

HEALTH PROFESSIONS DIVISION

NURSING PROGRAM

NRS 225

CONCEPTS OF NURSING PRACTICE III

COURSE OUTLINE

FALL 2017



COURSE OUTLINE

Course Number: NRS 225 Course Title: Concepts of Nursing Practice III

Credits: 8 **Hours:**

Theory Weeks: 15 College Lab 3 Clinical Lab 12

Course Coordinator

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Co-Coordinator

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Catalog description:

This fifteen-week course builds on the first and second semester courses to further refine the concepts of nursing practice with application to the care of diverse clients with high acuity acute and chronic conditions across the lifespan. Application of knowledge and skill occurs in the nursing laboratories and a variety of clinical settings. 3 lecture/3 college laboratory/12 clinical hours/week.

Prerequisites:

BIO 104 with a minimum C+ grade, NRS 111, NRS 112, NRS 125

Co-requisites:

None

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. Some expectations for you, the student, include:

- You will come to class prepared, having completed the reading 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 Professor Molle and Professor Romeo-Ratliff regarding questions, concerns, or any issues you feel will impede your ability to have success in this course.

<u>Attendance:</u> Please review full attendance policy in the Nursing Program Handbook. <u>POLICY</u> REGARDING ATTENDANCE AND TARDINESS WILL BE UPHELD AS OUTLINED.

Theory Classes:

Theory sessions are based on learning objectives from the course outline and equate to 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.

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. Students may be asked to participate in small groups, sometimes assigned.

Cell phones must be shut off during class sessions unless students are asked or given permission to use them by the professor. During testing cell phones, PDA's or any other electronic device must be turned off and placed at the front of the room with personal belongings. Recording any class session is at the discretion of the instructor. Permission to tape is currently limited to those students with special accommodations obtained through the learning center.

Required Textbooks and Materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for Nurses A Pathophysiologic Approach*. (4th 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.* (2nd. 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 RiverL Pearson Education, Inc. (ISBN 978-0-13-387640-6).

DocuCare 6 month 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 and pharmacology 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.* (2nd 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)

Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning (ISBN10: 1-4390-5847-4; Ebook: ISBN13: 978-1-4390-5847-3).

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

Simple function calculator for math test and exams. Cell phones and any other mobile devices including smart watches will not be allowed for use during exams.

Supplies for clinical lab (stethoscope, manual BP cuff, penlight, and a wrist watch).

vSim for Nursing: Students are required to purchase the Medical-Surgical bundle, containing 10 patient care scenarios. Please go to the end of the course outline to receive instructions on how to order.

Recommended Textbooks:

American Psychological Association. (2010) Publication Manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington D.C.

Carpenito-Moyet, L. J., (2016). *Nursing Diagnosis Application to Clinical Practice*. (15th ed.). Philadelphia: J. B. Lippincott.

ISBN-13: 978-1496338419; ISBN-10: 1496338413

Deglin, J.H., Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803657052; ISBN-10: 0803657056

Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span.* (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803630413; ISBN-10: 0803630417)

Course Information & Web Resources:

Nursing Program website – www.mccc.edu/nursing (Nursing Program Handbook, program policies, course outlines)

Mercer Online (Blackboard) – http://www.mccc.blackboard.com (Course shell containing lecture handouts, course gradebook, other course learning resources)

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

Pearson – www.mynursingkit.com (textbook resources)

NCSBN NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf

Other Resources:

Personal Digital Assistant (PDA) available upon request

Student Learning Outcomes:

NRS 225 supports MCCC's Institutional Learning Goals:

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:

Guided by these principles and beliefs, Mercer County Community College provides a program that prepares graduates who will function with technical competence within various care settings.

The graduate will:

P1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.

- P2. Engage in clinical reasoning to make patient-centered care decisions.
- P3. Participate in quality improvement processes to improve patient care.
- P4. Collaborate with members of the inter-professional team, the patient, and the patient's support persons.
- P5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
- P6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Course Student Learning Outcomes

This course is a continuation of the fundamental concepts of nursing practice and application of those concepts with a focus on wellness and the care of patients experiencing acute and chronic conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

- 1. Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse acutely ill patients. *Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1*
- 2. Demonstrate clinical reasoning to make patient-centered care decisions. *Institutional Learning Goals* 1,2,3,4,9,10,11; *Program Goal* 2
- 3. Relate quality improvement processes to improve patient care. *Institutional Learning Goals* 1,2,4,10,11; *Program Goal* 3
- **4.** Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons. *Institutional Learning Goals 1,5,8,11; Program Goal 4*
- 5. Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making. *Institutional Learning Goals 4,10,11; Program Goal 5*
- 6. Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill patients. *Institutional Learning Goals 1,5,9, 11; Program Goal 6*

Determination of NRS 225 Grade:

In order to receive a grade in NRS 225, these criteria must be satisfied:

The student must:

- 1. Achieve a minimum of "Satisfactory" as the final grade on all portions of the Clinical Evaluation tool.
- 2. Achieve a 90% on the Medication Calculation test.
- 3. Complete (4) exams and (1) cumulative final exam as scheduled.

- 4. Complete the HESI Fundamentals V2 Exam and HESI Mental Health V1 & V2 Exams as scheduled
- 6. Complete all assigned mental health clinical days (TBD) and HESI case studies.
- 7. Complete Alzheimer's Disease Case Study Written Project.
- 8. Complete Oncology Quality Improvement Group Project

When all course criteria have been met, the student will be assigned a grade as outlined below.

Evaluation of Student Learning / Grading Information:

Grading:

Total	100%
Mental Health V2 HESI Exam	5%
Fundamental V2 HESI Exam	5%
Alzheimer's Disease Case Study Paper	5%
Oncology Quality Improvement Project	5%
Final Exam	30%
4 exams at 12.5% each	50%

Nursing Program Grading Scale:

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%

C+ is the lowest acceptable passing grade for all nursing courses.

- S = Satisfactory (comparable to a "C+" or higher)
- U = Unsatisfactory
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated

There will be no rounding of grades according to the Nursing Program Calculation of Grades Policy.

SCHEDULE of EXAMS:

Exam #1- Week 3 Tuesday 9am

Exam #2- Week 6 Tuesday 9am

Exam #3- Week 9 Tuesday 9am

Exam #4- Week 13 Tuesday 9am

Graded HESI Exams-Week 15 December 12, 2017 9am

Final Exam- Week 16 December 19, 2017 9am

Exams will take place in the classroom assigned for the course with the exception of the HESI exams which will take place in Computer Rooms AD 226 & 229. If a student has documented testing accommodations, please provide proof no later than the first week of class so that testing can be arraigned in the testing center.

The Student is responsible for maintaining a record of his/her own grades as they are achieved. Grades will be posted in blackboard within 1 week of test submission (written assignments may take longer). Any student not performing at a course average of 78% or better will be contacted by the course coordinator at mid-semester (around 8 weeks) to discuss success strategies.

