supported browsers and should not be used.**

Additional information can be found in your course under the "Course Info" tab, in the folder labeled "Resources for Students".

ExamSoft

Students are required to bring a laptop or tablet to campus periodically for testing. As of fall 2022, the nursing education program uses Exemplify 2.9 by ExamSoft as the testing platform.

Check your computer system requirements to ensure that your device is compatible:

<https://examsoft.com/resources/exemplify-minimum-system-requirements/>

Blackboard

Nursing classes use Blackboard (Bb), the official learning management system (LMS) used by the college to deliver course materials to Mercer students. All course materials will be posted in Bb.

To login to the online Bb LMS, students will need a User Name ID and password. Students can access Bb by logging into the MyMercer student portal page:

<http://www.mccc.edu/mymercerv.html> .

Bb Learn works best using the latest version of Chrome (recommended), Firefox, and Safari. ***Do not use Internet Explorer Edge or Chromium.***

For help using the Blackboard (Bb) attend one of MercerOnline Bb Information sessions or review the “Resources for Students” folder in “Course Info” link in the left-hand navigation of your course.

Course Information & Web Resources:

- Nursing Program website – www.mccc.edu/nursing (Nursing Program Handbook, program policies, course outlines)
- Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- HESI ONLINE review course
- **NCLEX-RN Detailed Test Plan –**

https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

Mercer County Community College Institutional Learning Goals

- IL1 Written and oral communication in English: Students will communicate effectively in both speech and writing.
- IL2 Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- IL3 Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
- IL4 Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- IL5 Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

- IL6 Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- IL7 History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significant.
- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.
- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

Nursing Education Program Student Learning Outcomes

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in clinical reasoning to make patient-centered care decisions.
3. Participate in quality improvement processes to improve patient care.
4. Collaborate with members of the interprofessional team, the patient, and the patient's support persons.
5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Course Student Learning Outcomes

This course builds on all previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse adult and pediatric patients with complex conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to clients with complex conditions across the lifespan.
2. Engage in clinical reasoning to make increasingly complex patient-centered care decisions for clients with complex conditions across the lifespan.
3. Participate in quality improvement processes to improve patient care for clients with complex conditions across the lifespan.
4. Collaborate with members of the inter-professional team, the patient, and the patient's support persons for clients with complex conditions across the lifespan.
5. Use information management (informatics) principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Academic Integrity

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. Please refer to the full Academic Integrity policy in the MCCC Student Handbook and OMB Policy 210.

Credible reports of academic dishonesty will result in course failure and possible program dismissal.

Nursing Program Handbook

Each nursing student will receive a copy of the Nursing Program Handbook at the start of the program. The handbook is updated each academic year and the most current version is available to all students on the nursing program website www.mccc.edu/nursing. Students are responsible to review the most current semester's handbook each semester and comply with the nursing program policies and procedures as written.

ADA Statement

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact the Center for Inclusion, Transition, and Accessibility at 609-570-3422 or LB218 for information regarding support services.

Attendance

Please review the Nursing Education Program Attendance Policy on the nursing program website or the Nursing Education Program Handbook. Students are expected to attend all exams, lecture, college laboratory, and clinical laboratory sessions. If you cannot avoid an absence, contact your instructor prior to the activity to be missed. Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. **No Call, No Show** to any exam may result in a zero for that exam. Prolonged absences due to illness, injury, or bereavement for an immediate family member should be reported to the Nursing Office.

Per the Nursing Education Attendance Policy, two points will be deducted from the overall course grade for every unexcused absence from any educational session. Two episodes of unexcused lateness will be treated as an unexcused absence; points will be deducted from the final course grade accordingly. Each request for an excused absence will be considered separately, on its own merit. Any combination of more than two absences in theory, lab, or clinical may result in inability to meet course objectives and course failure.

Theory

Classroom theory sessions, whether in-person or virtual, are based on learning objectives from the course syllabus. Textbook readings are assigned based on weekly learning objectives listed in the course syllabus and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com. Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior to class. **Cell phones must be shut off during class sessions unless otherwise instructed by the Professor.** Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

Remote Instruction

Some classes may take place remotely in a live on-line platform, either Microsoft Teams or Zoom.

