



**HEALTH PROFESSIONS**

**NURSING PROGRAM**

**NRS 125**

**CONCEPTS OF NURSING  
PRACTICE II**

**COURSE OUTLINE**

**FALL 2016**



## COURSE OUTLINE

**Course Number:** NRS 125

**Course Title:** Concepts of Nursing Practice II

**Credits:** 8

**Hours:**

**Weeks:** 15

<b>Theory</b>	<b>3</b>
<b>College Lab</b>	<b>3</b>
<b>Clinical Lab</b>	<b>12</b>

**Course Coordinator**

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**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/or Prof. Racioppo 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 me, your professor, 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.

### **Required Textbooks and Materials:**

Adams, M.L., Holland, L.N. & Urban, C.Q. (2014) *Pharmacology for Nurses A Pathophysiologic Approach*. (4<sup>th</sup> 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*. (2<sup>nd</sup>. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)

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*. (2<sup>nd</sup> 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 )

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

Silvestri, L.A, (2014) Saunders Comprehensive Review for the NCLEX-RN Examination. (6th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551.

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

### **Recommended Textbooks:**

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

Carpenito-Moyet, L. J., (2012). *Nursing Diagnosis Application to Clinical Practice*. (14<sup>th</sup> ed.). Philadelphia: J. B. Lippincott.  
ISBN-13: 978-1608311101 ISBN-10: 1608311104

DocuCare 1 Year Learner License from Laerdal. To place your order with a credit card please visit the Laerdal web site at <http://www.laerdal.com/us/item/978-1-4511-8517-1> Select add to cart and complete purchase as directed. Those receiving financial aid can purchase a code from the bookstore. If you interested, please let me know.

Deglin, J.H., Vallerand, A.H. & Sanoski, C.A. (2014) *Davis's Drug Guide Nurses*. (14th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803639768 ISBN-10: 0803639767)

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)

### **Course Information & Web Resources:**

Nursing Program website – [www.mccc.edu/nursing](http://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)

Pearson – [www.mynursingkit.com](http://www.mynursingkit.com) (textbook resources)

NCSBN NCLEX-RN Detailed Test Plan – [https://www.ncsbn.org/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

### **Other Resources:**

Personal Digital Assistant (PDA)

### **Student Learning 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*

**Determination of NRS 125 Grade:**

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

The student must:

1. Achieve "Met" as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
2. Achieve a 90% on the Medication Calculation test.
3. Complete (5) exams and (1) final exam as scheduled.
4. Complete the HESI Fundamentals V2 Exam on assigned date\* (See black board for date).
5. Complete the HESI Maternity Exam as scheduled on assigned date\* (See black board for date).
6. Complete the Group Safety Project.
7. Complete the required vSim patient scenarios with a score of 80% or better.
8. Complete all required skills presented in College Lab.

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 Sunday. Exact date to be announced in class and on black board.*

**Evaluation of Student Learning / Grading Information:**

**Attendance:** Please review full attendance policy in the Nursing Program Handbook. **POLICY REGARDING ATTENDANCE AND TARDINESS WILL BE UPHOLD AS OUTLINED.**

### **Theory Classes:**

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, sometimes assigned.

### **Cell phones must be shut off during class sessions. 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.

### **HESI Exam:**

HESI Fundamentals V2 exam will be given in this course at the end of the medical-surgical lectures (Check black board, Lessons, and then click on the folder titled **Testing Information**). This is a web exam which requires your evolve login and password to access the exam Students are expected to achieve a score of 850 on the exam. Students are encouraged to complete the Fundamentals practice test and quizzes, which can be accessed on the evolve website under "case studies", before they sit for this HESI exam. 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.

Both the Fundamentals V2 and Maternity HESI Exams are contributory factors in final grade determination, so please prepare for the exams as stated above. There is **NO CURVING** of the HESI exam grades; your conversion score is your final score.

### **NRS 125 Evolve Case Studies:**

Students will complete all Evolve-Elsevier/HESI Case Studies as listed below serving as an adjunct to learning of concepts and an opportunity to practice NCLEX style test questions. These Case Studies will not be graded. Prior to each case study, please prepare by reviewing the related power points and textbook readings.

- Each student must log unto the Evolve-Elsevier website via your graduation class date, sign-in, and then work through each case study to completion.
- There is no limit to the number of times that you can repeat the Case Study.
- Those case studies with a MS at end can be found by clicking HESI Case Studies, Medical-Surgical. Those with a FUND. at the end, will be found under the Fundamentals section.
- Case Studies include: Patients with:
  - Week 3- Brain Attack (Stroke) - MS**
  - Week 4- Perioperative Care - FUND**
  - Week 5- PVD with Amputation - MS**
  - Week 7- Inflammatory Bowel Disease- MS**

## **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 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**.

## **Safety Group Presentation Guidelines:**

Students will be broken up into small groups by Course Coordinator. Assigned groups will be announced on blackboard within (1) week of the start of the course.

