



HEALTH PROFESSIONS DIVISION

NURSING EDUCATION PROGRAM

NRS 125

CONCEPTS OF NURSING PRACTICE II

COURSE OUTLINE

SPRING 2021



NRS125 Course Outline

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

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

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

Catalog Description

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

Course Coordinator

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Expectations

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

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

Remote Instruction Course Procedures and Etiquette

Prior to Class

1. Make sure you have the appropriate technology to support the session
 - Ensure that you have a reliable, high speed internet connection
 - Test your audio and video settings
 - Familiarize yourself with the classroom controls, like “raise your hand” and the chat function.

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

Live Class

1. Sign into the session at least 15 minutes early and make sure your set up is functioning appropriately.
2. You must use your full, real name on the screen.
 - a. To change your name in Zoom, click the participants list on the meeting control panel at the bottom of your screen. Hover to the right of your name in the participants list and select the “More” button. A dropdown menu will appear which gives you the option to “Rename”.
3. The camera must be turned on at all time with your live face visible in the frame, unless otherwise directed by your course faculty.
4. Only unmute when speaking. In smaller, more collaborative meetings, you may be directed to leave the microphone unmuted. If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your professor. When addressing the class you are expected to maintain a professional tone.
5. You must be dressed appropriately, as if you were coming to an in-person session.
6. You may not be in bed, under the covers. You may be seated on top of a made bed.
7. No smoking or consumption of alcohol is allowed during class. You may eat a snack if necessary, but avoid sitting down to a full meal with the class.
8. The use of personal communication devices for any reason unless specifically directed to do so by the faculty is prohibited.
9. There is to be no “side bar” chatting through digital means outside of class activities.
10. If you would like to use the chat function, remember that it is public, and a record of the chat is kept and archived.
11. Expectations for participation and attendance in a virtual class are the same as an in-person class.

Please give your full attention to the class in session. Do not engage in other activities, such as cooking, cleaning, playing games, on-line shopping, etc.

12. Remember to sign out or “leave the meeting” when the session is finished.

Required Materials

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2020) *Pharmacology for Nurses A Pathophysiologic Approach*. (6th ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13: -978-0-13-521833-4)
- Callahan, B. (2019). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (3rd. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-461683-4)
- D’Amico, D. & Barbarito, C. (2020). *Health & Physical Assessment in Nursing. (4th Edition.)* Upper Saddle RiverL Pearson Education, Inc. (ISBN 978-0-13-486817-2).
- MyNursingLab: Electronic resource bundle from Pearson that includes supplemental study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks, pharmacology text and health assessment text. May be purchased separately for higher cost.
- North Carolina Concept-Based Learning Editorial Board. (2019). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two*. (3rd ed.) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13:978-0-13-461680-3); Volume Two: (ISBN-13: 978-0-13-461681-0)
- Silvestri, L.A, (2016) Saunders Comprehensive Review for the NCLEX-RN Examination. (7th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).
- 3 X 5 Index Cards
- Simple calculator – cell phones are not permitted to be used as calculators during exams.
- Stethoscope, blood pressure cuff, penlight, and wristwatch with a second hand
- Regular access to a computer with internet access and ability to generate Microsoft Word document or Adobe Acrobat pdf file.

Technology Requirements

Technology Skills

For all nursing courses you will need the following skills to be successful:

- Navigating a computer system.
- Launching and quitting applications.
- Connecting to the internet.
- Using a web browser.
- Saving, uploading, and downloading files.
- Sending and replying to emails.
- Basic skills in using PowerPoint and Microsoft Word.

Computer Hardware and Software

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

- A cable, fiber optics, or DSL connection to the Internet; dial-up is not supported and satellite maybe inconsistent.
- Laptop or tablet computer with a minimum of a 2 GHz processor and 2 GB of RAM. You will need access to a laptop or tablet that you can bring with you to campus periodically.
- Chromebooks are NOT compatible with our testing software and cannot be used.
- Built-in or external webcam and microphone
- Headphones are recommended to minimize audio interference from any background noise in your environment

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

- Windows 10 or higher system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.

- Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Login to your student portal through <https://www.mccc.edu/mymercer.shtml> and select the Office 365 apps icon. This will give you access to all the Office tools like Word, PowerPoint, Excel and other options. If you want to download a version of the Office Suite to your machine select the drop down 'Install Office' on the top right.
- Antivirus for Windows OS, Microsoft Security Essentials OR Antivirus for Mac OS, Sophos
- A Blackboard compatible browser, such as the latest version of Chrome, Mozilla Firefox, or Safari. Internet Explorer, Edge or Chromium are NOT a supported browser and should not be used.

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

Blackboard

Nursing classes use Blackboard (Bb), the official learning management system (LMS) used by the college to deliver course materials to Mercer students. All course materials will be posted in Bb. To login to the online Bb LMS, students will need a Username ID and password. Students can access Bb by logging into the MyMercer student portal page: <http://www.mccc.edu/mymercer.shtml>. Bb Learn works best using the latest version of Chrome (recommended), Firefox, and Safari. Do not use Internet Explorer Edge or Chromium.

For help using the Blackboard (Bb) attend one of MercerOnline Bb Information sessions or review the "Resources for Students" folder in "Course Info" link in the left-hand navigation of your course.

Remote Instruction

Some classes will take place remotely in a live on-line platform, either Microsoft Teams or Zoom.

- If your class will be delivered via Zoom, you will need to have the latest version of Zoom installed on your computer. You do not have to create an account on Zoom to attend class. For more information on how to install Zoom, join a meeting, and more, please visit the Zoom support website at <https://support.zoom.us/hc/en-us>.
- If your class will be held in Microsoft Teams, you will need to have the Teams application downloaded on your computer. Teams is part of the Microsoft Office Suite, which is available to students free of charge (see above). You have already been assigned to a Team for your appropriate course.

Technology Help

The College offers 24/7 technology support to all students. For technical issues with your computer, any Mercer-supported software, **MyMercer Portal, and email, please contact the IT Help desk via phone, or email tech-help@mccc.edu. More information, including contact information, is available on the Technology Service web page: https://www.mccc.edu/student_services_technology.shtml. Students can access tech help day or night by calling 609-570-3300 during business hours or 1-844-505-8075 after hours.**

Issues with Blackboard please contact MercerOnline at merceronline@mccc.edu

30-Minute Rule: When you encounter struggles with technology, give yourself 30 minutes to 'figure it out.'

- Consider closing all applications and restarting your computer; this simple reboot may solve many problems.
- Review the help section of the website for the program you are having difficulty with.
- Google your problem and review the suggestions provided.
- Post a message to your class discussion board; your peers may have suggestions to assist you.
- Contact the Helpdesk 24/7.
- As a last resort, contact your course faculty. However, do not expect an immediate reply, and there is no guarantee that course faculty will be able to help with technology issues.

When posting or sending email requesting help with technology issues, whether to the Helpdesk or course faculty, use the following guidelines:

- Include a descriptive title for the subject field that includes 1) the name of course 2) the issue.

Do NOT just simply type “Help” into the subject field or leave it blank.

- List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of the error message.
- When possible, always include a screenshot(s) demonstrating the technical issue or error message.
- Also include what you have already tried to do to remedy the issue (such as rebooting, trying a different browser).

Recommended Materials

- American Psychological Association. (2020) *Publication Manual of the American Psychological Association*. (7th ed.). American Psychological Association: Washington D.C.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-3041-3).
- Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (7th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)
- Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success*. (4th ed.) Philadelphia: F.A. Davis. (ISBN 13: 9780-8036-4414-4)
- Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning (ISBN10: 1-4390-5847-4; eBook: ISBN13: 978-1-4390-5847-3).
- Vallerand, A.H. & Sanoski, C.A. (2016) *Davis’s Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN13: 978-0-8036-5705-2).
- Venes, D. (2012) *Taber’s Cyclopedic Medical Dictionary*. (22nd. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

Course Information & Web Resources:

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

Mercer County Community College Institutional Learning Goals

- IL1 Written and oral communication in English: Students will communicate effectively in both speech and writing.
- IL2 Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- IL3 Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
- IL4 Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- IL5 Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- IL6 Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- IL7 History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significant.
- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.
- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