- If your class will be delivered via Zoom, you will need to have the latest version of Zoom installed on your computer. You do not have to create an account on Zoom to attend class. For more information on how to install Zoom, join a meeting, and more, please visit the Zoom support website at <https://support.zoom.us/hc/en-us>.
- If your class will be held in Microsoft Teams, you will need to have the Teams application downloaded on your computer. Teams is part of the Microsoft Office Suite, which is available to students free of charge (see above). You have already been assigned to a Team for your appropriate course.

Technology Help

The College offers 24/7 technology support to all students. For technical issues with your computer, any Mercer-supported software, MyMercer Portal, and email, please contact the IT Help desk via phone, or email tech-help@mccc.edu. More information, including contact information, is available on the Technology Service web page: https://www.mccc.edu/student_services_technology.shtml. Students can access tech help day or night by calling **609-570-3300 during business hours or 1-844-505-8075 after hours.**

Issues with Blackboard please contact MercerOnline at merceronline@mccc.edu

30-Minute Rule: When you encounter struggles with technology, give yourself 30 minutes to ‘figure it out.’

- Consider closing all applications and restarting your computer; this simple reboot may solve many problems.
- Review the help section of the website for the program you are having difficulty with.
- Google your problem and review the suggestions provided.
- Post a message to your class discussion board; your peers may have suggestions to assist you.
- Contact the Helpdesk 24/7.

- As a last resort, contact your course faculty. However, do not expect an immediate reply, and there is no guarantee that course faculty will be able to help with technology issues.

When posting or sending email requesting help with technology issues, whether to the Helpdesk or course faculty, use the following guidelines:

- Include a descriptive title for the subject field that includes 1) the name of course 2) the issue. Do NOT just simply type “Help” into the subject field or leave it blank.
- List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of the error message.
- When possible, always include a screenshot(s) demonstrating the technical issue or error message.
- Also include what you have already tried to do to remedy the issue (such as rebooting, trying a different browser).

Remote Instruction Course Procedures and Etiquette

Prior to Class

1. Make sure you have the appropriate technology to support the session
 - Ensure that you have a reliable, high speed internet connection
 - Test your audio and video settings
 - Familiarize yourself with the classroom controls, like “raise your hand” and the chat function.
2. Find a quiet, private workspace
 - Preferably in a room by yourself.
 - Avoid having anyone come on camera.
 - Coordinate your personal responsibilities to eliminate interruptions or distractions while in class.
 - Shut the door and place a sign on the door saying you are in class. Ask people not to enter or knock on the door.
3. Review your background.
 - Remove private or potentially offensive items.
 - Rid the space of any clutter or distractions.
 - Keep it simple.
4. Be mindful of your background lighting.
 - Double check the lighting when you launch the meeting, and the video has started. Make sure more light is on your face than coming from behind you. You might also need to adjust where you are sitting so the light is not right above your head and within the camera frame. If you are sitting with your back to a window, you may be silhouetted by the light coming through and you will not be visible.
 - Your overhead light might also need to be adjusted for the best image quality
5. Check your camera framing.
 - Be aware of your distance from the camera (not too close, not too far).
 - You want to try and have the camera at eye level.

Live Class

1. Sign into the session at least 15 minutes early and make sure your set up is functioning appropriately.
2. You must use your full, real name on the screen.
 - a. To change your name in Zoom, click the participants list on the meeting control panel at the bottom of your screen. Hover to the right of your name in the participants list and select the “More” button. A drop-down menu will appear which gives you the option to “Rename”.
3. The camera must be always turned on with your live face visible in the frame, unless otherwise directed by your course faculty.
4. Only unmute when speaking. In smaller, more collaborative meetings, you may be directed to leave the microphone unmuted. If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your professor. When addressing the class, you are expected to maintain a professional tone.
5. You must be dressed appropriately, as if you were coming to an in-person session.
6. You may not be in bed, under the covers. You may be seated on top of a made bed.
7. No smoking or consumption of alcohol is allowed during class. You may eat a snack if necessary but avoid sitting down to a full meal with the class.
8. The use of personal communication devices for any reason unless specifically directed to do so by the faculty is prohibited.
9. There is to be no “side bar” chatting through digital means outside of class activities.
10. If you would like to use the chat function, remember that it is public, and a record of the chat is kept and archived.
11. Expectations for participation and attendance in a virtual class are the same as an in-person class. Please give your full attention to the class in session. Do not engage in other activities, such as cooking, cleaning, playing games, on-line shopping, etc.
12. Remember to sign out or “leave the meeting” when the session is finished.

