



DIVISION OF HEALTH PROFESSIONS

NURSING PROGRAM

NRS 112

CONCEPTS OF NURSING PRACTICE I

Spring 2018



COURSE OUTLINE

Course Number: NRS 112

Course Title : Concepts of Nursing Practice I

Credits: 6

Hours: 3 Theory Hours/Week

Weeks: 15

3 College Lab Hours/Week

6 Clinical Lab Hours/Week

Catalog description

This course 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.

Prerequisites: Formal admission into the nursing program **Co-requisites:** NRS 111

Course Coordinator:

Professor Crystal Gadd, MSN, RN, AGCNS-BC

Office: MS 155

Phone: 609-570-3819

Email: gaddc@mccc.edu

Professor Scaletti, MSN, RN, CEN

Office: MS 155

Phone: 609-570-3895

Email: scalettt@mccc.edu

The most effective way to communicate with Professor Gadd and Professor Scaletti outside of class is via e-mail. Student emails 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.

Course Expectations

There are intellectual standards in all courses and each student is responsible for his or her own learning. Pre-class assignments are essential to learning in class. All components of the course contribute to learning – lecture, class participation, group learning, textbooks, PowerPoints, clinical, campus lab, Evolve case studies and HESI standardized testing.

While this course is conducted live, a number of supplemental materials will be posted online via the BlackBoard portal and e-mail announcements. Students should plan on regularly checking their MercerMail accounts and reviewing the BlackBoard site.

Any student with questions about his or her progress either in class work, tests, assignments or clinical should make an appointment with Professor Gadd to discuss their concerns. Any student with a personal issue affecting his or her ability to be successful in this course is responsible to bring it to Professor Gadd's attention in a timely manner and in accordance with the policies set forth for clinical attendance and testing.

It is the expectation that all communications during this course will be conducted in a professional manner and that student's personal conduct will be reflective of a professional registered nurse.

Required texts/other materials

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

Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (2nd . Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)

D'Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing*. (3rd Edition.) Upper Saddle RiverL Pearson Education, Inc. (ISBN 978-0-13-387640-6).

DocuCare Learner License from Laerdal. To place your order with a credit card please visit the Laerdal web site at <http://www.laerdal.com/us/doc/2813/Lippincott-DocuCare#/Info> Click on 'Products & Pricing' from the menu bar. Choose the Docucare 6 month learner license and 'Add to Cart'. Review your order and click Proceed to Checkout. A limited number of licenses are available in the college bookstore.

MyNursingLab: Electronic resource bundle from Pearson that includes supplemental study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks, pharmacology text and health assessment text. May be purchased separately for higher cost.

North Carolina Concept-Based Learning Editorial Board. (2015). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two*. (2nd ed.) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13:978-0-13-293426-8; Volume Two: (ISBN-13 : 978-0-13-293427-5)

Silvestri, L.A, (2016) Saunders Comprehensive Review for the NCLEX-RN Examination. (7th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).

3 X 5 Index Cards

Simple calculator – cell phones are not permitted to be used as calculators during exams.

Stethoscope, blood pressure cuff, penlight, and wrist watch with a second hand

Regular access to a computer with internet access and ability to generate Microsoft Word document or Adobe Acrobat pdf file.

Recommended Textbooks

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

Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-3041-3).

Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (7th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)

Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success*. (4th ed.) Philadelphia: F.A. Davis. (ISBN 13: 9780-8036-4414-4)

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

Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN13: 978-0-8036-5705-2).

Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary*. (22nd. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

Developed August 2015, revised December 2015, June 2016.

Information Resources

Nursing Program website – www.mccc.edu/nursing

Mercer Online (Blackboard Platform) - <http://mccc.blackboard.com>

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

Please refer to the Nursing Program Information Handbook for program philosophy, program objectives, and other pertinent information regarding NRS 112 and other nursing courses.

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:

- 1) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- 2) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- 3) 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)
- 4) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- 5) Presenting a single piece of work in more than one course without the permission of the instructors involved
- 6) Students may not submit written work that had been previously submitted in another course. See the full Academic Integrity Policy of Mercer County Community College.

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

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

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.

First Semester Students

A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu

Use your “MyMercer” Portal!

Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mymercercer to access your portal.

Tutoring support

Academic support services are free and available for all students. Drop in at LB214 on the West Windsor Campus or call 609-570-3422.

Reasonable Accommodations for Students with Documented Disabilities

The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact: Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center

Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice. E-mail transfer@mccc.edu or call (609) 5864800 ext. 3307.