Nursing Education Program Student Learning Outcomes

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

Course Student Learning Outcomes

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

1. Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1***
2. Demonstrate clinical reasoning to make patient-centered care decisions. ***Institutional Learning Goals 1,2,3,4,9,10,11; Program Goal 2***
3. Relate quality improvement processes to improve patient care. ***Institutional Learning Goals 1,2,4,10,11; Program Goal 3***
4. Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons. ***Institutional Learning Goals 1,5,8,11; Program Goal 4***
5. Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making. ***Institutional Learning Goals 4,10,11; Program Goal 5***
6. Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,5,9, 11; Program Goal 6***

Academic Integrity

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

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

Nursing Program Handbook

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

ADA Statement

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

Attendance

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

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

Theory

Classroom theory sessions are based on learning objectives from the course outline. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com. Classroom/remote 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/remote learning activities. **Cell phones must be shut off during class sessions unless otherwise instructed by the Professor.** Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

Team Assignments

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

College Lab

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

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

Dosage Calculation Math Requirement

The dosage calculation exam will be available from January 13th to January 23th. All students are expected to take the exam on Blackboard by the assigned date. Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will be timed. The expectation for this exam is 90% or better. If the student does

not achieve the 90% on the first attempt, remediation session must be completed by the student and a new test will be taken.

We understand students may require an additional attempt to take the exam. However, students will not be allowed to pass medications during the clinical experience until the dosage calculation exam requirement has been met. **Therefore, if multiple attempts are required for passing which results in a significant delay in administering medication in a manner that can be effectively and adequately evaluated, the clinical competency will not be met which will result in a clinical failure resulting in course failure.**

Clinical Lab

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

Pre and Post Conferences:

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

Clinical Experience:

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

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

Clinical Documentation

All nursing students will be documenting their clinical experiences using the provided MCCC Nursing Program Clinical Documentation tool. Clinical documentation is due within 24 hours of the end of the clinical site visit. All clinical documentation will be uploaded to Blackboard and reviewed by the clinical instructor. Any delays in documentation should be discussed with the clinical instructor.

Observation Experience:

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

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

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

Evolve Case Studies

Case studies **are assigned** as a tool to aid in learning specific content. These case studies are included in the Weekly Class Preparation and should be included as learning activities to support the content covered for the week. **Each case study must be completed by the assigned deadline or the grade will be recorded as zero.**

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

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

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

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

HESI Exams:

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

Your conversion score will be based on your HESI score and will be posted to Blackboard. ***There is no rounding of the conversion score.*** Students will be required to complete all the assigned remediation for each HESI exam in the course by the assigned deadline to be eligible to sit for the final exam. In addition, students who complete all remediation by the date assigned will have 2 additional points added to their conversion score. The maximum score a student can achieve with remediation is 100 points. HESI exams will count for 10% of the final course grade.

vSim:

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

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

1. Visit <http://www.laerdal.com/us/vsim>

2. Select the Medical-Surgical module.
3. Click on 'Products & Pricing' from the menu bar
4. Choose the vSim student license and 'Add to Cart'
5. Review your order and click Proceed to Checkout

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

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

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

Patient #1: 33%

Patient #2: 33%

Patient #3: 34%

Testing Procedure:

All course theory exams will be given during the first hour of lecture. Exams are typically fifty questions and students are given approximately 75 minutes to complete the exam. If a student arrives late to an exam, there will be no extra time allowed to complete the exam. Once a student has completed the exam, any late students will no longer be allowed admission to the classroom to sit for the exam and will receive a zero (0) as a grade.

Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. No call, no show to any exam will result in a zero for that exam. In the case where a student misses an exam, an alternate exam may be administered at the discretion of the instructor.

The student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Additionally, it is the student's responsibility to inform the instructor if they are too ill to take the exam prior to the exam. All students must acknowledge on the exam cover sheet that they are physical and mentally able to take the exam. Once the exam has been submitted for grading, students may not request a make-up exam.

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

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

Exam Review

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

Student Success

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

attend a workshop or other activities to assist the student to be successful. Nursing program tutoring includes peer and faculty tutoring offerings.

