



**DIVISION OF HEALTH PROFESSIONS**

**NURSING EDUCATION PROGRAM**

**NRS 112**

**CONCEPTS OF NURSING PRACTICE I**

**COURSE OUTLINE**

**FALL 2017**



## COURSE OUTLINE

**Course Number: NRS 112**

**Course Title : Concepts of Nursing Practice I**

**Credits: 6**

**Hours: 3 Theory Hours/Week**

**Weeks: 15**

**3 College Lab Hours/Week**

**6 Clinical Lab Hours/Week**

### **Catalog description**

This course introduces the student to the fundamental concepts of nursing practice and the application of the concepts with a focus on wellness and health promotion across the lifespan. The application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

**Prerequisites:** Formal admission into the nursing program    **Co-requisites:** NRS 111

### **Course Coordinator**

**Crystal Gadd, MSN, RN, AGCNS-BC**

Office: MS 155

Phone: 609-570-3819

Email: gaddc@mccc.edu

The most effective way to communicate with Professor Gadd outside of class is via e-mail. Student e-mails will be returned within 48-72 hours, excluding weekends and holidays. Due to varying work hours and locations checking of voicemail may not be as timely.

### **Course Expectations**

There are intellectual standards in this course and each student is responsible for his or her own learning. Pre-class assignments are essential to learning in class. All components of the course contribute to learning – lecture, class participation, group learning, textbooks, PowerPoints, clinical, campus lab, Evolve case studies and HESI standardized testing

While this course is conducted live, a number of supplemental materials will be posted online via the BlackBoard portal and e-mail announcements. Students should plan on regularly checking their MercerMail accounts and reviewing the BlackBoard site.

Any student with questions about his or her progress either in class work, tests, assignments or clinical should make an appointment with Professor Gadd to discuss their concerns. Any student with a personal issue affecting his or her ability to be successful in this course is responsible to bring it to Professor Gadd's attention in a timely manner and in accordance with the policies set forth for clinical attendance and testing.

It is the expectation that all communications during this course will be conducted in a professional manner and that student's personal conduct will be reflective of a professional registered nurse.

### **Required texts/other materials**

Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for Nurses A Pathophysiologic Approach*. (4<sup>th</sup> ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13:-978-0-13-302618-4)

Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (2<sup>nd</sup> Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)

D'Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing. (3<sup>rd</sup> Edition.)* Upper Saddle RiverL Pearson Education, Inc. (ISBN 978-0-13-387640-6).

DocuCare 2 year Learner License from Laerdal. To place your order with a credit card please visit the Laerdal web site at <http://www.laerdal.com/us/doc/2813/Lippincott-DocuCare#/Info> Click on 'Products & Pricing' from the menu bar. Choose the Docucare 6 month learner license and 'Add to Cart'. Review your order and click Proceed to Checkout. A limited number of licenses are available in the college bookstore.

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.

North Carolina Concept-Based Learning Editorial Board. (2015). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two*. (2<sup>nd</sup> ed.) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN-13:978-0-13-293426-8; Volume Two: (ISBN-13 : 978-0-13-293427-5 )

Silvestri, L.A, (2014) Saunders Comprehensive Review for the NCLEX-RN Examination. (6th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).

3 X 5 Index Cards

Simple calculator – cell phones are not permitted to be used as calculators during exams.

PDA (Personal Digital Assistant) on loan from Nursing Program

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 Word document or Adobe Acrobat pdf file.

## **DocuCare – Clinical Documentation**

All nursing students will be documenting their clinical experiences in DocuCare. This applies to all semesters, all courses. Therefore, all students are expected to purchase a DocuCare learner license. Student license access to DocuCare EHR 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.

For the best value, students should purchase the following:

Students entering NRS112 DocuCare 2 year learner license

Students entering NRS125 DocuCare 18 month learner license

Students entering NRS225 DocuCare 1 year learner license

Students entered NRS235 DocuCare 6 month learner license

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

1. Visit <http://www.laerdal.com/us/doc/2813/Lippincott-DocuCare#/Info>
2. Click on 'Products & Pricing' from the menu bar
3. Choose the DocuCare product and 'Add to Cart'
4. 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 access period depending on the module selected. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

## **vSim – Simulation Software**

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
6. Enter Promo Code Mercer2017 at 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.

## **Recommended Textbooks**

American Psychological Association. (2010) *Publication Manual of the American Psychological Association*. (6th 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*. (9<sup>th</sup> 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*. (4<sup>th</sup> ed.) Philadelphia: F.A. Davis. (ISBN 13: 978-0-8036-4414-4)

Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9<sup>th</sup> 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*. (15<sup>th</sup> ed.) Philadelphia: FA Davis. (ISBN-13: 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).

*Developed August 2015, revised December 2015, June 2016.*

## **Information Resources**

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

Mercer Online (Blackboard Platform) - <http://mccc.blackboard.com>

Evolve-HESI – <http://evolve.elsevier.com> (for case studies & exams)

NCSBN NCLEX-RN Detailed Test Plan – [https://www.ncsbn.org/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

Please refer to the Nursing Program Information Handbook for program philosophy, program objectives, and other pertinent information regarding NRS 112 and other nursing courses.

## **Academic Honesty**

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

### **Academic Integrity Statement**

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. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

#### **A. Uses or obtains unauthorized assistance in any academic work.**

Copying from another student's exam.

Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.

Stealing an exam or possessing a stolen copy of an exam.

#### **B. Gives fraudulent assistance to another student.**

Completing a graded academic activity or taking an exam for someone else

Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.

Sharing answers during an exam by using a system of signals.

#### **C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**

Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.

Using another author's words without enclosing them in quotation marks, without paraphrasing them

or without citing the source appropriately

Presenting another individual's work as one's own.

Submitting the same paper or academic assignment to another class without the permission of the instructor.

**D. Fabricates data in support of an academic assignment.**

Falsifying bibliographic entries.

Submitting any academic assignment which contains falsified or fabricated data or results.

**E. Inappropriately or unethically uses technological means to gain academic advantage.**

Inappropriate or unethical acquisition of material via the Internet or by any other means.

Using any electronic or hidden devices for communication during an exam.

*Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.*

**Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall

**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 Arlene Stinson in LB 216 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

**The Nursing Program Handbook Information Packet**

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

**First Semester Students**

A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit [www.mccc.edu/coaching](http://www.mccc.edu/coaching) to find your coach or Contact: Arlene Stinson, LB217, 570-3451, [SOAR@mccc.edu](mailto:SOAR@mccc.edu)

### **Use your “MyMercer” Portal!**

Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit [www.mccc.edu/mymercer](http://www.mccc.edu/mymercer) to access your portal.

### **Tutoring support**

Academic support services are free and available for all students. Drop in at LB214 on the West Windsor Campus or call 609-570-3422.

### **Reasonable Accommodations for Students with Documented Disabilities**

The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact: Arlene Stinson, LB 217, 570-3525, [stinsona@mccc.edu](mailto:stinsona@mccc.edu)

### **Career and Transfer Center**

Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice. E-mail [transfer@mccc.edu](mailto:transfer@mccc.edu) or call (609) 586-4800 ext. 3307.

### **Counseling Services**

Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact 609-586-4800, extension 3423 or extension 3410.

**Veteran’s Services** If you are military, veteran, or family member, we offer free support for you. Email [vets@mccc.edu](mailto:vets@mccc.edu) or call 609-570-3240

## **STUDENT LEARNING OUTCOMES**

### **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.

### **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 introduces the student to the fundamental concepts of nursing practice and application of those concepts with a focus on wellness and the care of patients experiencing uncomplicated conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

1. At the basic level, provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations related to wellness and for patients experiencing uncomplicated conditions.  
*Institutional Learning Goals 8, 10, 11; Program Goal 1*
2. Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level.  
*Institutional Learning Goals 9, 10, 11; Program Goal 2*
3. Explain how quality improvement processes are used to improve patient care. *Institutional Learning Goals 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. *Institutional Learning Goals 8, 11; Program Goal 4*
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the healthcare setting. *Institutional Learning Goals 10, 11; Program Goal 5*
6. Explain the leadership, management, legal, and ethical guidelines that are used as a Registered Nurse. *Institutional Learning Goals 9, 11; Program Goal 6*

## **Concept Based Curriculum**

This nursing curriculum utilizes a conceptual approach to learning. This course is an overview of all of the concepts utilized throughout the program. These fundamental concepts are crucial as building blocks for subsequent semesters where the focus will be on developing a deeper understanding of each of these concepts and how they apply to nursing care. See the Nursing Program Handbook for a complete list of concepts.

## **Attendance**

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 results 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. Please see the

Attendance Policy found in the Nursing Program Handbook Information Packet for further information regarding the Nursing Program policy on attendance.

**Attendance at NRS 112 Orientation on 8/25/16, 9a-3 PM, CM107 is mandatory.**

### **Theory**

Classroom theory sessions are based on learning objectives from the course outline. It is the responsibility of the student to complete reading assignments prior to class. Classroom theory sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline 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).

### **HESI Fundamentals of Nursing Exam**

This standardized web-based exam is given at the end of the semester to prepare the student for the final exam and assess student learning in the course. Students are required to prepare for this exam by accessing the “practice test” on the Evolve website at <http://evolve.elsevier.com> under the “case studies with practice test” section. Access the practice tests under “Fundamentals.” All students will need an Evolve login and password in order to take the HESI exam.

The HESI Fundamental Exam is included in the lab portion of the grade. MCCC Nursing Program has established the minimum expectation for the HESI Fundamental Exam to be a 700 raw score. Since the Hesi Fundamental Exam includes content that is not addressed in NRS 112, the following HESI Conversion Score has been established:

<b>Hesi Raw Score</b>	<b>Hesi Conversion Score</b>
>1000	100
>950	95
>900	90
>850	85
>800	80
>700	77
>600	70
>500	60
>400	50
>300	40

Students who do not achieve the expected benchmark of 700 raw score will be required to do HESI remediation in order to sit for the final exam. Students with a score of 600-699 will be required to complete two hours of remediation. Students with a score of 599 or less will be required to complete four hours of remediation. Remediation must be completed at least 48 hours prior to final exam.

**Hesi Fundamental Exam Date: TBD**

## **Team Assignments**

There will be multiple assignments in class which will require students to work in teams to complete a graded assignment. 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. Weekly objectives will follow theory class. 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 in order to pass the lab portion of the course.

