



**HEALTH PROFESSIONS Division**

**NURSING Education PROGRAM**

**NRS 225**

**Concepts of nursing practice III**

**COURSE OUTLINE**

**Fall 2018**



## **NRS225 Course Outline**

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

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

**Pre-requisite:** Formal admission into the nursing program and successful completion of NRS 111, NRS 112, NRS 125, and BIO 104 with a C+ or better.

### **Catalog Description**

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

### **Course Coordinator**

Adena Romeo-Ratliff, RN PhD  
Office MS 145  
Email [romeoa@mccc.edu](mailto:romeoa@mccc.edu)  
Phone 609-570-3322

### **Course Faculty**

Maria Molle, RN, MSN  
Office MS 145  
Email [mollem@mccc.edu](mailto:mollem@mccc.edu)  
Phone 609-570-3837

### **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. (2016) *Pharmacology for Nurses A Pathophysiologic Approach*. (5<sup>th</sup> ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13:-978-0-13-4255163)
- Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (2<sup>nd</sup>. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)
- D'Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing*. (3<sup>rd</sup> Edition.) Upper Saddle 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. (7th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).
- 3 X 5 Index Cards
- Simple calculator – cell phones are not permitted to be used as calculators during exams.
- 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. (6th ed.). American Psychological Association: Washington D.C.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9<sup>th</sup> ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-3041-3).
- Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (7th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)
- Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success*. (4<sup>th</sup> ed.) Philadelphia: F.A. Davis. (ISBN 13: 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*. (22nd. 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**

Builds on the previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse clients with complicated acute and chronic conditions across the lifespan. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings. By the end of the course, the student should be able to:

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 8, 10, 11; Program Goal 1*
2. Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 9, 10, 11; Program Goal 2*
3. Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 10, 11; Program Goal 3*
4. Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 8, 11; Program Goal 4*
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 10, 11; Program Goal 5*
6. Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic conditions across the lifespan. *Institutional Learning Goals 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 course grade for every unexcused absence from any educational session. Two episodes of unexcused lateness will be treated as an unexcused absence; points will be deducted from the final course grade accordingly. Each request for an excused absence will be considered separately, on its own merit. Any combination of more than two absences in theory, lab, or clinical may result in inability to meet course objectives and course failure.

### **Theory**

Classroom theory sessions 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 and is currently limited to those students afforded accommodations.

### **Team Assignments**

There will be multiple assignments in class which will require students to work in teams to complete an 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 available in the testing center for one week beginning Tuesday September 4, 2018 at 1pm and ending Tuesday September 11, 2018 at 1pm.*** Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will consist of 20 questions and will not 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. ***Please be advised that class begins on Wednesday 9/5/2018 and you will be starting clinical prior to attending your first lecture.*** Please arrive on time and in uniform to your assigned clinical site. Preparation for clinical lab will focus on weekly objectives listed in the course outline. Clinical lab consists of 12 hours per week performed at the assigned clinical facility (unless otherwise noted). 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.

#### **Clinical Lab Observation Experiences:**

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 and all students will be required to attend a mandatory orientation session at Trenton Psychiatric Hospital that will take place at 9am on Monday November 19, 2018. This will count as your lab for the day. Those students in the Monday afternoon lab session should also plan on attending the orientation session at 9am and once concluded, all students will be dismissed for the day.

The clinical lab consists of 8-twelve hour Med/Surg hospital clinical days, 4-eight hour psychiatric clinical days, 1 day of school nurse observation at Mercer County Special Services School District, and one day of infusion nurse observation at a local oncology outpatient infusion room for a total of 14 clinical days. Weekly clinical assignments will be made, and a detailed schedule will be provided. The graded HESI case studies and vSim patient scenarios are assigned to augment the additional clinical hours for this course.

Mercer County Special Services School District (MCSSSD) is located on the Mercer County Community College campus. Students will be assigned to observe the care of special needs in the Mercer Elementary school. 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 1:30pm. Students rotating through the oncology outpatient infusion room can expect this experience to run from 8:30am until 4:30pm on the day assigned. Please see detailed schedule posted on Blackboard for additional information.

