



**HEALTH PROFESSIONS DIVISION**

**NURSING EDUCATION PROGRAM**

**NRS 112**

**CONCEPTS OF NURSING PRACTICE I**

**COURSE OUTLINE**

**SPRING 2019**



## NRS112 Course Outline

**Course Number:** NRS112      **Course Title:** Concepts of Nursing Practice      **Credits:** 6

**Hours:** 3 hours/week theory; 3 hours/week lab; 6 hours/week clinical

**Pre-requisite:** Formal admission into the nursing program

### **Catalog Description**

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.

### **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 outline
- You will conduct yourself in a professional manner in all situations
- You will adhere to all components engrained within the academic integrity standards set forth by this institution

- You will maintain open communication with your course faculty regarding questions, concerns, or any issues you feel will impede your ability to have success in this course

### **Required Materials**

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for Nurses A Pathophysiologic Approach*. (5<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. (3rd Edition.)* Upper Saddle River Pearson Education, Inc. (ISBN 978-0-13-387640-6).
- DocuCare 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: ISBN13:978-0-13-293426-8; Volume Two: (ISBN-13 : 978-0-13-293427-5 )
- Silvestri, L.A, (2016) Saunders Comprehensive Review for the NCLEX-RN Examination. (7<sup>th</sup> ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).
- Simple calculator – cell phones are not permitted to be used as calculators during exams.
- Stethoscope, blood pressure cuff, penlight, and 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.

### **Recommended Materials**

- American Psychological Association. (2010) Publication Manual of the American Psychological Association. (6<sup>th</sup> 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*. (7<sup>th</sup> 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: 9780-8036-4414-4)
- 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. (ISBN13: 978-0-8036-5705-2).
- Venes, D. (2012) *Taber’s Cyclopedic Medical Dictionary*. (22<sup>nd</sup>. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

### **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/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

### **Mercer County Community College Institutional Learning Goals**

- IL1 Written and oral communication in English: Students will communicate effectively in both speech and writing.
- IL2 Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- IL3 Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
- IL4 Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- IL5 Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- IL6 Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- IL7 History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significant.
- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.
- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

### **Nursing Education Program Student Learning Outcomes**

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in clinical reasoning to make patient-centered care decisions.
3. Participate in quality improvement processes to improve patient care.
4. Collaborate with members of the interprofessional team, the patient, and the patient's support persons.

5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

### **Course Student Learning Outcomes**

This course 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*

### **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 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.

Per the Nursing Education Attendance Policy, **two points** will be deducted from the overall weighted course grade percentage 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 weighted course grade percentage. Each request for an excused absence will be considered separately, on its own merit. Any combination of more than two absences in theory, lab, or clinical may result in inability to meet course objectives and course failure.

### **Theory**

Classroom theory sessions are based on learning objectives from the course outline. 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). Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior to class. A presentation of theory concepts will be given at the beginning of the class followed by classroom learning activities. **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 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. 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.

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. Student must obtain referral form from instructor and bring the form with them to the open lab time. Form must be signed and

submitted to the course coordinator within two weeks of missed college lab session. Open lab information, including time and location, to be posted on blackboard/nursing website.

### **Dosage Calculation Math Requirement**

The dosage calculation exam will be given week 6 of the semester. 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, remediation session must be completed by the student and a new test will be taken.

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

### **Clinical Lab**

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on weekly objectives listed in the course outline. Clinical lab consists of 6 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 correct terminology.
2. Identify and explain how the patient's condition exemplifies an alteration to the concept being studied that week using the disease process, nursing order and use of pharmacological agents.
3. Identify developmental tasks appropriate to the patient's age and the implications for nursing care.
4. Formulate a preliminary plan of nursing care based on the altered concept and utilizing the nursing process.
5. Discuss assigned medications in relation to patient care outcomes.
6. Review and evaluate the care given and the patient's response to care plan.
7. Discuss revisions that should be made in your plan to improve care.
8. Discuss application of clinical objectives to your patient.

#### *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.

### **Clinical Documentation - DocuCare**

All nursing students will be documenting their clinical experiences in DocuCare and 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.

**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.

### **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.

### **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 of 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 average of the case study attempts.

HESI case studies are worth 5% of the course grade. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course outline.

### **HESI Exams:**

HESI exam(s) are web based exams, scheduled periodically throughout the nursing education program. Prior to taking the HESI exam, students are required to complete the practice tests with a score of at least 80%. The practice tests can be accessed on the Evolve website under "case studies and practice tests". **Students should bring earbuds or headphones to the exam.**



Students will be required to complete all the assigned remediation for each HESI exam in the course by the assigned deadline to be eligible to sit for the final exam.