Counseling Services

Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact 609-586-4800, extension 3423 or extension 3410.

Veteran's Services

If you are military, veteran, or family member, we offer free support for you. Email vets@mccc.edu or call 609-570-3240

STUDENT LEARNING OUTCOMES

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, nonWestern or American societies and assess their subsequent significant.
- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.

- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

Program Student Learning Outcomes

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in clinical reasoning to make patient-centered care decisions.
3. Participate in quality improvement processes to improve patient care.
4. Collaborate with members of the interprofessional team, the patient, and the patient's support persons.
5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Course Student Learning Outcomes

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

1. At the basic level, provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations related to wellness and for patients experiencing uncomplicated conditions.
Institutional Learning Goals 8, 10, 11; Program Goal 1
2. Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level.
Institutional Learning Goals 9, 10, 11; Program Goal 2
3. Explain how quality improvement processes are used to improve patient care. *Institutional Learning Goals 10, 11; Program Goal 3*

4. Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient's support persons. *Institutional Learning Goals 8, 11; Program Goal 4*
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the healthcare setting. *Institutional Learning Goals 10, 11; Program Goal 5*
6. Explain the leadership, management, legal, and ethical guidelines that are used as a Registered Nurse. *Institutional Learning Goals 9, 11; Program Goal 6*

Concept Based Curriculum

This nursing curriculum utilizes a conceptual approach to learning. This course is an overview of all of the concepts utilized throughout the program. These fundamental concepts are crucial as building blocks for subsequent semesters where the focus will be on developing a deeper understanding of each of these concepts and how they apply to nursing care. See the Nursing Program Handbook for a complete list of concepts.

Attendance

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. Please see the Attendance Policy found in the Nursing Program Handbook Information Packet for further information regarding the Nursing Program policy on attendance.

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

Attendance at NRS 112 Orientation on 1/4/2018, 8 AM-5 PM, is mandatory.

Theory

Classroom theory sessions are based on learning objectives from the course outline. It is the responsibility of the student to complete reading assignments prior to class. 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. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com.

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. Weekly objectives will follow theory class. 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.

Clinical Lab

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. Clinical lab consists of six 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, diet 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 written preliminary plan of nursing care based on the altered concept and utilizing the nursing process.
5. Discuss assigned medications in relation to patient care outcomes.

6. Review and evaluate the care given and the patient's response to care plan.
7. Discuss revisions that should be made in your plan to improve care.
8. Discuss application of clinical objectives to your patient.

Clinical Experience:

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

All patient information received during clinical lab is to remain confidential at all times. No photocopying of patient information is allowed. Students will not be allowed to visit the unit for patient information at times other than their assigned clinical day.

Pediatric Observation

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

Evolve Case Studies

Case studies will be available for students to use 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. 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 case studies are worth 5% of the course grade.

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

The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course outline and/or BlackBoard. Case studies are due by the assigned deadline. No extension will be provided without prior permission is granted.

HESI Exams

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.

NRS 112 Testing Procedure:

All course theory exams will be given during the first hour of lecture. Exams are typically fifty questions and students are given 75 minutes to complete the exam. If a student arrives late to an exam, there will be no extra time allowed to complete the exam. Once a student has completed the exam, any late students will no longer be allowed admission to the classroom to sit for the exam and will receive a zero (0) as a grade. Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. No call, no show to any exam results in a zero for that exam. Only pencils, erasers, the Scantron sheet and the test booklet will be allowed at the student's seat during the exam. Questions will not be answered during the exam. Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

Student Success

Students who are unsuccessful on a nursing exam will be required to attend two hours of nursing program tutoring prior to taking the second exam.

Students who are unsuccessful on two exams will be required to attend an additional two hours of nursing program tutoring, and meet with the health professions success coach prior to taking the next exam.

Students who are unsuccessful on three exams will be required to attend an additional two hours of program tutoring, meet with the health professions success coach again, and attend a success workshop prior to the next exam.

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.

Dosage Calculation Math Requirement

The dosage calculation exam will be given week 6 of the semester during college lab. Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will be timed. The expectation for this exam is 90% or better. If the student does not achieve the 90% on the first attempt, a remediation session must be attended by the student and a new test will be taken. The Dosage Calculation exam is graded as pass/fail with a grade of 90% or better designating the pass grade. Students will not be allowed to pass medications during the clinical experience until the math requirement has been met. If the student is unable to pass medications after the second attempt of the dosage calculation exam, an 'UNMET' grade will be issued for that competency, which will result in a clinical failure.