## **Clinical Lab**

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. Clinical lab consists of six hours per week performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. In general, during the clinical lab, you will be expected to:

### *Pre and Post Conferences:*

1. Be able to state the patient's diagnosis including organs involved, explain (briefly) signs and symptoms of the disease using
2. Identify and explain how the patient's condition exemplifies an alteration to the concept being studied that week using the disease process, diet 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 written 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.

### *Clinical Experience:*

1. Receive report on assigned patient, review medical record.
2. Assess your assigned patient.
3. Revise your preliminary plan as needed utilizing data obtained in report, from the medical record, and your assessment of the patient.
4. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking guidance from your instructor as needed.

5. Record nursing documentation and report off to nursing staff appropriately.

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.

### **Pediatric Observation**

Students will spend four hours at an assigned child care center to complete a pediatric observation experience. Students will be required to submit the Pediatric Observation assignment by the announced due date. Students will have the option to pick a weekday to perform the observation. Students will be given one scheduled clinical day off. Day off will be determined by clinical instructor.

### **Evolve Case Studies**

Case studies will be available for students to use 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. 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.

### **NRS 112 Testing Procedure:**

All course theory exams will be given during the first hour of lecture. Exams are typically fifty questions and students are given 75 minutes to complete the exam. 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 results in a zero for that exam. Only pencils, erasers, the scantron sheet and the test booklet will be allowed at the student's seat during the exam. Questions will not be answered during the exam. Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

### **Dosage Calculation Math Requirement**

The dosage calculation exam will be given week 6 of the semester during college lab. Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will be timed. The expectation for this exam is 90% or better. If the student does not achieve the 90% on the first attempt, a remediation session must be attended by the student and a new test will be taken. The Dosage Calculation exam is graded as pass/fail with a grade of 90% or better designating the pass grade. Students will not be allowed to pass medications during the clinical experience until the math requirement has been met. If the student is unable to pass medications prior to the end of the semester, an 'UNMET' grade will be issued for that competency, which will result in a clinical failure.

## Determination of NRS112 Grade

Completion of all tests, written assignments, the HESI Fundamentals of Nursing I exam and scheduled exam, required college lab/clinical visual evaluations as listed in the course outline by dates indicated and in accordance with nursing program policies is required. It is the responsibility of each student to be up-to-date on all reading assignments and content areas in order to progress from one clinical experience to another and meet course objectives and goals. The student must successfully complete all required college lab visual evaluations. There are two (2) clinical evaluations during the semester. **A student must receive a score of "MET" on the clinical evaluation by the end of the semester to pass the clinical component of the course.** A comprehensive final examination will be given at the end of the course.

In order to receive a grade in NRS 112, the following criteria must be satisfied:

- (A) The final summative evaluation on the Clinical Laboratory Performance Evaluation must be at least a "MET" for all clinical objectives.
- (B) Successful completion of all college lab critical skills as verified by instructor.
- (C) All graded clinical/lab assignments completed, with an average grade of 77%.
- (D) Passing grade of 90% or better on the Dosage Calculation exam.
- (E) Completion of literature review paper.
- (F) Completion of all theory exams.
- (G) Completion of HESI Fundamentals of Nursing exam, with remediation if required.
- (H) Completion of 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. If all criteria for the determination of a grade for NRS 112 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%

## Theory Grade

Assessment	Percentage of Grade
Exam 1	10%
Exam 2	10%
Exam 3	12%
Exam 4	14%
Exam 5	14%

Literature Review Paper	5%
Evolve Case Studies	5%
Comprehensive Final Exam	30%
<b>Total</b>	<b>100%</b>

### Clinical/Lab Grade

Clinical and lab are scored on a pass/fail basis. See NRS112 Lab Manual for details of clinical and lab assignments.

### NRS 112 Grade Tracking

The student is responsible for maintaining a record of grades as they are achieved. Below is a sample grade calculation along with a form for keeping a record of the grades earned.

Assessment	Actual Grade	Multiply by	Weighted Grade
Exam 1	78	0.10	9.36
Exam 2	80	0.10	9.6
Exam 3	82	0.12	9.84
Exam 4	84	0.14	10.08
Exam 5	80	0.14	9.6
Literature Review Paper	90	0.05	4.5
Evolve Case studies	88	0.05	4.4
Comprehensive Final Exam	84	0.30	25.2
		<b>Total</b>	<b>82.58 (B-)</b>

### Theory Grade Tracking

Assessment	Actual Grade	Multiply by	Weighted Grade
Exam 1		0.10	
Exam 2		0.10	
Exam 3		0.12	
Exam 4		0.14	
Exam 5		0.14	
Literature Review Paper		0.05	
Evolve Case Studies		0.05	
Comprehensive Final Exam		0.30	
<b>Final Grade</b>			