TESTING PROCEDURES:

- 1. Four exams and a cumulative final exam will be administered over the 15-week semester.
- 2. The exams will be given during the first hour of the lecture of the scheduled class week. Students will have 1 1/2 minutes to complete each of the theory based questions and 2 minutes for each dosage calculation question.
- 3. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. This test may be alternate format. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. **Failure to notify the instructor prior to the exam will result in a 0 grade for the exam.**
- 4. ALL EXAMS are scored on scantron forms. The scantron sheet stands as the final grade.
- 5. Please have #2 pencils available for scantron testing.
- 6. All cell phones must be turned off and put away during class sessions and placed at the front of the room for testing. All belongings, including but not limited to backpacks, books, purses, cell phones, earbuds, smart watches, and any other type of electronic devices are to be placed in the front of the lecture hall during testing.
- 7. Seating during the exam is at the discretion of the instructor or exam proctor.
- 8. All coats, hooded sweatshirts, and hats are to be removed during the exam period.
- 9. There are no questions asked during the test.
- 10. Please refer to the nursing program testing policy in the Nursing Program Handbook.

Exam Review:

Exam review will be at the discretion of the course coordinators. There will be <u>no cell phones</u> allowed during the review. Students who scored a 78% or less will be given priority for appointments. No further appointments will be given for the prior exam once the next exam is released. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

HESI Exams:

The HESI exam is a web based exam which requires an evolve login and password to access the exam Students are expected to achieve a score of at least 850 on all of the exams. Students will also be required to complete the practice tests for each, which can be accessed on the evolve website under "case studies and practice tests", before they will be able to sit for this HESI exams. There is a correlation between HESI scoring and NCLEX success, so it is imperative you follow the required steps prior to taking the exam. If you need additional assistance in accessing the case studies or practice tests, or any questions regarding HESI, please see one the NRS 225 course faculty.

<u>College Lab</u>: This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning, hands on demonstration, and simulation, and practice of skills. Weekly readings, objectives and activities are highlighted in the course outline. Assigned readings will come from the skills text. Students will observe a critical skill demonstration or view a skill specific video. The student will then be expected to practice the skill to gain proficiency. STUDENTS ARE EXPECTED TO COME TO THE COLLEGE LABORATORY HAVING READ THE ASSIGNED LABORATORY READINGS and ready to apply the skill concepts in a laboratory setting.

NRS 225 Evolve Case Studies:

Students will complete Evolve-Elsevier/HESI Case Studies in Lab. This will serve as an adjunct to learning of concepts and an opportunity to practice NCLEX style test questions. The case studies done in lab will be done as a group and will not be graded. Please see the NRS 225 Lab Manuel for the list of case studies which will be covered. Additional case studies will be assigned to augment mental health clinical hours. The case studies assigned will be as follows:

Week 11: The Role of the School Nurse

Week 12: Feeding/Eating Disorders

Week 13: Depression

Week 14: Psychosis

Week 15: Schizophrenia

*Mental Health case studies are due to be completed by 11:59pm on the day of the clinical experience. Proof of completion and passing grade will need to be uploaded to the digital drop box.

<u>Clinical Lab:</u> The clinical laboratory provides students with the opportunity to provide care to clients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. Please review the dress code in the Student Handbook and uniform guidelines for the Med/Surg clinical. A separate set of guidelines will be posted to follow for the psychiatric clinical days. Please bring appropriate resources to research medications and medical diagnosis.

The clinical lab consists of 9-twelve hour Med/Surg hospital clinical days, 1 day of observation at a local cancer center infusion room, 1 day of observation at Mercer County Special Services School District, and 4-psychiatric clinical days (subject to change based on clinical site availability). Weekly clinical assignments will be made and a detailed schedule will be provided. For any clinical lasting less than 12 hours, a HESI case study assignment will be required. The case study will be graded as "pass/fail" and must be completed with a passing grade of 80% or better to receive credits/fail" and counts towards passing the overall clinical portion of the course. Any student who fails to turn in a required case study will automatically fail the clinical portion of the course. Additional information on HESI case studies is posted on the Mercer Online Blackboard Course Shell.

CLINICAL OBSERVATION EXPERIENCE:

Students will rotate through Mercer County Special Services School District (MCSSSD) located on the Mercer County Community College campus. Students will be assigned to observe the care of special needs students throughout the school continuum. MCSSSD focuses on serving families of children with special needs in Mercer County and the surrounding area with programs for preschool disabled, multiply disabled, autistic and emotionally disturbed children. Programs include preschool, primary, elementary and secondary age populations. This rotation will run from approximately 9am until 2pm. Students will also rotate through an oncology outpatient infusion room at a local cancer center. This experience will typically run from 8:30am until 4:30pm on the day assigned. Please see detailed schedule posted on Blackboard for additional information.

Additional details can be found in the NRS 225 Mercer Online (Black board) Course folder: OBSERVATION EXPERIENCE.

In general, during the clinical lab, students are expected to attend:

<u>Pre-Conference:</u> One Hour: (before caring for patients on the unit)

A. Utilize Clinical Prep Form for SBAR reporting to present the assigned patient to the group. Be able to discuss the patient's alteration of focused concept including but not limited to oxygenation, perfusion, comfort, inflammation, immunity, metabolism, mobility, and/or tissue integrity identifying primary and secondary diagnoses, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition. Use textbook as a resource.

- B. Identify and explain patient's alterations based on disease process, diet order and rationale for ordered pharmacological agents
- C. Incorporate assessment findings, developmental tasks (according to Erickson), appropriate to the client's age and the implications for planned care.
- D. Formulate a plan of care using the nursing process to include nursing diagnosis, each with goals, (assessment priorities, nursing actions, and patient education)
- E. Discuss planned care including priority assessment focus, nursing actions (including medication administration), and patient/family education.
- F. Pre-conference preparation may be collected by instructor for evaluation.

Clinical Experience:

- A. Receive report on assigned client, review medical record, and identify any changes in priorities. Identify changes in laboratory values and how they are correlated with the medications and the physiologic process.
- B. Interview and assess your assigned client. Record the assessment
- C. Revise your preliminary plan as needed using data obtained in report, from the medical record, and

your assessment of the client.

- D. Implement the nursing plan by caring for your client demonstrating proficiency in nursing skills and seeking help from your instructor (Refer to weekly clinical objectives in course outline).
- E. After researching assignment medications from an acceptable resource administer medications as assigned by clinical instructor and coordinated with primary RN.
- F. Report assessment findings to appropriate assigned nursing staff in a timely manner.
 - 1. Document assessment and care as instructed and in accordance with facility policy.
 - 2. Client information received during clinical lab is to remain confidential at all times.
 - 3. Patient records are not permitted to be photocopied.

