



**DIVISION OF
HEALTH PROFESSIONS**

NURSING PROGRAM

NRS 231

ALTERATIONS IN HEALTH VI

COURSE OUTLINE

FALL 2016



COURSE OUTLINE

Course: NRS 231

Credits: 3

Weeks: 5

Course Title: Alterations in Health VI

Hours: 3 Theory Hours/Week

3 College Lab Hours/Week

14 Clinical Hours/Week

Catalog description:

This 5-week course is a continuation of the alterations in health conceptual framework with an emphasis on the concepts of safety, intracranial regulation, sensory perception, and tissue integrity. Includes selected clinical experiences in area health care agencies and simulations.

Prerequisites:

NRS 110, NRS 120, NRS 121, NRS 122, NRS 220, NRS 221, NRS 222 with a minimum grade of 76.

Corequisites:

None

Required Textbooks and Materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2011) *Pharmacology for nurses: A pathophysiologic approach*. (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. (ISBN-978-0-13-508981-1)

Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for nurses: A pathophysiologic approach*. (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc. (ISBN 13:-978-0-13-302618-4)

North Carolina Concept-Based Learning Editorial Board. (2011). *Nursing: A concept-based approach to learning*. (Volumes One & Two). Upper Saddle River, NJ: Pearson. (ISBN 13:978-0-558-35687-3)

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

Silvestri, Linda A. (2014). *Comprehensive review for NCLEX-RN examination*. (6th ed.). Philadelphia: W.B. Saunders Co.

Course Coordinator/Instructor:

Professor Elizabeth Mizerek, MSN, RN, CEN, CPEN, FN-CSA

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

Information resources:

Nursing Program website – www.mccc.edu/nursing

Mercer Online (Blackboard) - <http://mccc.edu>

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

NCSBN 2016 NCLEX-RN Detailed Test Plan –

https://www.ncsbn.org/2016_NCLEX_RN_Detailed_Test_Plan_Candidate

Other Resources:

iClicker Audience Response System

A list of approved Websites is available on Blackboard (MercerOnline)

General Education Knowledge Goals:

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. 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.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills:

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Program Learning Outcomes:

- P1. Function within the provisions of the Nurse Practice Act while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning.
- P2. Assess the patient's health status in a comprehensive and holistic manner.
- P3. Analyze, synthesize, and evaluate patient-related data to develop and implement individualized patient care and teaching plans.
- P4. Provide safe physical and psychological care to each patient incorporating documented Standards of Care to formulate clinical judgments and management decisions.
- P5. Evaluate the achievement of patient outcomes.
- P6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic, and political forces.
- P7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
- P8. Use effective verbal and written communication skills, incorporating lifespan considerations.
- P9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.

Level Student Learning Outcomes:

- LII.1 Model nursing practice within the provision of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.

- LII.2 Generate an individualized patient plan of care from data collected in a comprehensive and holistic assessment.
- LII.3 Synthesize all patient related data to evaluate an individualized patient plan of care.
- LII.4 Construct clinical judgments and management decisions based on Nursing Standards of Care.
- LII.5 Evaluate the achievement of patient outcomes based on the patient's plan of care.
- LII.6 Select interventions that address advocacy for patient's rights.
- LII.7 Examine how collaborative care effectively meets the needs of individuals, families and groups.
- LII.8 Model effective verbal and written communication when providing nursing care.
- LII.9 Evaluate nursing care with consideration for quality improvement, cost effectiveness, and available technologies.

Course Student Learning Outcomes:

- C1. Demonstrate professional nursing practice by functioning as part of the multidisciplinary team within the provisions of the Nurse Practice Act, Nursing Standards of Care, and the Code of Ethics in all healthcare settings when caring for groups of patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 1; Level Objective 1)
- C2. Examine his/her own knowledge accepting responsibility for self-growth and life-long learning. (Maps to Program Objective 1; Level Objective 1)
- C3. Analyze and synthesize all health-related data when assessing patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 2; Level Objective 2)
- C4. Incorporate critical thinking and evidence-based practice when using clinical judgment to plan and implement individualized patient care and teaching plans for patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 3; Level Objective 3)
- C5. Provide safe physical and psychological care to patients across the life-span integrating documented Standards of Care to formulate clinical judgments and management decisions for patients with alterations in intracranial regulation, sensory perception, tissue integrity, and/or safety. (Maps to Program Objective 4; Level Objective 4)
- C6. Analyze data to evaluate the achievement of therapeutic outcomes based on the individualized patient plan of care, revising as appropriate. (Maps to Program Objective 5; Level Objective 5)