College Lab

This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled environment utilizing videos, interactive computer learning, hands on demonstration and clinical simulation. The student will be expected to practice basic nursing skills to gain proficiency and perform a return demonstration in front of the instructor. Students must successfully perform a return demonstration on all critical skills to pass the lab portion of the course.

If a student is absent from a college laboratory, it is the responsibility of that student to plan to attend open lab hours for practice of any missed skill. Student must obtain referral form from instructor and bring the form with them to the open lab time. Form must be signed and submitted to the course coordinator within two weeks of missed college lab session. Open lab information, including time and location, to be posted on blackboard/nursing website.

Dosage Calculation Math Requirement

A dosage calculation exam will be given the first week of class during lab. Students will be given a simple calculator to take the exam in person or via Blackboard. The use of a cell phone

as a calculator is NOT allowed. Students will be given 2 minutes per question to take the exam. There will be 20 questions on the exam, and the expectation for this exam is for the student to achieve 100%. Please consult the example exam that is on the blackboard shelf. If the student does not achieve the 100% on the first attempt, remediation session must be completed by the student and a new test will be taken.

Students will not be allowed to pass medications during the clinical experience until the dosage calculation exam requirement has been met. If the student is unable to pass medications after the second attempt of the dosage calculation exam, a zero grade will be issued that does NOT demonstrate competency, which will result in a clinical failure and subsequent course failure.

Clinical Lab

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting to meet course goals. **Preparation for clinical lab will focus on weekly objectives listed in this course outline.** Clinical lab consists of 12 hours per week performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. There is no preconference in NRS 235. Students are expected to be able to care for any patient assigned by the clinical instructor. Post conference will consist of 1 hour. During that time, the students are expected to:

1. State the patient's diagnosis including organs involved; explain (briefly) signs and symptoms of the disease using correct terminology.
2. Identify and explain how the patient's condition exemplifies an alteration to the concept being studied that week using the disease process, nursing order and use of pharmacological agents.
3. Identify developmental tasks appropriate to the patient's age and the implications for nursing care.
4. Formulate a preliminary plan of nursing care based on the altered concept and utilizing the nursing process.
5. Discuss assigned medications in relation to patient care outcomes.
6. Review and evaluate the care given and the patient's response to care plan.
7. Discuss revisions that should be made in your plan to improve care.
8. Discuss application of clinical objectives to your patient.

All patient information received during clinical lab is to remain confidential always. No photocopying of patient information is allowed. Students will not be allowed to visit the unit for patient information at times other than their assigned clinical day.

Clinical Documentation

Clinical documentation will be completed using MCCC Nursing Program's electronic documentation tool.

Evolve Case Studies

Case studies **are assigned** as a tool to aid in learning specific content. These case studies are included in the Weekly Class Preparation and should be included as learning activities to support the content covered for the week. **Each case study must be completed before coming to class.**

Each case study presents a scenario that introduces the client and then a series of small sets of questions. At the end of the case study, a summary screen shows all the rationales for each question.

The case studies can be accessed via the Evolve website at <http://evolve.elsevier.com> under the link “case studies with practice tests.” All students will need an Evolve login and password, as well as a course ID number to access the Evolve materials. HESI Tech Support is available at 1-800-401-9962.

Students may re-take the case study as many times as they like to master the content.