**vSim:**

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

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

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

Each vSim patient scenario has four components: pre-simulation quiz, simulation, post-simulation quiz, and reflective questions. Students must complete all components to receive credit for the patient scenario. The responses to the guided reflection questions must be substantive and include one reference, formatted in American Psychological Association (APA) style.

Students who did not complete the guided reflection questions will receive a zero for the patient scenario. The final overall grade for the vSim patient scenarios are calculated by the percentage of assigned patient scenarios completed.

**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 will result in a zero for that exam. In the case where a student misses an exam, an alternate exam may be administered at the discretion of the instructor.

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

Seating during the exam is at the discretion of the instructor or exam proctor. Only pencils, erasers, calculator, the answer sheet, and the test booklet will be allowed at the student's seat during the exam. Questions will not be answered during the exam. Theory exams are scored on Scantron forms. **The Scantron sheet stands as the final grade.**

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

### **Exam Review**

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

### **Student Success**

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

### **Theory Grade**

<b>Assessment</b>	<b>Percentage of Grade</b>
Exam 1	8%
Exam 2	8%
Exam 3	10%
Exam 4	12%
Exam 5	12%
Evidence-based Review Paper	5%
HESI Evolve Case Studies	5%
HESI Fundamentals Exam V1	5%
Comprehensive Final Exam	35%
<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.

### **Determination of Grade**

Completion of all theory exams, written assignments, and HESI exam(s) is required for a grade to be assigned.

In the clinical setting, there are multiple written clinical evaluations during the semester. **A student must receive a score of "satisfactory" on all components of the clinical evaluation by the end of the semester to pass the clinical component 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 satisfactory 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 evidence-based review paper.
- (F) Completion of assigned HESI exam(s).
- (G) Completion of all theory exams.
- (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.** **The Student is responsible for maintaining a record of his/her own grades as they are achieved.** The course grade is the grade located in the weighted percentage column in Blackboard. It is **not** the grade located in the Blackboard app. You **must** log into blackboard from a computer, not a mobile device to obtain your correct grade. 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 23, 2019 Professor Scaletti	Accountability Assessment (Clinical) Communication (Clinical) Clinical decision making Health, wellness and illness	
2. January 30, 2019 Professor Mizerek	Development Evidence based practice Family Caring interventions (Clinical) Culture and diversity Spirituality	
3. February 6, 2019 Professor Molle	Cognition Self Sensory perception Pharmacology (Clinical)	Exam #1
4. February 13, 2019 Professor Molle/Scaletti	Comfort Mobility Tissue Integrity Safety (Clinical)	
5. February 20, 2019 Professor Molle	Collaboration Perioperative care Teaching and learning	Exam #2
6. February 27, 2019 Professor Scaletti	Immunity Infection Inflammation Thermoregulation	
7. March 6, 2019 Professor Scaletti	Digestion Metabolism Nutrition	Evidence-based Review paper due
8. March 13, 2019 Professor Molle	Grief and loss Mood and affect Stress and coping Addiction Violence	Exam #3
March 18-24, 2018	<b>SPRING BREAK</b>	
9. March 27, 2019 Professor Mizerek	Elimination Fluid and electrolytes	

10. April 3, 2019 Professor Molle	Advocacy Health policy Healthcare Systems Legal issues Ethics	Pediatric Observation Papers Due
11. April 10, 2019 Professor Scaletti	Oxygenation Cellular regulation	Exam #4
12. April 17, 2019 Professor Mizerek	Acid base balance Perfusion	HESI
13. April 24, 2019 Professor Molle	Reproduction Sexuality	Exam #5
14. May 1, 2019 Professor Scaletti	Informatics Managing care Professional behaviors Quality improvement	Make Up Exam Week