Theory Grade

Assessment	Percentage of Grade
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
Final Cumulative Exam	30%
Maternity HESI Exam	5%
Medical-Surgical	2.5%
Pediatric HESI Exams	2.5%
HESI Case Studies	5%
vSIM Patient Scenarios	5%
Total	100%

Clinical/Lab Grade

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

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

Activity	Percentage of Grade
Successful completion of all assigned skills	50%
Completion of course introduction quiz with a score of 90% or better	15%
Patient Safety Project with a score of 80% or better	35%
Total	100%

Determination of Grade

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

- (A) The final summative evaluation on the Clinical Laboratory Performance Evaluation during the medical-surgical clinical rotation must be at a satisfactory for eight (8) clinical domains and proficient in two (2) clinical domains and a minimum of satisfactory on all clinical domains during the maternity clinical evaluation.
- (B) College laboratory grade of 80% or better.
- (C) Passing grade of 90% or better on the Dosage Calculation exam.
- (D) Completion of all required vSIM patient scenarios.
- (E) Completion of assigned HESI exam(s).

(F) Completion of all theory exams.

(G) Completion of comprehensive final exam.

A final grade of "C+" (77% - 79.99%) or better in each nursing course is necessary to progress to the next nursing course and to graduate. **No grades will be rounded.** **The Student is responsible for maintaining a record of his/her own grades as they are achieved. Final grade should be viewed in Blackboard NOT the Blackboard application.** If all criteria for the determination of a grade for the course have been successfully met, a grade will be assigned as follows:

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

Weekly Course Outline

Week - Theory Class Date	Focus Concepts	Assessment
1 – January 19, 2021	Oxygenation Dosage Calculation Exam	HESI case studies: <ul style="list-style-type: none"> • COPD w/ pneumonia • Congenital Heart Defects
2 – January 26, 2021	Perfusion	HESI case studies: <ul style="list-style-type: none"> • Deep Vein Thrombosis • Preeclampsia
3 – February 2, 2021	Reproduction	Exam #1
4 – February 9, 2021	Antepartum	HESI case study: <ul style="list-style-type: none"> • Ectopic Pregnancy
5 – February 16, 2021	Metabolism	HESI case study: <ul style="list-style-type: none"> • Peripheral Vascular Disease w/ Amputation • Gestational Diabetes
6 – February 23, 2021	Digestion/Elimination	Exam #2 HESI case study: <ul style="list-style-type: none"> • Benign Prostatic Hyperplasia vSIM patient: Stan Checketts
7 – March 2, 2021	Infection/Inflammation	HESI case study: <ul style="list-style-type: none"> • Inflammatory Bowel Disease • vSIM patient: Skyler Hansen Medical-Surgical HESI Exam
8 – March 9, 2021	IC Regulation	Exam #3 HESI case studies: <ul style="list-style-type: none"> • Brain Attack (Stroke)
9 – March 16, 2021	Cognition/Sensory perception	HESI case study: <ul style="list-style-type: none"> • Neurocognitive disorder due to Alzheimer's
Spring Break, March 22, 2021 to March 28, 2021		
10 – March 30, 2021	Cellular Regulation/Immunity	Pediatric HESI Exam
11 – April 6, 2021	Perioperative/Mobility	Exam #4 HESI case study: <ul style="list-style-type: none"> • Perioperative Care vSIM patient: Marilyn Hughes
12 – April 13, 2021	Intrapartum	HESI case study: <ul style="list-style-type: none"> • Premature Infant
13 – April 20, 2020	Postpartum/Newborn Care	HESI case studies: <ul style="list-style-type: none"> • Healthy Newborn • Postpartum Maternity HESI Exam

14 – April 27, 2021	High Risk Newborn	Exam #5
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See Course Calendar/Blackboard for exact due dates for *all* assessment methods