- C7. Act as a patient advocate when managing the care of patients. (Maps to Program Objective 6; Level Objective 6)
- C8. Practice the principles of collaboration as a member of the multidisciplinary team in responding to the needs of individuals, families, and groups across the health-illness continuum. (Maps to Program Objective 7; Level Objective 7)
- C9. Demonstrate expertise in the use of verbal and written communication, incorporating life-span considerations, when providing care to a diverse patient population. (Maps to Program Objective 8; Level Objective 8)

Nursing Program Concepts:

Accountability: The acceptance of responsibility for the outcomes of care as a result of the actions or inactions of self or others within the context of delegation.

Cellular Regulation: The process that controls the series of events by which a cell goes through a cell cycle.

Coping: The individual's response to one or more stressors and their attempt to restore homeostasis.

Elimination: The process of and ability to rid the body of waste.

Immunity: The body's natural reaction to infection.

Intracranial Regulation: The ability of the cranial contents (brain, blood, cerebral spinal fluid) to maintain normal intracranial pressure.

Metabolism: All physical and chemical processes that converts or uses energy.

Mobility: Making the most of the patient's ability to use his/her musculoskeletal system.

Oxygenation: The means by which the body is able to supply oxygen to all cells of the body.

Perfusion: The process by which oxygen and nutrition are supplied to cells and tissues in the body.

Pharmacotherapeutics: The use of medicine and its effects to treat and promote improved health and wellness.

Self: One's sense of being that distinguishes them from others.

Sensory Perception: The purposeful organization and translation of stimuli into meaningful information.

Stress: The body's reaction to any stimulus in the environment that demands change or disrupts homeostasis.

Tissue Integrity: Includes integumentary, mucous membrane, corneal and subcutaneous tissues, unbroken by wounds.

Integrated Concepts:

In addition, the MCCC Nursing Program has identified the following concepts as integrated into all professional phase nursing courses:

Acid Base Balance: The method by which the acidity and alkalinity of body fluids are kept in a state of balance.

Clinical Decision Making: The use of critical reasoning that involves interpretation, analysis, inferences, explanation and evaluation.

Comfort: A state of physical ease and freedom from discomfort whether physiological, social, psycho-spiritual, or environmental.

Communication: Communication is a process of exchanging ideas, information and feelings.

Diversity: Unique variations among and between individuals, as well as those defined by genetics and cultural background, but are refined by experience and personal choice.

Evidence Based Practice: The practice of health care in which the health care provider uses the most current and valid research findings as the basis for clinical decisions.

Family: Individuals who are joined together by bonds of emotional closeness, sharing and support.

Fluid & Electrolytes: Maintenance of homeostasis (fluid balance) in the body in relation to electrolyte values.

Grief: The total response to the emotional experience related to loss.

Leadership: A process whereby a person with clear vision and knowledge inspires others to work together toward goal achievement.

Loss: An actual or potential situation in which something that is valued is altered or no longer available.

Nursing Informatics: The processing of health and biomedical information through the acquisition, storage, and retrieval of such data.

Pharmacotherapeutics: The use of medicine and their effects to treat and promote improved health and wellness.

Professional Behaviors: Actions that define the practice of nursing whereby the nurse will act professionally, gain knowledge, maintain competence, work well as a team member, show compassion, reflect a positive attitude, and maintain integrity of self and the nursing profession.

Quality Improvement: Organized process of planning and implementing ongoing methods aimed at providing safe, effective, patient-centered care that is timely, efficient and benefits all equally.

Safety: Protection from harm or injury. The goal of the caregiver is to create an environment in which one is able to provide safe patient care.

Self: One's sense of being that distinguishes them from others.

