



HEALTH PROFESSIONS

NURSING PROGRAM

NRS 125

**CONCEPTS OF NURSING
PRACTICE II**

COURSE OUTLINE

SPRING 2018

COURSE OUTLINE

General Course Information:

Course Number: NRS 125

Course Title: Concepts of Nursing Practice II

Credits: 8

Hours: Theory 3
 College Lab 3
 Clinical Lab 12

Weeks: 15

Course Coordinator

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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.

Prerequisites:

BIO 104 with a minimum C+ grade, NRS 111, NRS 112

Co-requisites:

None

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. And just as I have expectations for you, I fully understand you have expectations of me. Some expectations for you, the student, 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 Prof. Lee and Prof. Simmonds regarding questions, concerns, or any issues you feel will impede your ability to have success in this course
- You will remind yourself every day that you can do this and you will achieve your goal of joining this amazing, selfless profession

Please take the time to consider some expectations that you have for us, your professors, as I want to make sure I am setting a good example for you!! I expect you to let me know what you have come up with.

The Nursing Program Handbook Information Packet:

Each nursing student will receive a copy of this handbook at the start of the program. The handbook is updated each semester 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.

Required Textbooks and Materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2017) *Pharmacology for Nurses A Pathophysiologic Approach*. (5th Ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13:-978-0-13-425516-3).

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: Please refer to the end of the course outline for more information and purchase instructions

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 and pharmacology 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: ISBN-13:978-0-13-293426-8; Volume Two: (ISBN-13: 978-0-13-293427-5).

Silvestri, L.A, (2017) *Saunders Comprehensive Review for the NCLEX-RN Examination*. (7th Ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9780323358514).

Simple function calculator for math test and quizzes. Scientific calculators may be used but must be cleared prior to any exams. Cell phones will not be allowed for use during exams.

Supplies for clinical lab (stethoscope, manual BP cuff, penlight, and a wrist watch)

vSim for Nursing: Students are required to purchase the **Medical-Surgical bundle**, containing 10 patient care scenarios. Please go to the end of the course outline to receive instructions on how to order.

In addition to textbook requirements, **students will NEED regular access** to a computer with internet access and the ability to generate Microsoft Word documents or Adobe Acrobat pdf files.

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 Client Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803630413 ISBN-10: 0803630417).

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: 978-0-8036-4414-4).

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. (ISBN-13: 978-0-8036-5705-2).

Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary*. (23RD. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-5904-9).

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. Direct link access is available through MyMercer Portal)

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

Pearson – www.mynursingkit.com (textbook resources)

NCSBN NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf

Goals & Outcomes:

NRS125 supports MCCC's Institutional Learning Goals:

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.

Program Student Learning Outcomes:

Guided by these principles and beliefs, Mercer County Community College provides a program that prepares graduates who will function with technical competence within various care settings.

The graduate will:

- P1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
- P2. Engage in clinical reasoning to make patient-centered care decisions.
- P3. Participate in quality improvement processes to improve patient care.
- P4. Collaborate with members of the inter-professional team, the patient, and the patient's support persons.
- P5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
- P6. 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*

Evaluation of Student Learning / Grading Information:

Determination of NRS 125 Grade:

In order to receive a grade in NRS 125, these criteria must be satisfied:

The student must:

1. Achieve satisfactory as the final grade on the Clinical Laboratory Performance Evaluation for at least (6) clinical domains and proficient in at least (4) clinical domains.
2. Achieve a 90% on the Medication Calculation test.
3. Complete (5) exams and (1) final exam as scheduled.
4. Complete all HESI exams as scheduled on assigned date.*
5. Achieve a college laboratory grade of 80% or better.
6. Complete the required vSim patient scenarios.
7. Complete HESI case studies as assigned.

When all course criteria have been met, the student will be assigned a grade as outlined in Evaluation of Student Learning - Grading.