Determination of NRS112 Grade

Completion of all tests, written assignments, the HESI Fundamentals of Nursing I exam and scheduled exam, required college lab/clinical visual evaluations as listed in the course outline by dates indicated and in accordance with nursing program policies is required. It is the responsibility of each student to be up-to-date on all reading assignments and content areas in order to progress from one clinical experience to another and meet course objectives and goals. The student must successfully complete all required college lab visual evaluations. There are three 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.** A comprehensive final examination will be given at the end 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 all theory exams.
- (G) 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. If all criteria for the determination of a grade for NRS 112 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%

Theory Grade

Assessment	Percentage of Grade
Exam 1	10%
Exam 2	10%
Exam 3	12%
Exam 4	14%
Exam 5	14%
Evidence-based Review Paper	5%
HEIS Evolve Case Studies	5%
Comprehensive Final Exam	30%
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.

NRS 112 Grade Tracking

The student is responsible for maintaining a record of grades as they are achieved. Below is a sample grade calculation along with a form for keeping a record of the grades earned.

Assessment	Actual Grade	Multiply by	Weighted Grade
Exam 1	78	0.10	7.8
Exam 2	80	0.10	8.0
Exam 3	82	0.12	9.84
Exam 4	84	0.14	11.76
Exam 5	80	0.14	11.2
Evidence-based Review Paper	90	0.05	4.5
HESI (Evolve Case Studies)	90	0.05	4.5
Comprehensive Final Exam	84	0.30	25.2
		Total	82.8 (B-)

Theory Grade Tracking

Assessment	Actual Grade	Multiply by	Weighted Grade
Exam 1		0.10	
Exam 2		0.10	
Exam 3		0.12	
Exam 4		0.14	
Exam 5		0.14	
Evidence-based Review Paper		0.05	
HESI (Evolve Case Studies)		0.05	
Comprehensive Final Exam		0.30	
Final Grade			

Weekly Course Outline

Week - Theory Class Date	Concept	Assessment
1 – January 16, 2018	Accountability Assessment (Clinical) Communication (Clinical) Clinical decision making Health, wellness and illness	
2 – January 23, 2018	Development Evidence based practice Family Caring interventions (Clinical) Culture and diversity	
3 – January 30, 2018	Comfort Mobility Safety (Clinical)	Exam #1
4 – February 6, 2018	Cognition Ethics Self Sensory perception	
5 – February 13, 2018	Pharmacology (Clinical) Tissue integrity Violence	
6 – February 20, 2018	Collaboration Perioperative care Teaching and learning	Exam #2
7 – February 27, 2018	Immunity Infection Inflammation Thermoregulation	Evidence-based Review paper due
8 – March 6, 2018 Spring Break March 12-March 18	Digestion Metabolism Nutrition	
9 – March 20, 2018	Grief and loss Mood and affect Spirituality Stress and coping Addiction	Exam #3

10 – March 27, 2018	Elimination Fluid and electrolytes	
11 – April 3, 2018	Advocacy Health policy Healthcare Systems Legal issues	
12 – April 10, 2018	Oxygenation Cellular regulation	Exam #4
13 – April 17, 2018	Acid base balance Perfusion	HESI
14 – April 24, 2018	Reproduction Sexuality	Exam #5
15 – May 1, 2018	Informatics Managing care Professional behaviors Quality improvement	

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.

NRS112 Week One Class Preparation

Weekly Course Learning Objectives (CLO)

CLO1: Apply the concept of accountability as it relates to the role of the registered professional nurse.

CLO2: Discuss the variety of roles that a registered professional nurse may perform.

CLO3: Examine the skill of assessment as performed by a registered professional nurse.

CLO6: Examine the concepts of clinical decision making as it relates to the role of the registered professional nurse.

CLO7: Describe the impact of health, wellness and illness on the client, family and society.

CLO25: Recognize communication factors that relate to the provision of healthcare and the role of the registered professional nurse.

Concepts and Exemplars

- Accountability
 - Competence
 - Professional development
- Assessment
- Clinical decision making
- Health, wellness and illness
 - Physical Fitness
 - Oral Health
 - Normal Sleep-Rest Patterns
- Communication
 - Groups and group communication
 - Therapeutic Communication
 - Documentation
 - Reporting

Ticket to Theory Class

On 3X5 index card, answer the following question: what is nursing? Place name on card. Cards will be collected.