1. During the 2<sup>nd</sup> 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 is included below.
4. Students will use their Clinical Experience (past or present) to identify areas of safety that either meet or do not meet the established criteria.

## **ASSIGNMENT:**

The group will be given a specific patient safety goal designated by the Joint Commission

- 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 is "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.

## GRADING RUBRIC FOR SAFETY PROJECT

*Total possible points = 100*

#	OBJECTIVE	POINTS GIVEN
1.	Chosen Joint Commission patient safety goal clearly stated and PRESENTATION OBJECTIVES demonstrated at the <i>beginning</i> of the presentation. <b>(20 points)</b>	
2.	Appropriate example given. Includes actual/potential consequence to the patient (e.g. increased length of stay, permanent disability, death, etc.). Includes relevant data on a state and/or national level. <b>(30 points)</b>	
3.	Solution presented indicating use of evidence-based practice as rationale for interventions. <b>(25 points)</b>	
4.	Presentation must demonstrate: <ul style="list-style-type: none"> <li>• <i>Creativity</i></li> <li>• <i>Organization</i></li> <li>• <i>Eye contact</i></li> <li>• <i>Voice level</i></li> <li>• <i>Promote class participation</i></li> <li>• <i>Include handouts</i></li> <li>• <i>Professionalism</i></li> <li>• <i>Appropriate use of time (not exceeding 15 minutes)</i></li> </ul> <b>(15 points)</b>	
5.	Presentation demonstrates appropriate use of APA style format. <b>Three</b> references including (1) recent journal article (less than 5 years) cited using APA format. <b>(10 points)</b>	
	<b>TOTAL</b>	

### GRADING RUBRIC FOR SAFETY PROJECT:

#### KEY:

***DISTINCTIVE:*** Exceptional competence, beyond expectations of objectives, stands alone, highly creative (10 points)

***EXCELLENT:*** Fulfills all objectives, utilizes creativity, demonstrates high level of competence (7 points)

***SATISFACTORY:*** Meets objectives with some use of creativity and average competence (5 points)

***MINIMAL:*** Partially meets objectives with minimal use of creativity and below average competence (3 points)

***INSUFFICIENT:*** Does not meet objectives, no use of creativity, no demonstration of competence (0 points)

**College Lab:** This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning, hands on demonstration, and simulation, and practice of skills. Weekly readings, objectives and activities are highlighted in the course outline. Assigned readings will come from the skills text. Students will observe a critical 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. (*See the course outline for college lab weekly objectives*).

**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:** One Hour: (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.

**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. Record the assessment
- 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. Document assessment and care as instructed and in accordance with facility policy.
  - 2. Client information received during clinical lab is to remain confidential at all times.
  - 3. Patient records are not permitted to be photocopied.

**Post Conference:** 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

### **CLINICAL OBSERVATION EXPERIENCE:**

Students will 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.

**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.**

### **OBJECTIVES FOR EXPERIENCE**

#### **PREOPERATIVE OBJECTIVES:**

##### **SAFE AND EFFECTIVE CARE ENVIRONMENT**

1. Observe appropriate patient identifiers when health care providers are providing instruction, administering drugs, marking surgical sites, and performing any procedure
2. Observe how the patient has been given informed consent for the surgical procedure
3. Observe the verification of the surgical checklist completion
4. Identify how patient conditions or issues are communicated to other members of the surgical and postoperative teams

##### **PSYCHOSOCIAL INTEGRITY**

1. Observe how the patient is taught about what to expect during the surgical procedure
2. Observe how the patient's learning needs are identified

##### **PHYSIOLOGICAL INTEGRITY**

1. Evaluate personal factors that increase the patient's risk for complications during and immediately after surgery
2. Evaluate laboratory values for changes that may affect the patient's response to drugs, anesthesia and surgery
3. Observe the use of anti-embolic stockings to reduce or prevent vascular complications

#### **INTRAOPERATIVE OBJECTIVES:**

##### **SAFE AND EFFECTIVE CARE ENVIRONMENT**

1. Observe use of appropriate patient identifies when administering drugs or marking surgical sites
2. Observe verification of patient receiving informed consent for surgical procedure
3. Differentiate the roles and responsibilities of intra-operative personnel
4. Understand the principles of infection prevention as they apply to aseptic technique in setting up a sterile field
5. Understand the appropriate technique to apply and remove surgical attire.
6. Identify the nurse's role in monitoring all Operating Room (OR) personnel for possible breaks in sterile technique

##### **PSYCHOSOCIAL INTEGRITY:**

1. Assist in providing nursing interventions to reduce patient and family anxiety
2. Observe how the nurse act as a patient advocate with regard to patients' rights, informed consent, and advance directives