**Due to the scheduling of lecture, lab, and clinical it may be necessary for HESI exam administration to occur on a weekend. Exact date to be announced in class and/or on black board. Alternate dates may be available after communication with Professor Lee.*

Grading:

5 exams at 12% each	60%
Final Exam	25%
HESI Case Studies	5%
HESI Exams	5%
vSim Patient Scenarios	5%
Total	100%

Nursing Program Grading Policy (Effective Fall 2015)

Grading Scale:

- 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%

C+ is the lowest acceptable passing grade for all nursing courses.

- S = Satisfactory (comparable to a “C+” or higher)
- U = Unsatisfactory
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated

There will be no rounding of grades according to the Nursing Program Calculation of Grades Policy.

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.

ADA Accessibility 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.

Theory/Exam Information:

Theory sessions are based on learning objectives from the course outline and equate to 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.

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. All students will be asked to participate in small groups, assigned at the beginning of the semester. **Cell phones must be shut off during class sessions unless otherwise instructed by the Professor. During testing cell phones, PDA's or any other electronic device must be turned off and placed at the front of the room with personal belongings.** Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

SCHEDULE of EXAMS:

Exam 1	Week 4
Exam 2	Week 7
Exam 3	Week 9
Exam 4	Week 12
Exam 5	Week 14

Final Exam (cumulative): TBA*

The Student is responsible for maintaining a record of his/her own grades as they are achieved. A calculation of grade sheet will be provided to assist in overall grade calculation. Grades will be

posted in blackboard within (1) week of assignment/test submission. Any student not performing at a course average less than 77% will be contacted by the course coordinator at mid-semester (after 3rd exam) per the Unsatisfactory Academic Performance policy.**

***Final Exam will be given during final exam week. Exact date to be announced.**

**** Students will be notified by email if grades will be delayed for any reason.**

Exam Review: Students will be given the opportunity to review their exam, once grades have been posted. Students who do not pass the exam will be given the priority regarding review. Once those meetings occur, other students wishing to review will be scheduled in groups of 10. Each student will be given their student test report **ONLY** and each group will have 10 minutes to look at the test question(s) and the rationale. No questions will be answered at this time. Prof. Lee and/or Prof. Simmonds will be available during scheduled office hours for any specific questions. All belongings must be left out of the room. There will be **no cell phones** allowed during the review. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

Dosage Calculation Math Requirement: There will be a Medication Calculation test given during the first week of the semester. The medication calculation test includes a continuation of the dosage calculation content learned in NRS 112. A study guide/list of practice problems will be posted to blackboard prior to the first classroom meeting. Students will be required to take the exam in the testing center by the assigned date. No appointment in needed, just be aware of the hours of the testing center.

Students must achieve a grade of 90% or higher to pass the test. Any student that does not achieve 90% or greater will be required to remediate with Prof. Lee and re-take another Medication Calculation exam. Students are not allowed to pass medication in clinical until they achieve a 90% or greater. Therefore, failure of the 2nd attempt at the exam will result in an "unmet" clinical competency, resulting in failure of the course.

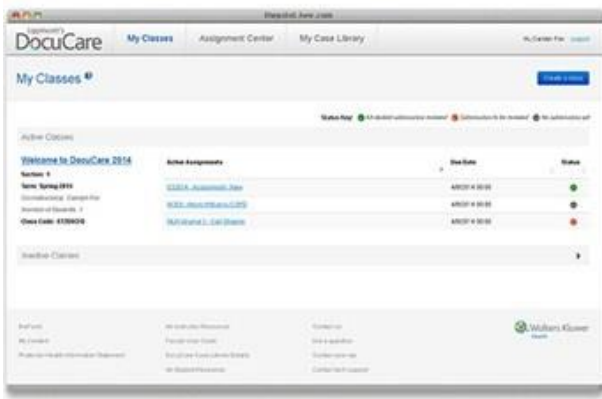
DocuCare & vSim:

DocuCare – Clinical Documentation:

All nursing students will be documenting their clinical experiences in DocuCare. This applies to all semesters, all courses. Therefore, all 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.

