



HEALTH PROFESSIONS DIVISION

NURSING EDUCATION PROGRAM

NRS 125

CONCEPTS OF NURSING PRACTICE II

COURSE OUTLINE

FALL 2019



NRS125 Course Outline

Course Number: NRS125 **Course Title:** Concepts of Nursing Practice II **Credits:** 8

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

Pre-requisite: NRS 111, NRS 112, BIO 104

Catalog Description

Builds on the first semester courses to further refine the concepts of nursing practice with application to the care of diverse clients with uncomplicated acute and chronic conditions across the lifespan. Application of knowledge and skill occurs in the nursing laboratories and a variety of clinical settings.

Course Coordinator

Angelique (Angel) Simmonds Ed. D(c), MSN, RN, C-EFM

Course Faculty

Crystal Adams, MSN, RN, AGCNS-BC

Expectations

We as faculty are here to help you have success in not just this course, but all your nursing school endeavors. If you want success, you will need to work for it. It is imperative that you understand you must be committed to doing all you can to succeed. We will be here to guide you, advise you, and encourage you; but it does start with you. Our expectations for students include:

- You will come to class prepared, having completed the assignments listed in this course outline
- You will conduct yourself in a professional manner in all situations
- You will adhere to all components engrained within the academic integrity standards set forth by this institution
- You will maintain open communication with your course faculty regarding questions, concerns, or any issues you feel will impede your ability to have success in this course

Required Materials

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2017) *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 learner license that will last the length of your program. This should have been purchased in NRS 112. 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 Materials

- American Psychological Association. (2010) Publication Manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington D.C.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (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).

Course Information & Web Resources:

- Nursing Program website – www.mccc.edu/nursing (Nursing Program Handbook, program policies, course outlines)
- Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf

Mercer County Community College Institutional Learning Goals

- IL1 Written and oral communication in English: Students will communicate effectively in both speech and writing.
- IL2 Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- IL3 Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
- IL4 Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- IL5 Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- IL6 Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- IL7 History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significant.

- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.
- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

Nursing Education Program Student Learning Outcomes

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

Course Student Learning Outcomes

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

1. Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1***
2. Demonstrate clinical reasoning to make patient-centered care decisions. ***Institutional Learning Goals 1,2,3,4,9,10,11; Program Goal 2***
3. Relate quality improvement processes to improve patient care. ***Institutional Learning Goals 1,2,4,10,11; Program Goal 3***
4. Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons. ***Institutional Learning Goals 1,5,8,11; Program Goal 4***
5. Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making. ***Institutional Learning Goals 4,10,11; Program Goal 5***
6. Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,5,9, 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 course grade for every unexcused absence from any educational session. Two episodes of unexcused lateness will be treated as an unexcused absence; points will be deducted from the final course grade accordingly. Each request for an excused absence will be considered separately, on its own merit. Any combination of more than two absences in theory, lab, or clinical may result in inability to meet course objectives and course failure.

Theory

Classroom theory sessions are based on learning objectives from the course outline. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com. Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior to class. A presentation of theory concepts will be given at the beginning of the class followed by classroom learning activities. **Cell phones must be shut off during class sessions unless otherwise instructed by the Professor.** Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

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 administered during week one and week 2. All students are expected to take the exam in the Academic Testing Center by the assigned date. 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, remediation session must be completed by the student and a new test will be taken.

Students will not be allowed to pass medications during the clinical experience until the dosage calculation exam requirement has been met. If the student is unable to pass medications after the second attempt of the dosage calculation exam, an 'UNMET' grade will be issued for that competency, which will result in a clinical failure and subsequent course failure.

Clinical Lab

The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on weekly objectives listed in the course outline. Clinical lab consists of 12 hours per week performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. In general, during the clinical lab, you will be expected to:

Pre and Post Conferences:

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

Clinical Experience:

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

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

Clinical Documentation - DocuCare

All nursing students will be documenting their clinical experiences in DocuCare and students are expected to purchase a DocuCare learner license. Student license access to DocuCare EHR virtual simulation software will be available for

purchase on <http://www.laerdal.com/us/> using the instructions below. Limited licenses are also available in the college bookstore.