Readings

Pearson Volume Two: Communication: pages 2397-2454; Accountability: pages 2535-2553;

Assessment: pages 2269-2300; Clinical Decision Making: pages 2315-2374

Pearson Volume One: Health, Wellness and Illness: pages 405-435.

Health Assessment: Chapter One: Health Assessment; Chapter Three: Wellness and Health Promotion; Chapter Eight: The Health History; Chapter Nine: Techniques and Equipment; Chapter Ten: General Survey

Activities

- Visit Healthy People 2020 (<http://www.healthypeople.gov/>). Review and come prepared to discuss at least two leading health indicators.
- Complete MyNursingLab activities related to concepts and exemplars for this week.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Measuring height and weight
- Head to toe assessment
- Assessing body temperature
- Assessing an apical pulse
- Assessing peripheral pulses
- Assessing respiration
- Assessing blood pressure
- Using a pulse oximeter

NRS112 Week Two Class Preparation

Weekly Course Learning Objectives (CLO)

CLO4: Apply the concept of caring interventions as it relates to the role of the registered professional nurse.

CLO5: Examine the role of the nurse client relationship, including the client's perception of caring interventions.

CLO9: Recognize cultural factors that may relate to the provision or receipt of healthcare by clients, families and community.

CLO10: Compare different stages of growth and development in clients across the lifespan.

CLO59: Discuss evidence based practice as it relates to the provision of healthcare.

CLO11: Examine the concept of family as it relates to the health of the client, healthcare system and society.

Concepts and Exemplars

- Culture and diversity
- Caring interventions

- Development
- Evidence based practice
- Family
- ○ Family Health Promotion

Ticket to Theory Class

On 3X5 index card, answer the following question: In your opinion, which part of the nursing process is the most important and why? Place name on card. Cards will be collected.

Readings

Pearson Volume Two: Culture and Diversity: pages 1629-1646; Development: pages 1647-1679; Caring Interventions: pages 2301-2314; Evidence Based Practice: pages 2583 – 2594; Family: pages 1707-1730.

Health Assessment: Chapter Two: Human Development Across the Life Span; Chapter Four: Cultural Considerations; Chapter Six: Assessment of Vulnerable Populations; Chapter Seven: Interviewing and Communication Techniques

Activities

- Visit the website <https://implicit.harvard.edu/implicit/>. You do not need to register but may enter the site as a guest. Choose one or more of the implicit bias tests and complete the activity.
- Begin search for article for Evidence-based Review paper.
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Continue assessment skills.

NRS112 Week Three Class Preparation

Weekly Course Learning Objectives (CLO)

CLO20: Examine the concept of comfort as it relates to the health of the client, healthcare system and society.

CLO21: Summarize the physiology of musculoskeletal system.

CLO22: Examine the concept of mobility care as it relates to the health of the client.

Concepts and Exemplars

- Comfort
 - Acute and chronic pain
 - Sleep-rest disorders
- Mobility
 - Back Problems
 - Gout
 - Osteoarthritis

Ticket to Theory Class

On 3X5 index card, answer the following question: What is pain and how can pain be measured in a non-verbal patient? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Comfort: pages 141-173; 194-202; Mobility: pages 819-853, 886-895

Adams Pharmacology for Nurses: Chapter 18: Drugs for Control of Pain; Chapter 14: Drugs for Anxiety and Insomnia; Chapter 48: Drugs for Bone and Joint Disorders

Health Assessment: Chapter 11: Pain Assessment; Chapter 25: Musculoskeletal System

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Pain".
- Evolve case study "Mobility".
- Evolve case study "Sleep pattern".

Medication

- Non benzodiazepine, non barbiturate CNS depressants
- 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 -Acetaminophen
- Non opioid analgesics – centrally acting drugs
- Calcitonin
- Uric acid inhibitors
- Acetaminophen

- NSAID – ibuprofen like drugs
- Corticosteroids
- Beta-tubulin interactor
- Uricosurics
- Centrally acting muscle relaxants (Skeletal muscle relaxants)

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Performing passive range of motion exercises
- 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

- Changing an occupied bed
- Providing hygiene care
- Providing oral care for a client who is unconscious or debilitated
- Bathing an adult or pediatric client
- Providing perineal-genital care
- Providing foot care
- Removing, cleaning and inserting a hearing aid

NRS112 Week Four Class Preparation

Weekly Course Learning Objectives (CLO)

CLO15: Examine the concept of cognition and confusion as it relates to the health of the client.

CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse.

CLO16: Compose appropriate nursing safety interventions for clients across the lifespan.