For the best value, students should purchase the following:

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.

vSim – Simulation Software:

Students will be expected to purchase vSim within the first 3 weeks of the start of the semester (If not purchased during NRS 112). The first vSim patient scenario will correspond with the concepts introduced in week 4 of the medical-surgical component of the course. The names of the patients are listed in your course outlined, bolded in red so you can easily discern them.

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

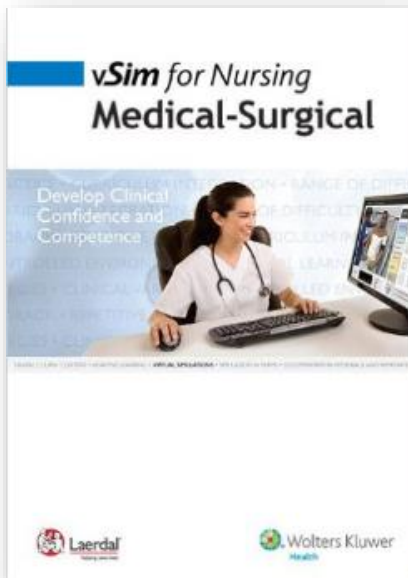
Students who do not complete the guided reflection questions will receive a zero for the patient scenario. The patient scenario grades are as followed:

- Patient 1: 33%
- Patient 2: 33%
- Patient 3: 34%

Purchasing information is found below. Please note. vSim is utilized for the remainder of the program and will align with specific content at the time of teaching. It is imperative that you only complete the assigned patient scenarios at the due date listed for the course you are enrolled.

Student license access to vSim® for Nursing online, virtual simulation software will be available for purchase on <http://www.laerdal.com/us/> using the instructions below. Limited licenses are also available in the college bookstore.

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



1. Visit <http://www.laerdal.com/us/vsim>
2. **Select the Medical-Surgical module.**
3. **Click on 'Products & Pricing'** from the menu bar
4. Choose the vSim **student license** and **'Add to Cart'**
5. Review your order and click **Proceed to Checkout**
6. **Enter Promo Code Mercer2017** at Checkout

**Once you create your account, please take note of your Customer Number and Password for future purchases.*

The student access code is nontransferable and can only be used during the 2 year access period. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

HESI Exams/Case Studies:

HESI Med-Surg 1 exam and Pediatric 1 exam will be given at the end of med-surg content. The HESI Maternity exam will be administered near or at the end of the OB content. These are web exams which require your evolve login and password to access the exam. Students are expected to achieve a score of 850 on the exams. Students are encouraged to complete any practice test and/or quizzes available through the Elsevier site. There is a correlation between HESI scoring and NCLEX success, so it is imperative you follow the recommended steps prior to taking the exam. If you need additional assistance in accessing the case studies or practice tests, or any questions regarding HESI, please see the NRS 125 course coordinator.

Your conversion score will be based on your HESI score and will be posted to Blackboard. ***There is no rounding of the conversion score.*** Most students will be assigned remediation as this is based off the HESI score. Completion of remediation is a **requirement** and will be due by the date assigned. Students who complete all remediation by the date assigned will have 5 additional points added to their conversion score. The remediation for ***all*** HESI exams must be complete to be eligible to sit for your final exam. Due to the nature of the HESI Med-Surg and Pediatric content, these exams will not be weighted as much as the Maternity exam. (Exam weights are described below).

The chart below lists where your HESI score falls as this relates to your performance level. This information is beneficial:

HESI Score	Performance Level
> 1050	Recommended Performance
1000-1050	
950-1000	
900-949	
875-899	Acceptable Performance
850-874	
800-849	Below Acceptable Performance
750-799	
700-749	Needs Further Preparation
< 699	

Exam Weight:

Med-Surg HESI: 25%

Pediatric HESI: 25%

Maternity HESI: 50%

HESI Case Studies:

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 date. No extension will be provided without prior permission.