Post Conference: One Hour:

- A. Review and evaluate the care given and the client's response to care plan
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss assessments made, needs identified, actions taken/medications given, leading to a therapeutic outcome.
- D. Compare and contrast how the observations seen in the clinical area compare to the concepts studied

Dosage Calculation Math Requirement:

There will be a Medication Dosage Calculation test given during the first week of lab. The medication dosage calculation test includes a continuation of the dosage calculation content learned in NRS 112. **Students must achieve a grade of 90% or higher to pass the test**. Any student that does not achieve 90% or greater will be required to remediate at the academic testing center and re-take another Medication Calculation exam, which will be administered by the testing center on the student's own time. Students are not allowed to pass medication in clinical until they achieve a 90% or greater. Therefore, failure of the 2nd attempt at the exam will result in an "unmet" clinical competency, resulting in failure of the course.

Oncology Quality Improvement Project

Please read the posted assignment guidelines on the Mercer Online Blackboard course shell and work collaboratively in groups to complete the assignment as outlined

Alzheimer's Case Study Written Project

Please read the actual case study posted on the Mercer Online Blackboard course shell and respond to the following questions in proper APA format following the rules of a scholarly research paper.

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 established 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 notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

Appeals:

The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

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

General College Information

"MvMercer" 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 to access your portal.

Tutoring Support:

Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

Prof. Sue Minkel (See Student Success link on the Nursing Program website to check availability) Arlene Stinson (WWC), LB 217, 570.3422, stinson@mccc.edu
Joann Mia, RN (TC), KC311, 570-3128, miaj@mccc.edu

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

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.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Counseling Services:

Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro, SC239, 570-3354, gasparrd@mccc.edu

Nursing Success Coach:

Killian, Nichol, killiann@mccc.edu, 570-3393

Nursing Student Advocate:

Matyas, Cynthia, matyasc@mccc.edu, 570-3596

Nursing Tutor:

Please see detailed contact information for Prof. Sue Minkel to be posted on Blackboard course shell.

Weekly Objectives	Week	Exemplars/ Concepts	Theory	Lab Objectives	College Lab	Clinical Lab
NRS 225	Wk 1	Asthma	Interactive	Demonstrate the	Be prepared to demonstrate	Drug calculation test
			lecture &	ability to	all prior skills learned in NRS	
Assess patients with		Cystic fibrosis	discussion	interpret arterial	112 and NRS 125	Care of the patient with high
high acuity acute and				blood gasses.	Please review your NRS 112	acuity acute and chronic
chronic conditions		Acid-base	Case study		and NRS 125 skill check lists.	conditions across the lifespan
across the lifespan			analysis	Demonstrate the		related to oxygenation.
related to		Continuation of		ability to	Simulation Lab Prep:	
oxygenation.		chronic	Review of	measure peak		Mini concept map
, .		obstructive	NCLEX style	expiratory flow	vSIM Jennifer Hoffman Acute	
Analyze collected		pulmonary	questions	rate.	Severe Asthma	Clinical decision making of
data of patients as it		disease (COPD)				patients with high acuity
pertains to high acuity			Videos	Demonstrate the	Activities:	acute and chronic conditions
acute and chronic		Interrelated		ability to	Case Study	across the lifespan related to
conditions across the		concepts:	Readings:	perform chest		oxygenation.
lifespan related to				physiotherapy.	Mini Math Review	
oxygenation.		Cellular	North Carolina			Medication administration
		regulation	Concept-Based	Demonstrate the	Arterial Blood Gases	
Use collected data to			Learning	ability to	Interpretation	SBAR/documentation
formulate a plan of		Cognition	Editorial Board.	provide care to		
care for patients with			(2015)	the client with	Skills:	Lifespan and cultural
high acuity acute and		Comfort	Module 15	an endotracheal		considerations of the patient
chronic conditions				tube.	Callahan, B. (2015)	with high acuity acute and
across the lifespan		Community/home	Adams, et. Al.		13.3 Measuring Peak	chronic conditions across the
related to		care	(2014)	Demonstrate the	Expiratory Flow Rate	lifespan related to
oxygenation.			Chapter 29	ability to		oxygenation.
		Culture/lifespan	Chapter 34	perform	13.6 Chest Physiotherapy	
Implement the plan of		considerations		tracheostomy		Collaboration
care for patients with			Silvestri (2014)	care.	3.19 Providing Care to the	
high acuity acute and		Elimination	Chapter 10		client with an endotracheal tube	Delegation
chronic conditions			Chapter 42	Demonstrate the		
across the lifespan		Family	Chapter 58	ability to	3.18 Tracheostomy Care	Clinical decision making

related to				manage chest		
oxygenation.		Fluid and		tube drainage.	13.21 Maintaining chest tube	Professionalism
		electrolytes			drainage	
Evaluate goals and		Grief and loss				Clinical decision
therapeutic outcomes		Health and				making
for patients with high		wellness				
acuity acute and						Professionalism
chronic conditions		Infection				
across the lifespan		N. (1 1' / 1'				
related to		Metabolism/diges				
oxygenation.		tion Nutrition				
		Nutrition				
		Perfusion				
		Pharmaco-				
		therapeutics				
		Reproduction				
		Safety				
		Sexuality				
		Stress and coping				
Weekly Objectives:	Wk 2	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
vecky Objectives.	VVK 2	L'Aciipiais.	Theory.	Objectives:	Conege Lab.	Cimicai Lab.
Assess patients with		Valvular heart	Interactive		Simulation Lab Prep:	Care of the patient with high
high acuity acute and		disease	lecture &	Demonstrate the		acuity acute and chronic
chronic conditions			discussion	ability to	vSIM Carl Shapiro Acute	conditions across the lifespan
across the lifespan		Myocardial		perform a	Myocardial Infarction:	related to perfusion.
related to perfusion.		infarction	Case study	focused cardiac	Ventricular Fibrillation	
			analysis	assessment.		Mini concept map

Analyze collected	Heart Failure			Activities:	
data of patients as it		Review of	Demonstrate the		Clinical decision making of
pertains to high acuity	Cardiomyopathy	NCLEX style	ability to	Case Study	patients with high acuity
acute and chronic		questions	correctly	,	acute and chronic conditions
conditions across the	Myocarditis	1	identify and	Mini Math Review	across the lifespan related to
lifespan related to		Videos	classify		perfusion.
perfusion.	Conduction		abnormal heart	Performing a focused cardiac	
	abnormalities	Readings:	sounds	assessment	Medication administration
			including heart		
Use collected data to	Pacemakers	North Carolina	murmurs.	Identification and classification	SBAR/documentation
formulate a plan of	Automatic	Concept-Based		of abnormal heart sounds	
care for patients with	Implantable	Learning	Demonstrate the	including heart murmurs	Lifespan and cultural
high acuity acute and	Cardioverter	Editorial Board.	ability to apply		considerations of the patient
chronic conditions	Defibrillator	(2015)	ECG leads.	Skills:	with high acuity acute and
across the lifespan	(AICD)	Module 16			chronic conditions across the
related to perfusion.			Demonstrate the	Callahan, B. (2015)	lifespan related to perfusion.
	Interrelated	Adams, et. Al.	ability to record	14.6 Applying ECG Leads	
	concepts:	(2014)	a 12 lead EKG.		Collaboration
Implement the plan of		Chapter 26		14.8 Recording a 12 lead EKG	
care for patients with	Comfort	Chapter 27			Delegation
high acuity acute and		Chapter 29			
chronic conditions	Coping				Clinical decision making
across the lifespan		Silvestri (2014)			
related to perfusion.	Culture/lifespan	Chapter 60			Professionalism
Evaluate scale and	considerations				
Evaluate goals and	Elimination				
therapeutic outcomes	Elimination				
for patients with high	Evidence-based				
acuity acute and chronic conditions					
	practice				
across the lifespan related to perfusion.	Family				
related to perfusion.	raility				