Evaluation of Student Learning / Grading Information (NRS 231)

Theory: Weekly classroom sessions are based on learning objectives from the course outline. These weekly learning objectives are designed to assist the student in meeting the course student learning outcomes listed in the course outline. The concepts presented in NRS 231 focus on alterations in intracranial regulation, sensory perception, tissue integrity, and safety. Content exemplars will be presented specific to each concept. Classroom theory sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. To stimulate student participation, interactive learning activities (case study presentations, iClicker questions, and discussion) will be included with each large class session. Students will be encouraged to complete the assigned evolve case study for each week's concept focus. Recording any class session is at the discretion of the instructor. Permission to record should be obtained prior to the beginning of class.

Dose/Calculation Quiz: All NRS 231 students will be required to complete a ten (10) question quiz prior to attending the first day of clinical with a minimum score of 90%. The exam will be available in the testing center, beginning Saturday August 27th. The medication calculation exam must be taken 24 hours prior to your first clinical day. Students are allotted twenty (20) minutes for the quiz (2 minutes per question as established by the nursing program policy) and your time will be recorded by the testing center. It is the student's responsibility to monitor his/her time and failure to comply with the time constraints is a violation of the academic integrity policy. Grades will be posted on Blackboard (MercerOnline) prior to the first clinical day. Students who do not achieve 90% will not be allowed to administer medication during clinical. They will be required to take a second quiz. Failure to achieve 90% on the second quiz will result in a written action plan as these students are unable to meet clinical objectives. Successful completion of clinical objectives is mandatory for successful completion of this course. To prepare for the quiz, students should be proficient in the following:

1. Oral Dosage of Drugs
2. Parenteral Dosage of Drugs
3. Reconstitution of Solutions

4. Intravenous Solutions, Equipment and Calculations
5. Pediatric and Adult Dosages Based on Body Weight
6. Heparin Drip Calculations

Quizzes: At the start of theory on weeks 1, 2, and 4, there will be a ten (10) question quiz used to evaluate the student's preparation for that week's content. Quizzes will include knowledge based questions from all assigned readings for that week and may include math/dose calculations. The average of these three (3) quizzes will be calculated as 10% of your final course grade.

HESI Exam:

The HESI Pediatric exam will be given during week five (5) in this course and must be taken for successful completion of NRS 231. This is a computer based exam which requires your evolve login and password for access. Students are expected to achieve a score of 850 on the exam. The HESI exam percentage conversion score will be calculated as 5% of your final course grade.

Students will be required to complete the pediatric practice exam, which can be accessed on the evolve website, with a score of 80% before they will be able to sit for the Pediatric HESI exam. Students are allowed an unlimited amount of attempts on the practice exam. If you need additional assistance in accessing the case studies or practice tests, please see the NRS 231 course coordinator.

Emergency Preparedness Paper:

In alignment with the college's goal to improve information technology literacy, NRS 231 students will complete a written assignment focusing on Disaster and Emergency Preparedness. Clinical release time will be allotted for this assignment. Project guidelines and grading rubric are available on Blackboard (MercerOnline). This graded assignment will be calculated as 5% of your final course grade.

Clinical: The clinical experience provides students with the opportunity to plan, provide, and evaluate complete care to patients in a hospital setting. Students will be assigned to one twelve (12) or two six (6) hour clinical experiences that are conducted at local healthcare facilities during the first four (4) weeks of the course. Students are required to follow all program and facility policies during this clinical experience. Student's who do not comply with all policies may be dismissed from clinical. Successful completion of clinical is mandatory for successful completion of the course.

Pre-Conference: At the discretion of the clinical instructor.

Post Conference: Discussion or learning activities as directed by the clinical instructor.

Mandatory Clinical Experience:

All students will be required to attend the following for successful completion of NRS 231.

RWJUH/Hamilton Emergency Department Observation - Students will sign up for this experience at the start of week one (1) theory on a first come basis. A description of this experience is available in the clinical lab manual.

Evolve Case Studies:

Students will be encouraged to complete 5 case studies during the course which are assigned weekly. The case studies can be accessed via the evolve website at <http://evolve.elsevier.com>. Completion of the case studies will be monitored by the course coordinator,

College Lab: There are four (4) lab sessions (scheduled weeks 1-4) designed to help students gain a broader understanding of weekly content through various videos, skill demonstrations, case studies, and/or discussions.