#### **HESI Evolve Case Studies**

Case studies **are assigned** as a tool to aid in learning specific content. **Each case study must be completed by the assigned deadline or the grade will be recorded as zero.**

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

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

Students may re-take the case study as many times as they like up to the due date. The individual case study grade will be based on the average of the case study attempts. HESI case studies are worth 2.5% 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.

The five graded case studies are:

The Role of the School Nurse



Feeding/Eating Disorders  
Depression  
Psychosis  
Schizophrenia

These case studies are due by 11:59pm on December 4, 2018.

### **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.

vSim patient scenario are worth 2.5% of the course grade. 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. Completed scenarios are due by October 23, 2018. Required vSim patient scenarios include:

1. Jennifer Hoffman
2. Lloyd Bennett
3. Doris Bowman
4. Vincent Brody

### **Testing Procedure:**

All course theory exams will be given during the last half 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. As of now, those exam reviews are slated to be done after lecture, the Tuesday following the exam. 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. Faculty tutoring is tentatively scheduled to be held Mondays 12pm-1pm. Peer tutoring schedules have yet to be determined.

### **Theory Grade**

Assessment	Percentage of Grade
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%

Exam 5	10%
Final Exam	30%
Vsim Patient Scenarios	2.5%
HEIS Evolve Case Studies	2.5%
Fundamentals V2 HESI Exam	10%
Mental Health V2 HESI Exam	5%
<b>Total</b>	<b>100%</b>

### **Clinical/Lab Grade**

Clinical and lab are scored on a pass/fail basis. See NRS 225 Lab Manual for details of clinical and lab assignments.

### **Determination of Grade**

Completion of all theory exams, graded 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 225, 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) Passing grade of 90% or better on the Dosage Calculation exam.
- (D) Completion of all assigned vSim patient scenarios.
- (E) Completion of all assigned HESI case studies.
- (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.** 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%

Each week students will explore nursing concepts using the provided weekly exemplars to achieve the stated course learning outcomes listed on page 5 of this course outline.

### **Weekly Course Outline**

Week - Theory Class Date	Focus Concepts	Assessment/Readings
1 – September 11, 2018 Professor Dunn	<b>Concept:</b> Alteration in Perfusion  <b>Exemplars:</b> Valvular heart disease, Myocardial infarction, Heart Failure, Cardiomyopathy, Myocarditis, Conduction abnormalities, Pacemakers, Automatic Implantable, Cardioverter Defibrillator (AICD)	<b><u>Pearson:</u></b> Pages: 1031-1076; 1118-1119; 1144-1161  <b><u>Adams:</u></b> Chapters: 26, 27, 28, 30  <b><u>Silvestri:</u></b> Chapters: 40, 56,57
2 – September 18, 2018 Professor Molle	<b>Concept:</b> Alterations in Oxygenation  <b>Exemplars:</b> Asthma, Cystic fibrosis, Acid-base, Continuation of chronic obstructive pulmonary disease (COPD)	<b><u>Pearson:</u></b> Pages: 3-27; 990-1017  <b><u>Adams:</u></b> Chapters: 25, 40  <b><u>Silvestri:</u></b>