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

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
1	<p>Concept: OXYGENATION</p> <p>Exemplars</p> <p>Altered Physiology</p> <p>Gas exchange</p> <p>Respiratory Syncytial Virus (RSV) /Bronchiolitis</p> <p>Chronic obstructive pulmonary disease (COPD)</p> <p>Pneumonia</p> <p>Acid base</p> <p>Anemia</p> <ul style="list-style-type: none"> - Acute blood loss - Nutritional -Anemia's in pregnancy 	<p>CLO1: Apply the concept of oxygenation as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in oxygenation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in oxygenation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in oxygenation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Oxygenation: Pgs. 1021-1043</p> <p>RSV: Pgs. 1096-1101</p> <p>COPD: Pgs. 1070-1081</p> <p>Pneumonia: Pgs. 622-636</p> <p>Acid-Base: Pgs. 3-29</p> <p>Anemia: Pgs. 68-80, 2228-2230, 2233</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 25: Pgs. 344-350 • Chapter 40: Pgs. 616-632 • Chapter 35: Pgs. 512-514, 514-516 • Chapter 32: Pgs. 460-466 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 16: Lungs and Thorax (Pgs. 295-328) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>Required equipment for each lab/clinical: stethoscope, blood pressure cuff, pen light, student manual, and skills textbook.</p> <p>Lab Activities</p> <ul style="list-style-type: none"> • Focused respiratory assessment • Tracheostomy care & suctioning • Oral Suctioning • Incentive Spirometry • Peak flow <p>Clinical Nursing Skills</p> <p>Chapter: 1.27, 11.2, 11.5, 11.13-11.17</p> <p>Clinical Activities</p> <ul style="list-style-type: none"> • Physical assessment including a focused respiratory assessment of the client who has an alteration in oxygenation • ABG analysis • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration via inhalation ○ Respiratory therapist regarding care for the client with an alteration in oxygenation • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
2	<p>Concepts: PERFUSION & INTRACRANIAL REGULATION</p> <p><u>Exemplars</u></p> <p>Deep vein thrombosis (DVT)</p> <p>Coronary artery disease (CAD)</p> <p>Pregnancy Induced Hypertension (PIH)</p> <p>Congenital heart defects</p> <p>Peripheral Vascular Disease (PVD)</p>	<p>CLO1: Apply the concepts of perfusion and intracranial regulation as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion and intracranial regulation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and intracranial regulation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and intracranial regulation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and intracranial regulation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and intracranial regulation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Perfusion: Pgs. 1109-1155</p> <p>DVT: Pgs. 1211-1222</p> <p>CAD: Pgs. 1183-1211</p> <p>Heart Defects: Pgs. 1163-1183</p> <p>PIH: Pgs. 1263-1269</p> <p>PVD: Pgs. 1293-1298</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 31: Pgs. 431-446 • Chapter 23: Pgs. 306-316 • Chapter 28: Pgs. 387-402 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 18: Cardiovascular System (Pgs. 355-390) • Chapter 19: The Peripheral Vascular System (Pgs. 392-418) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused cardiac assessment • Orthostatic blood pressure • Heparin Calculations <p>Clinical Nursing Skills</p> <p>Chapter: 1.5 (review), 1.17, 1.24, 12.5-12.7</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment including a focused cardiac assessment of the client with an alteration in perfusion • Application of sequential compression devices and/or anti-embolism stockings • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration for DVT prophylaxis or Treatment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
3	<p>Concept: REPRODUCTION</p> <p><u>Exemplars</u></p> <p>Family planning, contraception</p> <p>Genetic testing</p> <p>IVF, infertility</p> <p>Partner abuse</p> <p>Perinatal loss</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions regarding the concept of reproduction.</p> <p>CLO3: Relate quality improvement processes when caring for clients in different phases of reproduction.</p> <p>CLO4: Demonstrate a team-based approach regarding reproduction.</p> <p>CLO5: Describe information management principles that support decision making regarding reproduction.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines regarding reproduction.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Family Planning: Pgs. 1473-1481</p> <p>Contraception: Pgs. 1481-1490</p> <p>Genetic Testing: Pgs. 1476-1478,1492-1493</p> <p>IVF/Infertility: Pgs. 1490-1494</p> <p>Partner Abuse: Pgs. 2123-2126, 2127-2128, 2130-2136</p> <p>Perinatal Loss: Pgs. 1899-1903</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 46: Pgs. 731-738, 747-749 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 21: 447-486 • Chapter 22: 489-526 <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Engaging in clinical reasoning activities • Assessment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