How HESI Case Studies Work:

Students are presented with a scenario that introduces the client and then a series of small sets of questions. At the end of the case study, the student will see a summary screen with all of the rationales for each question.

If a student leaves a case study before completing it, they can come back and finish at a later time. When a student returns to your Evolve course, they can resume the case study by clicking the Resume button. The student will see the page of questions where they left off before closing the case study.

Visit the Evolve Support Portal at <http://evolvesupport.elsevier.com> to access the Evolve Knowledge 2\ Base, Downloads, and Support Ticket System. This can also be located by going to 'Help & Support' on the Evolve Portal. Contact the following for support: **1-800-401-9962**.

College Lab:

The weekly college lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning, hands on demonstration, simulation and practice of skills. Weekly readings, objectives and activities can be found in appendix A of this course outline.

Assigned readings will come from the skills textbook. Students will observe skill demonstration or view a skill specific video. The student will then be expected to practice the skill to gain proficiency. STUDENTS ARE EXPECTED TO COME TO THE COLLEGE LABORATORY HAVING READ THE CLINICAL SKILLS BOOK RELEVANT TO THE COLLEGE LAB OBJECTIVES FOR THAT PARTICULAR WEEK. Be prepared to demonstrate prior skills learned in NRS 112.

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

Grade:

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%

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.

Safety Group Presentation Guidelines:

Students will be broken up into small groups by the Course Coordinator. Assigned groups will be announced on blackboard within (2) weeks of the start of the course.

1. During the 2nd week of class, (1) member of each group will be chosen to randomly pick a topic.
2. All presentations will be given in college lab during week 9.
3. The grading rubric and student groups with chosen topic will be posted on blackboard in the folder titled “Patient Safety Project.”

Assignment:

The group will be given a specific patient safety issue

- a. Identify chosen topic and use objectives to guide the content that you will be covering during the presentation. If your choice was medication safety you might research as follows
- b. Be sure the example of patient scenario is relevant and appropriate to the goal that was chosen. List possible causes and follow-up with actual/potential consequence for the patients. Support your information with evidence. For example, one of the 2016 patient safety goals was “Use Medicines Safely”. If chosen you might include:
 - Number of medication errors
 - Improper use of abbreviations
 - Illegible handwriting
 - Verbal orders that are not read back and verified

- Improper labeling in the pharmacy
 - Distraction during medication administration
- c. Solutions to addressing/resolving the causative factor(s) should be researched and evidence-based practice should be the basis for planning.

Clinical Lab:

The clinical laboratory provides students with the opportunity to provide care to clients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab consists of seven hours twice per week or a twelve hour day once a week. Weekly clinical assignments will be given on site in the clinical area. Review the dress code in the Student Handbook. Bring appropriate resources to research medications and medical diagnosis. Students are required to also bring their **student manual** to work on clinical activities when not engaging in direct patient care activities.

In general, during the clinical lab, students are expected to:

Pre-Conference: (approx. one hour and usually before caring for patients on the unit)

- A. Utilize Clinical Prep Form for SBAR reporting to present the assigned patient to the group. Be able to discuss the patient's alteration of focused concept including but not limited to oxygenation, perfusion, comfort, inflammation, immunity, metabolism, mobility, and/or tissue integrity identifying primary and secondary diagnoses, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition. Use textbook as a resource.
- B. Identify and explain patient's alterations based on disease process, diet order and rationale for ordered pharmacological agents
- C. Incorporate assessment findings, developmental tasks (according to Erickson), appropriate to the client's age and the implications for planned care.
- D. Formulate a plan of care using the nursing process to include nursing diagnosis, each with goals, (assessment priorities, nursing actions, and patient education)
- E. Discuss planned care including priority assessment focus, nursing actions (including medication administration), and patient/family education.
- F. Pre-conference preparation may be collected by instructor for evaluation.
- G. There may be times where pre-conference does not occur, at which time the clinical instructor will provide a de-briefing for the clinical day.