CLO17: Examine the concept of safety on the health of the client, registered professional nurse, healthcare system and society.

CLO18: Examine the concept of self as it relates to the health of the client.

CLO19: Describe the concept of sensory perception, vision loss and hearing impairment as it relates to the health of the client.

Concepts and Exemplars

- Cognition ○ Confusion
- Ethics ○ Ethical dilemmas
 - Patient's rights
- Safety
 - Safety considerations across the lifespan
 - Workplace safety
- Self
- Sensory perception ○ Hearing impairment

Ticket to Theory Class

On 3X5 index card, answer the following question: Name one ethical dilemma in healthcare that has been in the news over the past year. What ethical principles are in conflict? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Sensory Perception: pages 277-1306

Pearson Volume Two: Cognition: pages 1575-1593, 1605-1609; Ethics: pages 2563 – 2581; Safety: pages 2695-2720; Self: pages 1831-1843.

Adams Pharmacology for Nurses: Chapter 50: Drugs for Ear and Eye Disorders, pages 874-875.

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Sensory function".

Medication

- Antihistamines
- Decongestants
- Corticosteroids

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Applying a mummy immobilizer
- Administering ophthalmic medications
- Administering otic medications

NRS112 Week Five Class Preparation

Weekly Course Learning Objectives (CLO)

CLO12: Examine the concept of pharmacology as it relates to the role of the registered professional nurse.

CLO13: Examine the concept of tissue integrity as it relates to the health of the client.

CLO14: Describe the concept of violence and unintended injuries as it relates to the health of the client.

Concepts and Exemplars

- Pharmacology
- Tissue integrity ○ Contact Dermatitis ○ Pressure Ulcers
- Violence ○ Unintentional Injury – Motor Vehicle Crashes

Ticket to Theory Class

On a 3X5 index card, answer the following question: What is the difference between contact dermatitis and pressure ulcers? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Tissue Integrity: pages 1445-1463, 1487-1506.

Pearson Volume Two: Violence: pages 1953-1964, 1998-2007.

Adams Pharmacology for Nurses: Chapter 1: Introduction to Pharmacology; Chapter 2: Drug Approval and Regulation; Chapter 3: Principles of Drug Administration; Chapter 4: Pharmacokinetics; Chapter 5: Pharmacodynamics ; Chapter 49: Drugs for Skin Disorders pages 846-847 and 856-858

Activities

- Study for exam!
- Evolve case study “Skin Integrity”.
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Go to the website for NDNQI Pressure Ulcer Training:
<https://members.nursingquality.org/NDNQIPressureUlcerTraining/>
Select option 3 (no certificate, no contact hours) and complete Module One “Pressure Ulcers and Staging.”

Medication

- Topical corticosteroids

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Preparing medications from ampules
- Preparing medications from vials
- Administering oral medications
- Administering medications by enteral tube
- Administering sublingual medications
- Administering ophthalmic medications
- Administering otic irrigation
- Administering nasal medications
- Administering topical medications
- Applying a transdermal medications patch
- Administering rectal medication
- Administering intradermal injections
- Administering subcutaneous injections
- Administering intramuscular injection
- Using the Z track method to administer intramuscular injection
- Preventing pressure ulcers (assessment and staging)
- Irrigating a wound
- Applying a dry dressing (includes foam, alginates, etc.)
- Administering topical medications
- Apply topical wound care ointments (including wound barrier cream, honey, and medication ointments)

NRS112 Week Six Class Preparation

Weekly Course Learning Objectives (CLO)

CLO23: Describe how team functioning impacts safety and quality of care.

CLO24: Examine the concepts of collaboration as it relates to the health of the client, registered professional nurse, healthcare system and society.

CLO26: Describe perioperative care as it relates to the role of the registered professional nurse

CLO27: Apply the concept of teaching and learning as it relates to the role of the registered professional nurse.

Concepts and Exemplars

- Collaboration ○ Case Management ○ Conflict Resolution ○ Interdisciplinary Teams
- Perioperative care
- Teaching and learning

Ticket to Theory Class

On 3X5 index card, answer the following question: What are three actions that a nurse can take to promote learning for patients? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Perioperative Care: pages 1249-1276

Pearson Volume Two: Collaboration: pages 2375-2396; Communication: pages 2397-2454; Teaching and learning: pages 2499-2531

Activities

- Study for exam!
- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Reinforce prior skills.

NRS112 Week Seven Class Preparation

Weekly Course Learning Objectives (CLO)

CLO28: Summarize the physiology of the immune system and immunizations related to wellness promotion and disease prevention.

