



Health Professions Division

Nursing Education Program

NRS 112

Concepts of Nursing Practice 1

COURSE OUTLINE

Spring 2021



NRS112 Course Outline

Course Number: NRS112

Course Title: Concepts of Nursing Practice

Credits: 6

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

Pre-requisite: Formal admission into the nursing program

Catalog Description

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

Course Coordinator

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Expectations

We as faculty are here to help you have success in not just this course, but also 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

NRS112 Required Materials

The following items are sold as a bundled package at the MCCC bookstore:

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for Nurses A Pathophysiologic Approach. (6th Edition)* Upper Saddle River: Pearson Education, Inc. (ISBN-13: 9780134255163)
- D'Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing. (4th Edition)* Upper Saddle River Pearson Education, Inc. (ISBN 978-0-13-387640-6).
- North Carolina Concept-Based Learning Editorial Board. (2019). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two. (3rd Edition)* Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13: 978-0134616803; Volume Two: (ISBN-13 : 978-0134616810)
- Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three. (3rd. Edition)* New York: Pearson Education, Inc. (ISBN: 978-0134616834)
- MyNursingLab: Electronic resource bundle from Pearson that includes 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 approximately \$310 by visiting <https://registration.mypearson.com/#payment-option>
- Silvestri, L.A, (2016) Saunders Comprehensive Review for the NCLEX-RN Examination. (7th Edition) St. Louis, MI. Elsevier Saunders. (ISBN 978-0323358514)
- American Psychological Association. (2010) Publication Manual of the American Psychological Association. (7th Edition). American Psychological Association: Washington D.C.
- 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 Office documents (Word, Excel, and PowerPoint).
- Face shield or goggles.

NRS112 Recommended Materials

- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span. (10th Edition)* Philadelphia: FA Davis. (ISBN 978-0803660861).
- Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students. (7th Edition)* Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)
- Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success. (5th Edition)* Philadelphia: F.A. Davis. (ISBN 978-0803677456)
- Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations. (9th Edition)* 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. (16th Edition)* Philadelphia: FA Davis. (ISBN: 978-0803669451).
- Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary. (23rd Edition)* Philadelphia, FA Davis. (ISBN 978-0803659049).

Computer Hardware and Software

A personal computer with consistent, reliable Internet access is required, and must meet the following requirements:

- A cable, fiber optics, or DSL connection to the Internet; dial-up is not supported and satellite may be inconsistent.

- Laptop or tablet computer with a minimum of a 2 GHz processor and 2 GB of RAM. You will need access to a laptop or tablet that you can bring with you to campus periodically.
- Chromebooks are **NOT** compatible with our testing software and **cannot** be used.
- Built-in or external webcam and microphone.
- Headphones are recommended to minimize audio interference from any background noise in your environment.

You should have one of the following computer operating systems and additional software applications installed on your computer:

- Windows 10 or higher system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
- Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Login to your student portal through <https://www.mccc.edu/mymercer.shtml> and select the Office 365 apps icon. This will give you access to all the Office tools like Word, PowerPoint, Excel and others options. If you want to download a version of the Office Suite to your machine, select the drop down 'Install Office' on the top right.
- Adobe PDF for the Clinical Documentation Tool. A free version of Adobe can be downloaded here: <https://get.adobe.com/reader/?promoid=KSWLH>
- Antivirus for Windows OS, [Microsoft Security Essentials](#) OR Antivirus for Mac OS, [Sophos](#)
- A Blackboard compatible browser, such as the latest version of Chrome, Mozilla Firefox, or Safari. **Internet Explorer, Edge or Chromium are NOT a supported browsers and should not be used.**

Additional information can be found in your course under the "Course Info" tab, in the folder labeled "Resources for Students".

Course Information & Web Resources:

- Nursing Program website – www.mccc.edu/nursing (Nursing Program Handbook, program policies, course outlines)
- Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)
- Microsoft Teams –You are automatically enrolled into the team folder in Microsoft Teams. There will be reminders and informal announcements in this platform. You can also use the chat function to talk to classmates and faculty. It is a good idea to download the app to your mobile device.
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2019_RN_TestPlan-English.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 inter-professional team, the patient, and the patient’s support persons.
5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Course Student Learning Outcomes

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

1. At the basic level, provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations related to wellness and for patients experiencing uncomplicated conditions. *Institutional Learning Goals 8, 10, 11; Program Goal 1*
2. Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level. *Institutional Learning Goals 9, 10, 11; Program Goal 2*
3. Explain how quality improvement processes are used to improve patient care. *Institutional Learning Goals 10, 11; Program Goal 3*
4. Recognize the importance of collaboration with members of the inter-professional team, the patient, and the patient’s support persons. *Institutional Learning Goals 8, 11; Program Goal 4*
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the healthcare setting. *Institutional Learning Goals 10, 11; Program Goal 5*

6. Explain the leadership, management, legal, and ethical guidelines that are used as a Registered Nurse. *Institutional Learning Goals 9, 11; Program Goal 6*

Academic Integrity

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. Please refer to the full Academic Integrity policy in the MCCC Student Handbook and OMB Policy 210.

Credible reports of academic dishonesty will result in course failure and possible program dismissal.

Nursing Program Handbook

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

ADA Statement

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact the Center for Inclusion, Transition, and Accessibility at 609-570-3422 or LB218 for information regarding support services.