### Weekly Course Outline

Week - Theory Class Date	Concept	Assessment
1 – August 29th, 2017	Accountability Assessment (Clinical) Caring interventions (Clinical) Clinical decision making Health, wellness and illness	
2 – September 5 <sup>th</sup> , 2017	Communication (Clinical) Culture and diversity Development Evidence based practice Family	
3 – September 12th, 2017	Pharmacology (Clinical) Tissue integrity Violence	Exam #1
4 – September 19th, 2017	Cognition Ethics Safety (Clinical) Self Sensory perception	Submit literature review paper for approval
5 – September 26th, 2017	Comfort Mobility	
6 – October 3th, 2017	Collaboration Perioperative care Teaching and learning	Exam #2
7 – October 10th, 2017	Immunity Infection Inflammation Thermoregulation	Literature review paper due
8 – October 17th, 2017	Digestion Metabolism Nutrition	
9 – October 24th, 2017	Grief and loss Mood and affect Spirituality Stress and coping Addiction	Exam #3
10 – October 31st, 2017	Elimination Fluid and electrolytes	
11 – November 7th, 2017	Advocacy Health policy Healthcare Systems Legal issues	
12 – November 14th, 2017	Oxygenation	Exam #4



	Cellular regulation	
13 – November 28th, 2017	Acid base balance Perfusion	
14 – December 5th, 2017	Reproduction Sexuality	Exam #5 HESI
15 – December 12th, 2017	Informatics Managing care Professional behaviors Quality improvement	

**See NRS112 Lab Manual for details of clinical/lab assignments.**

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

## **NRS112 Week One Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

- CLO1: Apply the concept of accountability as it relates to the role of the registered professional nurse.
- CLO2: Discuss the variety of roles that a registered professional nurse may perform.
- CLO3: Examine the skill of assessment as performed by a registered professional nurse.
- CLO4: Apply the concept of caring interventions as it relates to the role of the registered professional nurse.
- CLO5: Examine the role of the nurse client relationship, including the client's perception of caring interventions.
- CLO6: Examine the concepts of clinical decision making as it relates to the role of the registered professional nurse.
- CLO7: Describe the impact of health, wellness and illness on the client, family and society.

### **Concepts and Exemplars**

- Accountability
  - Competence
  - Professional development
- Assessment
- Caring interventions
- Clinical decision making
- Health, wellness and illness
  - Physical Fitness
  - Oral Health
  - Normal Sleep-Rest Patterns

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: what is nursing? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume Two
  - Accountability: pages 2535-2553
  - Assessment: pages 2269-2300
  - Caring Interventions: pages 2301-2314
  - Clinical Decision Making: pages 2315-2374
- Pearson Volume One
  - Health, Wellness and Illness: pages 405-435.
- Health Assessment
  - Chapter One: Health Assessment
  - Chapter Three: Wellness and Health Promotion
  - Chapter Eight: The Health History
  - Chapter Nine: Techniques and Equipment
  - Chapter Ten: General Survey

### **Activities**

- Visit Healthy People 2020 (<http://www.healthypeople.gov/>). Review and come prepared to discuss at least two leading health indicators.
- Complete MyNursingLab activities related to concepts and exemplars for this week.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Measuring height and weight
- Head to toe assessment
- Assessing body temperature
- Assessing an apical pulse
- Assessing peripheral pulses
- Assessing respiration
- Assessing blood pressure
- Using a pulse oximeter
- Changing an occupied bed
- Providing hygiene care
- Providing oral care for a client who is unconscious or debilitated
- Bathing an adult or pediatric client
- Providing perineal-genital care
- Providing foot care
- Removing, cleaning and inserting a hearing aid

### **NRS112 Week Two Class Preparation**

#### **Weekly Course Learning Objectives (CLO)**

CLO25: Recognize communication factors that relate to the provision of healthcare and the role of the registered professional nurse.

CLO9: Recognize cultural factors that may relate to the provision or receipt of healthcare by clients, families and community.

CLO10: Compare different stages of growth and development in clients across the lifespan.

CLO59: Discuss evidence based practice as it relates to the provision of healthcare.

CLO11: Examine the concept of family as it relates to the health of the client, healthcare system and society.

### **Concepts and Exemplars**

- Communication
  - Groups and group communication
  - Therapeutic Communication
  - Documentation
  - Reporting
- Culture and diversity
- Development
- Evidence based practice
- Family
  - Family Health Promotion

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: In your opinion, which part of the nursing process is the most important and why? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume Two
  - Communication: pages 2397-2454
  - Culture and Diversity: pages 1629-1646
  - Development: pages 1647-1679.
  - Evidence Based Practice: pages 2583 - 2594
  - Family: pages 1707-1730.
- Health Assessment
  - Chapter Two: Human Development Across the Life Span
  - Chapter Four: Cultural Considerations
  - Chapter Six: Assessment of Vulnerable Populations
  - Chapter Seven: Interviewing and Communication Techniques

### **Activities**

- Visit the website <https://implicit.harvard.edu/implicit/>. You do not need to register but may enter the site as a guest. Choose one or more of the implicit bias tests and complete the activity.
- Begin search for article for literature review paper.
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

## **Skills**

- Review prior skills.

## **NRS112 Week Three Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO12: Examine the concept of pharmacology as it relates to the role of the registered professional nurse.

CLO13: Examine the concept of tissue integrity as it relates to the health of the client.

CLO14: Describe the concept of violence and unintended injuries as it relates to the health of the client.

