



## **Nursing Education Program**

**NRS 225**

**Concepts of Nursing Practice III**

**COURSE OUTLINE**

**Spring 2023**



## NRS 225 Course Syllabus

**Course Number:** NRS 225      **Course Title:** Concepts of Nursing Practice III      **Credits:** 8

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

**Pre-requisite:** Formal admission into the nursing program and successful completion of NRS 111, NRS 112, NRS 125, and BIO 201 with a C+ or better

### Catalog Description

Builds on the previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse clients with complicated acute and chronic conditions across the lifespan. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

### Course Coordinator

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### 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 syllabus
- You will conduct yourself in a professional manner in all situations, such as following appropriate etiquette as outlined by the faculty, arriving on-time, engaging in the learning and discussions, and following program policies
- 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. (2019) Pharmacology for Nurses A Pathophysiologic Approach. (6th Edition) Pearson Education, Inc. ISBN: 978-0135218334.
- American Psychological Association. (2019) Publication Manual of the American Psychological Association. (7th Edition). American Psychological Association: Washington D.C. ISBN 978-1433832161.

- Callahan, B. (2018). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*, 3rd Edition. Pearson Education, Inc. ISBN: 978-0134616834
- Giangrasso, A., Shrimpton, D. (2018) *Dosage Calculations, A Multi-Method Approach*, Second Edition, Pearson Education, Inc. ISBN: 9780134624679 and ISBN: 013462467X
- MyNursingLab: Electronic resource bundle from Pearson that includes study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks and pharmacology text. May be purchased separately for approximately \$310 by visiting <https://registration.mypearson.com/#payment-option>
- Pearson. (2018). *Nursing: A Concept-Based Approach to Learning, Volume I*, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803
- Pearson. (2018). *Nursing: A Concept-Based Approach to Learning, Volume II*, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803
- Silvestri, L.A, (2020) *Saunders Comprehensive Review for the NCLEX-RN Examination*, 8th Edition. Elsevier Saunders. ISBN 978-0323672849
- Adobe PDF Reader (Free Version) installed on your computer or device
- Microsoft Teams App installed on your device. This is free through your MyMercer account.
- Stethoscope, blood pressure cuff, penlight, and wrist watch with a second hand.
- Regular access to a computer with internet access and ability to generate Microsoft Office documents (Word, Excel, and PowerPoint).

### **Recommended Texts**

- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2019) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span. (10th Edition)* Philadelphia: FA Davis. ISBN 978-0803660861.
- Nugent, P.M., & Vitale, B.A. (2020) *Test Success: Test Taking Techniques for Beginning Nursing Students. (9th Edition)* Philadelphia: FA Davis. ISBN 978-1719640022.
- Nugent, P.M., Vitale, B.A. (2019). *Fundamentals Success. (5th Edition)* Philadelphia: F.A. Davis. ISBN 978-0803677456.

## Technology Requirements

### Technology Skills

For all nursing courses you will need the following skills to be successful:

- Navigating a computer system.
- Launching and quitting applications.
- Connecting to the internet.
- Using a web browser.
- Saving, uploading, and downloading files.
- Sending and replying to emails.
- Basic skills in using PowerPoint and Microsoft Word.

### Computer Hardware and Software

***A personal computer with consistent, reliable Internet access is required, and must meet the following requirements:***

- **A computer must be a current device that is able to hold a charge for at least 2 hours.**
- 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 4 GB of RAM. You will need access to a laptop or tablet that you can bring with you to campus periodically.
- Chromebooks and I pads 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 other 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, and Safari. **Internet Explorer Edge is NOT a supported browser 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".

## **Exam Soft:**

As of fall 2022, the nursing education program uses Exemplify 2.9 by Exam Soft as the testing platform.

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

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

**Requirements for ExamSoft are listed below:**

- **Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.**
- If you are using a Microsoft Surface device, [please read this article](#) for important instructions on Windows 10 and 11 “S mode” versus the standard Windows 10 or 11. S mode is **not** compatible with Exemplify.
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows 10 certified for use are 20H2, 21H1, 21H2, and Windows 11 21H2.
- The English (United States) Language Pack must be installed.
- **ExamSoft does not support tablet devices other than Surface Pro as detailed above.**
- CPU Processor: Non-ARM based processor supported by your operating system
- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space.

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

## **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/mymercercer.shtml> .

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

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.

## **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](mailto: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](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](mailto: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.
- Research 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**

- 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.
- 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.
- Review your background.
- Remove private or potentially offensive items.
- Rid the space of any clutter or distractions.
- Keep it simple.