Attendance

Please review the Nursing Education Program Attendance Policy on the nursing program website or the Nursing Education Program Handbook. Students are expected to attend all lecture, college laboratory, and clinical laboratory sessions. If you cannot avoid an absence, contact your instructor prior to the activity to be missed. Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. No Call, No Show to any exam results in a zero for that exam. Prolonged absences due to illness, injury, or bereavement for an immediate family member should be reported to the Nursing Office.

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

Theory

Classroom theory sessions, whether in-person or virtual, are based on learning objectives from the course syllabus. Textbook readings are assigned based on weekly learning objectives listed in the course syllabus and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com. Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior

to class. **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.

Remote Instruction Course Procedures and Etiquette

Prior to Class

1. Make sure you have the appropriate technology to support the session
 - Ensure that you have a reliable, high speed internet connection.
 - Test your audio and video settings.
 - Familiarize yourself with the classroom controls, like “raise your hand” and the chat function.
2. Find a quiet, private workspace
 - Preferably in a room by yourself.
 - Avoid having anyone come on camera.
 - Coordinate your personal responsibilities to eliminate interruptions or distractions while in class.
 - Shut the door and place a sign on the door saying you are in class. Ask people not to enter or knock on the door.
3. Review your background.
 - Remove private or potentially offensive items.
 - Rid the space of any clutter or distractions.
 - Keep it simple.
4. Be mindful of your background lighting.
 - Double check the lighting when you launch the meeting and the video has started. Make sure more light is on your face than coming from behind you. You might also need to adjust where you are sitting so the light is not right above your head and within the camera frame. If you are sitting with your back to a window, you may be silhouetted by the light coming through and you will not be visible.
 - Your overhead light might also need to be adjusted for the best image quality.
5. Check your camera framing.
 - Be aware of your distance from the camera (not too close, not too far).
 - You want to try and have the camera at eye level.

Live Class

1. Sign into the session at least 15 minutes early and make sure your set up is functioning appropriately.
2. You must use your full, real name on the screen.
 - a. To change your name in Zoom, click the participants list on the meeting control panel at the bottom of your screen. Hover to the right of your name in the participants list and select the “More” button. A drop down menu will appear which gives you the option to “Rename”.
3. The camera must be turned on at all time with your live face visible in the frame, unless otherwise directed by your course faculty.
4. Only unmute when speaking. In smaller, more collaborative meetings, you may be directed to leave the microphone unmuted. If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your professor. When addressing the class you are expected to maintain a professional tone.
5. You must be dressed appropriately, as if you were coming to an in-person session.

6. You may not be in bed, under the covers. You may be seated on top of a made bed.
7. No smoking or consumption of alcohol is allowed during class. You may eat a snack if necessary but avoid sitting down to a full meal with the class.
8. The use of personal communication devices for any reason unless specifically directed to do so by the faculty is prohibited.
9. There is to be no “side bar” chatting through digital means outside of class activities.
10. If you would like to use the chat function, remember that it is public, and a record of the chat is kept and archived.
11. Expectations for participation and attendance in a virtual class are the same as an in-person class. Please give your full attention to the class in session. Do not engage in other activities, such as cooking, cleaning, playing games, on-line shopping, etc.
Remember to sign out or “leave the meeting” when the session is finished.

Team Assignments

There will be multiple assignments in class which will require students to work in teams to complete a graded assignment. All members of a team are required to contribute equally to the project. Students are strongly encouraged to consider outlining work responsibilities and problem solving solutions prior to the start of the project. Involving the instructor in solving team issues should be considered the last resort.

College Lab

This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled environment utilizing videos, interactive computer learning, hands on demonstration and clinical simulation. The student will be expected to practice basic nursing skills to gain proficiency and perform a return demonstration in front of the instructor. Students must successfully perform a return demonstration on all critical skills in order to pass the lab portion of the course.

If a student is absent from a college laboratory, it is the responsibility of that student to make arrangements to attend open lab hours for practice of any missed skill. Student must obtain referral form from instructor and bring the form with them to the open lab time. Form must be signed and submitted to the course coordinator within two weeks of missed college lab session. Open lab information, including time and location, to be posted on blackboard/nursing website.

Dosage Calculation Math Requirement

The dosage calculation exam will be given week 6 of the semester during campus clinical. Students will be provided with a simple calculator. The use of a cell phone as a calculator is NOT allowed. 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. **Therefore, if multiple attempts are required for passing which results in a significant delay in administering medication in a manner that can be effectively and adequately evaluated, the clinical competency will not be met which will result in a clinical failure resulting in course failure.**

Clinical

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on weekly objectives listed in the course outline. Clinical lab consists of 6 hours per week performed at the assigned clinical facility.

Weekly clinical assignment information will be handled by the clinical instructor. In general, during the clinical lab, you will be expected to:

Pre and Post Conferences:

1. Be able to state the patient's diagnosis including organs involved; explain (briefly) signs and symptoms of the disease using correct terminology.
2. Identify and explain how the patient's condition exemplifies an alteration to the concept being studied that week using the disease process, nursing order and use of pharmacological agents.
3. Identify developmental tasks appropriate to the patient's age and the implications for nursing care.
4. Formulate a preliminary plan of nursing care based on the altered concept and utilizing the nursing process.
5. Discuss assigned medications in relation to patient care outcomes.
6. Review and evaluate the care given and the patient's response to care plan.
7. Discuss revisions that should be made in your plan to improve care.
8. Discuss application of clinical objectives to your patient.