4	<p>Concept: ANTEPARTUM</p> <p><u>Exemplars</u></p> <p>Antepartum care</p> <p>Fetal growth and development</p> <p>Physical and psychological adaptations in pregnancy</p> <p>Health promotion and education/Lifespan considerations</p> <p>TORCH infections</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their antepartum period.</p> <p>CLO3: Relate quality improvement processes when caring for clients in the antepartum phase of pregnancy.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with antepartum alteration.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with antepartum alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with antepartum alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Physical and psychological adaptations of pregnancy: Pgs. 2189-2022</p> <p>Fetal growth and development: Pgs. 2177-2188</p> <p>Health promotion and education: Pgs. 2202-2206</p> <p>Antepartum care: Pgs. 2226-2269, 585 (Infections)</p> <p>Supplemental material for TORCH infections</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 8: Pgs. 78-80 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 25: 618-664 <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • OB assessment • GTPAL <p>Clinical Nursing Skills Chapter: 14.1, 14.2, 14.5,</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
5	<p>Concept: METABOLISM</p> <p><u>Exemplars</u></p> <p>Type 1</p> <p>Type 2</p> <p>Juvenile</p> <p>Gestational Diabetes</p> <p>Hypoglycemia in the newborn</p>	<p>CLO1: Apply the concept metabolism as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in metabolism.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in metabolism.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in metabolism.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in metabolism.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in metabolism.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Metabolism: Pgs. 785-807</p> <p>Diabetes: Pgs. 807-844</p> <p>Gestational Diabetes: Pgs. 2230-2233</p> <p>Hypoglycemia in the newborn: Pg. 2373</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> Chapter 45: Pgs. 712-728 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> Chapter 28: The Complete Health Assessment (Pgs. 725-737) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> Mixing medications in one syringe Simulation Clinical <ul style="list-style-type: none"> Engaging in clinical reasoning activities Physical assessment Medication administration SBAR hand-off <p>Clinical Nursing Skills Chapter:2.35, 8.4 -8.5</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> Assessment Engaging in clinical reasoning activities Collaborative care <ul style="list-style-type: none"> Medication administration for the client with an alteration in digestion <p>SBAR hand-off</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
6	<p>Concepts: DIGESTION & ELIMINATION</p> <p>Exemplars</p> <p>Malabsorption</p> <p>Pyloric Stenosis</p> <p>Intussusception</p> <p>Bladder retention</p> <p>Benign Prostatic Hyperplasia (BPH)</p>	<p>CLO1: Apply the concepts of digestion and elimination as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion and elimination.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in digestion and elimination.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in digestion and elimination.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in digestion and elimination.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion and elimination.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Digestion: Pgs. 217--236</p> <p>Malabsorption Syndrome: Pgs. 253-261</p> <p>Elimination: Pgs. 275-303</p> <p>Bladder Retention: Pgs. 317-324</p> <p>BPH: Pgs. 303-312</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 41: Pgs. 638-639 • Chapter 42: Pgs. 649-664 • Chapter 43: Pgs. 680-683 • Chapter 47: Pgs. 759-763 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 20: Abdomen (Pgs. 419-444) • Chapter 21 & 22: Urinary Systems (Pgs. 446-513 stop at female reproductive system) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused abdominal/GU assessment • Insertion of a nasogastric tube • Insertion of a urinary catheter • Continuous bladder irrigation <p>Clinical Nursing Skills Chapter: 1.10, 4.1, 4.7, 4.11, 4.12, 10.1</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment included a focused abdominal/GU assessment • Catheter care on the client with an indwelling urinary catheter • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration for the client with an alteration in digestion • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