		Chapters: 39, 54, 55
3 – September 25, 2018 Professor Ratliff	<b>Concept:</b> Alteration in Cognition <b>Exemplars:</b> Alzheimer's Dementia, Delirium	<b>Exam 1</b>  <b>Pearson:</b> Pages: 1575-1609  <b>Adams:</b> Chapter: 20  <b>Silvestri:</b> Chapter: 69
4 – October 2, 2018 Professor Mizerek	<b>Concept:</b> Alterations in Sensory Perception  <b>Exemplars:</b> Eye injuries, Glaucoma, Retinal Detachment, Macular degeneration, Ear Injuries, Hearing Impairments, Meniere's Disease	<b>Pearson:</b> Pages: 1277-1330  <b>Adams:</b> Chapter: 50  <b>Silvestri:</b> Chapters: 60, 61
5 – October 9, 2018 Professor Molle	<b>Concept:</b> Alteration in Cellular Regulation  <b>Exemplars:</b> Cancer Principles, Diagnostic tests, Leukemia, Lymphoma, Lung Cancer, Breast Cancer, Bladder Cancer, Colo-rectal Cancer. Chemotherapy, Radiation, Adjective Therapies, Palliative Care vs. Hospice Care	<b>Exam #2</b>  <b>Pearson:</b> Pages: 29-140  <b>Adams:</b> Chapters: 32, 38  <b>Silvestri:</b> Chapters: 34, 35, 48, 49
6 – October 16, 2018 Professor Ratliff	<b>Concept:</b> Alteration in Mobility  <b>Exemplars:</b> Multiple sclerosis (MS), Parkinson's, Seizure	<b>Pearson:</b> Pages: 687-724; 824-826; 876-905  <b>Adams:</b> Chapters: 15, 20  <b>Silvestri:</b> Chapters: 62, 63
7 – October 23, 2018 Professor Mizerek	<b>Concept:</b> Alteration in Immunity  <b>Exemplars:</b> Bacteriemia, Septicemia, Rheumatoid arthritis (RA),	<b>Mental Health V1 HESI Exam (Lab)</b>  <b>Vsim Patient Scenarios Due</b> <b>Pearson:</b> Pages: 437-481; 495-509; 599-618 <b>Adams:</b>

	Tuberculosis (TB), Human Immunodeficiency Virus (HIV)	Chapters: 33, 34, 35, 36, 37  <b><u>Silvestri:</u></b> Chapters: 44, 66, 67
8 – October 30, 2018 Professor Molle	<b>Concept:</b> Alteration in metabolism  <b>Exemplars:</b> Thyroid disease Diabetic ketoacidosis (DKA) Hyperosmolar Hyperglycemic Nonketotic Syndrome (HHNK)	<b>Exam #3</b> <b><u>Pearson:</u></b> Pages: 725-779; 805-817  <b><u>Adams:</u></b> Chapters: 44, 45  <b><u>Silvestri:</u></b> Chapters: 36, 50, 51
9 – November 6, 2018 Professor Ratliff	<b>Concept:</b> Alterations in Mental Health  <b>Exemplars:</b> Stress and coping, Generalized Anxiety Disorder (GAD), Phobias, Obsessive-Compulsive Disorder (OCD), Post-traumatic stress disorder (PTSD), Eating Disorders	<b><u>Pearson:</u></b> Pages: 1843-1851; 1895-1952  <b><u>Adams:</u></b> Chapter: 14  <b><u>Silvestri:</u></b> Chapter: 77
10 –November 13, 2018 Professor Mizerek	<b>Concept:</b> Alterations in Mental Health Crisis Intervention <b>Exemplars:</b> Elder Abuse, Child Abuse, Rape Trauma Syndrome	<b>Exam #4</b> <b><u>Pearson:</u></b> Pages: 1964-1990  <b><u>Adams:</u></b> Chapter: 14  <b><u>Silvestri:</u></b> Chapter: 76
11 – November 20, 2018 Professor Molle  (November 21-25 Thanksgiving Recess)	<b>Concept:</b> Alteration in digestion and elimination  <b>Exemplars:</b> Hepatitis, Bowel Obstruction	<b><u>Pearson:</u></b> Pages: 232-239; 273-284  <b><u>Adams:</u></b> Chapters: 34, 42  <b><u>Silvestri:</u></b> Chapters: 40, 56, 57
12 – November 27, 2018 Professor Ratliff	<b>Concept:</b> Alterations in Mental Health  <b>Exemplars:</b> Autism, ADHD, Substance Abuse/Addiction, Suicide	<b>Exam #5</b> <b><u>Pearson:</u></b> Pages: 1519-1574; 1675-1694; 1990-1998  <b><u>Adams:</u></b> Chapters: 2, 16, 22  <b><u>Silvestri:</u></b>