- 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
- 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**

- Sign into the session at least 15 minutes early and make sure your set up is functioning appropriately.
- You must use your full, real name on the screen.
- 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”.
- The camera must be turned on at all time with your live face visible in the frame, unless otherwise directed by your course faculty.
- 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.
- You must be dressed appropriately, as if you were coming to an in-person session.
- You may not be in bed, under the covers. You may be seated on top of a made bed.
- 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.
- The use of personal communication devices for any reason unless specifically directed to do so by the faculty is prohibited.
- There is to be no “side bar” chatting through digital means outside of class activities.
- If you would like to use the chat function, remember that it is public, and a record of the chat is kept and archived.
- 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.
- Remember to sign out or “leave the meeting” when the session is finished.

### **Course Information & Web Resources:**

Nursing Program website – [www.mccc.edu/nursing](http://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)

NCLEX-RN Detailed Test Plan – <https://www.ncsbn.org/publications/2023-nclex-rn-test-plan>

## 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 is a continuation of the fundamental concepts of nursing practice and application of those concepts with a focus on wellness and the care of patients experiencing uncomplicated acute and chronic 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 to diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1***
2. Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,3,4,9,10,11; Program Goal 2***



3. Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,4,10,11; Program Goal 3***
4. Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,5,8,11; Program Goal 4***
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 4,10,11; Program Goal 5***
6. Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,5,9, 11; Program Goal 6***

### **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](http://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 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.

Attendance will be documented using two methods for college lab. The traditional method of calling the student's name and the utilization of the ticket to class assigned for that week. The ticket to lab involves the completion of a dosage calculation quiz and must be completed prior to the start of lab. **Failure to complete the ticket to lab by the beginning of skills lab will result in an unexcused tardy for that scheduled meeting.**

### **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](http://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.

### **Team Assignments**

There may be assignments in class which will require students to work in teams to complete. All members of a team are required to contribute equally to the project. Students are strongly encouraged to consider outlining work responsibilities and problem-solving solutions prior to the start of the project. Involving the instructor in solving team issues should be considered the last resort.

### **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 make arrangements to attend open lab hours for practice of any missed skill. Students must obtain a referral form from the 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, will be posted on blackboard/nursing website.

### **Dosage Calculation Math Requirement**

It is expected the student will review their dosage calculation book: **Dosage Calculations, A Multi-Method Approach**. The student should review previously learned dosage calculation math such as PO, IV, drip rates intake and output, pediatric dosing and heparin infusions to be successful on the dosage calculation exam as well as for use on the ticket to lab. Additionally there is a dosage calculation packet for use posted in the Teams page.

The dosage calculation exam will be administered in person during lab, week 1, using Exam Soft. The expectation for this exam is 100%. If the student does not achieve a 100% on the first attempt, a remediation session must be completed by the student and a new test will be administered. If the student fails during the second attempt, this may result in clinical failure which will result in course failure. We understand students may require additional attempts to take the exam. However, students will not be allowed to pass medications during the clinical experience until the dosage calculation exam requirement has been met. **Therefore, if multiple attempts are required for passing which results in a significant delay in administering medication in**

**a manner that can be effectively and adequately evaluated, the clinical competency will not be met which will result in a clinical failure resulting in course failure.**

### **Clinical Experience**

The clinical experience provides students with the opportunity to provide care to patients in the clinical setting to meet course objectives. The clinical lab consists of ten Med/Surg hospital and psychiatric clinical days. Preparation for the clinical experience will focus on weekly objectives listed in the course syllabus. Clinical will consist of 12 hours per week (with the exception of specialty clinical rotations) performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. Any concerns regarding the clinical experience should be discussed with the clinical instructor before discussion with the course coordinator. All patient information received during clinical lab is to remain confidential at all times. 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. Please review the dress code in the Student Handbook and uniform guidelines for the Med/Surg clinical. A separate set of guidelines will be posted for the psychiatric clinical days and all students may be required to attend a **mandatory orientation session at the psychiatric clinical setting**. If an additional mandatory orientation session is necessary it will count as your lab for the week.

### **Clinical Documentation**

All nursing students will be documenting their clinical experiences using the provided MCCC Nursing Program Clinical Documentation tool. You must bring with you, clinical documentation for each clinical visit and be prepared to complete documentation while at the clinical site for two clients. Clinical documentation will be reviewed by the clinical instructor and real time feedback will be provided. Clinical documentation can be found in Blackboard.

### **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 by the assigned deadline or the grade will be recorded as zero.**

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 up to the due date. The individual case study grade will be based on the highest grade on the case study. HESI case studies are worth **35% of the laboratory grade**. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course syllabus.