**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.**

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
1	<p><b>Concept: Accountability</b></p> <ul style="list-style-type: none"> <li>• Competence</li> <li>• Professional development</li> </ul> <p><b>Concept: Assessment</b></p> <p><b>Concept: Clinical decision making</b></p> <p><b>Concept: Health, wellness and illness</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Oral Health</li> <li>• Normal Sleep-Rest Patterns</li> </ul> <p><b>Concept: Communication</b></p> <ul style="list-style-type: none"> <li>• Groups and group communication</li> <li>• Therapeutic communication</li> <li>• Documentation</li> <li>• Reporting</li> </ul>	<p>CL01: Apply the concept of accountability as it relates to the role of the registered professional nurse.</p> <p>CL02: Discuss the variety of roles that a registered professional nurse may perform.</p> <p>CL03: Examine the skill of assessment as performed by a registered professional nurse.</p> <p>CL025: Recognize communication factors that relate to the provision of healthcare and the role of the registered professional nurse.</p> <p>CL06: Examine the concepts of clinical decision making as it relates to the role of the registered professional nurse.</p> <p>CL07: Describe the impact of health, wellness and illness on the client, family and society.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Accountability pages:2535-2553</p> <p>Assessment pages 2269-2300</p> <p>Clinical Decision Making pages 2315-2374</p> <p>Communication: pages 2397-2454</p> <p>Health Wellness and Illness in the health assessment book, chapters 1, 3, 8, 9, 10</p> <p><a href="http://www.wilkes.med.ucla.edu/lungintro.htm">http://www.wilkes.med.ucla.edu/lungintro.htm</a></p> <p><a href="https://nurseslabs.com/head-to-toe-physical-assessment-videos/">https://nurseslabs.com/head-to-toe-physical-assessment-videos/</a></p> <p>View Healthy People file on blackboard and come to class ready to discuss two leading health indicators.</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>DocuCare Patient Assessment 1</p> <p>My Nursing Lab videos related to concepts and exemplars for this week.</p> <p>Visit Healthy People 2020. Review and come prepared to discuss at least two leading health indicators.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review.</li> <li>• Height, weight and vital signs</li> <li>• Hand Washing</li> <li>• Changing an occupied bed</li> <li>• Providing hygiene care</li> <li>• Providing oral care for a client who is unconscious or debilitated</li> <li>• Bathing an adult or pediatric client</li> <li>• Providing perineal-genital care</li> <li>• Providing foot care</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review</li> <li>• Head to toe assessment PPT</li> <li>• Taking a Health History</li> <li>• Vital Signs practice</li> <li>• Health History Practice</li> <li>• Introduce windshield survey and organize groups</li> <li>• Sign up for pediatric observation</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
2	<p><b>Concept: Development</b></p> <p><b>Concept: Evidence based practice</b></p> <p><b>Concept: Family</b></p> <ul style="list-style-type: none"> <li>○ Family Health Promotion</li> </ul> <p><b>Concept: Caring Interventions (clinical)</b></p> <p><b>Concept: Culture and diversity</b></p> <p><b>Concept: Spirituality</b></p> <ul style="list-style-type: none"> <li>○ Morality</li> <li>○ Religion</li> </ul>	<p>CLO4: Apply the concept of caring interventions as it relates to the role of the registered professional nurse.</p> <p>CLO5: Examine the role of the nurse client relationship, including the client's perception of caring interventions.</p> <p>CLO9: Recognize cultural factors that may relate to the provision or receipt of healthcare by clients, families and community.</p> <p>CLO10: Compare different stages of growth and development in clients across the lifespan.</p> <p>CLO59: Discuss evidence based practice as it relates to the provision of healthcare.</p> <p>CLO11: Examine the concept of family as it relates to the health of the client, healthcare system and society.</p> <p>CLO41: Examine the concept of spirituality as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Development pages: 1647-1679</p> <p>EBP pages: 2583 - 2594</p> <p>Family pages: 1707-1730</p> <p>Caring Interventions pages 2301-2314</p> <p>Culture and diversity pages: 1629-1646</p> <p>Spirituality: pages 1871 – 1889.</p> <p>NANDA List</p> <p><b>Health Assessment book:</b> chapters 2, 4, 6, and 7</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>DocuCare Patient Assessment 2</p> <p>Visit the website <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>. 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.</p> <p>My Nursing Lab videos related to concepts and exemplars for this week.</p> <p>Reminder about literature review paper topic</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review.</li> <li>• Patient assessment</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review</li> <li>• Communication ppt</li> <li>• EBP PowerPoint</li> <li>• Heart Sounds video: <a href="https://www.youtube.com/watch?v=EAxYyclwE">https://www.youtube.com/watch?v=EAxYyclwE</a></li> <li>• Patient assessment</li> <li>• Wakefield Study discussion</li> <li>• Ensure all groups for windshield survey are done and working on their project.</li> <li>• Sign up for pediatric observation</li> <li>• Discuss research article selection</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
3	<p><b>Concept: Cognition</b></p> <ul style="list-style-type: none"> <li>○ Confusion</li> </ul> <p><b>Concept: Self</b></p> <p><b>Concept: Sensory perception</b></p> <ul style="list-style-type: none"> <li>○ Hearing impairment</li> </ul> <p><b>Concept: Pharmacology (clinical)</b></p>	<p>CLO15: Examine the concept of cognition and confusion as it relates to the health of the client.</p> <p>CLO18: Examine the concept of self as it relates to the health of the client.</p> <p>CLO19: Describe the concept of sensory perception, vision loss and hearing impairment as it relates to the health of the client.</p> <p>CLO 12: Examine the concept of pharmacology as it relates to the role of the registered professional nurse.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Cognition: pages 1575-1593, 1605-1609</p> <p>Self: pages 1831-1843.</p> <p>Sensory Perception: pages 1277-1306</p> <p><b>Adams Pharmacology for Nurses</b> Chapter 50: Drugs for Ear and Eye Disorders, pages 874-875.</p> <p><b>Medications:</b> NONE</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>EXAM 1</b></p> <p>Evolve case study “Sensory function”</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review.</li> <li>• Patient assessment</li> <li>• Medication Administration PPT</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review</li> <li>• Pharmacology PPT</li> <li>• Preparing medications from ampules, vials and pills</li> <li>• Administering medications by oral, enteral tube, sublingual, ophthalmic, otic irrigation, topical, transdermal patch, rectal, injections (SQ, IM). IM injection landmarks</li> <li>• Using the Z track method to administer intramuscular injection</li> </ul>



Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
4	<p><b>Concept: Comfort</b></p> <ul style="list-style-type: none"> <li>○ Acute and chronic pain</li> <li>○ Sleep-rest disorders</li> </ul> <p><b>Concept: Mobility</b></p> <ul style="list-style-type: none"> <li>○ Back Problems</li> <li>○ Gout</li> <li>○ Osteoarthritis</li> </ul> <p><b>Concept: Tissue integrity</b></p> <ul style="list-style-type: none"> <li>○ Contact Dermatitis</li> <li>○ Pressure Injuries</li> </ul> <p><b>Concept: Safety</b></p> <ul style="list-style-type: none"> <li>○ Safety considerations across the lifespan</li> <li>○ Workplace safety</li> </ul>	<p>CLO20: Examine the concept of comfort as it relates to the health of the client, healthcare system and society.</p> <p>CLO21: Summarize the physiology of musculoskeletal system.</p> <p>CLO22: Examine the concept of mobility care as it relates to the health of the client.</p> <p>CLO13: Examine the concept of tissue integrity as it relates to the health of the client</p> <p>CLO16: Compose appropriate nursing safety interventions for clients across the lifespan.</p> <p>CLO17: Examine the concept of safety on the health of the client, registered professional nurse, healthcare system and society.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Comfort: pages 141-173, 194-202</p> <p>Mobility: pages 819-853, 886-895</p> <p>Tissue Integrity: pages 1445-1463, 1487-1506.</p> <p>Safety: pages 2695-2720</p> <p><b>Adams:</b> Chapters 1, 2, 3, 4, 5, 14, 18, 48, 49, Drugs for Skin Disorders pages 846-847 and 856-858</p> <p>Health Assessment: 11 and 25</p> <p><b>Medications:</b></p> <ul style="list-style-type: none"> <li>• Non benzodiazepine, non-barbiturate CNS depressants</li> <li>• Opioid analgesics agonists</li> <li>• Opioid analgesics antagonists</li> <li>• Opioids analgesics with mixed agonist-antagonist</li> <li>• Non opioid analgesics NSAIDS - Aspirin and salicylates</li> <li>• Non opioid analgesics - NSAIDs-Ibuprofen</li> <li>• Non opioid analgesics - NSAIDS - Cox-2 inhibitors</li> <li>• Non opioid analgesics -Acetaminophen</li> <li>• Non opioid analgesics – centrally acting drugs</li> <li>• Calcitonin</li> <li>• Uric acid inhibitors</li> <li>• Acetaminophen</li> <li>• NSAID – ibuprofen like drugs</li> <li>• Corticosteroids</li> <li>• Beta-tubulin interactor</li> <li>• Uricosurics</li> <li>• Centrally acting skeletal muscle relaxants)</li> </ul>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review.</li> <li>• Review patient assessment</li> <li>• Performing passive range of motion exercises</li> <li>• Moving a client in bed, including supporting position, moving client up, turning and assisting client to sit on side of bed</li> <li>• Transferring a client between bed and chair</li> <li>• Assisting a client to ambulate</li> <li>• Assisting a client to use a cane</li> <li>• Assisting a client to use a walker</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• Medication quiz and review</li> <li>• Safety Case Study</li> <li>• Preventing pressure injuries (assessment and staging)</li> <li>• Irrigating a wound</li> <li>• Applying a dry dressing</li> <li>• Exam 1 Review</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>Evolve case studies: Skin Integrity, Pain. Mobility, Sleep</p> <p>Go to the website for NDNQI Pressure Ulcer Training:  <a href="https://members.nursingquality.org/NDNQIPressureUlcerTraining/">https://members.nursingquality.org/NDNQIPressureUlcerTraining/</a>  Select option 3 (no certificate, no contact hours) and complete Module One “Pressure Ulcers and Staging.”</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