3. Observe how the nurse ensures the patient's safety and dignity during an operative procedure

#### PHYSIOLOGICAL INTEGRITY:

1. Observe how nurses assess patients for specific problems related to positioning during surgical procedures
2. Understand anatomic principles for modifying patient positioning and OR (operating room) bed padding to prevent skin breakdown, promote comfort, and prevent positioning injury during surgical procedures

#### POSTOPERATIVE OBJECTIVES:

##### SAFE AND EFFECTIVE CARE ENVIRONMENT

1. Observe how the PACU nurse applies concepts of sterile technique, asepsis, and Standard Precautions during wound assessment and dressing changes
2. Be able to explain specific agency criteria for determining readiness of the patient to be discharged from the post-anesthesia care unit (PACU)

##### HEALTH PROMOTION AND MAINTENANCE

1. Evaluate patient risk for complications of wound healing
2. Observe postoperative education given to patients

##### PHYSIOLOGICAL INTEGRITY

1. Observe the ongoing head to toe assessment of the postoperative patient
2. Identify how the nurse chooses priority nursing interventions for the patient recovering from surgery and anesthesia in the PACU
3. Identify how the nurse assesses for complications of shock, respiratory depression, and impaired wound healing
4. Identify how the nurse assesses the patient's level of postoperative pain, and evaluates the patient's responses to pain management
5. Explain the actions, dosages, side effects and nursing implications for pain medication given to the patient
6. Discuss how the nurse evaluates the client's surgical incision and wound for complications
7. Discuss (if observed) how health care team members perform emergency care procedures for surgical wound dehiscence or wound evisceration
8. Discuss (if observed) how health care team members perform emergency care procedures for complications of anesthesia or surgery

TOTAL CLINICAL EXPERIENCE: 14 HOURS (clinical experience and observation experience combined.) How this will be broken down will be found on the NRS 121 Mercer Online (Blackboard) folders: OR/PACU experience, and CLINICAL EXPERIENCE.

#### Testing Procedures:

1. Five exams and a cumulative final exam will be administered over the 15-week semester.
2. The exam(s) will be given during the first hour of the lecture of the scheduled class week. Students will have 1 1/2 minutes to complete each of the theory based questions and 2 minutes for each dosage calculation question.
3. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. This test may be alternate format. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. **Failure to notify the instructor prior to the exam will result in a 0 grade for the exam.**
4. **ALL EXAMS** are scored on scantron forms. **The scantron sheet stands as the final grade.**
5. Please have #2 pencils available for scantron testing.
6. **All cell phones must be turned off and put away during class sessions and placed at the front of the room for testing. All belongings, including but not limited to backpacks, books, purses,**

**cell phones, and electronic devices are to be placed in the front of the lecture hall during testing.**

7. Seating during the exam is at the discretion of the instructor or exam proctor.
8. All coats and hats are to be removed during the exam period.
9. **There are no questions asked during or immediately following the test.**
10. Please refer to the nursing program testing policy in the Nursing Program Handbook.

**Exam Review:** Students will be given the opportunity to review their exam, once grades have been posted. Students must make an appointment for exam review. Appointments will be scheduled in 15 minute increments. If additional time is required, consideration for this request will be at the discretion of the course coordinator. The course coordinator will only review items missed on the exam. 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 clinical. The medication calculation test includes a continuation of the dosage calculation content learned in NRS 112. A list of practice questions will be posted to blackboard prior to the first classroom meeting.

**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 2<sup>nd</sup> attempt at the exam will result in an "unmet" clinical competency, resulting in failure of the course.

### **Grading:**

5 exams at 10% each	50%
Final Exam	30%
Patient Safety Project	5%
Fundamental V2 HESI Exam	5%
Maternity HESI Exam	5%
vSIM patient scenarios (score of 80 or above)	5%
<b>Total</b>	<b>100%</b>

### **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.**

#### **SCHEDULE of EXAMS:**

**Exam #1 (Med-Surg)- Week 4**

**Exam #2 (Med-Surg)- Week 7**

**Exam #3 (Med-Surg)- Week 9**

**Exam #4 (Maternity) - Week 12**

**Exam #5 (Maternity) - Week 15**

**Final exam- 12/20/2016\***

**The Student is responsible for maintaining a record of his/her own grades as they are achieved. Grades will be posted in blackboard within (1) week of assignment/test submission. Any student not performing at a course average of 78% or better will be contacted by the course coordinator at mid-semester (around week 9) to discuss success strategies.**

**\*Date subject to change. Students will be given notice of change is necessary.**

#### **Academic Honesty:**

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

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

## **Cheating:**

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

## **Academic Integrity Statement:**

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

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

### **A. Uses or obtains unauthorized assistance in any academic work.**

- Copying from another student's exam.
- Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- Stealing an exam or possessing a stolen copy of an exam.

### **B. Gives fraudulent assistance to another student.**

- Completing a graded academic activity or taking an exam for someone else
- Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- Sharing answers during an exam by using a system of signals.