7	<p>Concepts: INFECTION & INFLAMMATION</p> <p>Exemplars Urinary Tract Infection/Catheter Associated Urinary Tract Infection Conjunctivitis Cellulitis Otitis Media Pneumonia Cholecystitis Appendicitis Inflammatory Bowel disease Gastritis Bronchitis</p>	<p>CLO1: Apply the concepts of infection and inflammation as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in infection and inflammation.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in infection and inflammation.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in infection and inflammation.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in infection and inflammation.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in infection and inflammation.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Infection: Pgs. 555-594</p> <p>UTI/CAUTI: Pgs. 655-666</p> <p>Conjunctivitis: Pgs. 600-606</p> <p>Cellulitis: Pgs. 594-600</p> <p>Otitis Media: Pgs. 612-621</p> <p>Inflammation: Pgs. 669-681</p> <p>Cholecystitis: Pgs. 687-693</p> <p>Appendicitis: Pgs. 681-687</p> <p>IBD: Pgs. 695-707</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 35: Pgs. 505-528 • Chapter 50: Pgs. 819-821 • Chapter 32: Pgs. 620-627 • Chapter 42: Pgs. 653-660 • Chapter 18: Pgs. 234-236 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Appendix B: Standards for Infection Control <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Intravenous review • Intravenous medication preparation/administration <p>Clinical Nursing Skills Chapter: 1.13, 1.14, 1.25, 2.36, 2.37, 5.7, 5.9</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication via the intravenous route <p>SBAR hand-off</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
8	<p>Concepts: INTRACRANIAL REGULATION</p> <p><u>Exemplars</u></p> <p>Stroke</p> <p>Seizure Disorder</p>	<p>CLO1: Apply the concepts of intracranial regulation and seizure disorder as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in intracranial regulation or seizure disorder.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in intracranial regulation or seizure disorder.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in intracranial regulation or seizure disorder.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alteration in intracranial regulation or seizure disorder.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in intracranial regulation or seizure disorder.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Intracranial Regulation: Pgs. 727-751</p> <p>Stroke: Pgs. 1325-1340</p> <p>Seizure disorder: Pgs. 759-770</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 31: Pgs. 431-446 • Chapter 15: Pgs. 168-184 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 24: Neurological System (Pgs. 578-617) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused neurological assessment • Glasgow Coma Scale • Implementing seizure precautions <p><u>Clinical Nursing Skills</u> Chapter: 1.22, 7.1, 15.3</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Physical assessment including a focused neurological assessment of the client with an alteration in intracranial regulation • Glasgow coma scale assessment • Application of sequential compression devices and/or anti-embolism stockings • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Medication administration for DVT prophylaxis or Treatment • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
9	<p>Concepts: COGNITION & SENSORY PERCEPTION</p> <p>Exemplars</p> <p>Dementia</p> <p>Peripheral vascular disease</p> <p>Peripheral neuropathy</p> <p>Retinal detachment</p> <p>Cataracts</p> <p>Macular degeneration</p>	<p>CLO1: Apply the concepts of cognition and sensory perception as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cognition and sensory perception.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cognition and sensory perception.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cognition and sensory perception.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in cognition and sensory perception.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cognition and sensory perception.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Cognition: Pgs. 1705-1729</p> <p>Dementia: Pgs. 1714-1715, 1731-1739</p> <p>Sensory Perception: Pgs. 1381-1404</p> <p>PVD: Pgs. 1293-1298</p> <p>Peripheral Neuropathy: Pgs. 1434-1440</p> <p>Retinal Detachment: Pgs. 1428-1432</p> <p>Cataracts: Pgs. 1413-1426</p> <p>Macular Degeneration: Pgs. 1413-1426</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 20: Pgs. 266, 270-272 • Chapter 17: Page 214-215 • Chapter 15: Pgs. 173-174 • Chapter 33: Page 479 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 14: Eye (Pgs. 231-260) • Chapter 19: Peripheral Vascular System (Pgs. 392-417) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Mini mental status exam • Focused peripheral vascular assessment <p>Clinical Nursing Skills Chapter: 1.1, 15.5</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment including a focused peripheral vascular assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Case manager/social worker regarding placement of a client in an assisted living or LTC facility • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