HESI Exam: There will be multiple HESI exams given in this course. Please refer to the course schedule. These exams must be completed. These exams are web based which requires your evolve login and password to access these exams. Students are expected to achieve a score of 900 on the med/surg, maternity, and pediatric exams prior to the exit exams. The exam percentage scores will be calculated into your final grade for the course. **Students should bring earbuds or headphones to the exam if it is given face-to-face.** Students will be required to complete the medical/surgical practice test, maternity practice test, and pediatric practice test, which can be accessed on the evolve website under “case studies” before they will be able to sit for these HESI exams. Students must complete these practice exams with an average percentage of 90% one week before the start time of the exam or the student will not be able to take the exam during the scheduled time. If you need additional assistance in accessing the case studies or practice tests, please see the NRS 235 course coordinator.

Two HESI RN EXIT exams will be administered during NRS 235. The exams are created to reflect the NCLEX-RN exam and scores are predictive of success on the exam. Research indicates that a raw score of 900 on the HESI Exit Exam indicates 96-99% estimated prediction of success on the NCLEX exam. There are 160 questions on the exam, including alternate format items. Students will have up to **4 hours** to complete the exam. **Students should bring earbuds or headphones to the exam.**

HESI RN EXIT EXAM: This web exam will be administered during NRS 235. The expected benchmark for satisfactory performance on this exam is a raw score of 900. Students not achieving a score of 900 are highly encouraged to access individualized content remediation via the evolve website. The date and time of this exam will be forthcoming.

<https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf>

<https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf>

HESI RN EXIT EXAM Second exit exam: This exam may not be called “second attempt.” However, it will be the student’s second attempt at the exit exam. There are six versions of this exam. Each version is not “harder.” They are simply a different version. This web exam will be administered at the end of the course after individualized remediation based on the version 1 score has been completed. The benchmark for this exam is a raw score of 900. Students not achieving the benchmark score of 900 will be required to seek additional remediation with the nursing program tutors.

Completion of both HESI RN EXIT Exams (first and second attempt) are required to successfully complete NRS 235. If the benchmark score of 900 is not achieved on the second attempt of the exam, further remediation will be required.

The following evolve practice tests located in your assigned Case Studies and Practice Test course ID will help prepare you for the HESI EXIT RN exams:

Comprehensive Exam: (3 versions available 125 questions per version) One of these comprehensive exams are required to take each of the Exit HESI exams and the med/surg exam.

Management of Care: 29 questions

Pediatric: 84 questions

Pharmacology: 68 questions

Medical-Surgical Nursing: 123 questions

Community Health Nursing: 34 questions

Fundamentals: 87 questions

HESI MODULES: There are 10 module exams that must be completed. Each lesson must be completed before taking the module exam. Students will receive a total of 5% for this assignment. 2% will be awarded at two different intervals during the semester for completing the modules, and then the final 1% will be awarded for the last interval. Please see the syllabus for details of when the modules are due. To achieve a percentage in each time frame, students must complete the lessons and the modules by the due date and receive at least an 80% or higher on each module exam. If the student does not meet both criteria, a zero grade will be given for those modules.

vSim:

vSim for Nursing is simulation software that students will use throughout the program. All students are expected to purchase vSim® for Nursing Medical Surgical. Student license access to vSim® for Nursing online, virtual simulation software will be available for purchase on <http://www.laerdal.com/us/> using the instructions below. Limited licenses are also available in the college bookstore.

To purchase course access online you will need to register for an account on the Laerdal website.

1. Visit <http://www.laerdal.com/us/vsim>
2. Select the Medical-Surgical module.
3. Click on 'Products & Pricing' from the menu bar
4. Choose the vSim student license and 'Add to Cart'
5. Review your order and click Proceed to Checkout

*Once you create your account, please take note of your Customer Number and Password for future purchases. The student access code is nontransferable and can only be used during the 2-year access period. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

There are two vSims that are required for this class. The vSim are due at the start of lab. There is no reflective journal due.

Peer tutoring and/or facilitator of study groups:

NRS 235 students will be required to complete at least **2 hours** of peer tutoring. Students are to sign up with **Professor Dunn** for their preferred shifts. Sign-ups will be on a first come first-serve basis. A student cannot sign up for a shift if they are required to be in class or clinical on that day. If a student needs to switch a shift with another student, Professor Dunn needs to be aware of any changes before they occur.