To purchase course access online you will need to register for an account on the Laerdal website.

1. Visit <http://www.laerdal.com/us/doc/2813/Lippincott-DocuCare#/Info>
2. Click on 'Products & Pricing' from the menu bar
3. Choose the DocuCare product and 'Add to Cart'
4. Review your order and click Proceed to Checkout

*Once you create your account, please take note of your Customer Number and Password for future purchases. The student access code is nontransferable and can only be used during the access period depending on the module selected. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

Observation Experience:

Students may have the opportunity to rotate through the preoperative, operative, Post Anesthesia Care Unit (PACU), postoperative unit, and outpatient maternity offices and clinics for experience following a patient from start to finish experiencing the operative experience, and care and management of pregnancy. The objectives of the experience correlate to the NCLEX test plan of what is expected for the student to know about the perioperative experience and outpatient management of the maternity client.

Each student is expected to complete and submit the acknowledgement of OR/PACU, Maternity observation form within one week of completion. Failure to do so will result in an unexcused clinical absence.

Objectives, assignment, who to report to, how to prepare, what to wear, time schedule, hospital and/ or office or clinic to report to will all be under the NRS 125 Mercer Online (Black board) Course folder: **OR/PACU, Maternity**

OBSERVATION EXPERIENCE.

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 zero.**

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

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

HESI case studies are worth 5% of the course grade. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course outline.

HESI Exams:

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

Your conversion score will be based on your HESI score and will be posted to Blackboard. ***There is no rounding of the conversion score.*** 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. In addition, students who complete all remediation by the date assigned will have 5 additional points added to their conversion score. The maximum score a student can achieve with remediation is 100 points. HESI exams will count for 10% of the final course grade.

vSim:

vSim for Nursing is simulation software that students will use throughout the program. All students are expected to purchase vSim® for Nursing Medical Surgical. Student license access to vSim® for Nursing online, virtual simulation software will be available for purchase on <http://www.laerdal.com/us/> using the instructions below. Limited licenses are also available in the college bookstore.

To purchase course access online you will need to register for an account on the Laerdal website.

1. Visit <http://www.laerdal.com/us/vsim>
2. Select the Medical-Surgical module.
3. Click on 'Products & Pricing' from the menu bar
4. Choose the vSim student license and 'Add to Cart'
5. Review your order and click Proceed to Checkout
6. Enter **Promo Code which will be given at the beginning of the semester to be used** at Checkout

*Once you create your account, please take note of your Customer Number and Password for future purchases. The student access code is nontransferable and can only be used during the 2-year access period. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

vSim patient scenarios are worth 5% of the final course grade. Each vSim patient scenario has four components: pre-simulation quiz, simulation, post-simulation quiz, and guided-reflection questions. Students must complete all components to receive credit for the patient scenario. The responses to the guided-reflection questions must be substantive and include one reference, formatted in American Psychological Association (APA) style.

Students who did not complete the guided reflection questions will receive a zero for the patient scenario. The due date for the scenarios can be found on blackboard by clicking on the course calendar. The final overall grade for the vSim patient scenarios are weighted as follows:

Patient #1: 33%

Patient #2: 33%

Patient #3: 34%

Testing Procedure:

All course theory exams will be given during the first hour of lecture. Exams are typically fifty questions and students are given approximately 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 physical and mentally able to take the exam. Once the exam has been submitted for grading, students may not request a make-up exam.

Seating during the exam is at the discretion of the instructor or exam proctor. Only pencils, erasers, calculator, the answer sheet, and the test booklet will be allowed at the student's seat during the exam. Questions will not be answered during the exam. Theory exams are scored on Scantron forms. **The Scantron sheet stands as the final grade.**

Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

Exam Review

Group exam reviews will be conducted by the course faculty. Individual exam reviews will be at the discretion of the course coordinators. There will be **no cell phones or smartwatches** allowed during the review. Students who scored a 78% or less will be given priority for individual exam review. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

Student Success

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

Theory Grade

Assessment	Percentage of Grade
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
Final Cumulative Exam	30%
Maternity HESI Exam	5%
Medical-Surgical/Pediatric HESI Exams	5%
HESI Case Studies	5%
vSIM Patient Scenarios	5%
Total	100%

Clinical/Lab Grade

Clinical and lab are scored on a pass/fail basis. Students are expected to achieve a satisfactory rating in 6/10 clinical domains and a proficient rating in 2/10 clinical domains at the end of the medical-surgical clinical rotation. Failure to meet this requirement will result in students unable to progress to the maternity clinical rotation which will result in course failure. Any student who has a deficiency at the end of either the medical-surgical or maternity clinical rotations will not receive a passing clinical grade thereby failing the course.