		Chapter: 75
13 – December 4, 2018 Professor Ratliff	<b>Concept:</b> Alterations in Mental Health  <b>Exemplars:</b> Schizophrenia, Psychosis, Bipolar Disorder, Major Depressive Disorder	<b>HESI Case Studies Due</b> <b>Pearson:</b> Pages: 1610-1628; 1798-1807; 1808-1815  <b>Adams:</b> Chapter: 17  <b>Silvestri:</b> Chapter: 74
14 – December 11, 2018 Professors Molle & Ratliff	HESI Exams	<b>HESI Exams</b>
15 – December 18, 2018 Professors Molle & Ratliff	Final Exam	<b>Final Exam</b>

**See NRS225 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:</b> Alteration in Perfusion</p> <p><b>Exemplars:</b> Valvular heart disease, Myocardial infarction, Heart Failure, Cardiomyopathy, Myocarditis, Conduction abnormalities, Pacemakers, Automatic Implantable, Cardioverter Defibrillator (AICD)</p>	<p>CLO1: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO2: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO3: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO4: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 8, 11; Program</i></p>	<p><b><u>Pearson:</u></b> Pages: 1031-1076; 1118-1119; 1144-1161</p> <p><b><u>Adams:</u></b> Chapters: 26, 27, 28, 30</p> <p><b><u>Silvestri:</u></b> Chapters: 40, 56, 57 related to concepts and exemplars for this week.</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab</p> <p>8.1 Handwashing</p> <p>8.3 Gloving</p> <p>8.4 &amp; 8.5 Donning and doffing of isolation gown and mask</p> <p>1.6, 1.7, 1.8, 1.10, &amp; 1.11 Taking vital signs</p> <p>2.2, 2.5, &amp; 2.7 Bathing, changing a soiled brief, making an occupied bed</p> <p>2.4 Mouthcare</p> <p>11.2 Range of motion</p> <p>6.11 Bedpan use</p> <p>1.25 Perform a focused cardiac assessment &amp; correctly identify and classify heart murmurs.</p> <p>14.6 &amp; 14.8 Demonstrate the ability to correctly apply a 5-lead cardiac monitor &amp; 12-lead EKG</p>



		<p><i>Goal 4</i> CLO5: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO6: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in perfusion across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
2	<p><b>Concept:</b> Alterations in Oxygenation</p> <p><b>Exemplars:</b> Asthma, Cystic fibrosis, Acid-base, Continuation of chronic obstructive pulmonary disease (COPD)</p>	<p>CLO7: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in oxygenation across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO8: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in</p>	<p><b><u>Pearson:</u></b> Pages: 3-27; 990-1017</p> <p><b><u>Adams:</u></b> Chapters: 25, 40</p> <p><b><u>Silvestri:</u></b> Chapters: 39, 54, 55</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab</p> <p>1.24 Head to toe assessment including a focused respiratory assessment</p> <p>13.18 &amp; 13.19 Trach care/suctioning</p> <p>13.17 Oral/nasal suctioning</p> <p>13.4 Incentive Spirometer</p> <p>13.9 Applying oxygen devices</p> <p>13.3 Demonstrate the ability to measure peak expiratory flow rate.</p>

		<p>oxygenation across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO9: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in oxygenation across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO10: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in oxygenation across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO11: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in oxygenation across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO12: Explain the leadership, management, legal, and ethical guidelines that are used by</p>		<p>13.6 Demonstrate the ability to perform chest physiotherapy.</p> <p>13.21 Demonstrate the ability to manage chest tube drainage.</p>
--	--	---	--	---

		Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in oxygenation across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i>		
3	<b>Concept:</b> Alteration in Cognition <b>Exemplars:</b> Alzheimer's Dementia, Delirium	CLO13: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i> CLO14: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i> CLO15: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i> CL16: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support	<b><u>Pearson:</u></b> Pages: 1575-1609  <b><u>Adams:</u></b> Chapter: 20  <b><u>Silvestri:</u></b> Chapter: 69  Case Study Ticket to Class	Math Ticket to Lab 13.25 CPR Review 13.24 Ventilation with a bag mask *ABG Interpretation Activity 17.10 Demonstrate the ability to apply a mummy immobilizer restraint. 17.11 Demonstrate the ability to apply wrist and ankle restraints. 17.12 Demonstrate the ability to apply a torso/belt restraint. 17.13 Demonstrate the ability to manage patients in restraints 17.14 Demonstrate the ability to use bed and chair exit safety monitoring devices.

		<p>persons when providing care to diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO17: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO18: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in cognition across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
4	<p><b>Concept:</b> Alterations in Sensory Perception</p> <p><b>Exemplars:</b> Eye injuries, Glaucoma, Retinal Detachment,</p>	<p>CLO19: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in sensory perception across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p>	<p><b><u>Pearson:</u></b> Pages: 1277-1330</p> <p><b><u>Adams:</u></b> Chapter: 50</p> <p><b><u>Silvestri:</u></b></p>	<p>Math Ticket to Lab 2.24, 2.38, 2.40, &amp; 2.43</p> <p>Review and practice the administration of oral, IM, SQ, &amp; IV medications</p> <p>1.19 Demonstrate the ability to assess visual acuity.</p>

	<p>Macular degeneration, Ear Injuries, Hearing Impairments, Meniere's Disease</p>	<p>CLO20: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in sensory perception across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO21: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in sensory perception across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO22: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in sensory perception across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO23: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in sensory perception</p>	<p>Chapters: 60, 61</p> <p>Case Study Ticket to Class</p>	<p>2.14 Demonstrate the ability to provide contact lens care.</p> <p>2.27 Demonstrate the ability to administer eye drops and ointments.</p> <p>1.20 Demonstrate the ability to assess hearing (including the Weber &amp; Rinne Tests).</p> <p>2.15 Demonstrate the ability to provide hearing aid care.</p> <p>2.28 Demonstrate the ability to administer ear drops (in adult &amp; pediatric clients).</p>
--	---	--	---	--

		<p>across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO24: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in sensory perception across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
5	<p><b>Concept:</b> Alteration in Cellular Regulation</p> <p><b>Exemplars:</b> Cancer Principles, Diagnostic tests, Leukemia, Lymphoma, Lung Cancer, Breast Cancer, Bladder Cancer, Colo-rectal Cancer. Chemotherapy, Radiation, Adjective Therapies, Palliative vs. Hospice Care</p>	<p>CLO25: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in cellular regulation across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO26: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in cellular regulation across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO27: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in</p>	<p><b><u>Pearson:</u></b> Pages: 29-140</p> <p><b><u>Adams:</u></b> Chapters: 32, 38</p> <p><b><u>Silvestri:</u></b> Chapters: 34, 35, 48, 49</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab 6.27, 6.28, &amp; 6.20</p> <p>Demonstrate the ability to perform ostomy care.</p> <p>4.16 &amp; 4.17 Demonstrate the ability to provide end of life care.</p> <p>3.2 Demonstrate the ability to administer a blood transfusion.</p> <p>1.28 &amp; 1.31 Demonstrate the ability to teach a patient how to perform breast and testicular self-examinations.</p> <p>4.4 Demonstrate the ability to perform a therapeutic back massage.</p>

		<p>cellular regulation across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO28: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in cellular regulation across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO29: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in cellular regulation across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO30: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in cellular regulation across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
--	--	--	--	--