### **C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**

- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
- Presenting another individual's work as one's own.
- Submitting the same paper or academic assignment to another class without the permission of the instructor.

### **D. Fabricates data in support of an academic assignment.**

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

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

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

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

## **Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the

course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

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

### **Appeals**

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

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

### **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](mailto:stinsona@mccc.edu) for information regarding support services.

If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

### **The Nursing Program Handbook Information Packet:**

Each nursing student 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](http://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.

### **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](http://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](mailto: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](mailto:jonesl@mccc.edu)

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

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

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>	Wk. 1	<p>Concept: <b>OXYGENATION</b></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 - Acute blood loss - Nutritional</p> <p><i>Interrelated concepts:</i></p> <p>Cellular regulation</p> <p>Cognition Comfort</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Oxygenation:</b> Pgs. 953-974</p> <p><b>RSV:</b> Pgs. 1018-1024</p> <p><b>COPD:</b> Pgs. 1005-1018</p> <p><b>Pneumonia:</b> Pgs. 584-599</p> <p><b>Acid-Base:</b> Pgs. 3-27</p> <p><b>Anemia:</b> Pgs. 64-76</p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p><b>(Review any pharmacology content</b></p>	<p><b>Be prepared to demonstrate prior skills learned in NRS 112, listed in the student manual.</b></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>Drug calculation test</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>Culture/lifespan considerations</p> <p>Focused assessment</p> <p>Health and wellness</p> <p>Nutrition</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Prevention/modifiable risk factors</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p>	<p><b>covered in lecture)</b></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>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 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>	Wk. 2	<p>Concept: <b>PERFUSION</b></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><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Fluid and electrolytes</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two.</i> (2nd ed.)</p> <p><b>Perfusion:</b> <i>Pgs. 1031-1076</i></p> <p><b>DVT:</b> <i>Pgs. 1130-1138</i></p> <p><b>CAD:</b> <i>Pgs. 1105-1130</i></p> <p><b>PVD:</b> <i>Pgs. 1198-1204</i></p> <p><b>Heart Defects:</b> <i>Pgs. 1083-1105</i></p> <p><b>PIH:</b> <i>Pgs. 1204-1210</i></p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) <i>Pharmacology for Nurses A Pathophysiologic Approach.</i> (4th ed.)</p> <p><b>(Review any pharmacology content covered in lecture)</b></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>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>Focused assessment</p> <p>Grief and loss</p> <p>Health, wellness, and illness</p> <p>Lifespan considerations</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Review of prevention and modifiable risk factors</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Tissue integrity</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>	Wk. 3	<p>Concept: <b>INTRACRANIAL REGULATION AND COGNITION</b></p> <p>Dementia</p> <p>Stroke</p> <p><i>Interrelated concepts:</i></p> <p>Cognition</p> <p>Comfort</p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence based practice</p> <p>Family</p> <p>Grief and loss</p> <p>Mobility</p> <p>Nutrition</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Intracranial Regulation:</b> Pgs. 687-709</p> <p><b>Cognition:</b> Pgs. 1575-1584</p> <p><b>Dementia:</b>Pgs. 1584-1605</p> <p><b>Stroke:</b> Pgs. 1234-1247</p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p><b>(Review any pharmacology content covered in lecture)</b></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>Pharmaco-therapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Tissue integrity</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>Wk. 4</p> <p><b>E</b></p> <p><b>X</b></p> <p><b>A</b></p> <p><b>M</b></p> <p><b>#1</b></p>	<p>Concepts: <b>PERIOPERATIVE, MOBILITY</b></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>Quality</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Perioperative:</b> Pgs. 1249-1277</p> <p><b>Mobility:</b> Pgs. 819-839</p> <p><b>Herniated Disc:</b> Pgs. 839-845</p> <p><b>Fractures/Hip Fractures:</b> Pgs. 853-876</p> <p><b>Osteoarthritis/Joint Replacement:</b> Pgs. 886-895</p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p><b>(Review any pharmacology content covered in lecture)</b></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>Explain how to care for and remove a nasogastric/orogastric tube.</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>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>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><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Culture/lifespan considerations</p> <p>Evidence based practice</p> <p>Metabolism</p> <p>Nutrition</p> <p>Perioperative</p> <p>Pharmaco-</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><b>vSim</b> <b>Stan Checketts- Preoperative Bowel Obstruction: Fluid and Electrolyte Imbalance</b></p>	<p>Explain traction, why it is used, and how to care for the client in traction.</p>	<p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		therapeutics Safety Teaching and learning Tissue integrity			
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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 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 perception.</p>	Wk. 5	<p>Concept: <b>METABOLISM AND SENSORY PERCEPTION</b></p> <p><u>Exemplars:</u></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><i>Interrelated concepts:</i></p> <p>Cognition</p> <p>Comfort</p> <p>Communication</p> <p>Culture/lifespan</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Metabolism:</b> Pgs. 725-739</p> <p><b>Diabetes:</b> Pgs. 739-766</p> <p><b>Sensory Perception:</b> Pgs. 1277-1298</p> <p><b>Retinal Detachment:</b> Pgs. 1311-1318</p> <p><b>Cataracts:</b> Pgs. 1306-1310</p> <p><b>Macular Degeneration:</b> Pgs. 1327-1330</p> <p><b>Peripheral Neuropathy:</b> Pgs. 1331-1336</p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) Pharmacology for Nurses A</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>