As outlined below, students are expected to achieve an 80% or better as a final college laboratory as part of the requirements to successfully pass NRS 125.

Activity	Percentage of Grade
Successful completion of all assigned skills	50%
Completion of course introduction quiz with a score of 90% or better	15%
Patient Safety Project with a score of 80% or better	35%

Total	100%
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Determination of Grade

To receive a grade in NRS 125, the following criteria must be satisfied:

- (A) The final summative evaluation on the Clinical Laboratory Performance Evaluation during the medical-surgical clinical rotation must be at a satisfactory for eight (8) clinical domains and proficient in two (2) clinical domains and a minimum of satisfactory on all clinical domains during the maternity clinical evaluation.
- (B) College laboratory grade of 80% or better.
- (C) Passing grade of 90% or better on the Dosage Calculation exam.
- (D) Completion of all required vSIM patient scenarios.
- (E) Completion of assigned HESI exam(s).
- (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. The Student is responsible for maintaining a record of his/her own grades as they are achieved. Final grade should be viewed in Blackboard NOT the Blackboard application.** 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 – September 3, 2019	Oxygenation	HESI case studies: <ul style="list-style-type: none"> • COPD w/ pneumonia • Congenital Heart Defects
2 – September 10, 2019	Perfusion/Intracranial Regulation	HESI case studies: <ul style="list-style-type: none"> • Deep Vein Thrombosis • Brain Attack (Stroke)
3 – September 17, 2019	Cognition/Sensory Perception	Exam #1 HESI case study: <ul style="list-style-type: none"> • Neurocognitive disorder due to Alzheimer’s
4 – September 24, 2019	Cellular Regulation/Immunity	
5 – October 1, 2019	Digestion/Elimination	HESI case study: <ul style="list-style-type: none"> • Benign Prostatic Hyperplasia vSIM patient: Stan Checketts
6 – October 8, 2019	Perioperative/Mobility	Exam #2 HESI case study: <ul style="list-style-type: none"> • Perioperative Care vSIM patient: Marilyn Hughes
7 – October 15, 2019	Infection/Inflammation	HESI case study: Inflammatory Bowel Disease Medical-Surgical HESI Exam
8 – October 22, 2019	Metabolism	Exam #3 HESI case study: <ul style="list-style-type: none"> • Peripheral Vascular Disease w/ Amputation vSIM patient: Skyler Hansen
9 – October 29, 2019	Metabolism/Antepartum	HESI case study: <ul style="list-style-type: none"> • Ectopic Pregnancy
10 – November 5, 2019	Intrapartum	
11 – November 12, 2019	Postpartum/Newborn Care	HESI case studies: <ul style="list-style-type: none"> • Healthy Newborn Postpartum
12 – November 19, 2019	High-Risk Pregnancy	Exam #4 Pediatric HESI Exam HESI case studies: <ul style="list-style-type: none"> • Gestational Diabetes • Preeclampsia
Thanksgiving Break November 26-December 1st 2019		

13 – December 3, 2019	High-Risk Newborn	HESI case study: <ul style="list-style-type: none">• Premature Infant Maternity HESI Exam
14 – December 10, 2019	Reproduction	Exam #5