Clinical Experience:

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

All patient information received during clinical 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

All nursing students will be documenting their clinical experiences using the provided MCCC Nursing Program Clinical Documentation tool. You must use the fillable PDF form in Blackboard for your documentation. MS Word, or any other type of document will **not** be accepted. Clinical documentation is due within 24 hours of the end of the clinical site visit. All clinical documentation will be uploaded to Blackboard and reviewed by the clinical instructor. Any delays in documentation should be discussed with the clinical instructor.

Pediatric Observation

Students will spend four (4) hours at an assigned child care center to complete a pediatric observation experience. Students will be required to submit the Pediatric Observation assignment by the announced due date. Students will have the option to pick a weekday to perform the observation.

Evolve Case Studies

Case studies are assigned as a tool to aid in learning specific content. These case studies are included in the Weekly Class Preparation and should be included as learning activities to support the content covered for the week. **Each case study must be completed by the assigned deadline or the grade will be recorded as a zero.** Case studies **will not be re-opened** after the close date.

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

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

The individual case study grade will be based on the average of the case study attempts. Each case study will have assigned open and close dates. HESI case studies are worth 5% of the total course grade. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course outline.

HESI Exams:

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

Students are required to register for the HESI exam seven days prior to the exam date. Failure to register in advance may result in student not being able to take exam until the exam make-up period.

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. vSim for NRS112 consists of the **Health Assessment package**. The cost for the program will be covered in your course fees. To access vSim, please visit: <https://thepoint.lww.com/student>.

*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, follow the steps detailed in your order confirmation email.

Each vSim patient scenario has four components: pre-simulation quiz, simulation, post-simulation quiz, and reflective questions. Students must complete all components to receive credit for the patient scenario. The responses to the guided reflection questions must be substantive and include one reference, formatted in American Psychological Association (APA) style 7th edition. Students who did not complete the guided reflection questions will receive a zero for the patient scenario. The final grade will be calculated into the Clinical grade portion of the grading scale. Failure to complete any assignments can place the student at risk for clinical failure and subsequent course failure.

Testing Procedure:

All course theory exams will be given in the beginning of lecture. Unit exams are 50 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.

Remote Testing

In the event exams must be moved to the remote testing environment, the exams will be via Blackboard and through the HonorLock program. The student must log on at least 10 minutes prior the start time of the exam to begin the assigned exam in order to complete the exam on time. You will be given the opportunity to take a practice exam in the HonorLock environment prior to your first exam to ease any concerns. Please refer to nursing program testing policy in the Nursing Program Handbook for further information regarding our Exam Policy.

Student Success

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

Theory Grade

Assessment	Percentage of Grade
Exam 1	8%
Exam 2	8%
Exam 3	10%
Exam 4	12%
Exam 5	12%
Evidence Based Review Paper	5%
HESI Evolve Case Studies	2.5%
HESI Fundamentals Exam V1	5%
Average of Dosage Calculation Quizzes in Lab/Clinical	2.5%
Comprehensive Final Exam	35%
Total:	100%

Clinical/Lab Grade

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

Determination of Grade

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

In the clinical setting, there are multiple written clinical evaluations during the semester. **A student must receive a score of “satisfactory” on all components of the clinical evaluation by the end of the semester to pass the clinical component of the course.**

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

- (A) The final summative evaluation on the Clinical Laboratory Performance Evaluation must be at least satisfactory for all clinical objectives.
- (B) Successful completion of all college lab critical skills as verified by instructor.
- (C) All graded clinical/lab assignments completed, with an average grade of 77%.
- (D) Passing grade of 90% or better on the Dosage Calculation exam.
- (E) Completion of evidence-based review paper.
- (F) Completion of assigned HESI exam(s).
- (G) Completion of all theory exams.
- (H) Completion of clinical/lab quizzes.
- (I) Completion of comprehensive final exam.

A final grade of "C+" (77% - 79.99%) or better in each nursing course is necessary to progress to the next nursing course and to graduate. **No grades will be rounded.** The Student is responsible for maintaining a record of his/her own grades as they are achieved. The course grade is the grade located in the weighted percentage column in Blackboard. It is **not** the grade located in the Blackboard app. You **must** log into blackboard from a computer, not a mobile device to obtain your correct grade. If all criteria for the determination of a grade for the course have been successfully met, a grade will be assigned as follows:

A	93% - 100%
A-	90% - 92.99%
B+	87% - 89.99%
B	83% - 86.99%
B-	80% - 82.99%
C+	77% - 79.99%
C	70% - 76.99%
D	60% - 69.99%
F	0% - 59.99%