### **Concepts and Exemplars**

- Pharmacology
- Tissue integrity
  - Contact Dermatitis
  - Pressure Ulcers
- Violence
  - Unintentional Injury – Motor Vehicle Crashes

### **Ticket to Theory Class**

On a 3X5 index card, answer the following question: What is the difference between contact dermatitis and pressure ulcers? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume One
  - Tissue Integrity: pages 1445-1463, 1487-1506.
- Pearson Volume Two
  - Violence: pages 1953-1964, 1998-2007.
- Adams Pharmacology for Nurses
  - Chapter 1: Introduction to Pharmacology
  - Chapter 2: Drug Approval and Regulation
  - Chapter 3: Principles of Drug Administration
  - Chapter 4: Pharmacokinetics
  - Chapter 5: Pharmacodynamics
  - Chapter 49: Drugs for Skin Disorders pages 846-847 and 856-858

### **Activities**

- Study for exam!
- Evolve case study “Skin Integrity”.
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Go to the website for NDNQI Pressure Ulcer Training:  
<https://members.nursingquality.org/NDNQIPressureUlcerTraining/>  
Select option 3 (no certificate, no contact hours) and complete Module One “Pressure Ulcers and Staging.”

### **Medication**

- Topical corticosteroids

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Preparing medications from ampules
- Preparing medications from vials
- Administering oral medications
- Administering medications by enteral tube
- Administering sublingual medications
- Administering ophthalmic medications
- Administering otic irrigation
- Administering nasal medications
- Administering topical medications
- Applying a transdermal medications patch
- Administering rectal medication
- Administering intradermal injections
- Administering subcutaneous injections
- Administering intramuscular injection
- Using the Z track method to administer intramuscular injection
- Preventing pressure ulcers (assessment and staging)
- Irrigating a wound
- Applying a dry dressing (includes foam, alginates, etc.)
- Administering topical medications
- Apply topical wound care ointments (including wound barrier cream, honey, and medication ointments)

## **NRS112 Week Four Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO15: Examine the concept of cognition and confusion as it relates to the health of the client.

CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse.

CLO16: Compose appropriate nursing safety interventions for clients across the lifespan.

CLO17: Examine the concept of safety on the health of the client, registered professional nurse, healthcare system and society.

CLO18: Examine the concept of self as it relates to the health of the client.

CLO19: Describe the concept of sensory perception, vision loss and hearing impairment as it relates to the health of the client.

## **Concepts and Exemplars**

- Cognition
  - Confusion
- Ethics
  - Ethical dilemmas
  - Patient's rights
- Safety
  - Safety considerations across the lifespan
  - Workplace safety
- Self
- Sensory perception
  - Hearing impairment

## **Ticket to Theory Class**

On 3X5 index card, answer the following question: Name one ethical dilemma in healthcare that has been in the news over the past year. What ethical principles are in conflict? Place name on card. Cards will be collected.

## **Readings**

- Pearson Volume One
  - Sensory Perception: pages 1277-1306
- Pearson Volume Two
  - Cognition: pages 1575-1593, 1605-1609
  - Ethics: pages 2563 - 2581
  - Safety: pages 2695-2720
  - Self: pages 1831-1843.
- Adams Pharmacology for Nurses
  - Chapter 50: Drugs for Ear and Eye Disorders, pages 874-875.

## **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Sensory function".

## **Medication**

- Antihistamines
- Decongestants
- Corticosteroids

## **Lab Values**

- None

## **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

## **Skills**

- Applying a mummy immobilizer

- Administering ophthalmic medications
- Administering otic medications

### NRS112 Week Five Class Preparation

#### Weekly Course Learning Objectives (CLO)

CLO20: Examine the concept of comfort as it relates to the health of the client, healthcare system and society.

CLO21: Summarize the physiology of musculoskeletal system.

CLO22: Examine the concept of mobility care as it relates to the health of the client.

#### Concepts and Exemplars

- Comfort
  - Acute and chronic pain
  - Sleep-rest disorders
- Mobility
  - Back Problems
  - Gout
  - Osteoarthritis

#### Ticket to Theory Class

On 3X5 index card, answer the following question: What is pain and how can pain be measured in a non-verbal patient? Place name on card. Cards will be collected.

#### Readings

- Pearson Volume One
  - Comfort: pages 141-173, 194-202
- Pearson Volume One
  - Mobility: pages 819-853, 886-895
- Adams Pharmacology for Nurses
  - Chapter 18: Drugs for Control of Pain
  - Chapter 14: Drugs for Anxiety and Insomnia
  - Chapter 48: Drugs for Bone and Joint Disorders
- Health Assessment
  - Chapter 11: Pain Assessment
  - Chapter 25: Musculoskeletal System

#### Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Pain".
- Evolve case study "Mobility".
- Evolve case study "Sleep pattern".



### **Medication**

- Non benzodiazepine, non barbiturate CNS depressants
- Opioid analgesics agonists
- Opioid analgesics antagonists
- Opioids analgesics with mixed agonist-antagonist
- Non opioid analgesics NSAIDS - Aspirin and salicylates
- Non opioid analgesics - NSAIDs-Ibuprofen
- Non opioid analgesics - NSAIDS - Cox-2 inhibitors
- Non opioid analgesics -Acetaminophen
- Non opioid analgesics – centrally acting drugs
- Calcitonin
- Uric acid inhibitors
- Acetaminophen
- NSAID – ibuprofen like drugs
- Corticosteroids
- Beta-tubulin interactor
- Uricosurics
- Centrally acting muscle relaxants (Skeletal muscle relaxants)

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Performing passive range of motion exercises
- Moving a client in bed, including supporting position, moving client up, turning and assisting client to sit on side of bed
- Transferring a client between bed and chair
- Assisting a client to ambulate
- Assisting a client to use a cane
- Assisting a client to use a walker

## **NRS112 Week Six Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO23: Describe how team functioning impacts safety and quality of care.