See Course Calendar/Blackboard for exact due dates for *all* assessment methods

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: OXYGENATION</p> <p><u>Exemplars</u></p> <p>Altered Physiology</p> <p>Gas exchange</p> <p>Respiratory Syncytial Virus (RSV) /Bronchiolitis</p> <p>Chronic obstructive pulmonary disease (COPD)</p> <p>Pneumonia</p> <p>Acid base</p> <p>Anemia - <i>Acute blood loss</i> - <i>Nutritional</i></p>	<p>CLO1: Apply the concept of oxygenation 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.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in oxygenation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in oxygenation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in oxygenation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Oxygenation: Pgs. 953-974</p> <p>RSV: Pgs. 1018-1024</p> <p>COPD: Pgs. 1005-1018</p> <p>Pneumonia: Pgs. 584-599</p> <p>Acid-Base: Pgs. 3-27</p> <p>Anemia: Pgs. 64-76</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 39: Pgs. 584-600 • Chapter 33: Pgs. 464-465 • Chapter 34: Pgs. 480-482, 483-484 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 17: Respiratory System (Pgs. 371-419) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>Required equipment for each lab/clinical: stethoscope, blood pressure cuff, pen light, student manual, and skills textbook.</p> <p>Lab Activities</p> <ul style="list-style-type: none"> • Focused respiratory assessment • Tracheostomy care & suctioning • Oral Suctioning • Incentive Spirometry • Peak flow <p>Clinical Activities</p> <ul style="list-style-type: none"> • Physical assessment including a focused respiratory assessment of the client who has an alteration in oxygenation • ABG analysis • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration via inhalation ○ Respiratory therapist regarding care for the client with an alteration in oxygenation • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
2	<p>Concepts: PERFUSION & INTRACRANIAL REGULATION</p> <p><u>Exemplars</u></p> <p>Deep vein thrombosis (DVT)</p> <p>Coronary artery disease (CAD)</p> <p>Congenital heart defects</p> <p>Stroke</p>	<p>CLO1: Apply the concepts of perfusion and intracranial 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 perfusion and intracranial regulation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and intracranial regulation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and intracranial regulation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and intracranial regulation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and intracranial regulation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Perfusion: Pgs. 1031-1076</p> <p>DVT: Pgs. 1130-1138</p> <p>CAD: Pgs. 1105-1130</p> <p>Heart Defects: Pgs. 1083-1105</p> <p>Intracranial Regulation: Pgs. 687-709</p> <p>Stroke: Pgs. 1234-1247</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 30: Pgs. 404-419 • Chapter 22: Pgs. 286-292 • Chapter 25: Pgs. 328-335, 336-343 • Chapter 27: Pgs. 361-370 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 19: Cardiovascular System (Pgs. 451-498) • Chapter 26: Neurological System (Pgs. 745-794) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused cardiac assessment • Focused neurological assessment • Orthostatic blood pressure <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment including a focused cardiac and neurological assessment of the client with an alteration in perfusion and intracranial regulation • Glasgow coma scale assessment • Application of sequential compression devices and/or anti-embolism stockings • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration for DVT prophylaxis or Treatment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
3	<p>Concepts: COGNITION & SENSORY PERCEPTION</p> <p><u>Exemplars</u></p> <p>Dementia</p> <p>Peripheral vascular disease</p> <p>Peripheral neuropathy</p> <p>Retinal detachment</p> <p>Cataracts</p> <p>Macular degeneration</p>	<p>CLO1: Apply the concepts of cognition and sensory perception 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 and sensory perception.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cognition and sensory perception.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cognition and sensory perception.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in cognition and sensory perception.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cognition and sensory perception.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Cognition: Pgs. 1575-1584</p> <p>Dementia: Pgs. 1584-1605</p> <p>Sensory Perception: Pgs. 1277-1298</p> <p>PVD: Pgs. 1198-1204</p> <p>Peripheral Neuropathy: Pgs. 1331-1336</p> <p>Retinal Detachment: Pgs. 1311-1318</p> <p>Cataracts: Pgs. 1306-1310</p> <p>Macular Degeneration: Pgs. 1327-1330</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 20: Pgs. 262, 264-270 • Chapter 17: Page 215 • Chapter 15: Pgs. 178-181 • Chapter 33: Page 466 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 15: Eye (Pgs. 289-327) • Chapter 20: Peripheral Vascular System (Pgs. 499-531) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused peripheral vascular assessment <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Physical assessment including a focused peripheral vascular assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Case manager/social worker regarding placement of a client in an assisted living or LTC facility • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