Weekly Course Outline

Week - Theory Class Date	Focus Concepts	Assessment
1 – January 19, 2021 Professor Scaletti	Accountability Clinical decision making Health, wellness and illness Communication (Clinical) Assessment (Clinical)	HESI Case Study: Sleep due by 1/25/2021
2 – January 26, 2021 Professor Mizerek	Comfort Mobility Tissue Integrity Safety (Clinical)	HESI Case Studies: Skin, Pain, Mobility will be due by 2/1/2021
3 – February 2, 2021 Professor Scaletti	Cellular Regulation Development Pharmacology (clinical)	Exam #1
4 – February 9, 2021 Professor Mizerek	Perfusion Oxygenation Acid Base Balance	HESI Case Study: Breathing Patterns due 2/15/2021
5 – February 16, 2021 Professor Scaletti	Cognition Self Sensory perception Caring Interventions (Clinical)	HESI Case Study: Sensory Function due by 2/22/2021 Critical Thinking HESI for NRS111 students in Campus Clinical
6 – February 23, 2021 Professor Scaletti	Digestion Metabolism Nutrition	Exam #2 HESI Case Study: Altered Nutrition due by 3/1/2021 Dosage Calculation Exam in Campus Clinical
7 – March 2, 2021 Professor Mizerek	Elimination Fluid and electrolytes	HESI Case Study: Constipation and Fluid Balance due 3/9/2021
8 – March 9, 2021 Professor Scaletti	Collaboration Perioperative care Teaching and learning	
9 – March 16, 2021 Professor Mizerek	Evidence based practice Family Culture and diversity Spirituality	Exam #3 Evidence Based Practice Paper Topic Due
<i>Spring Break March 22-28, 2021</i>		
10 – March 30, 2021 Professor Scaletti	Immunity Infection Inflammation Thermoregulation	Pediatric Observation Papers Due

11 – April 6, 2021 Professor Scaletti	Grief and loss Mood and affect Stress and coping Addiction Trauma	Exam #4 HESI Case Study: Grief and Loss due 4/12/2021
12 – April 13, 2021 Professor Mizerek	Advocacy Health policy Healthcare Systems Legal issues Ethics	HESI Exam – during lab
13 – April 20, 2021 Professor Scaletti	Reproduction Sexuality	Exam #5 Evidence Based Practice Paper Due
14 – April 27, 2021 Professor Mizerek	Informatics Managing care Professional behaviors Quality improvement	MAKE UP EXAM WEEK Reflective paper due
May 4, 2021	FINAL EXAM	

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

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

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
1	<p>Concept: Accountability</p> <ul style="list-style-type: none"> ○ Competence ○ Professional development <p>Concept: Assessment</p> <p>Concept: Clinical decision making</p> <p>Concept: Communication</p> <ul style="list-style-type: none"> ○ Groups and group communication ○ Therapeutic communication ○ Documentation ○ Reporting <p>Concept: Health, wellness and illness</p> <ul style="list-style-type: none"> ○ Physical Fitness ○ Oral Health ○ Normal Sleep-Rest Patterns and Sleep hygiene 	<p>CLO1: Apply the concepts of accountability, assessment, clinical decision making, communication and health, wellness and illness as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions discussing accountability, assessment, clinical decision making, communication and health, wellness and illness.</p> <p>CLO3: Relate quality improvement processes when discussing accountability, assessment, clinical decision-making, communication and health, wellness and illness.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client regarding accountability, assessment, clinical decision-making, communication and health, wellness and illness.</p> <p>CLO5: Describe information management principles that support decision making regarding accountability, assessment, clinical decision-making, communication and health, wellness and illness.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines regarding accountability, assessment, clinical decision-making, communication and health, wellness and illness.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Accountability pages: 2695-2713</p> <p>Assessment pages: 2429-2460</p> <p>Clinical Decision Making: pages 2479-2542</p> <p>Communication: pages 2557-2614</p> <p>Sleep: 154-155 (sleep hygiene); 204-216</p> <p>Health Assessment: Chapters 1, 2 and 5</p> <p style="text-align: center;"><u>Assignments</u></p> <p>View Healthy People file on blackboard and come to class ready to discuss two leading health indicators.</p> <p>Clinical documentation Patient Assessment 1</p> <p>My Nursing Lab videos related to concepts and exemplars for this week.</p> <p>Evolve case study: Sleep</p> <p>STUDY FOR EXAM 1</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> ● Medication quiz and review. ● Height, weight and vital signs ● Hand Washing ● Changing an occupied bed ● Providing hygiene care ● Providing oral care for a client who is unconscious or debilitated ● Bathing an adult or pediatric client including perineal and foot care <p style="text-align: center;"><u>Campus Clinical</u></p> <ul style="list-style-type: none"> ● Medication quiz and review ● Head to toe assessment PPT ● Communication PPT ● Taking a health history ● Vital signs practice ● Health history practice ● Introduce windshield survey and organize groups ● Sign up for pediatric observation