Clinical Experience:

- A. Receive report on assigned client(s), review medical record, identify any changes in priorities. Identify changes in laboratory values and how they are correlated with the medications and the physiologic process.
- B. Interview and assess your assigned client
- C. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the client.
- D. Implement the nursing plan by caring for your client demonstrating proficiency in nursing skills and seeking help from your instructor (Refer to weekly clinical objectives in course outline).
- E. After researching assignment medications from an acceptable resource administer medications as assigned by clinical instructor and coordinated with primary RN.
- F. Report assessment findings to appropriate assigned nursing staff in a timely manner.

1. Client information received during clinical lab is to remain confidential at all times.
2. Patient records are not permitted to be photocopied.
3. Documentation will be complete in the DocuCare electronic charting system following the instruction of the clinical instructor.

Post Conference: (approx. one hour):

- A. Review and evaluate the care given and the client's response to care plan.
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss assessments made, needs identified, actions taken/medications given, leading to a therapeutic outcome.
- D. Compare and contrast how the observations seen in the clinical area compare to the concepts studied
- E. There is a possibility that post-conference will be shortened or not done, in which case your clinical instructor may provide a de-briefing of the clinical day.

Perioperative Observation Experience:

Students may have the opportunity to rotate through the preoperative, operative, Post Anesthesia Care Unit (PACU), and postoperative experience following a patient from start to finish experiencing the operative experience. The objectives of the experience correlate to the NCLEX test plan of what is expected for the student to know about the PERIOPERATIVE experience.

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

Policies & Conduct:

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.

Academic Honesty:

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

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

Cheating:

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

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.
- Submitting written work that had been previously submitted in another course, including a course the student is repeating.

D. Fabricates data in support of an academic assignment.

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

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

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

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

Consequences for Violations of Academic Integrity:

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

Appeals:

The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004

General College Information:

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/mymercer to access your portal.

Tutoring support Academic support services are free and available for all students. Visit the student center for more information.

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.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu

Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu

Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Appendix A:

Concept-Focused Weekly Objectives	Week	Concept/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in oxygenation.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in oxygenation.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in oxygenation.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in oxygenation.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in oxygenation.</p>	Week 1	<p>Concept: OXYGENATION</p> <p><u>Exemplars</u> 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>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One & Two.</i> (2nd ed.)</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>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) <i>Pharmacology for Nurses A Pathophysiologic Approach.</i> (4th ed.)</p> <p>(Review any pharmacology content</p>	<p>-Demonstrate the components of a focused respiratory assessment</p> <p>-Demonstrate suctioning a client with tracheostomy or endotracheal tube</p> <p>-Explain collecting a sputum specimen</p> <p>-Demonstrate giving medications via inhalation</p> <p>-Explain purse lip breathing</p>	<p>Focused assessment of the client who has uncomplicated acute and chronic alterations in oxygenation.</p> <p>Critical thinking activity See student manual</p> <p>Doing an analysis of ABGs for clients with alterations in oxygenation.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the clients with uncomplicated acute and chronic alterations in oxygenation.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