4	<p>Concepts: CELLULAR REGULATION & IMMUNITY</p> <p><u>Exemplars</u></p> <p>Cancer</p> <p>-Skin</p> <p>-Prostate</p> <p>-Colo-rectal</p> <p>Anemia</p> <p>-Hemolytic</p> <p>-Aplastic</p> <p>Hypersensitivity</p>	<p>CLO1: Apply the concepts of cellular regulation and immunity 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 cellular regulation and immunity.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cellular regulation and immunity.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation and immunity.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in cellular regulation and immunity.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation and immunity.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Cellular Regulation: Pgs. 29-41</p> <p>Cancer: Pgs. 41-64</p> <p>Skin: Pgs. 127-137</p> <p>Prostate: Pgs. 112-119</p> <p>Colo-Rectal: Pgs. 85-92</p> <p>Anemia: Pgs. 64-76</p> <p>Immunity: Pgs. 437-455</p> <p>Hypersensitivity: Pgs. 481-495</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 37: Pgs. 548-550 • Chapter 31: Pgs. 422-427 • Chapter 28: Page 386 • Chapter 38: Pgs. 570-573 <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Continuous bladder irrigation • Ostomy/drainage system care • Administration of an enema <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Physical assessment including care of the client with an ostomy • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Lab/Radiology regarding testing for the client with an alteration in cellular regulation ○ Respiratory therapist regarding care for the client with an alteration in immunity <p>SBAR hand-off</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
5	<p>Concepts: DIGESTION & ELIMINATION</p> <p><u>Exemplars</u></p> <p>Viral Hepatitis</p> <p>Malabsorption</p> <p>Pyloric Stenosis</p> <p>Intussusception</p> <p>Bladder retention</p> <p>Benign Prostatic Hyperplasia (BPH)</p>	<p>CLO1: Apply the concepts of digestion and elimination 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 and elimination.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in digestion and elimination.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in digestion and elimination.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in digestion and elimination.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion and elimination.</p>	<p>Concept Based Approach to Learning:</p> <p>Vols. 1 & 2:</p> <p>Digestion: Pgs. 207-227</p> <p>Viral Hepatitis: Pgs. 232-239</p> <p>Malabsorption Syndrome: Pgs. 239-245</p> <p>Elimination: Pgs. 257-284</p> <p>Bladder Retention: Pgs. 292-305</p> <p>BPH: Pgs. 284-292</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 41: Pgs. 620-622, 626-629 • Chapter 42: Pgs. 647-648 • Chapter 40: Pgs. 606-609 • Chapter 46: Pgs. 722-726 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 21: Abdomen (Pgs. 533-574) • Chapter 22: Urinary System (Pgs. 576-604) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused abdominal/GU assessment • Insertion of a nasogastric tube • Insertion of a urinary catheter <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Physical assessment included a focused abdominal/GU assessment • Catheter care on the client with an indwelling urinary catheter • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration for the client with an alteration in digestion • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
6	<p>Concepts: PERIOPERATIVE & MOBILITY</p> <p>Exemplars</p> <p>Perioperative, Intraoperative, and Postoperative</p> <p>Herniated Disc</p> <p>Fractures/Hip Fractures</p> <p>Osteoarthritis/Joint Replacement</p> <p>Hip Dysplasia</p>	<p>CLO1: Apply the perioperative concept and the concept of mobility 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 in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO3: Relate quality improvement processes when caring for clients in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO5: Describe information management principles that support decision making regarding the client in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client in the perioperative environment or a client with an alteration in mobility.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Perioperative: Pgs. 1249-1277</p> <p>Mobility: Pgs. 819-839</p> <p>Herniated Disc: Pgs. 839-845</p> <p>Fractures/Hip Fractures: Pgs. 853-876</p> <p>Osteoarthritis/Joint Replacement: Pgs. 886-895</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 18: Pgs. 222-236 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 25: Musculoskeletal (Pgs. 685-743) • Chapter 11: Pain (Pgs. 172-184) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused musculoskeletal assessment • Use of assistive devices: Crutches • Sterile dressing change • Surgical drains <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment including a focused musculoskeletal assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Case manager/social worker regarding placement of the client with an alteration in mobility • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