Interprofessional Educational Simulation Experience

NRS 235 students will be required to complete **1 hour** of simulation experience outside of their normal lab hours with PTA students. Students are to sign up with Professor Dunn for their preferred time slot. Sign-ups will be on a first come first-serve basis. A student cannot sign up for a timeslot if they are required to be in clinical on that day. If a student needs to switch their timeslot with another student, Professor Dunn needs to be aware of any changes before they occur.

New Testing Procedure

All course theory exams will be given during the first hour of lecture. Exams are typically fifty questions and students are given approximately 100 minutes to complete the exam. If a student arrives late to an exam, there will be no extra time allowed to complete the exam. Students who arrive more than 10 minutes after the start of the exam will not be permitted to access the exam at that time. Once a student has completed the exam, any late students will no longer be allowed admission to the classroom to sit for the exam and will receive a zero (0) as a grade.

Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. No call, no show to any exam will result in a zero for that exam. In the case where a student misses an exam, an alternate exam may be administered at the discretion of the instructor.

The student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Additionally, it is the student's responsibility to inform the instructor if they are too ill to take the exam prior to the exam. The submission of the exam for grading

indicates the student was physically and mentally able to take the exam and therefore, the student may not request a make-up exam.

Seating during the exam is at the discretion of the instructor or exam proctor. Scrap paper will be given out and collected by the exam proctor at the student's seat during the exam. Questions will not be answered during the exam. Earplugs are available from the faculty upon requests. Students may not bring personal testing earplugs, ear buds, or headphones, unless approved by instructor.

Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

Exam Review

Group exam reviews will be conducted by the course faculty. Individual exam reviews will be at the discretion of the course coordinators. There will be **no cell phones** allowed during the review. Students who scored a 78% or less will be given priority for individual exam review. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

Student Success

Students who score less than 80% on a nursing exam will be required to meet with the health profession's success coach or other designated MCCC team member to develop or revise a personalized success plan. In addition, nursing program faculty or staff may require students to attend open skills lab, tutoring, meet with the health professions success coach, attend a workshop or other activities to assist the student to be successful. Nursing program tutoring includes peer and faculty tutoring offerings.

Theory Grade

Assessment	Percentage of Grade
Exam 1	15%
Exam 2	15%
Exam 3	15%
HESI Med/Surg	5%
HESI Maternity	2.5%
HESI pediatrics	2.5%
HESI Online Modules	5%
Comprehensive Final Exam	30%
HESI EXIT EXAM	10%
Total	100%

Clinical/Lab Grade

Clinical and lab are scored on a pass/fail basis. Follow syllabus for details of lab assignments.

Determination of Grade

Completion of all theory exams and HESI exam(s) are required for a grade to be assigned.

In the clinical setting, there are multiple written clinical evaluations during the semester. **A student must demonstrate competencies for all measures of evaluation on the clinical evaluation tool.**

To receive a grade in NRS 235, the following criteria must be satisfied:

- (A) Demonstrate competencies for all measures of evaluation on the clinical evaluation tool
Successful completion of all college lab critical skills as verified by instructor.
- (B) Passing grade of 100% on the Dosage Calculation exam.
- (C) Completion of assigned HESI exam(s).
- (D) Completion of HESI online modules.
- (E) Completion of all theory exams.
- (F) Completion of comprehensive final exam.
- (G) Completion of at least 2 hours of peer tutoring.
- (H) Completion of 1 hour of simulation outside of normal lab hours with PTA students.
- (I) Completion of 2 vSIMs.

The student is responsible for maintaining a record of his/her own grades as they are achieved. If all criteria for the determination of a grade for the course have been successfully met, a grade will be assigned as follows:

A	93% - 100%
A-	90% - 92.99%
B+	87% - 89.99%
B	83% - 86.99%
B-	80% - 82.99%
C+	77% - 79.99%
C	70% - 76.99%
D	60% - 69.99%
F	0% - 59.99%

1. Students must earn a C+ (77%) or better and pass the clinical/lab component in order to successfully complete any of the professional phase nursing courses.
2. Grades will be calculated to the one hundredth place (two decimal points), when available.
3. After calculation to the one hundredth place, grades will not be rounded.