Fluid and electrolytes			
Grief and lo			
Health and wellness			
Infection			
Inflammation	on		
Mobility			
Nutrition			
Nutrition			
Oxygenatio	n		
Pharmaco- therapeutics	;		
Safety			
Sexuality			
Stress and o	coping		
Teaching as learning	nd		

Weekly Objectives:	EXAM	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
	#1	_		Objectives :		
Assess patients with	Wk 3	Bacteriemia	Interactive		Activities:	Care of the patient with high
high acuity acute and			lecture &	Demonstrate the		acuity acute and chronic
chronic conditions		Septicemia	discussion	ability to	Case Study	conditions across the lifespan
across the lifespan				perform central		related to immunity,
related to immunity,		Rheumatoid	Case study	line care and	Mini Math Review	inflammation, and infection.
inflammation, and		arthritis (RA)	analysis	manage central		
infection.				lines.	Skills:	Mini concept map
		Tuberculosis	Review of			
Analyze collected		(TB)	NCLEX style	Demonstrate the	Callahan, B. (2015)	Clinical decision making of
data of patients as it			questions	ability to draw	7.13 Central line care	patients with high acuity
pertains to high acuity		Human		blood from a		acute and chronic conditions
acute and chronic		Imunodeficiency	Videos	central line.	7.13 Managing Central Lines	across the lifespan related to
conditions across the		Virus (HIV)				immunity, inflammation, and
lifespan related to			Readings:	Demonstrate the	7.14 Drawing blood from a	infection.
immunity,		Interrelated		ability to give	central line	
inflammation, and		concepts:	North Carolina	IV push		Medication administration
infection.			Concept-Based	medication via	2.44 Giving IV push	
		Acid-base	Learning	a central line.	medications via a central line	SBAR/documentation
			Editorial Board.			
Use collected data to		Cellular	(2015)	Demonstrate the	8.14 Care of the HIV client	Lifespan and cultural
formulate a plan of		regulation	Module 8	ability to		considerations of the patient
care for patients with			Module 9	appropriately		with high acuity acute and
high acuity acute and		Cognition		care for a client		chronic conditions across the
chronic conditions			Adams, et. Al.	with HIV.		lifespan related to immunity,
across the lifespan		Culture/lifespan	(2014)			inflammation, and infection.
related to immunity,		considerations	Chapter 34			
inflammation, and			Chapter 36			Collaboration
infection.		Elimination	Chapter 47			
						Delegation
		Evidence-based	Silvestri (2014)			
Implement the plan of		practice	Chapter 58			Clinical decision making

care for patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.		Family Grief and loss Health and wellness Mobility Nutrition Oxygenation Perfusion Pharmacotherapeutics	Chapter 60 Chapter 68 Chapter 70			Professionalism
		Sexuality Thermoregulation				
Weekly Objectives:	Wk 4	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
, J = 1. g = 1. v = 1.		F		Objectives:	9	
Assess patients with		Cancer	Interactive		Activities:	Care of the patient
high acuity acute and		Principles	lecture &	Demonstrate the		with high acuity acute
chronic conditions			discussion	ability to	Case Study	and chronic conditions
across the lifespan		Diagnostic tests	G . 1	administer a	NG 136 4 B	across the lifespan
related to cellular		T 1 .	Case study	blood	Mini Math Review	related to cellular
regulation.		Leukemia	analysis	transfusion.		regulation.
Analyze collected		Lymphoma	Review of			Mini concept map

data of patients as it		NCLEX style	Demonstrate the	Skills:	
pertains to high acuity	Lung Cancer	questions	ability to	<u>Same</u>	Clinical decision
acute and chronic		1	perform ostomy	Callahan, B. (2015)	making of patients
conditions across the	Breast cancer	Videos	care.	3.2 Blood Transfusions	with high acuity acute
lifespan related to		32 - 3 - 2			and chronic conditions
cellular regulation.	Bladder cancer	Readings:	Demonstrate the	6.20 Ostomy Care	across the lifespan
			ability to access		related to cellular
	Colo-rectal	North Carolina	and use venous	7.15 Venous Access Devices	regulation.
Use collected data to	cancer	Concept-Based	access devices.		
formulate a plan of		Learning			Medication
care for patients with	Interrelated	Editorial Board.			administration
high acuity acute and	concepts:	(2015)			
chronic conditions	-	Module 2			SBAR/documentation
across the lifespan	Comfort				
related to cellular		Adams, et. al.			Lifespan and cultural
regulation.	Culture/lifespan	(2014)			considerations of the
	considerations	Chapter 37			patient with high
					acuity acute and
Implement the plan of	Digestion	Silvestri (2014)			chronic conditions
care for patients with		Chapter 52			across the lifespan
high acuity acute and	Elimination				related to cellular
chronic conditions					regulation.
across the lifespan	Evidence-based				
related to cellular	practice				Collaboration
regulation.					
	Fluid and				Delegation
Evaluate goals and	electrolytes				
therapeutic outcomes					Clinical decision
for patients with high	Grief and loss				making
acuity acute and					
chronic conditions	Nutrition				Professionalism
across the lifespan					
related to cellular	Oxygenation				

regulation.						
108		Perfusion				
		Perioperative				
		Pharmaco- therapeutics				
		Self				
		Sexuality				
		Stress and coping				
		Therapeutic communication				
		Tissue integrity				
Weekly Objectives:	Wk 5	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
Weekly Objectives.	VVKS	Exemplais.	Theory.	Objectives:	Conege Lab.	Chincal Lab.
Assess patients with		Chemotherapy	Interactive	o Sycour ves.	Activities:	Care of the patient with high
high acuity acute and			lecture &	Demonstrate the		acuity acute and chronic
chronic conditions		Radiation	discussion	ability to	Case Study	conditions across the lifespan
across the lifespan				perform a		related to cellular regulation.
related to cellular		Adjective	Case study	therapeutic back	Mini Math Review	
regulation.		therapies	analysis	massage.		Mini concept map
					Skills:	
Analyze collected		Palliative Care vs.	Review of	Demonstrate the		Clinical decision making of
data of patients as it		Hospice Care	NCLEX style	ability to	Callahan, B. (2015)	patients with high acuity
pertains to high acuity			questions	provide end of	4.4 Back Massage	acute and chronic conditions
acute and chronic				life care.		across the lifespan related to