Testing Procedures:

The midterm exam (30% of final course grade) will be given at the beginning of the third theory class. Students will have 1.5 minutes to complete each of the theory based questions and 2 minutes for each dosage calculation question. There will be a final exam (50% of final grade) that will be given during the fifth week of the course with the parameters above.

All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook. In the event a student misses an exam, a make-up exam will be administered at the discretion of the instructor. The course coordinator must be notified in advance of the scheduled exam if a student is unable to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam.

- All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade. Please have a #2 pencil available for testing.
- The midterm and final exams will contain multiple choice format or multiple response format questions and will include dosage calculation problems.
- After testing, all Scantron forms are secured in the nursing office and can be viewed after making an appointment with the Nursing Program Specialist.
- Please refer to the nursing program testing policy in your program handbook for more information on testing.

Determination of NRS 231 Grade:

All required exams, assignments, observations, and presentations must be completed prior to receiving a final grade. Grades will be posted on Blackboard and are calculated as follows:

Quizzes (average of 3)	10%
Emergency Preparedness Paper	5%
HESI Pediatric Exam	5%
Midterm Exam	30%
Final Exam	50%

Grading Scale for all MCCC Nursing Courses (Grades will NOT be rounded).

A	=	93% - 100%
A-	=	90% - 92.99%
B+	=	87% - 89.99%
B	=	83% - 86.99%
B-	=	80% - 82.99%
C+	=	77% - 79.99%
C (Pass)	=	76% - 76.99%
C (Non-Pass)	=	70% - 75.99%
D	=	60% - 69.99%
F	=	0% - 59.99%

S = satisfactory (comparable to a “C” or higher)

I = Incomplete

W = Withdrawal

WI = Withdrawal Instructor Initiated

WA = Withdrawal Administration Initiated

U = Unsatisfactory

A minimum score of 76% and satisfactory clinical performance is required for successful completion of NRS 231.

Testing Schedule (Tentative):

Session A: Midterm: Tuesday 9/13/16 at 5pm

Session A: Final Exam: Tuesday 9/27/16 at 5pm

Session A: HESI Pediatric Exam: TBD

Session B: Midterm: Tuesday 10/18/16 at 5pm

Session B: Final Exam: Tuesday 11/1/2016 at 5pm

Session B: HESI Pediatric Exam: TBD

All dates listed for NRS 231 are to assist you in planning your schedule. They are subject to change in the event there are circumstances the Course Coordinator cannot control.

NCLEX-RN Test Plan:

Course theory tests are based on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) four major client needs categories with focus on specific course conceptual content. The course content is aligned with the client need categories and the integrative processes commonly used in nursing as well as the cognitive levels used in developing test questions. These are defined below. The test plan serves to guide students in preparing for examinations. Please refer to the NCSBN NCLEX-RN Detailed Test Plan Candidate version for specific client need information.

https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf

Safe and Effect Care Environment

- Management of Care
- Safety and Infection Control

Health Promotion and Maintenance**Psychosocial Integrity****Physiological Integrity**

- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

The following integrative processes are used throughout the major client needs categories:

Nursing Process: scientific, reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.

Caring: an interactive atmosphere of mutual respect and trust between client and nurse.

Communication and documentation: Validated written or electronic record that reflects standards of practice and accountability in the provision of care.

Teaching and Learning: facilitating a change in behavior by acquiring knowledge and skills.

Examination questions are written to test different cognitive levels. These levels progress from remembering or recalling through understanding, applying the knowledge and analyzing information. These levels are defined as follows:

Knowledge Level: Remembering, recalling, or recognizing facts, ideas, terminology, principles and procedures.

Comprehension Level: Understanding, explaining or relating written information from reports, tables, diagrams and directions.

Application Level: Applying ideas, concepts, principles, theories and steps of a procedure in job-related situations.

Analysis Level: Analyzing, differentiating, or breaking down information into its constituent parts to detect the relationship of the parts and the way they are organized.