CLO24: Examine the concepts of collaboration as it relates to the health of the client, registered professional nurse, healthcare system and society.

CLO26: Describe perioperative care as it relates to the role of the registered professional nurse

CLO27: Apply the concept of teaching and learning as it relates to the role of the registered professional nurse.

### **Concepts and Exemplars**

- Collaboration
  - Case Management
  - Conflict Resolution
  - Interdisciplinary Teams
- Perioperative care
- Teaching and learning

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: What are three actions that a nurse can take to promote learning for patients? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume One
  - Perioperative Care: pages 1249-1276
- Pearson Volume Two
  - Collaboration: pages 2375-2396
  - Communication: pages 2397-2454
  - Teaching and learning: pages 2499-2531

### **Activities**

- Study for exam!
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Reinforce prior skills.

## **NRS112 Week Seven Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO28: Summarize the physiology of the immune system and immunizations related to wellness promotion and disease prevention.

CLO29: Examine the concept of alterations in immunity such as hypersensitivity as it related to the health of the client.

CLO30: Examine the concept of infection as it relates to the health of the client, healthcare system and society

CLO31: Summarize the physiology of the inflammatory process.

CLO32: Describe the concept of thermoregulation as it relates to the health of the client.

### **Concepts and Exemplars**

- Immunity
  - Hypersensitivity
- Infection
  - Influenza
- Inflammation
- Thermoregulation
  - Hypothermia
  - Hyperthermia

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: Name two elements in the chain of infection and two strategies to avoid/eliminate each element. Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume One
  - Immunity: pages 437-456, 481-494.
  - Inflammation: pages 633-644.
  - Infection: pages 521-559, 570-575
  - Thermoregulation: pages 1421-1443.
- Adams Pharmacology for Nurses
  - Chapter 29: Drugs for Shock , pages 437-440.
  - Chapter 34: Drugs for Immune System Modulation, pages 517-521.
  - Chapter 33: Drugs for Inflammation and Fever

### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

### **Medication**

- Nonselective adrenergic agent
- H1receptor antagonists (antihistamine)
- Vaccinations
- Antiviral
- Corticosteroids
- Salicylates
- ibuprofen
- Acetaminophen

### **Lab Values**

- white blood cells (WBC)

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Handwashing
- Don and doffing clean gloves
- Don and doffing isolation attire
- Using a mask

## **NRS112 Week Eight Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO33: Summarize the physiology of digestive system.

CLO34: Examine the concept of digestive alterations as it relates to the health of the client.

CLO35: Summarize the physiology of metabolic system.

CLO36: Summarize the physiology of the gastrointestinal system related to nutrient metabolism.

CLO37: Examine the concept of metabolic alterations of obesity and osteoporosis as it relates to the health of the client.

CLO38: Describe the concept of nutrition as it relates to the health of the client.

### **Concepts and Exemplars**

- Digestion
  - GERD
- Metabolism
  - Obesity
  - Osteoporosis
- Nutrition

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: what is the difference between motility and absorption in relation to the GI tract? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume One
  - Digestion: pages 207-232.
  - Metabolism: pages 725-739, pages 790-805.
  - Nutrition: pages 923-950.
- Adams Pharmacology for Nurses
  - Chapter 41: Drugs for Peptic Ulcer Disease
  - Chapter 43: Drugs for Nutritional Disorders
  - Chapter 48: Drugs for Bone and Joint Disorders
- Health Assessment
  - Chapter 12: Nutritional Assessment
  - Chapter 21:

### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Altered nutrition”.

### **Medication**

- Proton pump inhibitor
- H2 receptor agonists
- Antacids
- Antiemetic- dopamine agonist
- Antiemetic – antihistamine
- Antiemetic – serotonin receptor agonists
- Enteral nutrition
- Lipase inhibitor
- Calcium supplements
- Vitamin D therapy
- Biphosphonates
- Selective estrogen receptor modulators
- Vitamin supplements
- Mineral supplements

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Administering a tube feeding, intermittent and infusion.

## **NRS112 Week Nine Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO8: Discuss the concept of addiction as it relates to the health of the client.

CLO39: Describe the concept of grief and loss as it relates to the health of the client.

CLO40: Discuss the concept of mood and affect as it relates to the health of the client.

CLO41: Examine the concept of spirituality as it relates to the health of the client.

CLO42: Summarize the physiological response to stress and the psychodynamics of coping.

### **Concepts and Exemplars**

- Addiction
- Grief and loss
- Mood and affect
- Spirituality
  - Morality
  - Religion

- Stress and coping

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: What assessments should the nurse conduct to determine the presence of physiological manifestations of stress? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume Two
  - Addiction: pages 1519- 1534.
  - Grief and Loss: pages 1741-1751.
  - Mood and Affect: pages 1775-1797.
  - Spirituality: pages 1871 – 1889.
  - Stress and Coping: pages 1895-1917.
- Health Assessment
  - Chapter Five: Psychosocial Assessment

### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Loss, grief, and death”.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Reinforce prior skills.

## **NRS112 Week Ten Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO43: Summarize the physiology of the renal and gastrointestinal system related to elimination.