			<p>covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in perfusion.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in perfusion.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in perfusion.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in perfusion.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in perfusion.</p>	<p>Week 2</p>	<p>Concept: PERFUSION</p> <p><u>Exemplars:</u></p> <p>Deep vein thrombosis (DVT)</p> <p>Coronary artery disease (CAD)</p> <p>Peripheral vascular disease (PVD)</p> <p>Structural Congenital heart defects</p> <p>Pregnancy Induced hypertension (PIH)</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One & Two. (2nd ed.)</p> <p>Perfusion: Pgs. 1031-1076</p> <p>DVT: Pgs. 1130-1138</p> <p>CAD: Pgs. 1105-1130</p> <p>PVD: Pgs. 1198-1204</p> <p>Heart Defects: Pgs. 1083-1105</p> <p>PIH: Pgs. 1204-1210</p> <p>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p>(Review any pharmacology content covered in lecture)</p>	<p>-Demonstrate the components of a focused cardiac assessment</p> <p>-Explain the process of the application of anti-embolism stockings</p> <p>-Demonstrate the application of sequential compression devices</p> <p>-Demonstrate taking an orthostatic blood pressure measurement</p>	<p>Focused assessment with the client who has uncomplicated acute and chronic alterations in perfusion.</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations in perfusion.</p> <p>Critical thinking activity</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations in perfusion.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

			<p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p>	<p>Week 3</p>	<p>Concept: INTRACRANIAL REGULATION AND COGNITION</p> <p>Dementia</p> <p>Stroke</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One & Two.</i> (2nd ed.)</p> <p>Intracranial Regulation: Pgs. 687-709</p> <p>Cognition: Pgs. 1575-1584</p> <p>Dementia: Pgs. 1584-1605</p> <p>Stroke: Pgs. 1234-1247</p> <p>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) <i>Pharmacology for Nurses A Pathophysiologic Approach.</i> (4th ed.)</p> <p>(Review any pharmacology content covered in lecture)</p>	<p>-Demonstrate the components of a focused neurological assessment.</p> <p>-Explain the use of assessment tools in helping to identify stroke and alterations in cognition</p>	<p>Care for the client with uncomplicated acute and chronic alterations in intracranial regulation and cognition</p> <p>Mini concept map</p> <p>Clinical decision making with uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p> <p>Critical thinking activity</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p> <p>Collaboration</p> <p>Delegation</p>

<p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in intracranial regulation and cognition.</p>			<p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>		<p>Clinical decision making</p> <p>Professionalism</p>
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess uncomplicated acute and chronic alterations in the perioperative client and the client with alterations in mobility.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in the perioperative client and the client with alterations in mobility.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in the perioperative client and the client with alterations in mobility.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in the perioperative client and the client with alterations in mobility.</p>	<p>Week 4</p>	<p>Concepts: PERIOPERATIVE, MOBILITY</p> <p><u>Exemplar:</u></p> <p>Safety protocols and precautions</p> <p>Surgical care improvement project</p> <p>Interdisciplinary team roles</p> <p>Communication/ collaboration/documentation</p> <p>Pharmacotherapeutics</p> <p>Perioperative assessment</p> <p>Perioperative documentation</p> <p>Complications during the perioperative phase</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One & Two. (2nd ed.)</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>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p>(Review any pharmacology content</p>	<p>-Explain the components to a pain assessment</p> <p>-Explain the components to a fall assessment</p> <p>-Explain surgical asepsis.</p> <p>-Demonstrate donning sterile technique.</p> <p>-Demonstrate how to change a dressing.</p> <p>-Demonstrate how to use an incentive spirometer.</p> <p>-Explain how to monitor I/O.</p> <p>-Explain how to assist a client using crutches and a cane</p> <p>-Explain cast care.</p> <p>-Explain traction, why it is used, and how to care for the client in</p>	<p>Surgical asepsis</p> <p>Care of the client as it relates to alterations in uncomplicated acute and chronic alterations during the perioperative phase and the client with alterations in mobility</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations during the perioperative phase and the client with alterations in mobility</p> <p>Critical thinking activity</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations during the perioperative phase and the client with alterations in mobility</p>