4. All grades are final.

Weekly Course Outline

Week - Theory Class Date	Focus Concepts	Assessment (Important DATES)
1 – January 24, 2023	Perfusion	Regular lab time scheduled this week. Be prepared to review all past skills learned during simulation each week.
2 – January 31, 2023	Skin Integrity	Regular lab time scheduled this week.
3 – February 7, 2023 Exam #1 in classroom	Oxygenation	Regular lab time scheduled this week. VSIM due as ticket to lab. Vernon Watkins (P.E.)
4 – February 14, 2023 Any 4 modules due today!!!!!!	Intracranial regulation	The MED/SURG HESI V2 will be given on Friday, February 24 at 12 noon. All students are expected to be there at this time. This HESI exam will replace your regularly schedule lab this week. You must complete the comprehensive practice exam with a 90% to prepare for the med/surg HESI exam one week before the HESI exam. You can take it an unlimited amount of tries to obtain a 90%. This must be done by February 17, 2023. To access this, go to the Evolve website for case studies. There are 125 questions.
5 – February 21, 2023	Sensory Motor Mobility	Hesi med/surg exam scheduled on Friday, February 24 at 12 noon in AD 221. This HESI exam will replace your regularly schedule lab this week.

6 – February 28, 2023 Exam #2 in classroom.	Cellular regulation	<p>Regular lab time scheduled this week.</p> <p>The Pediatric V2 will be given on Friday, March 10th at 12noon. All students are expected to be there at this time. This HESI exam will replace your regularly schedule lab this week.</p> <p>You must complete the pediatric HESI practice exam with a 90% to prepare for the HESI exam one week before the HESI exam. You can take it an unlimited amount of tries to obtain a 90%. This must be done by March 3rd.</p>
7 – March 7, 2023 NEXT 3 lessons and modules due today!!!!!!	Digestion Metabolism Acid Base	The Pediatric V2 will be given on Friday, March 10 at 12 noon in AD 221. All students are expected to be there at this time. This HESI exam will replace your regularly schedule lab this week.
8 – March 21, 2023	Dysrhythmias	Lab is during regularly scheduled time. Ticket to lab Vsim. (Carl Shapiro Vfib).
9 – March 28, 2023 Exam #3 in classroom	Inflammation, immunity, and infection	OB HESI exam on Friday, April 7 th at 12 noon for all students. You must complete the OB practice Exam under the HESI case studies one week before the exam (March 31st). Go under HESI RN practice test. You must achieve an average score of 90% on this practice exam to take the HESI exam. You have an

		unlimited number of times to take this exam to achieve an average of 90%. There are 108 questions on this practice exam.
10 –April 4, 2023 Next 3 lessons and modules due today!!!!!!	Elimination/ Renal	OB HESI exam on April 7 th at 12 noon in AD 221. You must complete the second HESI comprehensive exam by April 7 with an average of 90% to prepare for the Exit V1 HESI exam! You can take it an unlimited amount of tries to obtain an average of 90%. There are 124 questions. The EXIT V1 will be given on April 14 th at 10am. This is a 4-hour exam.
11 – April 11, 2023	Safety	HESI Exit V1 exam will be on April 14 th at 10am in AD 221. This is a four-hour exam! Special arrangements will need to be made for accommodation students.
12 – April 18, 2023 Final Exam. No lecture after exam.	Final Exam	NO LAB.
13 – April 25, 26, and 27 th . HESI live review course given from 9am-4pm. All students must attend all three days. I will let you know what classroom it will be held in.	HESI LIVE REVIEW COURSE	Prepare for the EXIT V2 exam to be given on May 5 at 10am for all students. Special arrangements will be made for accommodation students. You must complete the last of the three HESI comprehensive exams with an average of 90% to

		<p>prepare for the Exit V2 HESI exam. You can take it an unlimited amount of tries to obtain an average of 90%. This must be done by April 28th. To access this, go to the Evolve website for case studies. You must take the practice comprehensive HESI exam before the V2. There are 124 questions.</p>
<p>14 – May 2, 2023 WE WILL HAVE LECTURE THIS DAY.</p>	<p>Delegation Health care systems Collaboration and communication Professional behaviors Resumes</p>	<p>HESI Exit V2 will be given on May 5th at 10am in AD 221. This is a 4-hour exam. Special arrangements will be made for accommodation students.</p>

Weekly course outline, test, and assignment dates are subject to change at instructor’s discretion.