CLO29: Examine the concept of alterations in immunity such as hypersensitivity as it related to the health of the client.

CLO30: Examine the concept of infection as it relates to the health of the client, healthcare system and society

CLO31: Summarize the physiology of the inflammatory process.

CLO32: Describe the concept of thermoregulation as it relates to the health of the client.

Concepts and Exemplars

- Immunity ○
Hypersensitivity

- Infection ○ Influenza
- Inflammation
- Thermoregulation ○ Hypothermia
 - Hyperthermia

Ticket to Theory Class

On 3X5 index card, answer the following question: Name two elements in the chain of infection and two strategies to avoid/eliminate each element. Place name on card. Cards will be collected.

Readings

Pearson Volume One: Immunity: pages 437-456, 481-494; Inflammation: pages 633-644; Infection: pages 521-559, 570-575; Thermoregulation: pages 1421-1443.

Adams Pharmacology for Nurses: Chapter 29: Drugs for Shock , pages 437-440; Chapter 34: Drugs for Immune System Modulation, pages 517-521; Chapter 33: Drugs for Inflammation and Fever

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

Medication

- Nonselective adrenergic agent
- H1receptor antagonists (antihistamine)
- Vaccinations
- Antiviral
- Corticosteroids
- Salicylates
- ibuprofen
- Acetaminophen

Lab Values

- white blood cells (WBC)

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Handwashing
- Don and doffing clean gloves
- Don and doffing isolation attire
- Using a mask

NRS112 Week Eight Class Preparation

Weekly Course Learning Objectives (CLO)

CLO33: Summarize the physiology of digestive system.

CLO34: Examine the concept of digestive alterations as it relates to the health of the client.

CLO35: Summarize the physiology of metabolic system.

CLO36: Summarize the physiology of the gastrointestinal system related to nutrient metabolism. CLO37: Examine the concept of metabolic alterations of obesity and osteoporosis as it relates to the health of the client.

CLO38: Describe the concept of nutrition as it relates to the health of the client.

Concepts and Exemplars

- Digestion ○ GERD
- Metabolism ○
Obesity ○
Osteoporosis
- Nutrition

Ticket to Theory Class

On 3X5 index card, answer the following question: what is the difference between motility and absorption in relation to the GI tract? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Digestion: pages 207-232; Metabolism: pages 725-739, pages 790-805; Nutrition: pages 923-950.

Adams Pharmacology for Nurses: Chapter 41: Drugs for Peptic Ulcer Disease; Chapter 43: Drugs for Nutritional Disorders; Chapter 48: Drugs for Bone and Joint Disorders

Health Assessment: Chapter 12: Nutritional Assessment; Chapter 21:

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Altered nutrition".

Medication

- Proton pump inhibitor
- H2 receptor agonists
- Antacids
- Antiemetic- dopamine agonist
- Antiemetic – antihistamine
- Antiemetic – serotonin receptor agonists
- Enteral nutrition

- Lipase inhibitor
- Calcium supplements
- Vitamin D therapy
- Biphosphonates
- Selective estrogen receptor modulators
- Vitamin supplements
- Mineral supplements

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Administering a tube feeding, intermittent and infusion.

NRS112 Week Nine Class Preparation

Weekly Course Learning Objectives (CLO)

CLO8: Discuss the concept of addiction as it relates to the health of the client.

CLO39: Describe the concept of grief and loss as it relates to the health of the client.

CLO40: Discuss the concept of mood and affect as it relates to the health of the client.

CLO41: Examine the concept of spirituality as it relates to the health of the client.

CLO42: Summarize the physiological response to stress and the psychodynamics of coping.

Concepts and Exemplars

- Addiction
- Grief and loss
- Mood and affect
- Spirituality ○ Morality ○ Religion
- Stress and coping

Ticket to Theory Class

On 3X5 index card, answer the following question: What assessments should the nurse conduct to determine the presence of physiological manifestations of stress? Place name on card. Cards will be collected.

Readings

Pearson Volume Two: Addiction: pages 1519- 1534; Grief and Loss: pages 1741-1751; Mood and Affect: pages 1775-1797; Spirituality: pages 1871 – 1889; Stress and Coping: pages 1895-1917.

Health Assessment: Chapter Five: Psychosocial Assessment

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Loss, grief, and death”.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Reinforce prior skills.