<p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in the perioperative client and the client with alterations in mobility.</p>		<p>Quality improvement/core measures/evidence-based practice</p> <p>Patient teaching and learning</p> <p>Therapeutic diet</p> <p>Herniated disc</p> <p>Fractures/Hip Fractures</p> <p>Joint replacement/Osteoarthritis</p> <p>Hip dysplasia</p>	<p>covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p> <p>vSim Marilyn Hughes- Left leg fracture with ORIF</p>	<p>traction.</p>	<p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in digestion and elimination.</p>	<p>Week 5</p>	<p>Concept: DIGESTION AND ELIMINATION</p> <p>Exemplar:</p> <p>Viral hepatitis</p> <p>Malabsorption syndromes</p> <p>Inflammatory bowel disease</p> <p>Pyloric stenosis</p> <p>Intussusception</p> <p>Bladder retention</p> <p>Benign Prostatic Hyperplasia (BPH)</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One & Two.</i> (2nd ed.)</p> <p>Digestion: <i>Pgs. 207-227</i></p> <p>Viral Hepatitis: <i>Pgs. 232-239</i></p> <p>Malabsorption Syndrome: <i>Pgs. 239-245</i></p> <p>Elimination: <i>Pgs. 257-284</i></p> <p>Bladder Retention: <i>Pgs. 292-305</i></p> <p>BPH: <i>Pgs. 284-292</i></p> <p>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) <i>Pharmacology for Nurses A Pathophysiologic Approach.</i> (4th ed.)</p> <p>(Review any</p>	<p>-Explain administering an enema</p> <p>-Demonstrate performing urinary catheterization</p> <p>-Demonstrate performing catheter care and removal</p>	<p>Care of the client as it relates to uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations in digestion and elimination.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

			<p>pharmacology content covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p> <p>vSim Stan Checketts- Preoperative Bowel Obstruction: Fluid and Electrolyte Imbalance</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objective	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in metabolism sensory</p>	<p>Week 6</p>	<p>Concept: METABOLISM AND SENSORY PERCEPTION</p> <p>Exemplars:</p> <p>Diabetes Type 1 Type 2 Gestational</p> <p>Retinal detachment</p> <p>Cataracts</p> <p>Macular degeneration</p> <p>Peripheral neuropathy</p> <p>Peripheral vascular disease (PVD)</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One & Two.</i> (2nd ed.)</p> <p>Metabolism: Pgs. 725-739</p> <p>Diabetes: Pgs. 739-766</p> <p>Sensory Perception: Pgs. 1277-1298</p> <p>Retinal Detachment: Pgs. 1311-1318</p> <p>Cataracts: Pgs. 1306-1310</p> <p>Macular Degeneration: Pgs. 1327-1330</p> <p>Peripheral Neuropathy: Pgs. 1331-1336</p> <p>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) <i>Pharmacology</i></p>	<p>-Explain how to use a sliding scale.</p> <p>-Demonstrate how to mix medications using one syringe.</p> <p>-Demonstrate the components of a peripheral vascular assessment.</p>	<p>Care of the client as it relates to uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations in metabolism and sensory perception.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

perception.			<p>for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p>(Review any pharmacology content covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p> <p>vSim: Skyler Hansen Diabetes: Hypoglycemia</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations</p>	<p>Week 7</p>	<p>Concept: CELLULAR REGULATION AND IMMUNITY</p> <p>Exemplars:</p> <p>Cancer Skin Prostate cancer Colo-rectal cancer</p> <p>Anemia Hemolytic Aplastic</p> <p>Hypersensitivity</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One & Two. (2nd ed.)</p> <p>Cellular Regulation: <i>Pgs. 29-41</i></p> <p>Cancer: <i>Pgs. 41-64</i></p> <p>Skin: <i>Pgs. 127-137</i></p> <p>Prostate: <i>Pgs. 112-119</i></p> <p>Colo-Rectal: <i>Pgs. 85-92</i></p> <p>Anemia: <i>Pgs. 64-76</i></p> <p>Immunity: <i>Pgs. 437-455</i></p> <p>Hypersensitivity: <i>Pgs. 481-495</i></p> <p>Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic</p>	<p>-Explain continuous bladder irrigation</p> <p>-Demonstrate applying a fecal ostomy pouch</p> <p>-Explain the use of an Epi-Pen and the importance of community education</p>	<p>Care of the client as it relates to uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations in cellular regulation and immunity.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