conditions across the	Interrelated	Videos	4.16 End of Life Care	cellular regulation.
lifespan related to	concepts:			
cellular regulation.	Comfort	Readings:		Medication administration
	Culture/lifespan	North Carolina		SBAR/documentation
Use collected data to	considerations	Concept-Based		
formulate a plan of		Learning		Lifespan and cultural
care for patients with	Digestion	Editorial Board.		considerations of the patient
high acuity acute and		(2015)		with high acuity acute and
chronic conditions	Elimination	Module 3		chronic conditions across the
across the lifespan				lifespan related to cellular
related to cellular	Evidence-based	Adams, et. Al.		regulation.
regulation.	practice	(2014)		
		Chapter 37		
	Fluid and			Collaboration
Implement the plan of	electrolytes	Silvestri (2014)		
care for patients with		Chapter 53		Delegation
high acuity acute and	Grief and loss			
chronic conditions				Clinical decision making
across the lifespan	Nutrition			
related to cellular				Professionalism
regulation.	Oxygenation			
Evaluate goals and	Perfusion			
therapeutic outcomes				
for patients with high	Perioperative			
acuity acute and	1			
chronic conditions	Pharmaco-			
across the lifespan	therapeutics			
related to cellular	•			
regulation.	Self			
	Sexuality			

		I			1	T
		Stress and coping Therapeutic communication				
		m:				
		Tissue integrity				
Washley Objectives	EXAM	Evenuelous	Theory	Lab	College Lake	Clinical Lab:
Weekly Objectives:	#2	Exemplars:	Theory:	Objectives:	College Lab:	Clinical Lab:
Assess patients with	112	Hepatitis	Interactive	Objectives.	Activities:	Care of the patient with high
high acuity acute and	Wk 6	r	lecture &	Demonstrate the	1001/10051	acuity acute and chronic
chronic conditions		Bowel	discussion	ability to place	Case Study	conditions across the lifespan
across the lifespan		Obstruction		a nasogastric		related to digestion and
related to digestion			Case study	tube.	Mini Math Review	elimination.
and elimination.		Interrelated	analysis		a	36.
A malama a alla ata d		concepts:	Review of		Skills:	Mini concept map
Analyze collected data of patients as it		Acid base	NCLEX style		Callahan, B. (2015)	Clinical decision making of
pertains to high acuity		Acid base	questions		12.4 NG tube placement	patients with high acuity
acute and chronic		Culture/lifespan	questions		12.4 NO tube placement	acute and chronic conditions
conditions across the		considerations	Videos		OPEN LAB TIME FOR	across the lifespan related to
lifespan related to			1000		PRIOR SKILL REVIEW	digestion and elimination.
digestion and		Evidence-based	Readings:		AND SKILLS SHEET SIGN	
elimination.		practice			OFFS.	Medication administration
			North Carolina			
Use collected data to		Family	Concept-Based			SBAR/documentation

formulate a plan of			Learning			
care for patients with		Fluid and	Editorial Board.			Lifespan and cultural
high acuity acute and		electrolytes	(2015)			considerations of the patient
chronic conditions		cicciotytes	Module 4			with high acuity acute and
across the lifespan		Health and	Mounte 4			chronic conditions across the
related to digestion		wellness	Adams, et. Al.			lifespan related to digestion
and elimination.		Welliess	(2014)			and elimination.
and eminiation.		Infection	(2014) Chapter 36			and eminiation.
		Infection	Chapter 41			Collaboration
Implement the plan of		Nutrition	Cnapier 41			Conadoration
1 *		Nuuluoli	C:1 (2014)			Delegation
care for patients with		Diagrama	Silvestri (2014)			Delegation
high acuity acute and		Pharmaco-	Chapter 56			
chronic conditions		therapeutics				Clinical decision making
across the lifespan						D C : 1:
related to digestion		Safety				Professionalism
and elimination.		G. 1				
		Stress and coping				
Evaluate goals and						
therapeutic outcomes		Teaching and				
for patients with high		learning				
acuity acute and						
chronic conditions		Thermoregulation				
across the lifespan						
related to digestion						
and elimination.						
Weekley Objections	XX/1- 7	Evennelous	Theory	Tab	Callege Lab.	Clinical Lab
Weekly Objectives:	Wk 7	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
A		Th	I	Objectives:	A . 4 * *4 *	C
Assess patients with		Thyroid disease	Interactive	D () 1	Activities:	Care of the patient with high
high acuity acute and			lecture &	Demonstrate the		acuity acute and chronic

chronic conditions	Diabetic	discussion	ability to assess	Case Study	conditions across the lifespan
across the lifespan	ketoacidosis	discussion	the feet of	Case Study	related to metabolism.
related metabolism.	(DKA)	Case study	diabetic patients	Mini Math Review	related to metabolism.
related metabolism.	(DIC/I)	analysis	and provide	William Review	Mini concept map
Analyze collected	Hyperosmolar	anarysis	appropriate foot	Role play teaching a new	Willin concept map
data of patients as it	Hyperglycemic	Review of	care.	diabetic	Clinical decision making of
pertains to high acuity	Nonketotic	NCLEX style	care.	diabetic	patients with high acuity
acute and chronic	Syndrome	_	Demonstrate the	Pair up and perform diabetic	acute and chronic conditions
conditions across the	•	questions		foot care/assessments on each	
	(HHNK)	Videos	ability to		across the lifespan related to metabolism.
lifespan related to		Videos	correctly mix and administer	other.	metabonsm.
metabolism.	Interrelated	D 1'		CI 11	Madianian administration
TT 11 . 1 1	concepts:	Readings:	insulin via	Skills:	Medication administration
Use collected data to		N 1 G 1	subcutaneous	G II 1	GD AD /I
formulate a plan of	Acid base	North Carolina	injection with	Callahan, B. (2015)	SBAR/documentation
care for patients with		Concept-Based	an insulin	10.6 Insulin injections including	
high acuity acute and	Culture/lifespan	Learning	syringe.	mixing insulin and use of	Lifespan and cultural
chronic conditions	considerations	Editorial Board.		insulin pen	considerations of the patient
across the lifespan		(2015)	Demonstrate the		with high acuity acute and
related to metabolism.	Evidence-based	Module 12	ability to	18.20 Amputation/Stump Care	chronic conditions across the
	practice		administer		lifespan related to
Implement the plan of		Adams, et. Al.	insulin via the		metabolism.
care for patients with	Family	(2014)	use of an insulin		
high acuity acute and		Chapter 43	pen.		Collaboration
chronic conditions	Fluid and	Chapter 44			
across the lifespan	electrolytes		Demonstrate the		Delegation
related to metabolism.	-	Silvestri (2014)	ability to		_
	Health and	Chapter 54	provide proper		Clinical decision making
Evaluate goals and	wellness	Chapter 68	care to a patient		
therapeutic outcomes		1	with an		Professionalism
for patients with high	Infection		amputation/stu		
acuity acute and			mp.		
chronic conditions	Nutrition		1		
across the lifespan l					