7	<p>Concepts: INFECTION & INFLAMMATION</p> <p>Exemplars Urinary Tract Infection/Catheter Associated Urinary Tract Infection Conjunctivitis Cellulitis Otitis Media Pneumonia Cholecystitis Appendicitis Inflammatory Bowel disease Gastritis Bronchitis</p>	<p>CLO1: Apply the concepts of infection and inflammation 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 infection and inflammation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in infection and inflammation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in infection and inflammation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in infection and inflammation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in infection and inflammation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Infection: Pgs. 521-559</p> <p>UTI/CAUTI: Pgs. 618-629</p> <p>Conjunctivitis: Pgs. 565-570</p> <p>Cellulitis: Pgs. 559-565</p> <p>Otitis Media: Pgs. 575-584</p> <p>Inflammation: Pgs. 633-644</p> <p>Cholecystitis: Pgs. 649-656</p> <p>Appendicitis: Pgs. 644-649</p> <p>IBD: Pgs. 656-669</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 34: Pgs. 480-482, 483-484, 486-489 • Chapter 41: Pgs. 623-624 • Chapter 33: Pgs. 464-465 • Chapter 18: Pgs. 233-234 • Chapter 40: Pgs. 606-609 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Appendix B: Standards for Infection Control <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Intravenous medication preparation/administration <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication via the intravenous route <p>SBAR hand-off</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
8	<p>Concept: METABOLISM</p> <p><u>Exemplars</u></p> <p>Type 1</p> <p>Type 2</p> <p>Juvenile</p>	<p>CLO1: Apply the concept metabolism 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 metabolism.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in metabolism.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in metabolism.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in metabolism.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in metabolism.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Metabolism: Pgs. 725-739</p> <p>Diabetes: Pgs. 739-766</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 44: Pgs. 678-692 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 29: The Complete Health Assessment (Pgs. 861-869) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Mixing medications in one syringe • Simulation Clinical <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Physical assessment ○ Medication administration ○ SBAR hand-off <p><u>Clinical Activities:</u></p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
9	<p>Concept: ANTEPARTUM</p> <p><u>Exemplars</u></p> <p>Antepartum care</p> <p>Antepartum testing</p> <p>Fetal growth and development</p> <p>Physical and psychological adaptations in pregnancy</p> <p>Dangers/discomforts of pregnancy</p> <p>Adolescent Pregnancy</p> <p>Nutrition</p> <p>Teratogens</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their antepartum period.</p> <p>CLO3: Relate quality improvement processes when caring for clients in the antepartum phase of pregnancy.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with antepartum alteration.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with antepartum alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with antepartum alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 1046-1047, 1552-1560, 2011-2041, 2051-2077, 2082-2112</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs. 291-295, 299-310 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 27: The Pregnant Female (Pgs. 795-850) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • OB assessment • GTPAL <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
10	<p>Concept: INTRAPARTUM</p> <p><u>Exemplars</u></p> <p>Intrapartum</p> <p>Fetal heart rate monitoring</p> <p>Labor and delivery</p> <p>Immediate Postpartum Care</p> <p>Birth Related Procedures</p> <p>Caesarean Birth</p> <p>Induction of Labor</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their intrapartum period.</p> <p>CLO3: Relate quality improvement processes when caring for clients during the intrapartum phase of pregnancy.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with intrapartum alteration.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with intrapartum alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with intrapartum alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 2112-2170</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs.332-343, 393, 395-397 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 27: The Pregnant Female (Pgs. 795-850) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment • Fetal monitoring <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