## HESI Exams

HESI exam(s) are web-based exams, scheduled periodically throughout the nursing education program. These exams will be administered during the scheduled college laboratory. Students may be required to use their personal laptop to take the exam. The practice exams can be accessed on the Evolve website under “case studies and practice tests.” **Students should bring earbuds or headphones to the exam.** Students are required to register for the exam at least 1 week in advance. Failure to register may result in not being able to take the test which will result in a zero. **Exam administration procedures mimic those for unit exams. Please see the exam administration policy in the Nursing Program Handbook.**

Your conversion score will be based on your HESI score and will be posted to Blackboard. ***There is no rounding of the conversion score.*** Students who complete all remediation by the date assigned will have 2 additional points added to their conversion score for Fundamentals v2 and Mental Health v2. The maximum score a student can achieve with remediation is 100 points. To receive the 2 points for the Mental Health v2, remediation for v1 and v2 **MUST** be completed.

## vSim

vSim for Nursing is simulation software that students will use throughout the program. Students entering NRS 225 will continue with their subscription purchased in a previous semester. All assigned scenarios can be found in the Medical-Surgical vSim bundle. vSim patient scenarios are worth 5% of the final course grade. Each vSim patient scenario has four components. Please refer to the grading rubric posted to blackboard for assignment requirements. The due date for the scenarios can be found in this course outline. There are three patient scenarios to complete and each one is worth 25% to be factored into the overall total grade. The vSim grade will be an average of all vSims combined.

## Testing Procedure

All course theory exams will be given during the scheduled lecture period. Exams are fifty questions and students are given 2 minutes per exam item. If a student arrives late to an exam, there will be no extra time allowed to complete the exam. 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 during a designated make-up exam period.

The student must notify the instructor in advance of the scheduled exam 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. All students must acknowledge on the exam attestation sheet that they are physically and mentally able to take the exam. Once the exam has been submitted for grading, students may not request a make-up exam. If a student is not able to take an exam on the assigned date, the student will make-up the exam during final exam week (unless otherwise stated).

Seating during the exam is at the discretion of the instructor or exam proctor. Only writing tools and exam attestation sheet will be permitted at the desk of the exam taker. The exam attestation sheet can be used for scrap paper. The exam attestation sheet should be turned into the instructor or exam proctor prior to exiting the exam room. Failure to turn in the attestation sheet will result in a zero for that exam. **Questions will not**

**be answered during the exam.** Refer to the nursing program testing policy in the Nursing Program Handbook for further information.

Students are expected to use the class preparation materials provided by the program and the faculty. Materials not vetted by the nursing education faculty may not contain accurate information and students should use caution in reading outside materials. The nursing faculty critically appraise evidence to determine which materials are most relevant; students may not have the same skill to determine which material is appropriate for use.

### **Exam Review**

Group exam reviews will be conducted by the course faculty. Individual exam reviews will be at the discretion of the course coordinator and will happen after attendance at a group exam review session. There will be **no electronic devices** allowed during the 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 78% may receive a faculty referral form requesting a meeting with the health professions success coach and/or nursing faculty, or attendance to peer tutoring or open lab. This plan of action will be made and reviewed to help the students be successful in the course. Any student who receives a faculty referral/concern form regarding academic performance must complete the requirements on the form by the due date unless previous arrangements have been discussed with the course coordinator. The form, with all required signatures, must be submitted to the course coordinator to sit for the next exam.

### **Theory Grade**

| <b>Assessment</b>          | <b>Percentage of Grade</b> |
|----------------------------|----------------------------|
| Exam 1                     | 10%                        |
| Exam 2                     | 10%                        |
| Exam 3                     | 10%                        |
| Exam 4                     | 10%                        |
| Exam 5                     | 10%                        |
| Final Cumulative Exam      | 25%                        |
| vSim Patient Scenarios     | 5%                         |
| Fundamentals V2 HESI Exam  | 10%                        |
| Mental Health V2 HESI Exam | 10%                        |
| <b>Total</b>               | <b>100%</b>                |

### Clinical/Lab Grade

Clinical is scored on a pass/fail basis. Students are expected to demonstrate competency for all measures of evaluation on the clinical evaluation tool at the end of the medical-surgical clinical rotation in order to receive a passing grade for clinical. As outlined below, students are expected to achieve a 77% or better as a final college laboratory as part of the requirements to successfully pass NRS 225.

| <b>Activity</b>   | <b>Percentage of Grade</b> |
|---|----------------------------|
| Completion of all assigned skills and college laboratory activities as evidenced by successfully passing end of semester test-out | 50%                        |
| Course Introduction Quiz  | 15%                        |
| Average grade from assigned HESI Case Studies   | 35%                        |
| Total   | 100%                       |

### Determination of Grade

To receive a grade in NRS 225, the following criteria must be satisfied. The student must:

- (A) Demonstrate competency for all measures of evaluation on the clinical evaluation tool.
- (B) Achieve a college laboratory grade of 80% or better.
- (C) Receive a passing grade of 100% on the Dosage Calculation exam.
- (D) Complete all required vSim patient scenarios.
- (E) Complete all theory exams.
- (F) Complete comprehensive final exam.