related to metabolism		Pharmaco-				
		therapeutics				
		Safety				
		Stress and coping				
		Teaching and				
		learning Thermoregulation				
Weekly Objectives:	Wk 8	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
Assess patients with		Cognition	Interactive	Demonstrate the	Activities:	Care of the patient with high
high acuity acute and			lecture &	ability to		acuity acute and chronic
chronic conditions across the lifespan		Alzheimer's	discussion	apply/remove restraints safely	Safe patient aversion maneuvers	conditions across the lifespan related to mobility.
related to mental		Delirium	Case study	and manage a	Learn to tie a quick release slip	-
health.			analysis	patient while restrained.	knot.	Mini concept map
Analyze collected		Interrelated	Review of		Review of manual hold down	Clinical decision making of
data of patients as it		concepts:	NCLEX style	Demonstrate	restraint and 4 side rail restraint	patients with high acuity
pertains to high acuity			questions	ability to use	situations.	acute and chronic conditions
acute and chronic		Acid base		bed and chair		across the lifespan related to
conditions across the			Videos	exit safety	Skills:	mobility.
lifespan related to		Culture/lifespan		monitoring		
mental health.		considerations	Readings:	devices.	Callahan, B. (2015) 17.11 Applying wrist or ankle	Medication administration
Use collected data to		Evidence-based	North Carolina		restraint	SBAR/documentation
formulate a plan of		practice	Concept-Based			
care for patients with			Learning		17.12 Applying a torso/belt	Lifespan and cultural
high acuity acute and		Family	Editorial Board.		restraint	considerations of the patient
chronic conditions			(2015)			with high acuity acute and

across the lifespan	Fluid and	Module 23	17.13 Managing patients in	chronic conditions across the
related to mental	electrolytes		restraints	lifespan related to mobility.
health.		Adams, et. Al.		
	Health and	(2014)	17.14 Using a bed or chair exit	Collaboration
Implement the plan of	wellness	Chapter 17	safety monitoring device	
care for patients with		Chapter 20		Delegation
high acuity acute and	Infection			
chronic conditions		Silvestri (2014)		Clinical decision making
across the lifespan	Nutrition	Chapter 74		
related to mental		Chapter 77		Professionalism
health.	Pharmaco-			
	therapeutics			
Evaluate goals and	_			
therapeutic outcomes	Safety			
for patients with high				
acuity acute and	Stress and coping			
chronic conditions				
across the lifespan	Teaching and			
related to mental	learning			
health.				
	Thermoregulation			

Weekly Objectives:	EXAM	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
	#3	_		Objectives:		
Assess patients with		Multiple sclerosis	Interactive		Activities:	Care of the patient with high
high acuity acute and	Wk 9	(MS)	lecture &	Demonstrate the		acuity acute and chronic
chronic conditions			discussion	ability to	How to Perform Bedside	conditions across the lifespan
across the lifespan		Parkinson's		perform a basic	Swallow Evaluation	related to mental health.
related to mobility.			Case study	bedside		
		Seizure	analysis	swallow	Maintaining Aspiration	Mini concept map
Analyze collected				evaluation.	Precautions	
data of patients as it		Interrelated	Review of			Clinical decision making of
pertains to high acuity		concepts:	NCLEX style	Demonstrate the	Skills:	patients with high acuity
acute and chronic			questions	ability to care		acute and chronic conditions
conditions across the		Comfort		for a patient	Callahan, B. (2015)	across the lifespan related to
lifespan related to			Videos	with seizure	9.4 Seizure Precautions	mental health.
mobility.		Culture/lifespan		precautions.	Safe patient aversion maneuvers	
		considerations	Readings:			Medication administration
Use collected data to						
formulate a plan of		Evidence-based	North Carolina			SBAR/documentation
care for patients with		practice	Concept-Based			
high acuity acute and			Learning			Lifespan and cultural
chronic conditions		Family	Editorial Board.			considerations of the patient
across the lifespan			(2015)			with high acuity acute and
related to mobility.		Fluid and	Module 11			chronic conditions across the
		electrolytes	Module 13			lifespan related to mental
Implement the plan of						health.
care for patients with		Health and	Adams, et. al.			
high acuity acute and		wellness	(2014)			Collaboration
chronic conditions			Chapter 20			
across the lifespan		Infection	Chapter 15			Delegation
related to mobility.						
		Nutrition	Silvestri (2014)			Clinical decision making
Evaluate goals and			Chapter 45			
therapeutic outcomes		Pharmaco-	Chapter 66			Professionalism

for patients with high acuity acute and chronic conditions across the lifespan related to mobility.		therapeutics Safety Stress and coping Teaching and learning Thermoregulation	Chapter 67			
Weekly Objectives:	Wk 10	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
Assess patients with		Eye injuries	Interactive	objectives.	Activities:	Care of the patient with high
high acuity acute and			lecture &	Demonstrate the		acuity acute and chronic
chronic conditions		Glaucoma	discussion	ability to assess	Case Study	conditions across the lifespan
across the lifespan				visual acuity.		related to sensory perception.
related to sensory		Retinal	Case study		Mini Math	
perception.		Detachment	analysis	Demonstrate the		Mini concept map
4 1 11 . 1		3.6 1	D	ability to	Video on Prosthetic eye care	
Analyze collected		Macular	Review of	provide contact	CI 11	Clinical decision making of
data of patients as it		degeneration	NCLEX style	lens care.	Skills:	patients with high acuity acute and chronic conditions
pertains to high acuity acute and chronic		Meniere's	questions	Demonstrate the	Callahan, B. (2015)	across the lifespan related to
conditions across the		Disease	Videos	ability to	1.19 Assessing visual acuity	sensory perception.
lifespan related to		Discuse	v iucos	administer eye	1.17 Assessing visual acuity	sensory perception.
sensory perception.			Readings:	drops and	2.14 Contact lens care	Medication administration
perception.				ointment.		