6	<p><b>Concept:</b> Alteration in Mobility</p> <p><b>Exemplars:</b> Multiple sclerosis (MS), Parkinson's, Seizure</p>	<p>CLO31: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO32: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO33: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO34: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO35: Summarize how</p>	<p><b><u>Pearson:</u></b> Pages: 687-724; 824-826; 876-905</p> <p><b><u>Adams:</u></b> Chapters: 15, 20</p> <p><b><u>Silvestri:</u></b> Chapters: 62, 63</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab</p> <p>11.8 Performing bed to chair transfers.</p> <p>11.11 Assisting with ambulation</p> <p>11.13 &amp; 11.15 Use of assistive devices such as canes/walkers</p> <p>11.14 Crutch walking</p> <p>Bedside swallow evaluation.</p> <p>12.3 Demonstrate the ability to safely feed a patient on aspiration precautions.</p> <p>9.4 Demonstrate the ability to care for a patient with seizure precautions.</p>
---	--	---	--	---



		<p>information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO36: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in mobility across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
7	<p><b>Concept:</b> Alteration in Immunity</p> <p><b>Exemplars:</b> Bacteriemia, Septicemia, Rheumatoid arthritis (RA), Tuberculosis (TB), Human Immunodeficiency Virus (HIV)</p>	<p>CLO37: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in immunity across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO38: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in immunity across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p>	<p><b><u>Pearson:</u></b> Pages: 437-481; 495-509; 599-618</p> <p><b><u>Adams:</u></b> Chapters: 33, 34, 35, 36, 37</p> <p><b><u>Silvestri:</u></b> Chapters: 44, 66, 67</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab</p> <p><b>Mental Health HESI V1</b></p> <p>7.13 &amp; 7.14 Demonstrate the ability to manage central lines (including performing a central line dressing change).</p> <p>7.15 Demonstrate the ability to use and maintain venous access devices (including accessing/de-accessing a port and drawing blood).</p> <p>2.44 Demonstrate the ability to give IV push medication via central line.</p>

		<p>CLO39: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in immunity across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO40: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in immunity across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO41: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in immunity across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO42: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in</p>		
--	--	--	--	--

		immunity across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i>		
8	<p><b>Concept:</b> Alteration in metabolism</p> <p><b>Exemplars:</b> Thyroid disease Diabetic ketoacidosis (DKA) Hyperosmolar Hyperglycemic Nonketotic Syndrome (HHNK)</p>	<p>CLO43: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO44: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO45: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO46: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and</p>	<p><b><u>Pearson:</u></b> Pages: 725-779; 805-817</p> <p><b><u>Adams:</u></b> Chapters: 44, 45</p> <p><b><u>Silvestri:</u></b> Chapters: 36, 50, 51</p> <p>Case Study Ticket to Class</p>	<p>Math Ticket to Lab 10.6 Demonstrate the ability to correctly mix and administer insulin via subcutaneous injection with an insulin syringe and administer insulin via the use of an insulin pen. 2.12 Demonstrate the ability to assess the feet of diabetic patients &amp; provide appropriate foot care.</p> <p><b>SIMULATION EXPERIENCE</b></p>

		<p>chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO47: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO48: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in metabolism across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
9	<p><b>Concept:</b> Alterations in Mental Health</p> <p><b>Exemplars:</b> Stress and coping, Generalized Anxiety Disorder (GAD), Phobias, Obsessive-</p>	<p>CLO49: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO50: Discuss clinical reasoning used to make patient-</p>	<p><b><u>Pearson:</u></b> Pages: 1843-1851; 1895-1952</p> <p><b><u>Adams:</u></b> Chapter: 14</p> <p><b><u>Silvestri:</u></b> Chapter: 77</p>	<p>Math Ticket to Lab</p> <p>4.2 Demonstrate the ability to teach controlled breathing techniques to a patient.</p> <p>4.3 Demonstrate the ability to teach muscle relaxation techniques to a patient.</p> <p>4.5 Demonstrate the ability to teach guided imagery</p>

	<p>Compulsive Disorder (OCD), Post-traumatic stress disorder (PTSD), Eating Disorders</p>	<p>centered care decisions for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO51: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO52: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO53: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program</i></p>	<p>Case Study Ticket to Class</p>	<p>techniques to a patient</p> <p>Therapeutic communication to a patient (see below).</p> <p>Evasive safety maneuvers</p>
--	---	--	-----------------------------------	---