A final grade of "C+" (77% - 79.99%) or better in each nursing course is necessary to progress to the next nursing course and to graduate. **No grades will be rounded.** 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%  |

## Weekly Course Outline\*

| Week - Theory Class Date   | Focus Concepts                  | Assessment  |
|--|---------------------------------|---|
| 1 – January 24, 2023<br>Professor Mizerek                              | Oxygenation/Acid-Base           | <b>vSim: Jennifer Hoffman due on 1/30/2023</b><br><br><b>HESI Case Study: Cystic Fibrosis due 1/30/2023</b><br><br><b>Course Intro Quiz Due: 1/30/2023</b><br><br><b>Dosage Calculation Exam Due: College Lab</b> |
| 2 – January 31, 2023<br>Professor Scaletti<br><b>Peer Mentoring #1</b> | Perfusion                       | <b>HESI Case Study: The role of the School Nurse due by 2/6/2023</b>  |
| 3 – February 7, 2023<br>Professor Adams                                | Fluid/Electrolytes              | <b>Exam #1</b>  |
| 4 – February 14, 2023<br>Professor Scaletti                            | Cellular Regulation             | <b>vSim: Doris Bowman due by 2/20/2023</b><br><br><b>HESI Case Study: Lung Cancer due by 2/20/2023</b>  |
| 5 – February 21, 2023<br>Professor Mizerek                             | Mood and Affect                 | <b>HESI Case Studies: Depression and Major Depressive Disorder due by 2/27/2023</b>   |
| 6 – February 28, 2023<br>Professor Scaletti                            | Immunity/Inflammation/Infection | <b>Exam #2</b>  |
| 7 – March 7, 2023<br>Professor Scaletti<br><b>Peer Mentoring #2</b>    | Metabolism/Thermoregulation     | <b>HESI Fundamentals V2: During lab</b>   |
| <b>Spring Break March 13-19, 2023</b>                                  |                                 |   |
| 8 – March 21, 2023<br>Professor Adams                                  | Digestion/Elimination           | <b>vSim: Lloyd Bennett due by 3/27/2023</b><br><b>HESI Case Study: Hepatitis due by 3/27/2023</b>   |
| 9 – March 28, 2023<br>Professor Scaletti                               | Comfort and Mobility            | <b>Exam #3</b>  |
| 10 – April 4, 2023<br><b>Peer Mentoring #3</b><br>Professor Mizerek    | Sensory Perception              | <b>HESI Exam: Mental Health V1 during lab</b><br><br><b>HESI Case Studies: Psychosis and Schizophrenia due 4/10/2023</b>  |
| 11 – April 11, 2023<br>Professor Mizerek                               | Violence & Sexuality            | <b>Exam #4</b>  |
| 12 – April 18, 2023<br>Professor Adams                                 | Stress & Coping                 | <b>HESI Case Study: Feeding/Eating Disorders due 4/24/2023</b>  |

|   |                         |   |
|---|-------------------------|---|
| 13 – April 25, 2023<br>Professor Scaletti                       | Addiction & Development | <b>Exam 5</b><br><br>HESI Case Study: Alcoholism due by<br>5/1/2023 |
| 14 – May 2, 2023  | HESI Exam               | <b>HESI Exam Mental Health v2</b>                                   |
| <b>Tuesday May 9, 2023</b><br><b>CM107</b><br><b>Final Exam</b> |                         |   |

**Weekly course outline, test, and assignment dates are subject to change at instructor's discretion and all dates will be posted to the blackboard calendar \*\*Tentative date and subject to change with advance notice**