Use collected data to	Interrelated	North Carolina		2.27 Administration of eye	SBAR/documentation
formulate a plan of	concepts:	Concept-Based	Demonstrate the	drops and ointment	
care for patients with		Learning	ability to assess		Lifespan and cultural
high acuity acute and	Communication	Editorial Board.	hearing.	1.20 Assessing hearing	considerations of the patient
chronic conditions		(2015)			with high acuity acute and
across the lifespan	Culture/lifespan	Module 18	Demonstrate the	2.15 Hearing aid care	chronic conditions across the
related to sensory	considerations		ability to		lifespan related to sensory
perception.		Adams, et. Al.	provide hearing	2.28 Administration of ear	perception.
	Evidence-based	(2014)	aid care.	drops	
Implement the plan of	practice	Chapter 49			Collaboration
care for patients with			Demonstrate the		
high acuity acute and	Family	Silvestri (2014)	ability to		Delegation
chronic conditions		Chapter 64	administer ear		
across the lifespan	Grief and loss		drops.		Clinical decision making
related to sensory					
perception.	Health and				Professionalism
	wellness				
Evaluate goals and					
therapeutic outcomes	Nutrition				
for patients with high					
acuity acute and	Pharmaco-				
chronic conditions	therapeutics				
across the lifespan					
related to sensory	Safety				
perception.					
	Sexuality				
	Stress and coping				
	Teaching and				
	learning				
	Violence				

Weekly Objectives:	Wk 11	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
				Objectives :		
Assess patients with		Stress and coping	Interactive		Activities:	Care of the patient with high
high acuity acute and			lecture &	Demonstrate the		acuity acute and chronic
chronic conditions		Generalized	discussion	ability to	Case Study	conditions across the lifespan
across the lifespan		Anxiety Disorder		verbally de-		related to mental health.
related to mental		(GAD)	Case study	escalate an	Mini Math	
health.			analysis	anxious or		Mini concept map
		Phobias		agitated patient.	Therapeutic communication	
Analyze collected			Review of		review and practice exercises.	Clinical decision making of
data of patients as it		Obsessive-	NCLEX style	Demonstrate the		patients with high acuity
pertains to high acuity		Compulsive	questions	ability to teach	Partner up with another student	acute and chronic conditions
acute and chronic		Disorder (OCD)		controlled	to practice teaching skill	across the lifespan related to
conditions across the			Videos	breathing	techniques listed below to	mental health.
lifespan related to		Post-traumatic		techniques to a	reduce anxiety and promote	
mental health.		stress disorder	Readings:	patient.	relaxation.	Medication administration
		(PTSD)				
Use collected data to			North Carolina	Demonstrate the	Skills:	SBAR/documentation
formulate a plan of		Eating Disorders	Concept-Based	ability to teach		
care for patients with			Learning	muscle	Callahan, B. (2015)	Lifespan and cultural
high acuity acute and		Interrelated	Editorial Board.	relaxation	4.2 Controlled Breathing	considerations of the patient
chronic conditions		concepts:	(2015)	techniques to a		with high acuity acute and
across the lifespan			Module 31	patient.	4.3 Muscle Relaxation	chronic conditions across the
related to mental		Communication				lifespan related to mental
health.			Adams, et. Al.	Demonstrate the	4.5 Guided Imagery	health.
		Culture/lifespan	(2014)	ability to teach		
Implement the plan of		considerations	Chapter 14	guided imagery		Collaboration
care for patients with				techniques to a		
high acuity acute and		Evidence-based	Silvestri (2014)	patient.		Delegation
chronic conditions		practice	Chapter 74			
across the lifespan			Chapter 75			Clinical decision making
related to mental		Family				
health.						Professionalism

	Grief and loss		
Evaluate goals and			
therapeutic outcomes	Health and		
for patients with high	wellness		
acuity acute and			
chronic conditions	Legal issues		
across the lifespan related to mental	Nutrition		
health.	Nutrition		
nearm.	Pharmaco-		
	therapeutics		
	Safety		
	Stress and coping		
	Teaching and		
	learning		
	Violence		
	, ioienee		

Weekly Objectives:	Wk 12	Exemplars:	Theory:	Lab	College Lab:	Clinical Lab:
				Objectives:		
Assess patients with		No Lecture	Interactive		Activities:	Care of the patient with high
high acuity acute and	TPH		lecture &	Demonstrate the		acuity acute and chronic
chronic conditions	@ 9am	Interrelated	discussion	ability to	Screening for developmental	conditions across the lifespan
across the lifespan		concepts:		address sensory	delays	related to mental health.
related to mental	Then		Case study	needs of the		
health.	Mental Health	Comfort	analysis	autistic patient.	MCHAT Screening	Mini concept map
Analyze collected	Hesi	Communication	Review of	Demonstrate the	Social skills lesson	Clinical decision making of
data of patients as it	EXAM		NCLEX style	ability to		patients with high acuity
pertains to high acuity	V1@	Culture/lifespan	questions	incorporate	ABA lesson	acute and chronic conditions
acute and chronic	11am	considerations		principles of		across the lifespan related to
conditions across the			Videos	applied	Multisensory approaches to	mental health.
lifespan related to		Evidence-based		behaviors	learning	
mental health.		practice	Readings:	analysis (ABA)		Medication administration
				therapy into the	Review of therapeutic brushing.	
Use collected data to		Family	North Carolina	care of the		SBAR/documentation
formulate a plan of			Concept-Based	autistic patient.	Skills:	
care for patients with		Grief and loss	Learning		Callahan, B. (2015)	Lifespan and cultural
high acuity acute and		** 1.1	Editorial Board.	Demonstrate the	N/A	considerations of the patient
chronic conditions		Health and	(2015)	ability to		with high acuity acute and
across the lifespan		wellness	Module 25	educate a		chronic conditions across the
related to mental		T 1'	A 7 . A 1	patient using a		lifespan related to mental
health.		Legal issues	Adams, et. Al. (2014)	multisensory approach to		health.
Implement the plan of		Nutrition	Chapter 16	learning.		Collaboration
care for patients with						
high acuity acute and		Pharmaco-	Silvestri (2014)			Delegation
chronic conditions		therapeutics	Chapter 45			
across the lifespan						Clinical decision making
related to mental		Safety				
health.						Professionalism

Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health		Sexuality Stress and coping Teaching and learning Tissue integrity Violence				
Weekly Objectives:	Wk 13	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
Assess patients with	Exam	Autism	Interactive	Objectives.	Case Study	Care of the patient with high
high acuity acute and	4 &		lecture &	Demonstrate		acuity acute and chronic
chronic conditions	Onc	ADD/ADHD	discussion	prior skills learned in NRS	Mini Math Review	conditions across the lifespan related to mental health.
across the lifespan related to mental	Project	Sensory	Case study	112, NRS 125,	Suicide precautions	related to mental health.
health.		Processing	analysis	and NRS 225.	Saletae precaations	Mini concept map
		Disorder			Dietary considerations	
Analyze collected		(Continued)	Review of			Clinical decision making of
data of patients as it			NCLEX style		Clinical Institute Withdrawal	patients with high acuity
pertains to high acuity acute and chronic		Substance Abuse/Addiction	questions		Assessment for Alcohol	acute and chronic conditions across the lifespan related to
conditions across the		Abuse/Addiction	Videos		(CIWA) scale review & role play	mental health.
lifespan related to		Abuse	, ideos		Puij	montai neartii.
mental health.			Readings:		Skills:	Medication administration
		Rape trauma				