		<p>considerations</p> <p>Evidence based practice</p> <p>Family</p> <p>Grief and loss</p> <p>Mobility</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Tissue integrity</p>	<p>Pathophysiologic Approach. (4th ed.)</p> <p><b>(Review any pharmacology content covered in lecture)</b></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><b>vSim: Skyler Hansen</b> <b>Diabetes: Hypoglycemia</b></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 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 in cellular regulation and immunity.</p>	Wk. 6	<p>Concept: <b>CELLULAR REGULATION AND IMMUNITY</b></p> <p><u>Exemplars:</u></p> <p>Cancer Skin Prostate cancer Colo-rectal cancer</p> <p>Anemia Hemolytic Aplastic</p> <p>Hypersensitivity</p> <p><i>Interrelated concepts:</i></p> <p>Culture/lifespan considerations</p> <p>Nutrition</p> <p>Pharmaco-therapeutics</p> <p>Review prevention</p> <p>Teaching and learning</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Cellular Regulation:</b> <i>Pgs. 29-41</i></p> <p><b>Cancer:</b> <i>Pgs. 41-64</i></p> <p><b>Skin:</b> <i>Pgs. 127-137</i></p> <p><b>Prostate:</b> <i>Pgs. 112-119</i></p> <p><b>Colo-Rectal:</b> <i>Pgs. 85-92</i></p> <p><b>Anemia:</b> <i>Pgs. 64-76</i></p> <p><b>Immunity:</b> <i>Pgs. 437-455</i></p> <p><b>Hypersensitivity:</b> <i>Pgs. 481-495</i></p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</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>

**(Review any pharmacology content covered in lecture)**

Please review video(s) prior to class (link(s) found on black board)

Case studies

Ticket to class

Group Activities:

Interactive learning activities/strategies, simulations, role play clinical reasoning exercises

vSim: Kenneth Bronson  
Pneumonia: Severe  
Reaction to Antibiotic

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>Wk. 7</p> <p><b>E X A M #2</b></p>	<p>Concepts: <b>INFECTION AND INFLAMMATION</b></p> <p><u>Exemplars:</u></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><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Culture/lifespan considerations</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Infection:</b> Pgs. 521-559</p> <p><b>UTI/CAUTI:</b> Pgs. 618-629</p> <p><b>Conjunctivitis:</b> Pgs. 565-570</p> <p><b>Cellulitis:</b> Pgs. 559-565</p> <p><b>Otitis Media:</b> Pgs. 575-584</p> <p><b>Inflammation:</b> Pgs. 633-644</p> <p><b>Cholecystitis:</b> Pgs. 649-656</p> <p><b>Appendicitis:</b> Pgs. 644-649</p> <p><b>IBD:</b> Pgs. 656-669</p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q.</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>Fluid/electrolytes</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Stress and coping</p> <p>Teaching and learning</p>	<p>(2014) Pharmacology for Nurses A Pathophysiologic Approach. (4th ed.)</p> <p><b>(Review any pharmacology content covered in lecture)</b></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 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>	Wk. 8	<p>Concept: <b>DIGESTION AND ELIMINATION</b></p> <p><u>Exemplar:</u></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><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Culture/lifespan considerations</p> <p>Evidence based practice</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). <i>Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two.</i> (2nd ed.)</p> <p><b>Digestion:</b> <i>Pgs. 207-227</i></p> <p><b>Viral Hepatitis:</b> <i>Pgs. 232-239</i></p> <p><b>Malabsorption Syndrome:</b> <i>Pgs. 239-245</i></p> <p><b>Elimination:</b> <i>Pgs. 257-284</i></p> <p><b>Bladder Retention:</b> <i>Pgs. 292-305</i></p> <p><b>BPH:</b> <i>Pgs. 284-292</i></p> <p>Adams, M.L., Holland, L.N. &amp; Urban, C.Q. (2014) <i>Pharmacology for Nurses A Pathophysiologic Approach.</i> (4th ed.)</p> <p><b>(Review any pharmacology content</b></p>	<p>-Explain inserting a rectal tube</p> <p>-Explain administering an enema</p> <p>-Demonstrate performing urinary catheterization</p> <p>-Demonstrate performing catheter care and removal</p> <p>-Observe providing suprapubic catheter care</p> <p>-Explain performing ostomy care and obtaining a specimen</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>Metabolism</p> <p>Nutrition</p> <p>Perioperative</p> <p>Pharmaco-therapeutics</p> <p>Safety</p> <p>Teaching and learning</p> <p>Tissue integrity</p>	<p><b>covered in lecture)</b></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</p> <p>clinical reasoning exercises</p>		
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Concept-Focused Weekly Objectives	Week	Concepts/Exemplars	Theory	College Lab Objectives	Clinical
	Wk. 9 <b>E X A M #3</b>	<b>REVIEW CONCEPTS COVERED</b>	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>Wk. 10</p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u> Antepartum care  Antepartum testing  Fetal growth and development  Physical and psychological adaptations in pregnancy  Dangers/discomforts of pregnancy  Adolescent Pregnancy  Nutrition  Teratogens  <i>Interrelated concepts:</i>  Comfort  Culture/lifespan considerations</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 1046-1047, 1551-1560, 2011-2041, 2051-2077, 2082-2086, 2090-2112</b></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:  Interactive learning activities/strategies, simulations, role play clinical reasoning exercises</p>	<p>- Explain the administration of vaginal medication</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>