| Week | Concept and Exemplars  | Weekly Objective   | Class Preparation Activities  | Lab and Clinical Activities  |
|------|--|--|---|--|
| 1    | <p><b>Concept:</b> Oxygenation</p> <p><b>Exemplars</b></p> <p>Asthma</p> <p>Cystic Fibrosis</p> <p>Acute Hypoxia</p> | <p><b>CLO1:</b> Apply the concept of oxygenation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in oxygenation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in oxygenation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in oxygenation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Oxygenation: Pgs. 1022-1043</p> <p>Asthma: Pgs. 1057-1070</p> <p>Cystic Fibrosis: Pgs. 1082-1095</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 144-146; 148-149; 478-479; 487-490; 500-501; 505-509.</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 40: Pgs. 616-627</li> </ul> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>vSim: Jennifer Hoffman</b></p> <p><b>HESI Case Study: Cystic Fibrosis</b></p> <p><b>Course Intro Quiz</b></p> <p><b>Dosage Calculation Exam</b></p> <p><b>STUDY FOR EXAM 1</b></p> | <p><b>Required equipment for each lab/clinical:</b> stethoscope, blood pressure cuff, pen light, student manual, and skills textbook.</p> <ul style="list-style-type: none"> <li>Previously learned skills to be reinforced at each college laboratory meeting</li> </ul> <p><b>Lab Activities</b></p> <ul style="list-style-type: none"> <li>Focused respiratory assessment</li> <li>Tracheostomy care and suctioning</li> <li>Chest tube maintenance</li> </ul> <p><b>Clinical Activities</b></p> <ul style="list-style-type: none"> <li>Physical assessment including a focused respiratory assessment of the client who has an alteration in oxygenation</li> <li>Engaging in clinical reasoning activities</li> <li>Collaborative care <ul style="list-style-type: none"> <li>Medication administration via inhalation</li> <li>Respiratory therapist regarding care for the client with an alteration in oxygenation</li> </ul> </li> <li>SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars  | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities   |
|------|--|---|--|---|
| 2    | <p><b>Concepts:</b> Perfusion</p> <p><b>Exemplars</b></p> <p>Valvular Heart Disease</p> <p>Myocardial Infarction</p> <p>Heart Failure</p> <p>Myocarditis</p> | <p><b>CLO1:</b> Apply the concepts of perfusion as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in perfusion.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in perfusion.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in perfusion.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Perfusion: Pgs. 1110-1155</p> <p>MI: Pgs. 1184-1211</p> <p>Heart Failure: Pgs. 1228-1247</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 527-533; 552-556</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 27: Pgs. 372-385</li> <li>• Chapter 28: Pgs. 387-402</li> <li>• Chapter 31: Pgs. 431-446</li> </ul> <p style="text-align: center;"><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>STUDY FOR EXAM 1</b></p> <p><b>HESI Case Study: The role of the School Nurse</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Focused cardiovascular assessment</li> <li>• Central line dressing change</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment including a focused cardiovascular assessment of the client who has an alteration in perfusion</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Medication administration for heart failure or CAD</li> <li>○ Heart failure coordinator to review discharge procedures and teaching</li> </ul> </li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars   | Weekly Objective   | Class Preparation Activities   | Lab and Clinical Activities   |
|------|---|--|--|---|
| 3    | <p><b>Concept:</b> Fluid and Electrolytes</p> <p><b>Exemplars</b><br/>           Syndrome of Inappropriate Antidiuretic Hormone (SIADH)<br/>           Diabetes Insipidus</p> | <p><b>CLO1:</b> Apply the concept of fluids and electrolytes as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in fluids and electrolytes.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in fluids and electrolytes.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in fluids and electrolytes.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in fluids and electrolytes.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in fluids and electrolytes.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Fluid &amp; Electrolytes: Pgs. 357-397</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 296-302; 320-325; 334-336</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 25: Pgs. 336-350</li> <li>• Chapter 44: Pgs. 692-696</li> </ul> <p style="text-align: center;"><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>EXAM 1 (covers week 1 and 2)</b></p> <p><b>STUDY FOR EXAM 2</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Intravenous infusions</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care               <ul style="list-style-type: none"> <li>○ Medication administration via intravenous infusion</li> </ul> </li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars  | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities   |
|------|--|---|--|---|
| 4    | <p><b>Concepts:</b> Cellular regulation</p> <p><b>Exemplars</b><br/>Principles of Cancer/<br/>Chemotherapy/ Radiation</p> <p>Bladder, Breast, Lung,<br/>Prostate, Colo-rectal<br/>Cancer</p> | <p><b>CLO1:</b> Apply the concepts of cellular regulation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in cellular regulation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in cellular regulation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation.</p> | <p><b>Concept Based Approach to Learning:<br/>Vols. 1 &amp; 2:</b></p> <p>Cellular Regulation: Pgs. 31-45</p> <p>Cancer: Pgs. 46-68</p> <p>Breast (Pgs. 81-89), Colo-rectal (Pgs. 89-96), Lung (Pgs. 108-117), Prostate (Pgs. 117-124), Bladder:<br/><a href="https://www.cancer.org/cancer/bladder-cancer.html">https://www.cancer.org/cancer/bladder-cancer.html</a></p> <p><b>Concept Based Approach to Learning:<br/>Volume 3:</b> 218-224; 240-243; 248-260; 262-267.</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 38: Pgs. 575-579, 594-596</li> </ul> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>vSim: Doris Bowman</b></p> <p><b>HESI Case Study: Lung Cancer</b></p> <p><b>STUDY FOR EXAM 2</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>Continuous bladder irrigation</li> <li>Caring for ostomies and drainage systems/drains</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>Physical assessment</li> <li>Engaging in clinical reasoning activities</li> <li>Collaborative care <ul style="list-style-type: none"> <li>Case manager/social worker regarding palliative care/hospice care</li> </ul> </li> <li>SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars   | Weekly Objective  | Class Preparation Activities  | Lab and Clinical Activities  |