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
2	<p>Concept: Comfort</p> <ul style="list-style-type: none"> ○ Acute and chronic pain <p>Concept: Mobility</p> <ul style="list-style-type: none"> ○ Back Problems ○ Gout ○ Osteoarthritis ○ Scoliosis ○ Other: TMJ/Carpal Tunnel <p>Concept: Tissue integrity</p> <ul style="list-style-type: none"> ○ Contact Dermatitis ○ Tissue Injuries <p>Concept: Safety</p> <ul style="list-style-type: none"> ○ Safety considerations across the lifespan ○ Workplace safety 	<p>CLO1: Apply the concepts of comfort, mobility, tissue integrity and safety as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in comfort, mobility, tissue integrity and safety.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in comfort, mobility, tissue integrity and safety.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in comfort, mobility, tissue integrity and safety.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in comfort, mobility, tissue integrity and safety.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in comfort, mobility, tissue integrity and safety.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Comfort: pages 147—149; 151-154; 156-184.</p> <p>Mobility: pages 879-914, 945-953</p> <p>Tissue Integrity: pages 1565-1594, 1619-1633</p> <p>Safety: pages 2871-2906</p> <p>Adams Pharmacology: chapters 7, 14, 18, 48, 49, Drugs for Skin Disorders pages 792-794 and 802-803</p> <p>Health Assessment: 7 8, 9 and 23</p> <p>NANDA List</p> <p>Medications:</p> <ul style="list-style-type: none"> • Opioid analgesics agonists • Opioid analgesics antagonists • Opioids analgesics with mixed agonist-antagonist • Non opioid analgesics NSAIDS - Aspirin and salicylates • Non opioid analgesics - NSAIDs-Ibuprofen • Non opioid analgesics - NSAIDS - Cox-2 inhibitors • Non opioid analgesics – centrally acting drugs • Calcitonin • Xanthine oxidase inhibitor • Acetaminophen • Corticosteroids • Uricosurics • Centrally acting skeletal muscle relaxants 	<p style="text-align: center;">Lab</p> <ul style="list-style-type: none"> • Medication quiz and review. • Review patient assessment • Moving a client in bed, including supporting position, moving client up, turning and assisting client to sit on side of bed • Transferring a client between bed and chair • Assisting a client to ambulate • Assisting a client to use a cane • Assisting a client to use a walker • Assisting a client with crutches <p style="text-align: center;">Campus Clinical</p> <ul style="list-style-type: none"> • Medication quiz and review • Dosage Calculation PPT • Assessment PPT • Mobility PPT • Safety Case Study • Preventing tissue injuries (assessment and staging) <p style="text-align: center;">Assignments</p> <p>Evolve case studies: Skin Integrity, Pain. Mobility</p> <p>Clinical documentation Assessment</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>STUDY FOR EXAM 1</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
3	<p>Concept: Development</p> <p>Concept: Pharmacology</p> <p>Concept: Cellular regulation</p>	<p>CLO1: Apply the concepts of development, pharmacology and cellular regulation as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in development, pharmacology and cellular regulation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in development, pharmacology and cellular regulation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in development, pharmacology and cellular regulation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in development, pharmacology and cellular regulation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in development, pharmacology and cellular regulation.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Development pages: 1785-1817</p> <p>Cellular Regulation: pages 31-45.</p> <p>Adams Pharmacology: Chapters 1, 2, 3, 4, 5, 6, 8, 9, 10, 11.</p> <p style="text-align: center;"><u>Assignments</u></p> <p>EXAM 1 (covers weeks 1 and 2)</p> <p>My Nursing Lab videos related to concepts and exemplars for this week.</p> <p>STUDY FOR EXAM 2</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Medication quiz and review. • Review patient assessment • Dosage Calculations • Growth and Development case study <p style="text-align: center;"><u>Campus Clinical</u></p> <ul style="list-style-type: none"> • Medication quiz and review • Pharmacology PPT • Practice head to toe assessment and vital signs

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
4	<p>Concept: Oxygenation</p> <p>Concept: Acid base balance</p> <ul style="list-style-type: none"> ○ Metabolic acidosis ○ Metabolic alkalosis ○ Respiratory acidosis ○ Respiratory alkalosis <p>Concept: Perfusion</p> <ul style="list-style-type: none"> ○ Hypertension ○ Hypercholesterolemia 	<p>CLO1: Apply the concepts of oxygenation, acid base balance and perfusion as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation, acid base balance and perfusion.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in oxygenation, acid base balance and perfusion.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in oxygenation, acid base balance and perfusion.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in oxygenation, acid base balance and perfusion.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation, acid base balance and perfusion.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Oxygenation: pages 1020-1043, 1101-1108</p> <p>Acid-Base Balance: pages 3-30</p> <p>Perfusion: pages 1109-1155; 1247-1262.</p> <p>Adams Pharmacology: 23 and 26, pages 375-379.</p> <p>Health Assessment: Chapter 16</p> <p>Medication</p> <ul style="list-style-type: none"> • Acid base agents • HMG-CoA Reductase Inhibitors (statins) • Bile acid sequestrants • Fibric acid agents • Loop diuretics • Thiazide diuretics • Potassium sparing diuretics • Ace inhibitors • Angiotensin II Receptor blockers (ARB)s • Calcium channel blockers selective • Calcium channel blockers – nonselective • Beta adrenergic antagonist (beta blockers) • Alpha 1 adrenergic antagonists • Alpha 2 adrenergic agonists • Alpha 1 and beta blocker • Vasodilators • Oxygen <p>Lab Values</p> <ul style="list-style-type: none"> • pH • PO2 • PCO2 • HCO3 • Cholesterol (total): Adult Desirable Level • SaO2 (Pulse Ox) 	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Acid Base Balance review. • Jeopardy • Review previous lab skills <p style="text-align: center;"><u>Clinical</u></p> <ul style="list-style-type: none"> • Simulation • Case Study • Photos • Work on windshield survey <p style="text-align: center;"><u>Assignments</u></p> <p>STUDY FOR EXAM 2</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Breathing Patterns</p> <p>Review video on Blackboard regarding ABGs</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
5	<p>Concept: Cognition</p> <ul style="list-style-type: none"> ○ Confusion ○ Dementia ○ Delirium <p>Concept: Self</p> <p>Concept: Sensory perception</p> <ul style="list-style-type: none"> ○ Hearing, vision, olfactory, sensation impairment <p>Concept: Caring Interventions (clinical)</p>	<p>CLO1: Apply the concepts of cognition, self, sensory perception and caring interventions as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cognition, self, sensory perception and caring interventions.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cognition, self, sensory perception and caring interventions.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cognition, self, sensory perception and caring interventions.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in cognition, self, sensory perception and caring interventions.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cognition, self, sensory perception and caring interventions.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Cognition: pages 1705-1729, 1739-1745</p> <p>Self: pages 1975-1989</p> <p>Sensory Perception: pages 1381-1413</p> <p>Caring Interventions: pages 2461-2477</p> <p>Adams Pharmacology: Drugs for Ear Disorders: pages 819-820.</p> <p>Medications: NONE</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Evolve case study: Sensory function</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Windshield survey due next week in campus clinical</p> <p>STUDY FOR EXAM 2</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> ● Medication quiz and review. ● Class simulation ● Administering oxygen via nasal cannula, non-rebreather, bag valve mask, venti mask, trach collar (puritan collar). ● Review APA ● Discuss article selection ● Patient assessment review and practice <p style="text-align: center;"><u>Campus Clinical</u></p> <ul style="list-style-type: none"> ● Medication quiz and review ● Medication Administration PPT ● Caring Interventions PPT ● Preparing medications from ampules, vials and pills ● Medication administration practice