CLO44: Examine the concept of elimination alterations of bladder and bowel incontinence, constipation and bowel impaction as it relates to the health of the client.

CLO45: Summarize the physiology of the various body systems involved in the maintenance of fluid and electrolyte balance.

CLO46: Examine the concept of fluid and electrolytes alterations as it relates to the health of the client

## **Concepts and Exemplars**

- Elimination
  - Bladder Incontinence and retention
  - Bowel Incontinence, Constipation, and Impaction
- Fluid and electrolytes
  - Fluid and Electrolytes Imbalances

## **Ticket to Theory Class**

On 3X5 index card, answer the following question: Which electrolyte imbalance is most dangerous and why? Place name on card. Cards will be collected.

## **Readings**

- Pearson Volume One
  - Elimination: pages 257-284, 292-318.
  - Fluid and Electrolytes: pages 335-373
- Adams Pharmacology for Nurses
  - Chapter 25: Drugs for Fluid Balance, Electrolytes and Acid-Base Disorders
  - Chapter 42: Drugs for Bowel Disorders and Other Gastrointestinal Conditions
- Health Assessment
  - Chapter 21: Abdomen
  - Chapter 22: Urinary System

## **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Constipation”.
- Evolve case study “Fluid balance”.

## **Medication**

- Laxatives – bulk forming
- Laxative –saline and osmotic
- Laxative – stimulant
- Stool softener
- Laxative – herbal
- Antidiarrheal – opioids
- Antidiarrheal –Misc.
- Antiemetic – anticholinergics and antihistamine
- Antiemetic – phenothiazine
- Antiemetic – serotonin receptor antagonists
- Minerals
- anticholinergics
- Cholinergics – parasympathomimetics
- Electrolytes
- Crystalloid solutions

### **Lab Values**

- blood urea nitrogen (BUN)
- Creatinine (Cr)
- potassium (K<sup>+</sup>)
- Sodium (Na<sup>++</sup>)

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Collecting a urine specimen
- Obtaining stool specimens
- Assisting with a bedpan
- Assisting with a urinal
- Assisting a client to the commode
- Applying an external urinary device

## **NRS112 Week Eleven Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO47: Apply the concepts of advocacy as it relates to the role of the registered professional nurse.

CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse.

CLO49: Examine the influence of healthcare systems on the health of the client, family and society.

CLO50: Examine the influence of health policy on the health of the client, family and society.

CLO51: Examine legal issues that relate to the provision of healthcare and the role of the registered professional nurse.

### **Concepts and Exemplars**

- Advocacy
- Healthcare Systems
  - Access to healthcare
  - Allocation of resources
- Health policy
  - Regulatory Agencies
  - Accrediting Bodies
  - Professional organizations
  - Types of Reimbursement
- Legal issues
  - Nurse Practice Acts
  - Advance Directives
  - HIPAA
  - Just Culture
  - Mandatory reporting
  - Risk management



### **Ticket to Theory Class**

On 3X5 index card, answer the following question: Why is it important for nurses to join professional organizations? Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume Two
  - Advocacy: pages 2555-2562
  - Healthcare Systems: pages 2595-2608
  - Health Policy: pages 2619 - 2629
  - Legal Issues: pages 2653-2680

### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Reinforce prior skills.

## **NRS112 Week Twelve Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO52: Summarize the physiology of the respiratory system related to oxygenation.

CLO53: Describe the concept of the concept of oxygenation alterations of sudden infant death syndrome as it relates to the health of the client

CLO54: Discuss the concept of cellular regulation as it relates to cancer screenings and health promotion activities of the client.

### **Concepts and Exemplars**

- Oxygenation
- Cellular regulation

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: List three differences in pediatric and adult respiratory anatomy. What is the significance of each difference? Place name on card. Cards will be collected.

## **Readings**

- Pearson Volume One
  - Cellular Regulation: pages 29-41.
  - Oxygenation: pages 953-974, 1024-1028.
- Health Assessment
  - Chapter 17: Respiratory System

## **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Breathing patterns”.
- Complete practice HESI examination.

## **Medication**

- Oxygen

## **Lab Values**

- SaO<sub>2</sub>

## **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

## **Skills**

- Administering oxygen via nasal cannula, face mask or face tent

## **NRS112 Week Thirteen Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO55: Summarize the physiology of acid-base balance.

CLO56: Examine the concept of acid-base balance alterations as it relates to the health of the client.

CLO57: Summarize the physiology of the cardiovascular system related to perfusion.

CLO58: Examine the concept of perfusion alterations of hypertension and hyperlipidemia as it relates to the health of the client.

### **Concepts and Exemplars**

- Acid base balance
  - Metabolic acidosis
  - Metabolic alkalosis
  - Respiratory acidosis
  - Respiratory alkalosis
- Perfusion
  - Hypertension
  - Hypercholesterolemia

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: which is worse and why – high systolic blood pressure or high diastolic blood pressure? Place name on card. Cards will be collected.

## **Readings**

- Pearson Volume One
  - Acid-Base Balance: pages 3-27
  - Perfusion: pages 1031-1976, 1109, 1162-1177.
- Adams Pharmacology for Nurses
  - Chapter 23: Drugs for Lipid Disorders
  - Chapter 26: Drugs for Hypertension

## **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Complete practice HESI examination.
- No Evolve case study this week.