		Ethics			
		Evidence-based practice			
		Family Teaching and learning			
		Growth and development			
		Health wellness and illness			
		Metabolism			
		Nutrition			
		Perfusion			
		Pharmaco-therapeutics			
		Safety			
		Self-family			
		Stress and coping			
		Tissue integrity			

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>Wk. 11</p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u></p> <p>Intrapartum</p> <p>Fetal heart rate monitoring</p> <p>Labor and delivery</p> <p>Immediate Postpartum Care and Care of the Newborn</p> <p>Birth Related Procedures</p> <p>Caesarean Birth</p> <p>Induction of Labor</p> <p><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Culture</p> <p>Evidence-based practice</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 274-275, 1816-1828, 2112-2190</b></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>

		Grief and loss Health wellness illness Infection Metabolism Oxygenation/Perfusion Pharmacotherapeutics Safety Stress and coping Teaching and learning			
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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>Wk. 12</p> <p><b>E</b></p> <p><b>X</b></p> <p><b>A</b></p> <p><b>M</b></p> <p><b>#4</b></p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u></p> <p>Newborn care</p> <p>Transition of newborn to extra-uterine life</p> <p>Post-partum assessment and care</p> <p>Sudden infant death syndrome (SIDS)</p> <p>Newborn Circulation</p> <p>Apgar Score</p> <p>Reflexes, Alert and sleep states</p> <p>Gestational Age assessment</p> <p>Parent-Newborn attachment</p> <p>Newborn safety</p> <p>Metabolic screening</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 209, 274-275, 1428, 1437-1439, 1816-1830, 2191-2249</b></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 newborn assessment including measurement of the head, chest, and abdomen</p> <p>- Explain the importance of Apgar scoring in the newborn</p> <p>- Explain gestational age assessment</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>

	<p><i>Interrelated concepts:</i></p> <p>Comfort</p> <p>Community</p> <p>Culture/lifespan considerations</p> <p>Development</p> <p>Elimination</p> <p>Evidenced based practice</p> <p>Family</p> <p>Health wellness</p> <p>Immunity/Infection</p> <p>Metabolism</p> <p>Mobility</p> <p>Mood and Affect</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Pharmaco-therapeutics</p>			
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		Safety			
		Sensory Perception			
		Teaching and learning			
		Thermoregulation			
		Tissue integrity			

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>Wk. 13</p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u></p> <p>High risk pregnancy</p> <p>Pregnancy Induced Hypertension</p> <p>Diabetes</p> <p>Rh Isoimmunization</p> <p>Pre-term Labor</p> <p>TORCH Disease</p> <p>Fetal Distress</p> <p><i>Interrelated concepts:</i></p> <p>Acid Base balance</p> <p>Comfort</p> <p>Culture/lifespan Considerations</p> <p>Development</p> <p>Elimination</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 489, 1204-1210, 2041-2052, 2077-2082, 2136-2141</b></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>-Explain risk factors associated with conditions that result in high risk pregnancies</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>

		Evidence-based practice			
		Fluid/ Electrolyte			
		Health wellness illness			
		Infection/inflammation			
		Immunity			
		Metabolism			
		Oxygenation			
		Perfusion			
		Pharmacotherapeutics			
		Safety			
		Teaching and learning			

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>Wk. 14</p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u></p> <p>High Risk Newborn</p> <p>RDS</p> <p>Pre-term Birth</p> <p>Birth Injury</p> <p>Meconium Aspiration</p> <p>Cold Stress</p> <p>Sepsis</p> <p>Hypoglycemia</p> <p>Neonatal Abstinence Syndrome (NAD)</p> <p><i>Interrelated concepts:</i></p> <p>Acid-base balance</p> <p>Comfort</p> <p>Culture/lifespan Considerations</p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 444, 522-527, 1084, 1441, 1552-1554, 1768, 2204-2209, 2249-2261</b></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>-Explain the physiologic challenges of the premature infant</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>