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
6	<p>Concept: Digestion</p> <ul style="list-style-type: none"> ○ GERD <p>Concept: Metabolism</p> <ul style="list-style-type: none"> ○ Obesity ○ Osteoporosis <p>Concept: Nutrition</p>	<p>CLO1: Apply the concepts of digestion, metabolism and nutrition as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion, metabolism and nutrition.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in digestion, metabolism and nutrition.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in digestion, metabolism and nutrition.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in digestion, metabolism and nutrition.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion, metabolism and nutrition.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Digestion: pages 217-243.</p> <p>Metabolism: pages 785-807; 854-861</p> <p>Nutrition: pages 983-1019</p> <p>Adams Pharmacology: chapters 41 and 43 and 48.</p> <p>Health Assessment: chapters 10 and 20.</p> <p>Medications:</p> <ul style="list-style-type: none"> • Proton pump inhibitor • H2 receptor antagonists • Antacids • Antiemetic- phenothiazine and phenothiazine-like drugs • Antiemetic – antihistamine • Antiemetic – serotonin receptor agonists • Enteral nutrition • Lipase inhibitor • Calcium supplements • Vitamin D therapy • Bisphosphonates • Selective estrogen receptor modulators • Vitamin supplements • Mineral supplements <p style="text-align: center;"><u>Assignments</u></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Altered Nutrition.</p> <p>EXAM 2 (Covers weeks 3-5)</p> <p>STUDY FOR EXAM 3</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Medication quiz and review. • Breakout Box • Administering a tube feeding, intermittent and infusion. • Review video on blackboard regarding gastric tubes prior to coming to lab: • Different types of g tubes • Choose patient teaching activity and partner <p style="text-align: center;"><u>Clinical</u></p> <ul style="list-style-type: none"> • DOSAGE CALCULATION EXAM • Windshield Survey Presentations Due • Prepare for first off campus clinical • Review skills for off campus clinical • Visit from Clinical Instructors