NRS112 Week Ten Class Preparation

Weekly Course Learning Objectives (CLO)

CLO43: Summarize the physiology of the renal and gastrointestinal system related to elimination. CLO44: Examine the concept of elimination alterations of bladder and bowel incontinence, constipation and bowel impaction as it relates to the health of the client.

CLO45: Summarize the physiology of the various body systems involved in the maintenance of fluid and electrolyte balance.

CLO46: Examine the concept of fluid and electrolytes alterations as it relates to the health of the client

Concepts and Exemplars

- Elimination ○ Bladder Incontinence and retention ○ Bowel Incontinence, Constipation, and Impaction
- Fluid and electrolytes ○ Fluid and Electrolytes Imbalances

Ticket to Theory Class

On 3X5 index card, answer the following question: Which electrolyte imbalance is most dangerous and why? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Elimination: pages 257-284, 292-318; Fluid and Electrolytes: pages 335-373

Adams Pharmacology for Nurses: Chapter 25: Drugs for Fluid Balance, Electrolytes and Acid-Base Disorders; Chapter 42: Drugs for Bowel Disorders and Other Gastrointestinal Conditions
Health Assessment: Chapter 21: Abdomen; Chapter 22: Urinary System

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study “Constipation”.
- Evolve case study “Fluid balance”.

Medication

- 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
- Cholinergics – parasympathomimetics
- Electrolytes
- Crystalloid solutions

Lab Values

- blood urea nitrogen (BUN)
- Creatinine (Cr) □ potassium (K⁺)
- Sodium (Na⁺⁺)

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- 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

NRS112 Week Eleven Class Preparation

Weekly Course Learning Objectives (CLO)

CLO47: Apply the concepts of advocacy as it relates to the role of the registered professional nurse.

CLO48: Examine ethical issues that relate to the provision of healthcare and the role of the registered professional nurse.

CLO49: Examine the influence of healthcare systems on the health of the client, family and society.

CLO50: Examine the influence of health policy on the health of the client, family and society.

CLO51: Examine legal issues that relate to the provision of healthcare and the role of the registered professional nurse.

Concepts and Exemplars

- Advocacy
- Healthcare Systems
 - Access to healthcare
 - Allocation of resources
- Health policy
 - Regulatory Agencies
 - Accrediting Bodies
 - Professional organizations
 - Types of Reimbursement
- Legal issues
 - Nurse Practice Acts
 - Advance Directives
 - HIPAA
 - Just Culture
 - Mandatory reporting
 - Risk management

Ticket to Theory Class

On 3X5 index card, answer the following question: Why is it important for nurses to join professional organizations? Place name on card. Cards will be collected.

Readings

Pearson Volume Two: Advocacy: pages 2555-2562; Healthcare Systems: pages 2595-2608; Health Policy: pages 2619 – 2629; Legal Issues: pages 2653-2680

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Reinforce prior skills.

NRS112 Week Twelve Class Preparation

Weekly Course Learning Objectives (CLO)

CLO52: Summarize the physiology of the respiratory system related to oxygenation.

CLO53: Describe the concept of the concept of oxygenation alterations of sudden infant death syndrome as it relates to the health of the client

CLO54: Discuss the concept of cellular regulation as it relates to cancer screenings and health promotion activities of the client.

Concepts and Exemplars

- Oxygenation
- Cellular regulation

Ticket to Theory Class

On 3X5 index card, answer the following question: List three differences in pediatric and adult respiratory anatomy. What is the significance of each difference? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Cellular Regulation: pages 29-41; Oxygenation: pages 953-974, 1024-1028.
Health Assessment: Chapter 17: Respiratory System

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Evolve case study "Breathing patterns".
- Complete practice HESI examination.

Medication

- Oxygen

Lab Values

- SaO2

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Administering oxygen via nasal cannula, face mask or face tent

NRS112 Week Thirteen Class Preparation

Weekly Course Learning Objectives (CLO)

CLO55: Summarize the physiology of acid-base balance.

CLO56: Examine the concept of acid-base balance alterations as it relates to the health of the client.

CLO57: Summarize the physiology of the cardiovascular system related to perfusion.

CLO58: Examine the concept of perfusion alterations of hypertension and hyperlipidemia as it relates to the health of the client.

Concepts and Exemplars

- Acid base balance
 - Metabolic acidosis
 - Metabolic alkalosis
 - Respiratory acidosis
 - Respiratory alkalosis
- Perfusion
 - Hypertension
 - Hypercholesterolemia

Ticket to Theory Class

On 3X5 index card, answer the following question: which is worse and why – high systolic blood pressure or high diastolic blood pressure? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Acid-Base Balance: pages 3-27; Perfusion: pages 1031-1976, 1109, 1162-1177.