Academic Honesty:

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic

dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

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

Cheating:

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

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

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

- A. Uses or obtains unauthorized assistance in any academic work.**
 - Copying from another student's exam.
 - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
 - Stealing an exam or possessing a stolen copy of an exam.
- B. Gives fraudulent assistance to another student.**
 - Completing a graded academic activity or taking an exam for someone else
 - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
 - Sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
 - Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
 - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
 - Presenting another individual's work as one's own.
 - Submitting the same paper or academic assignment to another class without the

permission of the instructor.

D. Fabricates data in support of an academic assignment.

- Falsifying bibliographic entries.
- Submitting any academic assignment which contains falsified or fabricated data or results.

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

- Inappropriate or unethical acquisition of material via the Internet or by any other means.
- Using any electronic or hidden devices for communication during an exam.

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

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall 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 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 receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/CLINICAL ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>Differentiate the application of the nursing process across the lifespan as it applies to the care of the patients with alterations in sensory perception</p> <p>Compare and contrast the use of medical and surgical interventions as it affects patients with alterations in sensory perception</p> <p>Discriminate between modifiable and non-modifiable risk factors as it relates to the care of the patients with alterations in sensory perception</p> <p>Compare and contrast the clinical manifestations of patients with alterations in sensory perception</p> <p>Evaluate the effectiveness of interventions performed for patients with alterations in sensory perception</p>	<p><u>Week 1: Alteration in Sensory Perception</u></p> <p>Normal Presentation</p> <p>Exemplar: Spinal Cord Injury</p>	<p>Interactive lecture & discussion</p> <p>iClicker questions</p> <p>Case study analysis</p> <p>Required readings:</p> <p>Pearson: Pgs. 1143-1156</p> <p>Neurogenic Shock-Pearson pg. 1489, 1492</p> <p>Adams: Chapter 21</p>	<p>Clinical:</p> <p>Perform head to toe and focused assessment of assigned patients.</p> <p>Plan, implement, and evaluate care of assigned patients.</p> <p>Post conference</p> <p>College Lab:</p> <p>Skill practice</p> <p>Videos</p> <p><i>Understanding Spinal Cord Injury</i></p> <p><i>Aging with Spinal Cord Injury</i></p> <p>Discussion</p>	<p>Students to Review:</p> <p>Alterations in Sensory Perception as it relates to:</p> <p>Assessment:</p> <ul style="list-style-type: none"> - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations - pediatric and geriatric considerations <p>Evolve Case Study:</p> <p>Med/surg: Spinal Cord Injury</p>

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/CLINICAL ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>Differentiate the application of the nursing process across the lifespan as it applies to the care of the patients with alterations in intracranial regulation</p> <p>Compare and contrast the use of medical/surgical interventions as it affects patients with alterations in intracranial regulation</p> <p>Discriminate between modifiable and non-modifiable risk factors as it relates to patients with alterations in intracranial regulation</p> <p>Compare and contrast the clinical manifestations of patients with alterations in intracranial regulation</p> <p>Evaluate the effectiveness of interventions performed for patients with alterations in intracranial regulation</p>	<p><u>Week 2: Alterations in Intracranial Regulation (IR)</u></p> <p>Normal Presentation</p> <p>Increased Intracranial Pressure</p> <p>Exemplars: Traumatic Brain Injury (TBI), Meningitis, & Hydrocephalus</p>	<p>Interactive lecture & discussion</p> <p>iClicker questions</p> <p>Case study analysis</p> <p>Required readings:</p> <p>Pearson: Chapter 17</p> <p>Adams: Chapter 15</p>	<p>Clinical:</p> <p>Perform head to toe and focused assessment of assigned patients.</p> <p>Plan, implement, and evaluate care of assigned patients.</p> <p>Post conference</p> <p>College Lab:</p> <p>Skill practice</p> <p>Videos</p> <p><i>Coma</i></p> <p><i>Concussion</i></p> <p><i>Understanding Brain Injury</i></p> <p>Discussion</p>	<p>Students to Review:</p> <p>Alterations in IR as it relates to:</p> <p>Assessment:</p> <ul style="list-style-type: none"> - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations - pediatric and geriatric considerations <p>Evolve Case Study:</p> <p>Physical Assessment: Neurological</p> <p>Med/Surg: Head Injury or Traumatic Brain Injury</p>