|------|---|---|---|--|
| 5    | <p><b>Concept:</b> Mood and affect</p> <p><u><b>Exemplars</b></u></p> <p>Major depression</p> <p>Bipolar disorder</p> | <p><b>CLO1:</b> Apply the concept of mood/affect as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving mood/affect.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving mood/affect.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving mood/affect.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving mood/affect.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving mood/affect.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Mood/Affect: Pgs. 1909-1932</p> <p>Depression/Adjustment disorder with depressed mood: Pgs. 1932-1942</p> <p>Bipolar: Pgs. 1942-1950</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 642-644; 648-658</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 16: Pgs. 186-198</li> </ul> <p style="text-align: center;"><u><b>Assignments</b></u></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>HESI Case Studies: Depression and Major Depressive Disorder</b></p> <p><b>STUDY FOR EXAM 2</b></p> | <p><u><b>All required equipment</b></u></p> <p><u><b>Lab Activities:</b></u></p> <ul style="list-style-type: none"> <li>• Restraint Application</li> <li>• Case Study</li> </ul> <p><u><b>Clinical Activities:</b></u></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Medication administration via intravenous infusion</li> </ul> </li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars   | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities   |
|------|---|---|--|---|
| 6    | <p><b>Concepts:</b> Immunity, Infection and Inflammation</p> <p><b>Exemplars</b><br/>Rheumatoid Arthritis</p> <p>Tuberculosis</p> | <p><b>CLO1:</b> Apply the concepts of immunity, inflammation, and infection as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in immunity, inflammation, and infection.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Immunity: Pgs. 465-486</p> <p>Inflammation: Pgs. 669-681</p> <p>Infection: Pgs. 555-594</p> <p>Rheumatoid Arthritis: Pgs. 526-541</p> <p>Tuberculosis: Pgs. 642-655</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> Chapter 6; 416-422</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 33: Pgs. 471-483</li> <li>• Chapter 48: Pgs. 780-785</li> <li>• Chapter 35: Pgs. 503-527</li> <li>• Chapter 36: Pgs. 530-535</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p style="text-align: center;"><b>EXAM 2 (covers week 3, 4 and 5)</b></p> <p><b>STUDY FOR EXAM 3</b></p> | <p><b><u>All required equipment</u></b></p> <p><b><u>Lab Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Simulation</li> <li>• Case study</li> </ul> <p><b><u>Clinical Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Infection control officer/review of infection control policies</li> </ul> </li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars  | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities  |
|------|--|---|--|--|
| 7    | <p><b>Concept:</b> Metabolism and Thermoregulation</p> <p><b>Exemplars</b></p> <p>Thyroid Disease</p> <ul style="list-style-type: none"> <li>• Hyper/hypo thyroidism</li> </ul> <p>Hyper/Hypo parathyroidism</p> <p>Cushings syndrome</p> <p>Addison’s Disease</p> | <p><b>CLO1:</b> Apply the concepts of metabolism and thermoregulation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in metabolism and thermoregulation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in metabolism and thermoregulation.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Metabolism: Pgs. 785 -807</p> <p>Thermoregulation: Pgs. 1537-1564</p> <p>Thyroid Disease: Pgs. 861-874</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 874-878.</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 44: Pgs. 692-711</li> </ul> <p style="text-align: center;"><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>STUDY FOR EXAM 3</b></p> | <p><b><u>All required equipment</u></b></p> <p><b><u>Lab Activities:</u></b></p> <p><b>HESI Fundamentals V2 administration. Bring personal electronic device and headphones.</b></p> <p><b><u>Clinical Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care</li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars   | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities  |
|------|---|---|--|--|
| 8    | <p><b>Concepts:</b> Digestion and Elimination</p> <p><b>Exemplars</b><br/>Bowel Obstruction</p> <p>Renal/Urinary Calculi</p> <p>Hepatitis</p> | <p><b>CLO1:</b> Apply the concepts of digestion and elimination as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion and elimination.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in digestion and elimination.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in digestion and elimination.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in digestion and elimination.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion and elimination.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Digestion: Pgs. 217-237</p> <p>Elimination: Pgs. 275-303</p> <p>Renal/Urinary calculi: Pgs. 338-352</p> <p>Hepatitis: Pgs. 244-253</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 246-253; 262-267; 276-277</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 37: Pgs. 567-568</li> </ul> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>HESI Case Study: Hepatitis</b></p> <p><b>Study for Exam 4</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>Nasogastric tube insertion</li> <li>Rectal tube insertion</li> <li>Urinary catheter insertion</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>Physical assessment including a focused GI/GU assessment of the client who has an alteration in digestion and elimination</li> <li>Engaging in clinical reasoning activities</li> <li>Collaborative care <ul style="list-style-type: none"> <li>Radiology department regarding imaging for alterations in elimination</li> </ul> </li> <li>SBAR hand-off</li> </ul> |