5	<p><b>Concept: Collaboration</b></p> <ul style="list-style-type: none"> <li>○ Case Management</li> <li>○ Conflict Resolution</li> <li>○ Interdisciplinary Teams</li> </ul> <p><b>Concept: Perioperative care</b></p> <p><b>Concept: Teaching and learning</b></p>	<p>CLO23: Describe how team functioning impacts safety and quality of care.</p> <p>CLO24: Examine the concepts of collaboration as it relates to the health of the client, registered professional nurse, healthcare system and society.</p> <p>CLO25: Recognize communication factors that relate to the provision of healthcare and the role of the registered professional nurse</p> <p>CLO26: Describe perioperative care as it relates to the role of the registered professional nurse</p> <p>CLO27: Apply the concept of teaching and learning as it relates to the role of the registered professional nurse</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Perioperative Care: pages 1249-1276</p> <p>Collaboration: pages 2375-2396</p> <p>Communication: pages 2397-2454</p> <p>Teaching and learning: pages 2499-2531</p> <p><b>Medications:</b> NONE</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>EXAM 2</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Case Studies for this week.</p> <p>Windshield survey due next week in campus clinical</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review</li> <li>• Patient assessment in sim lab</li> <li>• Medication administration review</li> <li>• Collecting a urine specimen</li> <li>• Obtaining stool specimens</li> <li>• Assisting with a bedpan</li> <li>• Assisting with a urinal</li> <li>• Assisting a client to the commode</li> <li>• Applying an external urinary device</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review</li> <li>• Patient assessment review</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
6	<p><b>Concept: Immunity</b></p> <ul style="list-style-type: none"> <li>○ Hypersensitivity</li> </ul> <p><b>Concept: Infection</b></p> <ul style="list-style-type: none"> <li>○ Influenza</li> </ul> <p><b>Concept: Inflammation</b></p> <p><b>Concept: Thermoregulation</b></p> <ul style="list-style-type: none"> <li>○ Hypothermia</li> <li>○ Hyperthermia</li> </ul>	<p>CLO28: Summarize the physiology of the immune system and immunizations related to wellness promotion and disease prevention.</p> <p>CLO29: Examine the concept of alterations in immunity such as hypersensitivity as it related to the health of the client.</p> <p>CLO30: Examine the concept of infection as it relates to the health of the client, healthcare system and society</p> <p>CLO31: Summarize the physiology of the inflammatory process.</p> <p>CLO32: Describe the concept of thermoregulation as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Immunity: pages 437-456, 481-494.</p> <p>Inflammation: pages 633-644.</p> <p>Infection: pages 521-559, 570-575</p> <p>Thermoregulation: pages 1421-1443.</p> <p><b>Adams Pharmacology:</b></p> <p>Chapter 29: Drugs for Shock, pages 437-440.</p> <p>Chapter 34: Drugs for Immune System Modulation, pages 517-521.</p> <p>Chapter 33: Drugs for Inflammation and Fever</p> <p><b>Medications:</b></p> <ul style="list-style-type: none"> <li>• Nonselective adrenergic agent</li> <li>• H1receptor antagonists (antihistamine)</li> <li>• Vaccinations</li> <li>• Antiviral</li> <li>• Corticosteroids</li> <li>• Salicylates</li> <li>• ibuprofen</li> <li>Acetaminophen</li> </ul> <p><b>Lab Values:</b> WBC</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Case Studies for this week.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Review patient assessment</li> <li>• Handwashing</li> <li>• Don and doffing clean gloves</li> <li>• Don and doffing isolation attire</li> <li>• Using a mask</li> <li>• Simulation</li> </ul> <p style="text-align: center;"><b><u>Campus Clinical</u></b></p> <ul style="list-style-type: none"> <li>• <b>MEDICATION EXAM</b></li> <li>• Windshield Survey Due</li> <li>• Review videos on blackboard related to:</li> <li>• Immune Response and use of an epi-pen</li> <li>• Prepare for first off campus clinical</li> <li>• Visit from Clinical Instructors</li> <li>• Exam 2 Review</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