<p>in cellular regulation and immunity.</p>			<p>Approach. (4th ed.)</p> <p>(Review any pharmacology content covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess clients with uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Analyze collected data as it pertains to uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Utilize collected data to formulate a plan of care as it pertains to uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Implement the plan of care in uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Evaluate goals and therapeutic outcomes in uncomplicated acute and chronic alterations in infection and inflammation.</p>	<p>Week 8</p>	<p>Concepts: INFECTION AND INFLAMMATION</p> <p>Exemplars:</p> <p>local infection Urinary tract infection (UTI)/ Catheter associated urinary tract infection (CAUTI) Conjunctivitis Cellulitis Otitis media Group B Strep Pneumonia</p> <p>local inflammation cholecystitis appendicitis inflammatory bowel disease (IBD) bronchitis gastritis</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One & Two.</i> (2nd ed.)</p> <p>Infection: <i>Pgs. 521-559</i></p> <p>UTI/CAUTI: <i>Pgs. 618-629</i></p> <p>Conjunctivitis: <i>Pgs. 565-570</i></p> <p>Cellulitis: <i>Pgs. 559-565</i></p> <p>Otitis Media: <i>Pgs. 575-584</i></p> <p>Inflammation: <i>Pgs. 633-644</i></p> <p>Cholecystitis: <i>Pgs. 649-656</i></p> <p>Appendicitis: <i>Pgs. 644-649</i></p> <p>IBD: <i>Pgs. 656-669</i></p> <p>Adams, M.L., Holland,</p>	<p>-Demonstrate proper handwashing</p> <p>-Demonstrate the application and removal of PPE</p> <p>-Demonstrate regulating an infusion flow rate</p> <p>-Demonstrate adding medications to IV fluid containers</p> <p>-Demonstrate how to administer intermittent IV medications using a secondary set</p> <p>-Demonstrate administering intravenous medications using an IV push</p>	<p>Care of the client as it relates to uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Mini concept map</p> <p>Clinical decision making of clients with uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the client with uncomplicated acute and chronic alterations in infection and inflammation.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

			<p>L.N. & Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p>(Review any pharmacology content covered in lecture)</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
	Week 9	REVIEW CONCEPTS COVERED	Ticket to class Group Activities: Interactive learning activities/strategies, simulations, role play clinical reasoning exercises	-Demonstrate basic understanding of safety concerns regarding client care through presentation of safety project	Build upon skills covered throughout the semester

Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
<p>Assess patients as it relates to reproductive health.</p> <p>Analyze collected data as it pertains to reproductive health.</p> <p>Utilize collected data to formulate a plan of care as it pertains to reproductive health.</p> <p>Implement the plan of care in reproductive health.</p> <p>Evaluate goals and therapeutic outcomes as it relates to reproductive health.</p>	<p>Week 10</p>	<p>Concept: REPRODUCTION</p> <p><u>Exemplars:</u> Antepartum care 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>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One & Two. (2nd ed.)</p> <p>Pgs. 1046-1047, 1551-1560, 2011-2041, 2051-2077, 2082-2086, 2090-2112</p> <p>Please review video(s) prior to class (link(s) found on black board)</p> <p>Case studies</p> <p>Ticket to class</p> <p>Group Activities:</p> <p>Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>	<p>-Demonstrate skill chosen from OB assessment list</p>	<p>Focused assessment</p> <p>Critical thinking</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

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*REQUIRED READING RELATED TO CONCEPTS COVERED. ADDITIONAL READING WILL BE RECOMMENDED/REQUIRED BASED ON DISCUSSION OF INTER-RELATED CONCEPTS.