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/CLINICAL ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>Differentiate the application of the nursing process as it applies to emergency management</p> <p>Compare and contrast the various types of emergency situations and the role of the nurse</p> <p>Identify the main components of a disaster plan and various responders' roles</p> <p>Analyze the use of protective equipment and the importance protecting the responder</p> <p>Describe local, state and federal emergency management systems and resources.</p> <p>Analyze the importance of nursing competencies specific to disaster and emergency situations.</p>	<p><u>Week 3: Safety</u></p> <p>Disaster and Emergency Preparedness</p> <p>Exemplars: Bioterrorism, Emergency Nursing and Disaster Preparedness</p>	<p>Interactive lecture & discussion</p> <p>iClicker questions</p> <p>Case study analysis</p> <p>Required readings for exemplar:</p> <p>Pearson: pgs. 2351-2360</p> <p>Adams: Chapter 12</p>	<p>Clinical:</p> <p>Perform head to toe and focused assessment of assigned patients.</p> <p>Plan, implement, and evaluate care of assigned patients.</p> <p>Post conference</p> <p>College Lab:</p> <p>Skill practice</p> <p>Videos</p> <p><i>Bioterrorism and Other Emergencies: Be Prepared, Be Safe</i></p> <p><i>Terrorism: Medical response</i></p> <p><i>Pt Decontamination</i></p> <p>Demonstration of PPE</p> <p>Discussion</p>	<p>Students to review:</p> <p>Concepts of emergency management</p> <ul style="list-style-type: none"> - Triage -Personnel roles - Critical Incident Stress Management -EP and disaster management -Bioterrorism -Personal Protective Equipment <p>Emergency Preparedness Assignment</p> <p>Evolve Case Study:</p> <p>Management: The Emergent Care Clinic</p>

LEARNING OBJECTIVES	CONCEPT	LEARNING ACTIVITIES	LAB/CLINICAL ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>Differentiate the application of the nursing process across the lifespan as it applies to the care of the patient with alterations in tissue integrity</p> <p>Compare and contrast the use of medical and surgical interventions as it affects patients with alteration in tissue integrity</p> <p>Discriminate between modifiable and non-modifiable risk factors as it relates to the care of the patients with alterations in tissue integrity</p> <p>Compare and contrast the clinical manifestations of patients with alterations in tissue integrity</p> <p>Evaluate the effectiveness of interventions performed for patients with alterations in tissue integrity</p>	<p><u>Week 4: Alterations in Tissue Integrity</u></p> <p>Normal Presentation</p> <p>Exemplar: Burns</p> <p>Midterm will be given during theory</p>	<p>Interactive lecture and discussion</p> <p>iClicker Questions</p> <p>Case study analysis</p> <p>Required readings:</p> <p>Pearson: Chapter 30 pgs. 1873-1911</p> <p>Adams: Chapter 18</p>	<p>Clinical:</p> <p>Perform head to toe and focused assessment of assigned patients.</p> <p>Plan, implement, and evaluate care of assigned patients.</p> <p>Post conference</p> <p>College Lab:</p> <p>Skill practice</p> <p>Videos</p> <p><i>Burn Center</i></p> <p><i>After the fire</i></p> <p>Discussion</p>	<p>Students to Review:</p> <p>Alterations in tissue Integrity related to burn injury.</p> <p>Assessment:</p> <ul style="list-style-type: none"> - normal anatomy and physiology - diagnostic studies - pharmacology - nutrition - cultural considerations - pediatric and geriatric considerations <p>Evolve Case Study:</p> <p>Pediatric: Burns</p>

Week 5: HESI and Final exam will be administered. Emergency Preparedness Assignment Due.

Students are responsible for maintaining records of grades. This tracking form may be used for calculation. A minimum grade of 76% is required for successful completion of NRS 231.

Quiz Average _____ x **0.10** = _____

EP Assignment _____ x **0.05** = _____

Midterm Exam _____ x **0.30** = _____

Peds HESI _____ x **0.05** = _____

Final Exam _____ x **0.50** = _____