7	<p><b>Concept: Digestion</b></p> <ul style="list-style-type: none"> <li>○ GERD</li> </ul> <p><b>Concept: Metabolism</b></p> <ul style="list-style-type: none"> <li>○ Obesity</li> <li>○ Osteoporosis</li> </ul> <p><b>Concept: Nutrition</b></p>	<p>CLO33: Summarize the physiology of digestive system.</p> <p>CLO34: Examine the concept of digestive alterations as it relates to the health of the client.</p> <p>CLO35: Summarize the physiology of metabolic system.</p> <p>CLO36: Summarize the physiology of the gastrointestinal system related to nutrient metabolism.</p> <p>CLO37: Examine the concept of metabolic alterations of obesity and osteoporosis as it relates to the health of the client.</p> <p>CLO38: Describe the concept of nutrition as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Digestion: pages 207-232.</p> <p>Metabolism: pages 725-739, pages 790-805.</p> <p>Nutrition: pages 923-950.</p> <p><b>Adams Pharmacology chapters: 41-43 and 48</b></p> <p><b>Health Assessment chapters: 12 and 21.</b></p> <p><b>Medications:</b></p> <ul style="list-style-type: none"> <li>• Proton pump inhibitor</li> <li>• H2 receptor agonists</li> <li>• Antacids</li> <li>• Antiemetic- dopamine agonist</li> <li>• Antiemetic – antihistamine</li> <li>• Antiemetic – serotonin receptor agonists</li> <li>• Enteral nutrition</li> <li>• Lipase inhibitor</li> <li>• Calcium supplements</li> <li>• Vitamin D therapy</li> <li>• Bisphosphonates</li> <li>• Selective estrogen receptor modulators</li> <li>• Vitamin supplements</li> <li>• Mineral supplements</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>EVIDENCE BASED PAPER DUE</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Altered Nutrition.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Administering a tube feeding, intermittent and infusion.</li> <li>• Review video on blackboard regarding gastric tubes prior to coming to lab:</li> <li>• Different types of g tubes</li> <li>• Choose patient teaching activity and partner</li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #1 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
8	<p><b>Concept: Grief and loss</b></p> <p><b>Concept: Mood and affect</b></p> <p><b>Concept: Stress and coping</b></p> <p><b>Concept: Addiction</b></p> <p><b>Concept: Violence</b></p> <ul style="list-style-type: none"> <li>○ Unintentional Injury – Motor Vehicle Crashes</li> </ul>	<p>CLO39: Describe the concept of grief and loss as it relates to the health of the client.</p> <p>CLO40: Discuss the concept of mood and affect as it relates to the health of the client.</p> <p>CLO42: Summarize the physiological response to stress and the psychodynamics of coping.</p> <p>CLO8: Discuss the concept of addiction as it relates to the health of the client.</p> <p>CLO14: Describe the concept of violence and unintended injuries as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Grief and Loss: pages 1741-1751.</p> <p>Mood and Affect: pages 1775-1797.</p> <p>Stress and Coping: pages 1895-1917</p> <p>Addiction: pages 1519- 1534.</p> <p>Violence: pages 1953-1964, 1998-2007.</p> <p><b>Health Assessment chapter: 5.</b></p> <p><b>Medications:</b> None</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>EXAM 3</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Grief and Loss</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Simulation</li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #2 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
9	<p><b>Concept: Elimination</b></p> <ul style="list-style-type: none"> <li>○ Bladder Incontinence and retention</li> <li>○ Bowel Incontinence, Constipation, and Impaction</li> </ul> <p><b>Concept: Fluid and electrolytes</b></p> <ul style="list-style-type: none"> <li>○ Fluid and Electrolytes Imbalances</li> </ul>	<p>CLO43: Summarize the physiology of the renal and gastrointestinal system related to elimination.</p> <p>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.</p> <p>CLO45: Summarize the physiology of the various body systems involved in the maintenance of fluid and electrolyte balance.</p> <p>CLO46: Examine the concept of fluid and electrolytes alterations as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Elimination: pages 257-284, 292-318.</p> <p>Fluid and Electrolytes: pages 335-373</p> <p>Adams Pharmacology chapters: 25, 42,</p> <p><b>Health Assessment chapters:</b> 21 and 22</p> <p><b>Medications:</b></p> <ul style="list-style-type: none"> <li>• Laxatives – bulk forming</li> <li>• Laxative –saline and osmotic</li> <li>• Laxative – stimulant</li> <li>• Stool softener</li> <li>• Laxative – herbal</li> <li>• Antidiarrheal – opioids</li> <li>• Antidiarrheal –Misc.