11	<p>Concepts: POSTPARTUM/NEWBORN CARE</p> <p><u>Exemplars</u></p> <p>Transition of newborn to extra-uterine life</p> <p>Newborn care/ Post-partum assessment and care</p> <p>Sudden infant death syndrome (SIDS)</p> <p>Newborn Circulation</p> <p>Apgar Score</p> <p>Reflexes,</p> <p>Alert and sleep states</p> <p>Gestational Age assessment</p> <p>Parent-Newborn attachment</p> <p>Newborn safety</p> <p>Metabolic screening</p> <p>Cord blood banking</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family and newborns.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their postpartum period the newborn.</p> <p>CLO3: Relate quality improvement processes when caring for clients during the postpartum phase of pregnancy and the newborn client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with postpartum alteration and newborn with alterations.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with postpartum and newborn alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with postpartum and newborn alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 274-275, 1024-1028, 1428, 1437-1439, 1816-1830, 2168, 2171-2247</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs. 356-361, 364-367, 372-379, 397-399, 431-432, 472 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 27: The Pregnant Female (Pgs. 795-850) • Chapter 13: pg. 214 • Chapter 14: Pgs. 266-267 <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment • APGAR scoring <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
12	<p>Concept: HIGH-RISK PREGNANCY</p> <p><u>Exemplars</u></p> <p>High risk pregnancy</p> <p>Pregnancy Induced Hypertensive Disorders</p> <p>Gestational Diabetes</p> <p>Rh Isoimmunization</p> <p>Pre-term Labor</p> <p>TORCH Disease</p> <p>Adolescent pregnancy</p> <p>Pregnancy over 35</p> <p>Anemia's in pregnancy</p> <p>Alterations in pregnancy</p> <p>Fetal Distress</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for a high-risk client.</p> <p>CLO3: Relate quality improvement processes when caring for the high-risk pregnant client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the high-risk client.</p> <p>CLO5: Describe information management principles that support decision making regarding the high-risk client.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the high-risk client.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 489, 1139, 1166, 1204-1210, 2041-2052, 2056, 2061, 2077-2082, 2100, 2103, 2136-2143, B-64, 2202</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs. 314-327, 346-351, 393-395, 398 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 27: The Pregnant Female (Pgs. 795-850) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Engaging in clinical reasoning activities • Assessment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
13	<p>Concept: HIGH-RISK NEWBORN</p> <p><u>Exemplars</u></p> <p>High Risk Newborn</p> <p>RDS</p> <p>Pre-term Birth</p> <p>Post-term Birth</p> <p>Birth Injury</p> <p>ROP</p> <p>Meconium Aspiration</p> <p>Cold Stress Sepsis</p> <p>Hypoglycemia</p> <p>Neonatal Abstinence Syndrome (NAD)</p> <p>TTN</p> <p>SIDs</p> <p>Congenital Anomalies</p> <p>HIV</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the high-risk newborn.</p> <p>CLO3: Relate quality improvement processes when caring for the high-risk newborn client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the high-risk newborn.</p> <p>CLO5: Describe information management principles that support decision making regarding the high-risk newborn.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the high-risk newborn.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 444, 522-527, 1024-1027, 1084, 1423, 1441, 1552-1554, 1768, 2046, 2204-2210, 2248-2261</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs. 319-320, 380-388, 394-395, 431-432, 440-444, 449, 494-495, 504-505, 511-514, 520-522 <p>Health & Physical Assessment in Nursing:</p> <p>Chapter 19: pg. 495</p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Engaging in clinical reasoning activities • Assessment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
14	<p>Concept: REPRODUCTION</p> <p><u>Exemplars</u></p> <p>Family planning, contraception</p> <p>Genetic testing</p> <p>IVF, infertility</p> <p>Special needs of the pregnant adolescent</p> <p>Complimentary/ alternative therapies</p> <p>Partner abuse</p> <p>Perinatal loss</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions regarding the concept of reproduction.</p> <p>CLO3: Relate quality improvement processes when caring for clients in different phases of reproduction.</p> <p>CLO4: Demonstrate a team-based approach regarding reproduction.</p> <p>CLO5: Describe information management principles that support decision making regarding reproduction.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines regarding reproduction.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Pgs. 1372-1394, 1767-1773, 1957-1959, 1964-1975, 1768-1773, 2041-2043, 2072, 2091, 2097-2098, 2139, 2168-2169, 2186, 2188</p> <p>M</p> <p>Saunders(7th) edition:</p> <ul style="list-style-type: none"> • Pgs. 295, 658, 367 <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 45: Pgs. 694-707, 709, 711-712 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 27: The Pregnant Female (Pgs. 795-850) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Engaging in clinical reasoning activities • Assessment • SBAR hand-off