## **Medication**

- Acid base agents
- HMG-CoA Reductase Inhibitors (statins)
- Bile acid sequestrants
- Fibrin acid agents
- Other agents
- Loop diuretics
- Thiazide diuretics
- Potassium sparing diuretics
- Ace inhibitors
- Angiotensin II Receptor blockers (ARB)s
- Calcium channel blockers selective
- Calcium channel blockers – nonselective
- Beta adrenergic antagonist (beta blockers)
- Alpha 1 adrenergic antagonists
- Alpha 2 adrenergic agonists
- Alpha 1 and beta blocker
- Vasodilators

## **Lab Values**

- pH
- PO<sub>2</sub>
- PCO<sub>2</sub>
- HCO<sub>3</sub>
- cholesterol (total): Adult Desirable Level

## **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

## **Skills**

- Arterial Blood Gases (ABG) interpretation

- Performing postmortem care

### **NRS112 Week Fourteen Class Preparation**

#### **Weekly Course Learning Objectives (CLO)**

CLO66: Examine the concept of reproduction as it relates to the health of the client.

CLO67: Examine the concept of sexuality as it relates to the health of the client.

CLO68: Examine the concepts of alterations in sexuality as it relates to the health of the client.

#### **Concepts and Exemplars**

- Reproduction
- Sexuality
  - Erectile Dysfunction
  - Menopause
  - Menstrual dysfunction
  - Responsible sexual behavior
  - Sexually transmitted infections

#### **Ticket to Theory Class**

On 3X5 index card, answer the following question: which is the difference between a sexually transmitted infection and a sexually transmitted disease? Place name on card. Cards will be collected.

#### **Readings**

- Pearson Volume One
  - Sexuality: 1339-1371, 1394-1420.
- Pearson Volume Two
  - Reproduction; page 2011.
- Adams Pharmacology for Nurses
  - Chapter 46: Drugs for Disorders and Conditions of the Female Reproductive System
  - Chapter 47: Drugs for Disorders and Conditions of the Male Reproductive System
- Health Assessment
  - Chapter 23: Male Reproductive System
  - Chapter 24: Female Reproductive System

#### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.
- Complete HESI remediation.
- Study for final exam.

#### **Medication**

- Hormone replacement therapy
- Phosphodiesterase-5 inhibitors

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Review prior skills.

## **NRS112 Week Fifteen Class Preparation**

### **Weekly Course Learning Objectives (CLO)**

CLO60: Discuss informatics as it relates to the provision of healthcare.

CLO61: Use electronic software to document nursing assessments and interventions.

CLO62: Examine the concepts of collaboration and managing care as it relates to the health of the client, registered professional nurse, healthcare system and society.

CLO63: Apply the concepts of leadership as it relates to the role of the registered professional nurse.

CLO64: Examine the concepts of professional behaviors as it relates to the role of the registered professional nurse.

CLO65: Examine the concept of impact of quality improvement initiatives on the health of the client, family and society.

### **Concepts and Exemplars**

- Informatics
  - Clinical Decision Support Systems
  - Individual Information at Point of Care
- Managing care
  - Care Coordination
  - Cost-Effective Care
  - Delegation
  - Management Principles
- Professional behaviors
  - Committing to Profession
  - Leadership Principles
  - Work Ethic
- Quality improvement

### **Ticket to Theory Class**

On 3X5 index card, answer the following question: Name two advantages and two disadvantages of electronic medical records. Place name on card. Cards will be collected.

### **Readings**

- Pearson Volume Two
  - Informatics: pages 2631-2650
  - Managing care: pages 2455-2478
  - Professional behaviors: pages 2479-2498

- Quality Improvement: pages 2681-2693

### **Activities**

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.
- Complete HESI remediation.

### **Medication**

- None

### **Lab Values**

- None

### **Clinical and Lab Preparation**

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

### **Skills**

- Review prior skills.

## Literature Review Paper

Choose an article that meets the following guidelines:

- The article must have been published within the last five years from a peer reviewed nursing, medicine or health related journal.
- The article must describe a research study or evidence based practice project that examines the impact of culture on the provision of healthcare, from either care provider, client or societal perspective. Culture may include race/ethnicity, religion, sexuality, social or economic factors.

Students must submit a copy of the article via BlackBoard by the announced due date. Once approval is obtained, write a 500-750 word paper summarizing the article.

The summary must include:

1. Article title, author and journal in which it was published
2. A description of the population under study
3. A description of the intervention
4. A description of the results
5. Implications for your nursing practice – how will this information influence how you provide care to clients?

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and Times New Roman font, size 12. Follow American Psychological Association (APA) formatting (abstract is NOT required). Use spell and grammar check. Proofread! Papers will be graded for writing, as well as content. Paper must be uploaded via BlackBoard as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due.

### Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Critical Application	No evidence of how the information could be applied to student’s nursing practice.		Evidence of application to the student’s nursing practice
Format	Entry is not formatted according to guidelines. Entry is submitted after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than ten spelling or grammar mistakes.	Entry is not formatted according to guidelines. Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly, lacks organization of ideas, or contains up to nine spelling or grammar mistakes.	Entry is formatted according to guidelines. Paper is submitted within the expected time frame, reads well and provides clear organization of ideas.