Adams Pharmacology for Nurses: Chapter 23: Drugs for Lipid Disorders; Chapter 26: Drugs for Hypertension

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- Complete practice HESI examination.
- No Evolve case study this week.

Medication

- Acid base agents
- HMG-CoA Reductase Inhibitors (statins)
- Bile acid sequestrants
- Fibrin acid agents
- Other 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

Lab Values

- pH
- PO₂
- PCO₂
- HCO₃
- cholesterol (total): Adult Desirable Level

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Arterial Blood Gases (ABG) interpretation
- Performing postmortem care

NRS112 Week Fourteen Class Preparation

Weekly Course Learning Objectives (CLO)

CLO66: Examine the concept of reproduction as it relates to the health of the client.

CLO67: Examine the concept of sexuality as it relates to the health of the client.

CLO68: Examine the concepts of alterations in sexuality as it relates to the health of the client.

Concepts and Exemplars

- Reproduction
- Sexuality
 - Erectile Dysfunction ○ Menopause ○ Menstrual dysfunction ○ Responsible sexual behavior
 - Sexually transmitted infections

Ticket to Theory Class

On 3X5 index card, answer the following question: which is the difference between a sexually transmitted infection and a sexually transmitted disease? Place name on card. Cards will be collected.

Readings

Pearson Volume One: Sexuality: 1339-1371, 1394-1420.

Pearson Volume Two: Reproduction; page 2011.

Adams Pharmacology for Nurses: Chapter 46: Drugs for Disorders and Conditions of the Female Reproductive System; Chapter 47: Drugs for Disorders and Conditions of the Male Reproductive System

Health Assessment: Chapter 23: Male Reproductive System; Chapter 24: Female Reproductive System

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.
- Complete HESI remediation.
- Study for final exam.

Medication

- Hormone replacement therapy
- Phosphodiesterase-5 inhibitors

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Review prior skills.

NRS112 Week Fifteen Class Preparation

Weekly Course Learning Objectives (CLO)

CLO60: Discuss informatics as it relates to the provision of healthcare.

CLO61: Use electronic software to document nursing assessments and interventions.

CLO62: Examine the concepts of collaboration and managing care as it relates to the health of the client, registered professional nurse, healthcare system and society.

CLO63: Apply the concepts of leadership as it relates to the role of the registered professional nurse.

CLO64: Examine the concepts of professional behaviors as it relates to the role of the registered professional nurse.

CLO65: Examine the concept of impact of quality improvement initiatives on the health of the client, family and society.

Concepts and Exemplars

- Informatics ○ Clinical Decision Support Systems ○ Individual Information at Point of Care
- Managing care ○ Care Coordination ○ Cost-Effective Care ○ Delegation ○ Management Principles
- Professional behaviors ○ Commitment to Profession ○ Leadership Principles ○ Work Ethic
- Quality improvement

Ticket to Theory Class

On 3X5 index card, answer the following question: Name two advantages and two disadvantages of electronic medical records. Place name on card. Cards will be collected.

Readings

Pearson Volume Two: Informatics: pages 2631-2650; Managing care: pages 2455-2478; Professional behaviors: pages 2479-2498; Quality Improvement: pages 2681-2693

Activities

- Complete MyNursingLab activities related to concepts and exemplars for this week.
- No Evolve case study this week.
- Complete HESI remediation.

Medication

- None

Lab Values

- None

Clinical and Lab Preparation

- Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.

Skills

- Review prior skills.

Evidence-based Review Paper

Choose an article that meets the following guidelines:

- The article must have been published within the last five years from a peer reviewed nursing, medicine or health related journal.
- The article must describe a research study or evidence based practice project that examines the impact of culture on the provision of healthcare, from the care provider, client or societal perspective. Culture may include race/ethnicity, religion, sexuality, social or economic factors.

Students must submit a copy of the article via BlackBoard by the announced due date. Once approval is obtained, write a 500-750 word paper summarizing the article.

The summary must include:

1. Article title, author and journal in which it was published
2. A description of the population under study
3. A description of the intervention
4. A description of the results
5. Implications for your nursing practice – how will this information influence how you provide care to clients?

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and Times New Roman font, size 12. Follow American Psychological Association (APA) formatting (abstract is NOT required). Use spell and grammar check. Proofread! Papers will be graded for writing, as well as content. Paper must be uploaded via BlackBoard as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due