		Growth and development			
		Evidence-based practice			
		Inflammation/infection/immunity			
		Metabolism			
		Oxygenation			
		Perfusion			
		Pharmacotherapeutics			
		Safety			
		thermoregulation			

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>Wk. 15</p> <p><b>E X A M #5</b></p>	<p>Concept: <b>REPRODUCTION</b></p> <p><u>Exemplars:</u></p> <p>Involution</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>Cord blood banking</p> <p>Antepartum genetic testing</p> <p>Partner abuse</p> <p>Perinatal loss</p> <p><i>Interrelated concepts:</i></p>	<p>North Carolina Concept-Based Learning Editorial Board. (2015). Nursing: A Concept-Based Approach to Learning, Volumes One &amp; Two. (2nd ed.)</p> <p><b>Pgs. 1372-1394, 1964-1975, 1767-1773, 2097-2098, 2168, 2188</b></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 assessment of partner abuse</p> <p>- Explain the religious and/or cultural implications of various methods of reproductive technology</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> <p>Professionalism</p>

		Comfort Culture/lifespan considerations Ethics Evidence-based practice Family Health and wellness Pharmacotherapeutics Safety Sexuality Spirituality Stress and coping Teaching and learning Violence			
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**\*REQUIRED READING RELATED TO CONCEPTS COVERED. STUDENT ASSUMES RESPONSIBILITY TO REVIEW INTER-RELATED CONCEPTS BASED OFF INDIVIDUAL NEED.**

## vSim

In addition to the resources listed in the beginning of this outline, students are expected to purchase vSim, a learning tool to enhance critical thinking. Nursing students develop clinical reasoning skills by prioritizing and implementing actions within several dimensions, including:

- **Safety Measures** – Practice safe procedures
- **Communication** – Interact with the patient through questions that result in text and audio responses.
- **Assessments** – Conduct specific physical assessments
- **Interventions** – Take action with the patient to improve their health status
- **Drugs and IV Management** – Administer medication according to provider orders
- **Tests and Diagnostics** – Perform lab or diagnostic tests to support clinical decisions
- **Search** - Find available interactions to take with the patient
- **Electronic Health Record** - Reference provider orders and patient information to influence decision making
- **Call Provider** - Request additional information during the scenario
- **Patient Handoff**

Students will access the online scenarios and complete the cases per the weekly course outline. 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.



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 module** of your choice
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**

*\*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 1-2 year access period depending on the module selected. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

***\*SOME ITEMS WITHIN THIS OUTLINE ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE COURSE COORDINATOR(S). STUDENTS WILL RECEIVE NOTICE OF ANY NECESSARY CHANGES THAT NEED TO BE MADE.***



NRS 125  
Clinical Evaluation Tool

Student: \_\_\_\_\_

MCCC ID#: \_\_\_\_\_

Clinical Facility: \_\_\_\_\_

Semester: \_\_\_\_\_

**Clinical Evaluation Grading Criteria:**

- Met**                    Performance criteria met, performing as expected for this level
- Not met**            Performance criteria not met, areas needing improvement requiring remediation plan
- Unsafe**             Significant concerns for patient safety

	Week 7	Week 15
Program Outcome 1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse, acutely ill adult patients and the reproducing family.		

	Week 7	Week 15
Program Outcome 2: Demonstrate clinical reasoning used to make patient-centered care decisions.		

	Week 7	Week 15
Program Outcome 3: Relate quality improvement processes to improve patient care.		

	Week 7	Week 15
Program Outcome 4: Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons.		

	Week 7	Week 15
Program Outcome 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.		

	Week 7	Week 15
Program Outcome 6: Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill adult patients and the reproducing family.		

**Week 7**

Student Comments:

Faculty Comments:

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

**Week 15**

Student Comments:

Faculty Comments:

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Remediation plan instituted (attach copy): \_\_\_\_\_



NRS125  
Clinical Competency Reference Form

**Clinical Evaluation Grading Criteria:**

- Met** Performance criteria met, performing as expected for this level  
**Not met** Performance criteria not met, areas needing improvement requiring remediation plan  
**Unsafe** Significant concerns for patient safety