Use collected data to	syndrome	North Carolina		Callahan, B. (2015)	SBAR/documentation
formulate a plan of		Concept-Based		17.3 Assessing for Abuse	
care for patients with	Suicide	Learning		S	Lifespan and cultural
high acuity acute and		Editorial Board.			considerations of the patient
chronic conditions		(2015)			with high acuity acute and
across the lifespan	Interrelated	Module 22			chronic conditions across the
related to mental	concepts:	Module 32			lifespan related to mental
health.	, , , , , , , , , , , , , , , , , , ,				health.
	Comfort	Adams, et. Al.			
Implement the plan of		(2014)			Collaboration
care for patients with	Communication	Chapter 11			
high acuity acute and					Delegation
chronic conditions	Culture/lifespan	Silvestri (2014)			
across the lifespan	considerations	Chapter 75			Clinical decision making
related to mental		Chapter 76			
health.	Evidence-based				Professionalism
	practice				
Evaluate goals and					
therapeutic outcomes	Family				
for patients with high					
acuity acute and	Grief and loss				
chronic conditions					
across the lifespan	Health and				
related to mental	wellness				
health					
	Legal issues				
	Nutrition				
	Pharmaco-				
	therapeutics				
	Safety		_		

		Sexuality Stress and coping Teaching and learning Violence				
Weekly Objectives:	Wk 14	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
Assess patients with		Schizophrenia	Interactive		Movie-TBD w/ post movie	Care of the patient with high
high acuity acute and		D' 1 D' 1	lecture &	Experience the	discussion questions	acuity acute and chronic
chronic conditions		Bipolar Disorder	discussion	journey of a real	Cl-:II	conditions across the lifespan related to mental health.
across the lifespan related to mental		Major depressive	Case study	life patient with schizophrenia.	Skills:	related to mental health.
health.		disorder	analysis	semzopinema.	N/A	Mini concept map
						Time concept map
Analyze collected		Interrelated	Review of			Clinical decision making of
data of patients as it		concepts:	NCLEX style			patients with high acuity
pertains to high acuity			questions			acute and chronic conditions
acute and chronic		Comfort	Videos			across the lifespan related to
conditions across the lifespan related to		Communication	Videos			mental health.
mental health.		Communication	Readings:			Medication administration
montai noutui.		Culture/lifespan	Concept-Based			1.10 GIOGIO II GGIIIIII GGIIIII GGII

formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Family Module 28 Module 2	Use collected data to	considerations	Learning	SBAR/documentation
care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Family Module 28 Family Module 28 Family Module 28 Family Module 28 Fluid and Pluid and electrolytes (2014) Chapter 16 Grief and loss Silvestri (2014) Chapter 74 Wellness across the lifespan related to mental health. Fund and Chronic conditions across the lifespan related to mental health. Nutrition Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and				SDAN/documentation
high acuity acute and chronic conditions across the lifespan related to mental health. Family	_			Lifespan and cultural
chronic conditions across the lifespan related to mental health. Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health and wellness across the lifespan related to mental health and wellness across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Stress and coping Teaching and		practice	` '	
across the lifespan related to mental health. Fluid and electrolytes (2014) Chapter 16 Grief and loss care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Nutrition Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		Family		
related to mental health. Fluid and electrolytes (2014) (2014) (Chapter 16) Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Nutrition Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		1 annry	Wiodule 26	
health. Perfusion Perfusion conditions across the lifespan related to mental health. Perfusion conditions across the lifespan related to mental health. Perfusion Perfusion conditions across the lifespan related to mental health. Perfusion Perfusion Perfusion conditions across the lifespan related to mental health. Perfusion Perfusion Perfusion Perfusion Perfusion Pharmacotherapeutic outcomes therapeutics Perfusion Pharmacotherapeutics Pharmaco		Fluid and	Adams at Al	
Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. For patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and				
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care for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Perfusion Pharmacotherapeutics Safety Sexuality Stress and coping Teaching and	Implement the plan of	Grief and loss	Chapter 10	Collaboration
high acuity acute and chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Perfusion Pharmacotherapeutics Safety Sexuality Stress and coping Teaching and Health and wellness Chapter 74 Clinical decision making Professionalism Professionalism Additional conditions Across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		Grief and loss	Silvestri (2014)	Condooration
chronic conditions across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Perfusion Oxygenation Operfusion Perfusion Pharmaco- therapeutics therapeutics Safety Sexuality Stress and coping Teaching and		Health and	` '	Delegation
across the lifespan related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Pharmacotherapeutics Safety Sexuality Stress and coping Teaching and Clinical decision making Professionalism Clinical decision making Professionalism Clinical decision making Professionalism Pharmacotherapeutic outcomes Safety Sexuality Stress and coping Teaching and			Chapter 74	Delegation
related to mental health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		weimess		Clinical decision making
health. Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		Lagal issues		Chineal decision making
Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		Legal issues		Professionalism
Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and	nearm.	Nutrition		Troressionansin
therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and	Evaluate goals and	Nutrition		
for patients with high acuity acute and chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		Ovygenation		
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chronic conditions across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and	_	Perfusion		
across the lifespan related to mental health. Safety Sexuality Stress and coping Teaching and		reflusion		
related to mental health. Safety Sexuality Stress and coping Teaching and		Pharmaco-		
health. Safety Sexuality Stress and coping Teaching and				
Safety Sexuality Stress and coping Teaching and		therapeuties		
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Stress and coping Teaching and		Barcty		
Stress and coping Teaching and		Sevuality		
Teaching and		Sexuality		
Teaching and		Stress and coning		
		Suess and coping		
		Teaching and		
l learning		learning		

		Violence				
Weekly Objectives: Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health. Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.	Wk 15	HESI Exams Mental Health Worth 5% Fundamentals V2 Worth 5%	Theory: HESI Exams to begin at 9am.	Lab Objectives: Demonstrate prior skills learned in NRS 112, NRS 125, and NRS 225.	College Lab: Open lab for outstanding skills sign off or open refresher practice	Clinical Lab: Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health. Mini concept map Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health. Medication administration

Use collected data to			SBAR/documentation
formulate a plan of care for patients with			Lifespan and cultural
high acuity acute and			considerations of the patient
chronic conditions			with high acuity acute and
across the lifespan			chronic conditions across the
related to mental			lifespan related to mental
health.			health.
Implement the plan of			Collaboration
care for patients with			Conadoration
high acuity acute and			Delegation
chronic conditions			
across the lifespan			Clinical decision making
related to mental			
health.			Professionalism
Evaluate goals and			
therapeutic outcomes			
for patients with high			
acuity acute and			
chronic conditions			
across the lifespan			
related to mental			
health.			

Wk 16	Cumulative	Cumulative Final		
	Final Exam	Exam to begin at		
		9am.		