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	College Lab
1	<p>Perfusion</p> <ul style="list-style-type: none"> Shock Hypovolemic Cardiogenic Distributive Obstructive Sepsis Cardiomyopathy Disseminated intravascular coagulation (DIC) 	<p>CLO1: Apply the concept of perfusion as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Read p. 1307-1325 Read p. 636-642 Read p. 1155-1162 Read p. 1222-1228</p> <p>Adams: Review chapters 26, 27, and 28. Read chapter 12 and 29</p> <p>HESI ONLINE REVIEW: See Live review video on shock and DIC.</p> <p>Evolve case study ACLS: Sepsis</p>	<p>Be prepared to perform all past skills learned during simulation throughout the semester.</p> <p>Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p> <p>SIGN UP FOR TWO HOURS OF PEER TUTORING and NURSING/PTA SIMULATION.</p> <p>TAKE DRUG CALCULATION EXAM.</p>

		<p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and complex conditions across the lifespan.</p>		
2	<p>Tissue integrity Burns</p>	<p>CLO1: Apply the concept of tissue integrity as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an</p>	<p>READINGS</p> <p>Pearson: Read p. 1594-1619</p> <p>Adams: Review chapter 18 and 25</p> <p>Evolve case study Burns</p>	<p>Simulated experiences, case studies, and drug calculation exercises.</p>

		<p>alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in tissue integrity and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in tissue integrity and complex conditions across the lifespan.</p>		
3	<p>Oxygenation Acute respiratory distress syndrome (ARDS) Pneumothorax Pulmonary emboli Acute Asthma</p>	<p>CLO1: Apply the concept of oxygenation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson:</p> <p>Read p. 1043- 1070 Read p. 1026-1028 Read p. 1298- 1307</p>	<p>Exam #1 in classroom</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p> <p>Vsim must be completed as ticket to lab.</p>

		<p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in oxygenation and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with</p>	<p>Adams: Review chapter 40</p> <p>HESI ONLINE REVIEW: See live review videos. Go under chest tubes.</p> <p>vSIM: Vernon Watkins Post-op Hemicolectomy: Pulmonary Embolism</p>	
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		an alteration in oxygenation and complex conditions across the lifespan.		
4	Intracranial regulation Traumatic brain injury Meningitis Brain tumors Seizures hydrocephalus	<p>CLO1: Apply the concept of intracranial regulation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Read p. 734-737 Read p. 751-782</p> <p>Adams: Review chapter 15</p> <p>Evolve case study: Traumatic brain injury and Seizure disorders</p> <p>HESI ONLINE REVIEW: See Live review videos. Go under Head injury and oncological emergencies.</p>	Simulated experiences, case studies, and drug calculation exercises.

		<p>CLO5: Describe information management principles that support decision making regarding the client with alterations in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p>		
5	<p>Assessment Sensory perception Mobility Approach to the multisystem patient Spinal cord injury Neurogenic shock Guillain-Barre Cerebral Palsy Spina bifida Muscular dystrophy</p>	<p>CLO1: Apply the concept of sensory perception and mobility as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Read p. 966- 979 Read p. 1434-1440</p> <p>Adams: Chapter 21</p> <p>Evolve case study: Spinal cord injury</p>	MED/SURG V2 HESI EXAM

		<p>CLO3: Relate quality improvement processes when caring for clients with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p>		
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6	<p>Cellular Regulation Sickle cell crisis Gastrointestinal (GI) bleed Peptic Ulcer disease (PUD) Leukemia Lymphoma Malignant Myeloma</p>	<p>CLO1: Apply the concept of cellular regulation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cellular regulation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that</p>	<p>READINGS</p> <p>Pearson: Read p. 125-133 Read p. 715-723 Read p. 96-108</p> <p>Adams: Review chapter 38 and 41</p> <p>Evolve case study: Sickle Cell Anemia</p>	<p>Exam #2</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p>