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
7	<p>Concept: Elimination</p> <ul style="list-style-type: none"> ○ Bladder Incontinence and retention ○ Bowel Incontinence, Constipation, and Impaction <p>Concept: Fluid and electrolytes</p> <ul style="list-style-type: none"> ○ Fluid and Electrolytes Imbalances 	<p>CLO1: Apply the concepts of elimination, fluid and electrolytes as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in elimination, fluid and electrolytes.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in elimination, fluid and electrolytes.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in elimination, fluid and electrolytes.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in elimination, fluid and electrolytes.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in elimination, fluid and electrolytes.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Elimination: pages 275-303, 312-337.</p> <p>Fluid and Electrolytes: pages 357-397</p> <p>Adams Pharmacology: chapters 25, 42: pages 649-654 and 660-663.</p> <p>Health Assessment chapters: 21 and 22</p> <p>Medications:</p> <ul style="list-style-type: none"> • Laxatives – bulk forming • Laxative –saline and osmotic • Laxative – stimulant • Stool softener • Laxative – herbal • Antidiarrheal – opioids • Antidiarrheal –Misc. • Antiemetic – anticholinergics and antihistamine • Antiemetic – phenothiazine • Antiemetic – serotonin receptor antagonists • Minerals • anticholinergics • Cholinergic – parasympathomimetics • Electrolytes • Crystalloid solutions <p>Lab Values</p> <ul style="list-style-type: none"> • Blood urea nitrogen (BUN) • Creatinine (Cr) • potassium (K⁺) • Sodium (Na⁺⁺) 	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Medication Quiz and review. • Collecting a urine specimen • Obtaining stool specimens • Assisting with a bedpan • Assisting with a urinal • Assisting a client to the commode • Applying an external urinary device <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Constipation and Fluid Balance</p> <p>STUDY FOR EXAM 3</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
8	<p>Concept: Collaboration</p> <ul style="list-style-type: none"> ○ Case Management ○ Conflict Resolution ○ Interdisciplinary Teams <p>Concept: Perioperative care</p> <p>Concept: Teaching and learning</p>	<p>CLO1: Apply the concepts of collaboration, perioperative care, teaching and learning as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration collaboration, perioperative care, teaching and learning.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in collaboration, perioperative care, teaching and learning.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in collaboration, perioperative care, teaching and learning.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in collaboration, perioperative care, teaching and learning.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in collaboration, perioperative care, teaching and learning.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Perioperative Care: pages 1347-1358</p> <p>Collaboration: pages 2543-2556</p> <p>Teaching and learning: pages 2661-2691</p> <p>Medications: NONE</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Case Studies for this week.</p> <p>STUDY FOR EXAM 3</p>	<p style="text-align: center;"><u>Lab</u></p> <p>Patient teaching activity</p> <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
9	<p>Concept: Culture and diversity</p> <p>Concept: Evidence based practice</p> <p>Concept: Family</p> <ul style="list-style-type: none"> ○ Family Health Promotion <p>Concept: Spirituality</p> <ul style="list-style-type: none"> ○ Morality ○ Religion 	<p>CLO1: Apply the concepts of culture, diversity, evidence based practice, family and spirituality as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration culture, diversity, evidence based practice, family and spirituality.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in culture, diversity, evidence based practice, family and spirituality.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in culture, diversity, evidence based practice, family and spirituality.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in in culture, diversity, evidence based practice, family and spirituality.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in culture, diversity, evidence based practice, family and spirituality.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Culture and diversity pages: 1765-1783</p> <p>Evidence Based Practice pages: 2761-2774</p> <p>Family pages: 1851-1873</p> <p>Spirituality: pages 2023-2046</p> <p>Health Assessment book: chapters 3, 4, 26, 27.</p> <p style="text-align: center;"><u>Assignments</u></p> <p>My Nursing Lab videos related to concepts and exemplars for this week.</p> <p>Evidence Based Practice paper article due.</p> <p>No evolve case studies this week</p> <p>Exam 3 (Covers weeks6-8)</p> <p>STUDY FOR EXAM 4</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> ● Medication quiz and review. ● Wakefield Study Discussion ● Review EBP Article searches ● Who’s who? <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
10	<p>Concept: Immunity</p> <ul style="list-style-type: none"> ○ Hypersensitivity <p>Concept: Infection</p> <ul style="list-style-type: none"> ○ Influenza <p>Concept: Inflammation</p> <p>Concept: Thermoregulation</p> <ul style="list-style-type: none"> ○ Hypothermia ○ Hyperthermia 	<p>CLO1: Apply the concepts of immunity, infection, inflammation and thermoregulation as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration immunity, infection, inflammation and thermoregulation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in immunity, infection, inflammation and thermoregulation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in immunity, infection, inflammation and thermoregulation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in immunity, infection, inflammation and thermoregulation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in immunity, infection, inflammation and thermoregulation.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Immunity: pages 465-486, 510-526.</p> <p>Infection: pages 555-594, 606-612</p> <p>Inflammation: pages 669-681.</p> <p>Thermoregulation: pages 1537-1564</p> <p>Adams Pharmacology: Drugs for Shock: pages 411-413.</p> <p>Drugs for Immune System Modulation: pages 485-490</p> <p>Entire Chapter 33: Drugs for Inflammation and Fever and page 566</p> <p>Medications:</p> <ul style="list-style-type: none"> • Nonselective adrenergic agent • H1receptor antagonists (antihistamine) • Vaccinations • Antiviral • Corticosteroids <p>Lab Values:</p> <ul style="list-style-type: none"> • White Blood Cells (WBC) <p style="text-align: center;"><u>Assignments</u></p> <p>PEDIATRIC OBSERVATION PAPER DUE</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Case Studies for this week.</p> <p>STUDY FOR EXAM 4</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Medication Quiz and review. • Simulation • Don and doffing clean gloves • Don and doffing isolation attire <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