| Week | Concept and Exemplars   | Weekly Objective  | Class Preparation Activities  | Lab and Clinical Activities   |
|------|---|---|---|---|
| 9    | <p><b>Concepts:</b> Mobility and Comfort</p> <p><b>Exemplars</b></p> <p>Multiple Sclerosis</p> <p>Parkinson’s</p> <p>Amputation</p> <p>Phantom Pain</p> | <p><b>CLO1:</b> Apply the concepts of mobility and comfort as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mobility and comfort.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mobility and comfort.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mobility and comfort.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in mobility and comfort.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mobility and comfort.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Mobility: Pgs. 879-902</p> <p>Comfort: Pgs. 147-159</p> <p>Multiple Sclerosis: Pgs. 935-945</p> <p>Parkinson’s: Pgs. 953-965</p> <p>Phantom Pain: Pg. 164</p> <p><b>Concept Based Approach to Learning: Volume 3:</b> 644-646</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 20: Pgs. 263-270, 273-277</li> </ul> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>vSim: Lloyd Bennett</b></p> <p><b>Exam 3 (covers weeks 6-8)</b></p> <p><b>STUDY FOR EXAM 3</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>Use of assistive devices</li> <li>Therapeutic communication activities</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>Physical assessment</li> <li>Engaging in clinical reasoning activities</li> <li>Collaborative care <ul style="list-style-type: none"> <li>PT/OT</li> </ul> </li> <li>SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars  | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities  |
|------|--|---|--|--|
| 10   | <p><b>Concepts:</b> Sensory perception and Cognition</p> <p><b>Exemplars</b><br/>           Eye Injuries<br/><br/>           Glaucoma<br/><br/>           Delirium<br/><br/>           Alzheimer Disease<br/><br/>           Schizophrenia</p> | <p><b>CLO1:</b> Apply the concepts of sensory perception and cognition as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in sensory perception and cognition.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in sensory perception and cognition.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in sensory perception and cognition.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in sensory perception and cognition.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in sensory perception and cognition.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Sensory Perception: Pgs. 1381-1404</p> <p>Cognition: Pgs. 1705-1729</p> <p>Delirium: Pgs. 1739-1745</p> <p>Alzheimer Disease: 1729-1739</p> <p>Eye injuries: Pgs. 1426-1434</p> <p>Glaucoma (within Diseases of the Eye readings: Pgs. 1415-1426</p> <p>Schizophrenia: Pgs. 1745-1759</p> <p><b>Concept Based Approach to Learning: Volume 3: 44-49</b></p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 50: Pgs. 811-818</li> <li>• Chapter 17: Pgs. 209-221</li> <li>• Chapter 20: 270-272</li> </ul> <p style="text-align: center;"><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>HESI Case Study: Psychosis and Schizophrenia</b></p> <p><b>STUDY FOR EXAM 4</b></p> | <p><b><u>All required equipment</u></b></p> <p><b><u>Lab Activities:</u></b><br/> <b>HESI Exam: Mental Health V1 administration. Bring personal electronic device and headphones.</b></p> <p><b><u>Clinical Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Physical/psychosocial assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care</li> <li>• SBAR hand-off</li> </ul> |