</li> <li>• Antiemetic – anticholinergics and antihistamine</li> <li>• Antiemetic – phenothiazine</li> <li>• Antiemetic – serotonin receptor antagonists</li> <li>• Minerals</li> <li>• anticholinergics</li> <li>• Cholinergic – parasymphomimetics</li> <li>• Electrolytes</li> <li>• Crystalloid solutions</li> </ul> <p><b>Lab Values</b></p> <ul style="list-style-type: none"> <li>• blood urea nitrogen (BUN)</li> <li>• Creatinine (Cr)</li> <li>• potassium (K<sup>+</sup>)</li> <li>• Sodium (Na<sup>++</sup>)</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Constipation and Fluid Balance</p> <p>Pediatric observation papers are due next week.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Patient teaching activity</li> <li>• Choose ethics debate topics and groups</li> <li>• Exam 3 Review</li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #3 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
10	<p><b>Concept: Advocacy</b></p> <p><b>Concept: Health policy</b></p> <ul style="list-style-type: none"> <li>○ Regulatory Agencies</li> <li>○ Accrediting Bodies</li> <li>○ Professional organizations</li> <li>○ Types of Reimbursement</li> </ul> <p><b>Concept: Healthcare Systems</b></p> <ul style="list-style-type: none"> <li>○ Access to healthcare</li> <li>○ Allocation of resources</li> </ul> <p><b>Concept: Legal issues</b></p> <ul style="list-style-type: none"> <li>○ Nurse Practice Acts</li> <li>○ Advance Directives</li> <li>○ HIPAA</li> <li>○ Just Culture</li> <li>○ Mandatory reporting</li> <li>○ Risk management</li> </ul> <p><b>Concept: Ethics</b></p> <ul style="list-style-type: none"> <li>○ Ethical dilemmas</li> <li>○ Patient's rights</li> </ul>	<p>CLO47: Apply the concepts of advocacy as it relates to the role of the registered professional nurse.</p> <p>CLO50: Examine the influence of health policy on the health of the client, family and society.</p> <p>CLO49: Examine the influence of healthcare systems on the health of the client, family and society.</p> <p>CLO51: Examine legal issues that relate to the provision of healthcare and the role of the registered professional nurse.</p> <p>CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse.</p> <p>CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Advocacy: pages 2555-2562</p> <p>Health Policy: pages 2619 - 2629</p> <p>Healthcare Systems: pages 2595-2608</p> <p>Legal Issues: pages 2653-2680</p> <p>Ethics: pages 2563 - 2581</p> <p><b>Medications:</b> NONE</p> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>PEDIATRIC OBSERVATION PAPERS ARE DUE VIA BLACKBOARD</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Mr. Potato Head</li> <li>• Who's who?</li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #4 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
11	<p><b>Concept: Oxygenation</b></p> <p><b>Concept: Cellular regulation</b></p>	<p>CLO52: Summarize the physiology of the respiratory system related to oxygenation.</p> <p>CLO53: Describe the concept of the concept of oxygenation alterations of sudden infant death syndrome as it relates to the health of the client</p> <p>CLO54: Discuss the concept of cellular regulation as it relates to cancer screenings and health promotion activities of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Oxygenation: pages 953-974, 1024-1028.</p> <p>Cellular Regulation: pages 29-41.</p> <p><b>Health Assessment Chapter: 17</b></p> <p><b>Medication</b> Oxygen</p> <p><b>Lab Values</b> SaO<sub>2</sub></p> <p style="text-align: center;"><u><b>Assignments</b></u></p> <p><b>EXAM 4</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Breathing Patterns</p> <p>Complete HESI Practice Exam</p>	<p style="text-align: center;"><u><b>Lab</b></u></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Administering oxygen via nasal cannula, face mask or face tent</li> <li>• Ethics debate</li> </ul> <p style="text-align: center;"><u><b>Clinical</b></u></p> <p>Complete clinical assignment #5 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>



Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
12	<p><b>Concept: Acid base balance</b></p> <ul style="list-style-type: none"> <li>○ Metabolic acidosis</li> <li>○ Metabolic alkalosis</li> <li>○ Respiratory acidosis</li> <li>○ Respiratory alkalosis</li> </ul> <p><b>Concept: Perfusion</b></p> <ul style="list-style-type: none"> <li>○ Hypertension</li> <li>○ Hypercholesterolemia</li> </ul>	<p>CL055: Summarize the physiology of acid-base balance.</p> <p>CL056: Examine the concept of acid-base balance alterations as it relates to the health of the client.</p> <p>CL057: Summarize the physiology of the cardiovascular system related to perfusion.</p> <p>CL058: Examine the concept of perfusion alterations of hypertension and hyperlipidemia as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Acid-Base Balance: pages 3-27</p> <p>Perfusion: pages 1031-1976, 1109, 1162-1177.</p> <p><b>Adams Pharmacology Chapter:</b> 23 and 26</p> <p><b>Medication</b></p> <ul style="list-style-type: none"> <li>• Acid base agents</li> <li>• HMG-CoA Reductase Inhibitors (statins)</li> <li>• Bile acid sequestrants</li> <li>• Fibrin acid agents</li> <li>• Other agents</li> <li>• Loop diuretics</li> <li>• Thiazide diuretics</li> <li>• Potassium sparing diuretics</li> <li>• Ace inhibitors</li> <li>• Angiotensin II Receptor blockers (ARB)s</li> <li>• Calcium channel blockers selective</li> <li>• Calcium channel blockers – nonselective</li> <li>• Beta adrenergic antagonist (beta blockers)</li> <li>• Alpha 1 adrenergic antagonists</li> <li>• Alpha 2 adrenergic agonists</li> <li>• Alpha 1 and beta blocker</li> <li>• Vasodilators</li> </ul> <p><b>Lab Values</b></p> <ul style="list-style-type: none"> <li>• pH</li> <li>• PO<sub>2</sub></li> <li>• PCO<sub>2</sub></li> <li>• HCO<sub>3</sub></li> <li>• cholesterol (total): Adult Desirable Level</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>HESI EXAM</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p> <p>Review video on Blackboard regarding ABGs</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• HESI Exam <ul style="list-style-type: none"> <li>○ 4/19/19 – Friday lab</li> <li>○ 4/23/19 – Tuesday lab</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #6 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
13	<p><b>Concept: Reproduction</b></p> <p><b>Concept: Sexuality</b></p> <ul style="list-style-type: none"> <li>○ Erectile Dysfunction</li> <li>○ Menopause</li> <li>○ Menstrual dysfunction</li> <li>○ Responsible sexual behavior</li> <li>○ Sexually transmitted infections</li> </ul>	<p>CLO66: Examine the concept of reproduction as it relates to the health of the client.</p> <p>CLO67: Examine the concept of sexuality as it relates to the health of the client.</p> <p>CLO68: Examine the concepts of alterations in sexuality as it relates to the health of the client.</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Sexuality: 1339-1371, 1394-1420.</p> <p>Reproduction; page 2011.</p> <p>Adams Pharmacology chapters: 46 and 47</p> <p>Health Assessment chapters 23 and 24</p> <p><b>Medication</b></p> <ul style="list-style-type: none"> <li>• Hormone replacement therapy</li> <li>• Phosphodiesterase-5 inhibitors</li> </ul> <p style="text-align: center;"><b><u>Assignments</u></b></p> <p><b>EXAM 5</b></p> <p><b>COMPLETE HESI REMEDIATION PRIOR TO FINAL EXAM</b></p> <p><b>REFLECTIVE PAPER DUE VIA BLACKBOARD</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p> <p><b>STUDY FOR FINAL EXAM</b></p> <p>Review video on blackboard: To treat me you have to know me.</p>	<p style="text-align: center;"><b><u>Lab</u></b></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Prepare for final skills clinical test out</li> <li>• Exam 4 Review</li> </ul> <p style="text-align: center;"><b><u>Clinical</u></b></p> <p>Complete clinical assignment #7 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
14	<p><b>Concept: Informatics</b></p> <ul style="list-style-type: none"> <li>○ Clinical Decision Support Systems</li> <li>○ Individual Information at Point of Care</li> </ul> <p><b>Concept: Managing care</b></p> <ul style="list-style-type: none"> <li>○ Care Coordination</li> <li>○ Cost-Effective Care</li> <li>○ Delegation</li> <li>○ Management Principles</li> </ul> <p><b>Concept: Professional behaviors</b></p> <ul style="list-style-type: none"> <li>○ Committing to Profession</li> <li>○ Leadership Principles</li> <li>○ Work Ethic</li> </ul> <p><b>Concept: Quality improvement</b></p>	<p>CLO60: Discuss informatics as it relates to the provision of healthcare.</p> <p>CLO61: Use electronic software to document nursing assessments and interventions.</p> <p>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.</p> <p>CLO63: Apply the concepts of leadership as it relates to the role of the registered professional nurse.</p> <p>CLO64: Examine the concepts of professional behaviors as it relates to the role of the registered professional nurse.</p> <p>CLO65: Examine the concept of impact of quality improvement initiatives on the health of the client, family and society</p>	<p><b>Pearson Volumes One &amp; Two. (2nd ed.)</b></p> <p>Informatics: pages 2631-2650</p> <p>Managing care: pages 2455-2478</p> <p>Professional behaviors: pages 2479-2498</p> <p>Quality Improvement: pages 2681-2693</p> <p><b>Medication</b> NONE</p> <p style="text-align: center;"><u>Assignments</u></p> <p><b>COMPLETE HESI REMEDIATION PRIOR TO FINAL EXAM</b></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p> <p><b>STUDY FOR FINAL EXAM</b></p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> <li>• Medication Quiz and review.</li> <li>• Review prior skills</li> <li>• Exam 5 Review</li> </ul> <p style="text-align: center;"><u>Campus Clinical</u></p> <p><b>FINAL SKILLS TEST OUT</b></p>

See NRS 112 Lab Manual for details of clinical/lab assignments. Weekly course outline, test and assignment dates are subject to change at instructor's discretion.