11	<p>Concept: Addiction</p> <p>Concept: Violence (Trauma)</p> <ul style="list-style-type: none"> ○ Multi-system Trauma (focus: motor vehicle crashes and safety) <p>Concept: Grief and loss</p> <p>Concept: Mood and affect</p> <p>Concept: Stress and coping</p>	<p>CLO1: Apply the concepts of addiction, violence, grief, loss, mood, affect, stress and coping as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration addiction, violence, grief, loss, mood, affect, stress and coping.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in addiction, violence, grief, loss, mood, affect, stress and coping.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in addiction, violence, grief, loss, mood, affect, stress and coping.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in addiction, violence, grief, loss, mood, affect, stress and coping.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in addiction, violence, grief, loss, mood, affect, stress and coping.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Addiction: pages 1647-1668</p> <p>Trauma: pages 2105-2122, 2136-2146</p> <p>Grief and Loss: pages 1883-1908</p> <p>Mood and Affect: pages 1909-1913; 1918-1924; 1929-1932.</p> <p>Stress and Coping: pages 2047-2069</p> <p>Health Assessment chapter: 11.</p> <p>Medications: None</p> <p style="text-align: center;"><u>Assignments</u></p> <p>EXAM 4 (Covers weeks 9, and 10)</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>Evolve case study: Grief and Loss</p> <p>HESI Practice Exam in preparation for HESI exam next week.</p> <p>STUDY FOR EXAM 5</p>	<p style="text-align: center;"><u>Lab</u></p> <ul style="list-style-type: none"> • Simulation • Choose ethics debate topic and groups <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
12	<p>Concept: Advocacy</p> <p>Concept: Ethics</p> <ul style="list-style-type: none"> ○ Ethical dilemmas ○ Patient’s rights <p>Concept: Healthcare Systems</p> <ul style="list-style-type: none"> ○ Access to healthcare ○ Allocation of resources <p>Concept: Health policy</p> <ul style="list-style-type: none"> ○ Regulatory Agencies ○ Accrediting Bodies ○ Professional organizations ○ Types of Reimbursement <p>Concept: Legal issues</p> <ul style="list-style-type: none"> ○ Nurse Practice Acts ○ Advance Directives ○ HIPAA ○ Just Culture ○ Mandatory reporting ○ Risk management 	<p>CLO1: Apply the concepts of advocacy, ethics, healthcare systems, health policy and legal issues, g as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions discussing advocacy, ethics, healthcare systems, health policy and legal issues.</p> <p>CLO3: Relate quality improvement processes when discussing advocacy, ethics, healthcare systems, health policy and legal issues.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client regarding advocacy, ethics, healthcare systems, health policy and legal issues.</p> <p>CLO5: Describe information management principles that support decision making regarding advocacy, ethics, healthcare systems, health policy and legal issues.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines regarding advocacy, ethics, healthcare systems, health policy and legal issues.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Advocacy: pages 2715-2727</p> <p>Ethics: pages 2727 – 2760</p> <p>Healthcare Systems: pages 2775-2785</p> <p>Health Policy: pages 2797-2808</p> <p>Legal Issues: pages 2827-2855</p> <p>Medications: NONE</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>STUDY FOR EXAM 5</p>	<p style="text-align: center;"><u>Lab</u></p> <p>HESI EXAM during Lab. Bring personal electronic device and headphones.</p> <p style="text-align: center;"><u>Clinical</u></p> <p>Complete clinical assignment from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
13	<p>Concept: Reproduction</p> <p>Concept: Sexuality</p> <ul style="list-style-type: none"> ○ Erectile Dysfunction ○ Menopause ○ Menstrual dysfunction ○ Responsible sexual behavior ○ Sexually transmitted infections 	<p>CLO1: Apply the concepts of reproduction and sexuality as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration reproduction and sexuality.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in reproduction and sexuality.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in in reproduction and sexuality.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with an alteration in reproduction and sexuality.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in reproduction and sexuality.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Reproduction: 2169-2177</p> <p>Sexuality: 1443-1473, 1497-1535.</p> <p>Adams Pharmacology: 46 and 47</p> <p>Health Assessment: chapters 21 and 22</p> <p>Medication</p> <ul style="list-style-type: none"> • Hormone replacement therapy pages: 739-742 • Phosphodiesterase-5 inhibitors pages: 757-758 <p style="text-align: center;">Assignments</p> <p>EXAM 5 (Covers weeks 11 and 12)</p> <p>COMPLETE HESI REMEDIATION PRIOR TO FINAL EXAM</p> <p>EVIDENCE BASED PRACTICE PAPER DUE</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p> <p>STUDY FOR CUMULATIVE FINAL EXAM</p>	<p style="text-align: center;">Lab</p> <ul style="list-style-type: none"> • Medication Quiz and review. • Mr. Potato Head • Ethics Debate <p style="text-align: center;">Clinical</p> <p>Complete clinical assignment #7 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
14	<p>Concept: Informatics</p> <p>Concept: Managing care</p> <ul style="list-style-type: none"> ○ Care Coordination ○ Cost-Effective Care ○ Delegation ○ Management and leadership <p>Concept: Professionalism</p> <ul style="list-style-type: none"> ○ Committing to Profession ○ Work Ethic <p>Concept: Quality improvement</p>	<p>CLO1: Apply the concepts of informatics, managing care, professionalism and quality improvement as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions discussing informatics, managing care, professionalism and quality improvement.</p> <p>CLO3: Relate quality improvement processes when discussing informatics, managing care, professionalism and quality improvement.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client regarding informatics, managing care, professionalism and quality improvement.</p> <p>CLO5: Describe information management principles that support decision making regarding informatics, managing care, professionalism and quality improvement.</p> <p>CLO6: Apply leadership strategies when addressing informatics, managing care, professionalism and quality improvement.</p>	<p>Pearson Volumes One & Two. (3rd ed.)</p> <p>Informatics: pages 2809-2826</p> <p>Managing care: pages 2615-2644</p> <p>Professionalism: pages 2645-2660</p> <p>Quality Improvement: pages 2857-2869</p> <p>Medication NONE</p> <p style="text-align: center;"><u>Assignments</u></p> <p>COMPLETE HESI REMEDIATION PRIOR TO FINAL EXAM</p> <p>REFLECTIVE PRACTICE PAPER DUE</p> <p>Complete MyNursingLab activities related to concepts and exemplars for this week.</p> <p>No Evolve case study</p> <p>STUDY FOR <u>CUMULATIVE</u> FINAL EXAM</p>	<p style="text-align: center;"><u>Lab</u></p> <p>FINAL SKILLS TEST OUT</p> <ul style="list-style-type: none"> ● Head to toe assessment ● Medication administration ● Vital signs ● Skills <p>FINAL EXAM REVIEW</p> <p style="text-align: center;"><u>Campus Clinical</u></p> <p>Complete clinical assignment #8 from your lab manual. All documentation must be completed within the time frame indicated by your clinical professor and must be documented in the correct location.</p>

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