		<p><i>Goal 5</i></p> <p>CLO54: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
10	<p><b>Concept:</b> Alterations in Mental Health Crisis Intervention</p> <p><b>Exemplars:</b> Elder Abuse, Child Abuse, Rape Trauma Syndrome</p>	<p>CLO49: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO50: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO51: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning</i></p>	<p><b><u>Pearson:</u></b> Pages: 1964-1990</p> <p><b><u>Adams:</u></b> Chapter: 14</p> <p><b><u>Silvestri:</u></b> Chapter: 76</p> <p>Case Study Ticket to Class</p>	Mandatory Trenton Psychiatric Hospital Orientation

		<p><i>Goals 10, 11; Program Goal 3</i>  CLO52: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i>  CLO53: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i>  CLO54: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
11	<b>Concept:</b> Alteration in digestion	CLO55: Provide safe, quality, evidence-based, patient-centered	<b><u>Pearson:</u></b> Pages: 232-239; 273-284	12.4 Demonstrate the ability to place a nasogastric tube.

	<p>and elimination</p> <p><b>Exemplars:</b> Hepatitis, Bowel Obstruction</p>	<p>nursing care to diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO56: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO57: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO58: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p>	<p><b><u>Adams:</u></b> Chapters: 34, 42</p> <p><b><u>Silvestri:</u></b> Chapters: 40, 56, 57</p> <p>Case Study Ticket to Class</p>	<p>12.5 Flushing/Maintaining a Nasogastric Tube</p> <p>12.7 Removing a Nasogastric Tube</p> <p>6.15 &amp; 6.16 Demonstrate the ability to insert and care for a foley catheter</p> <p>6.23 Inserting a rectal tube</p> <p>6.25 Administering an enema</p>
--	--	--	---	---



		<p>CLO59: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO60: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in digestion and elimination across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
12	<p><b>Concept:</b> Alterations in Mental Health</p> <p><b>Exemplars:</b> Autism, ADHD, Substance Abuse/Addiction, Suicide</p>	<p>CLO49: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO50: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in</p>	<p><b><u>Pearson:</u></b> Pages: 1519-1574; 1675-1694; 1990-1998</p> <p><b><u>Adams:</u></b> Chapters: 2, 16, 22</p> <p><b><u>Silvestri:</u></b> Chapter: 75</p>	<p>17.3 Demonstrate the ability to assess for abuse *Demonstrate the ability to assess for alcoholism using the Cage Questionnaire and treat withdrawal using a CIWA Scale. Simulation Experience</p>

		<p>mental health across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO51: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO52: Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO53: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO54: Explain the leadership, management, legal, and ethical</p>		
--	--	--	--	--

		<p>guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
13	<p><b>Concept:</b> Alterations in Mental Health</p> <p><b>Exemplars:</b> Schizophrenia, Psychosis, Bipolar Disorder, Major Depressive Disorder</p>	<p>CLO49: Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 10, 11; Program Goal 1</i></p> <p>CLO50: Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 10, 11; Program Goal 2</i></p> <p>CLO51: Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 3</i></p> <p>CLO52: Recognize the importance of collaboration with</p>	<p><b><u>Pearson:</u></b> Pages: 1610-1628; 1798-1807; 1808-1815</p> <p><b><u>Adams:</u></b> Chapter: 17</p> <p><b><u>Silvestri:</u></b> Chapter: 74</p>	Simulation Experience

		<p>members of the interprofessional team, the patient, and the patient's support persons when providing care to diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 8, 11; Program Goal 4</i></p> <p>CLO53: Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 10, 11; Program Goal 5</i></p> <p>CLO54: Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic alterations in mental health across the lifespan. <i>Institutional Learning Goals 9, 11; Program Goal 6</i></p>		
14	<b>HESI Exams</b>			<b>Lab Skills Test off</b>
Exam Week	<b>Final Exam</b>			