| Week | Concept and Exemplars   | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities   |
|------|---|---|--|---|
| 11   | <p><b>Concept:</b> Violence and Sexuality</p> <p><b>Exemplars</b></p> <p>Abuse (Child/Elder)</p> <p>Assault &amp; Homicide</p> <p>Rape and Rape-Trauma Syndrome</p> | <p><b>CLO1:</b> Apply the concept of violence as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving violence and sexuality.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving violence and sexuality.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Trauma, Assault, &amp; Homicide: Pgs. 2105-2122</p> <p>Abuse: Pgs. 2123-2136</p> <p>Rape &amp; Rape-Trauma Syndrome: Pgs. 2154--2162</p> <p><b>Concept Based Approach to Learning: Volume 3: 635-637</b></p> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>EXAM 4 (covers weeks 9 and 10)</b></p> <p><b>STUDY FOR EXAM 5</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Simulation</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Psychiatric clinical observation</li> </ul> |

| Week | Concept and Exemplars  | Weekly Objective  | Class Preparation Activities   | Lab and Clinical Activities   |
|------|--|---|--|---|
| 12   | <p><b>Concept:</b> Stress and Coping</p> <p><b>Exemplars</b><br/> Stress related to disease processes<br/> Anxiety Disorder<br/> Phobias<br/> Obsessive compulsive disorder (OCD)<br/> Post-traumatic stress disorder (PTSD)<br/> Crisis<br/> Eating Disorders</p> | <p><b>CLO1:</b> Apply the concept of stress and coping as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving stress and coping.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving stress and coping.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving stress and coping.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving stress and coping.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving stress and coping.</p> | <p><b>Concept Based Approach to Learning:<br/> Vols. 1 &amp; 2:</b></p> <p>Stress &amp; Coping: Pgs. 2047-2069</p> <p>Anxiety Disorders and Phobias: Pgs. 2069-2083</p> <p>Crisis: 2084-2094</p> <p>OCD: Pgs. 2095-2104</p> <p>PTSD: Pgs. 2146-2153</p> <p>Eating Disorders: Pgs. 1990-2003</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 14: Pgs. 151-165</li> </ul> <p><b>Assignments</b></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p><b>HESI Case Study: Feeding/Eating disorders</b></p> <p><b>STUDY FOR EXAM 5</b></p> | <p><b>All required equipment</b></p> <p><b>Lab Activities:</b><br/> Skills Practice.</p> <p><b>Clinical Activities:</b><br/> Psychiatric clinical observation</p> |

| Week | Concept and Exemplars  | Weekly Objective   | Class Preparation Activities   | Lab and Clinical Activities   |
|------|--|--|--|---|
| 13   | <p><b>Concept:</b> Addiction and development</p> <p><u><b>Exemplars</b></u></p> <p>Substance abuse</p> <p>Alcohol abuse</p> <p>Substance-induced delirium</p> <p>Attention Deficit Disorder (ADD)</p> <p>Attention Deficit-Hyperactivity Disorder (ADHD)</p> <p>Autism Spectrum Disorder (ASD)</p> | <p><b>CLO1:</b> Apply the concepts of addiction and development as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving addiction and development.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health addiction and development.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving addiction and development.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving addiction and development.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving addiction and development.</p> | <p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Addiction: Pgs. 1647-1668</p> <p>Substance abuse: Pgs. 1688-1701</p> <p>Alcohol abuse: Pgs. 1668-1681</p> <p>Nicotine addiction: Pgs. 1682-1688</p> <p>Development: Pgs. 1785-1817</p> <p>ADD/ ADHD: Pgs. 1817-1826</p> <p>ASD: Pgs. 1827-1834</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 22: Pgs. 292-303</li> <li>• Chapter 16: Pgs. 199-204</li> </ul> <p style="text-align: center;"><u><b>Assignments</b></u></p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, MyNursingLab</p> <p style="text-align: center;"><b>EXAM 5 (covers weeks 11 and 12)</b></p> <p><b>HESI Case Study: Alcoholism</b></p> <p><b>STUDY FOR FINAL EXAM</b></p> | <p><u><b>All required equipment</b></u></p> <p><u><b>Lab Activities:</b></u></p> <ul style="list-style-type: none"> <li>• Skills Test Out</li> </ul> <p>The components include:</p> <ul style="list-style-type: none"> <li>• Performance of a selected focused assessment</li> <li>• Performance of a previously learned skill: <ul style="list-style-type: none"> <li>• Indwelling/Straight urinary catheterization</li> <li>• NGT insertion</li> <li>• Preparing and infusing secondary medication</li> <li>• Application of wrist/ankle restraints</li> </ul> </li> <li>• Trach suctioning</li> </ul> <p><u><b>Clinical Activities:</b></u></p> <ul style="list-style-type: none"> <li>• Psychiatric clinical observation</li> </ul> |

| Week | Concept and Exemplars              | Weekly Objective | Class Preparation Activities | Lab and Clinical Activities   |
|------|------------------------------------|------------------|------------------------------|---|
| 14   | <b>HESI EXAM: Mental Health V2</b> |                  | <b>STUDY FOR FINAL EXAM</b>  | <u><b>Clinical Activities:</b></u> <ul style="list-style-type: none"> <li>• Psychiatric clinical observation</li> </ul> |