		<p>support decision making regarding the client with alterations in cellular regulation and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation and complex conditions across the lifespan.</p>		
7	<p>Digestion Metabolism Acid base Liver Disease Cirrhosis Pancreatitis DKA</p>	<p>CLO1: Apply the concept of digestion, metabolism, and acid base as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an</p>	<p>READINGS</p> <p>Pearson:</p> <p>Review p. 807-844 Review p. 844-854 Read p. 261-267</p> <p>Adams:</p> <p>Review chapters 18, 31, and 45</p> <p>Evolve case studies:</p> <p>Pancreatitis Cirrhosis Hepatitis DM</p>	<p>Pediatric HESI Exam V2</p>

		<p>alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p>		
8	Perfusion Dysrhythmias	CLO1: Apply the concept of perfusion as it relates to the role of the registered professional nurse to clients	READINGS Pearson: Read 1270-1292	Simulated experiences, case studies, and drug calculation exercises. Vsim due as ticket to lab.

		<p>with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and complex conditions across the lifespan.</p>	<p>Adams: Read chapter 30</p> <p>HESI ONLINE REVIEW: Go under live review videos. See dysrhythmias.</p> <p>vSIM: Carl Shapiro Acute Myocardial Infarction: VFib</p>	
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		CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and complex conditions across the lifespan.		
9	Inflammation, immunity, and infection Acquired immunodeficiency syndrome (AIDS) Sepsis Systemic lupus Erythematosus (SLE) Tick borne illness Organ transplantation End of life	CLO1: Apply the concept of inflammation, immunity, and infection as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan. CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan. CLO3: Relate quality improvement processes when caring for clients with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.	READINGS Pearson: Read p. 486- 510 Review p. 636-642 Read p. 709 Read p. 184-194 Adams: Read chapter 34 and 37 Evolve case study: Hospice HIV SLE	Exam #3 Simulated experiences, case studies, and drug calculation exercises.

		<p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in inflammation, immunity, infection, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.</p>		
10	Elimination Renal failure	<p>CLO1: Apply the concept of elimination as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-</p>	<p>READINGS</p> <p>Pearson: Read p. 707- 715 Read p. 397- 428</p> <p>Adams: Review chapters 24 and 25</p>	OB HESI V2

		<p>centered care decisions when caring for the client with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in elimination and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in elimination</p>	<p>Evolve case study: Chronic kidney disease UTI Adult Nephrolithiasis</p>	
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		and complex conditions across the lifespan.		
11	Safety Emergency preparedness	<p>CLO1: Apply the concept of safety as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with</p>	<p>READINGS</p> <p>Pearson: Read p. 2785- 2795</p> <p>Adams: Read chapter 11</p> <p>Evolve case study: Disaster Planning in a small community Natural disaster in a small community</p> <p>HESI ONLINE REVIEW: Go under live review videos and see triage.</p>	Exit V1 HESI EXAM

		<p>alterations in safety and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in safety and complex conditions across the lifespan.</p>		
12	Final Exam			Final exam!
13	<p>HESI live review course</p> <p>Accountability Legal issues Ethics Health care policy</p>	<p>CLO1: Apply the concept of accountability, legal issues, and ethics as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions.</p> <p>CLO3: Relate quality improvement processes when caring for a client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client.</p> <p>CLO5: Describe information management principles that</p>	Look at resources placed on the Blackboard shelf.	LIVE HESI REVIEW COURSE. April 25, 26 and 27 th .

		<p>support decision making regarding the client.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client.</p>		
14	<p>We will have lecture this day!!!!</p> <p>Delegation Health care systems Collaboration and communication Professional behaviors Evidence-based practice Quality improvement Informatics</p>	<p>CLO1: Apply the concept of delegation, collaboration, communication, professional behaviors, EBP, QI, and informatics as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions.</p> <p>CLO3: Relate quality improvement processes when caring for a client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client.</p> <p>CLO5: Describe information management principles that support decision making regarding the client.</p>	<p>Pearson: Read p. 2857-2868</p> <p>Look at resources placed on the Blackboard shelf.</p>	<p>HESI Exit V2 May 5, 2023 AT 10:00 AM FOR ALL in AD 221.</p>

		CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client.		
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