	Week 7	Week 15
<p>Program Outcome 1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse, acutely ill adult patients and the reproducing family.</p> <ol style="list-style-type: none"> <li>1. Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.</li> <li>2. Identify patient needs based on assessment findings for diverse acutely ill adult patients and the reproducing family</li> <li>3. Develop an individualized plan of care, identifying evidence-based nursing appropriate for diverse acutely ill adult patients and the reproducing family.</li> <li>4. Deliver selected aspects of patient-centered care that reflect an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for diverse acutely ill adult patients and the reproducing family.               <ol style="list-style-type: none"> <li>a. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications</li> <li>b. Calculates medication dosages and IV rates correctly</li> <li>c. Checks “seven” rights prior to medication administration (right drug, right patient, right dose, right time, right route, right reason, and right documentation</li> <li>d. Performs appropriate assessments prior to, during, and after medication administration</li> <li>e. Utilizes critical thinking and clinical judgement when administering medications to assigned patients</li> <li>f. Administers medication within the agency-allotted</li> </ol> </li> </ol>		

<p>timeframe</p> <ul style="list-style-type: none"> <li>g. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved</li> <li>h. Incorporates assessment data in decision-making related to medication administration</li> <li>i. Documents medication administration correctly according to agency policy</li> </ul> <ol style="list-style-type: none"> <li>5. Apply factors that create a culture of safety for diverse acutely ill adult patients and the reproducing family.</li> <li>6. Contribute to a patient teaching plan that reflects developmental stage, age, culture, patient preferences, and health literacy considerations.</li> <li>7. Monitor at a beginning level, patient outcomes to evaluate the effectiveness and impact of nursing care. .</li> <li>8. Deliver care within the expected timeframe for diverse acutely ill adult patients and the reproducing family.</li> <li>9. Communicate effectively when providing patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.</li> <li>10. Apply cultural awareness/sensitivity concepts when providing care to diverse patients in a variety of healthcare settings.</li> <li>11. Offer ways to revise the care plan based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.</li> <li>12. Demonstrate safe performance of basic psychomotor skills for efficient, safe and compassionate care.</li> <li>13. Accurately document aspects of patient care provided for diverse acutely ill adult patients and the reproducing family.</li> </ol>		
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	Week 7	Week 15
<p>Program Outcome 2: Demonstrate clinical reasoning used to make patient-centered care decisions.</p> <ol style="list-style-type: none"> <li>1. Begin to apply clinical reasoning when making decision to ensure accurate and safe nursing care, including addressing anticipated changes in the patient’s condition.</li> <li>2. Use clinical reasoning when implementing all steps of the nursing process identifying best available evidence.</li> <li>3. Anticipate common risks for patients with acute and chronic conditions, and predict and manage potential complications.</li> <li>4. Prioritize care for patients with acute and chronic conditions.</li> <li>5. Identify possible errors that may occur in the work place when caring for diverse acutely ill patients and the reproducing family.</li> </ol>		

	Week 7	Week 15
<p>Program Outcome 3: Relate quality improvement processes to improve patient care.</p> <ol style="list-style-type: none"> <li>1. Apply quality improvement processes, including nursing-sensitive indicators in the microsystem of care when caring for diverse acutely ill adult patients and the reproducing family.</li> <li>2. Seek information about quality improvement projects used in the care of diverse acutely ill adult patients and the reproducing family.</li> <li>3. Identify possible errors and ways to prevent those errors on the patient care unit.</li> <li>4. Implement National Patient Safety Goals in the care of diverse acutely ill adult patients and the reproducing family.</li> </ol>		

	Week 7	Week 15
<p>Program Outcome 4: Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons.</p> <ol style="list-style-type: none"> <li>1. Begin to collaborate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.</li> <li>2. Identify which important patient care data to report to which interprofessional healthcare provider.</li> <li>3. Describe patient safety and quality improvement within the context of the interprofessional team in a variety of healthcare settings.</li> <li>4. Describe the use of conflict resolution principles as needed on the patient care unit.</li> </ol>		

	Week 7	Week 15
<p>Program Outcome 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.</p> <ol style="list-style-type: none"> <li>1. Differentiate among various patient care technologies, information systems/technologies, and communication devices that can be used to support safe nursing practice in the care of diverse acutely ill adult patients and the reproducing family.</li> <li>2. Apply concepts related to information technology and information systems in improving patient care outcomes and</li> </ol>		

<p>creating a safe care environment.</p> <p>3. Demonstrate the use of patient care technologies as appropriate to address the needs of diverse acutely ill adult patients and the reproducing family.</p>		
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	Week 7	Week 15
<p>Program Outcome 6: Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill adult patients and the reproducing family.</p> <ol style="list-style-type: none"> <li>1. Explain how to provide nursing care within the legal and ethical frameworks of nursing practice.</li> <li>2. Interpret planned patient care within the context of the ANA Standards of Practice for diverse acutely ill adult patients and the reproducing family.</li> <li>3. Explain the concept of accountability for nursing care given by self and/or delegated to others as applied to the care of diverse acutely ill adult patients and the reproducing family.</li> <li>4. Explain the nurse's role using management skills and knowledge of the rules and principles of delegation when working with other healthcare team members.</li> <li>5. Provide examples of serving as a patient advocate for diverse acutely ill patients and the reproducing family.</li> </ol>		