10	<p>Concepts: CELLULAR REGULATION & IMMUNITY</p> <p><u>Exemplars</u></p> <p>Cancer -Skin</p> <p>Anemia -Hemolytic -Aplastic</p> <p>Hypersensitivity</p> <p>Rh Incompatibility and Isoimmunization</p>	<p>CLO1: Apply the concepts of cellular regulation and immunity as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation and immunity.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cellular regulation and immunity.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation and immunity.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in cellular regulation and immunity.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation and immunity.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Cellular Regulation: Pgs. 31-45</p> <p>Cancer: Pgs. 46-68</p> <p>Skin: Pgs. 133-143</p> <p>Anemia: Pgs. 69-80</p> <p>Immunity: Pgs. 465-486</p> <p>Hypersensitivity: Pgs. 510-526</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 32: Pgs. 452-459, 460-466 • Chapter 29: Page 413 • Chapter 38: Pgs. 574-583 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 12: Skin, Hair and Nails 196-169-187, 200-201, 204 • Chapter 19: Peripheral Vascular System (Pgs. 392-417) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Continuous bladder irrigation (review) • Ostomy/drainage system care • Administration of an enema <p>Clinical Nursing Skills Chapter: 1.25, 4.20, 14.6</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Physical assessment including care of the client with an ostomy • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Lab/Radiology regarding testing for the client with an alteration in cellular regulation ○ Respiratory therapist regarding care for the client with an alteration in immunity <p>SBAR hand-off</p>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
11	<p>Concepts: PERIOPERATIVE & MOBILITY</p> <p>Exemplars</p> <p>Perioperative, Intraoperative, and Postoperative</p> <p>Herniated Disc</p> <p>Fractures/Hip Fractures</p> <p>Osteoarthritis/Joint Replacement</p> <p>Hip Dysplasia</p>	<p>CLO1: Apply the perioperative concept and the concept of mobility as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO3: Relate quality improvement processes when caring for clients in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO5: Describe information management principles that support decision making regarding the client in the perioperative environment or a client with an alteration in mobility.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client in the perioperative environment or a client with an alteration in mobility.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Perioperative: Pgs. 1347-1377</p> <p>Mobility: Pgs. 879-902</p> <p>Herniated Disc: Pgs. 903-908</p> <p>Fractures/Hip Fractures: Pgs. 914-935</p> <p>Osteoarthritis/Joint Replacement: Pgs. 945-953</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 18: Pgs. 223-243 • Chapter 19: Pgs. 245-257 <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 23: Musculoskeletal (Pgs. 528-576) • Chapter 9: Pain (Pgs. 113-125) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused musculoskeletal assessment • Use of assistive devices: Crutches (review from 1st semester) • Sterile dressing change • Surgical drains <p>Clinical Nursing Skills Chapter: 1.19, 9.2, 9.5, 9.18, 13.1, 16.5</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Physical assessment including a focused musculoskeletal assessment • Engaging in clinical reasoning activities • Collaborative care <ul style="list-style-type: none"> ○ Case manager/social worker regarding placement of the client with an alteration in mobility • SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
12	<p>Concept: INTRAPARTUM</p> <p>Exemplars</p> <p>Intrapartum</p> <p>Labor and delivery</p> <p>Immediate Postpartum Care</p> <p>Caesarean Birth</p> <p>Induction of Labor</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their intrapartum period.</p> <p>CLO3: Relate quality improvement processes when caring for clients during the intrapartum phase of pregnancy.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with intrapartum alteration.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with intrapartum alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with intrapartum alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Intrapartum: Pgs. 2269-2329</p> <p>Labor and delivery: Pgs. 2279-2286</p> <p>Induction of labor: Pgs. 2288-2289</p> <p>Caesarean birth: Pgs. 2290-2294</p> <p>Immediate postpartum care: Pgs. 2370-2382</p> <p>Pharmacology for Nurses:</p> <ul style="list-style-type: none"> • Chapter 46: Pgs. 742-747 <p>External Sources</p> <p>https://www.chop.edu/conditions-diseases/assessments-newborn-babies</p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p>Lab Activities:</p> <ul style="list-style-type: none"> • Focused assessment • Fetal monitoring • Apgar scoring • Simulation Clinical <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Physical assessment ○ SBAR hand-off <p>Clinical Nursing Skills Chapter: 14.9, 14.13, 14.15, 14.21</p> <p>Clinical Activities:</p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
13	<p>Concepts: POSTPARTUM/NEWBORN CARE</p> <p><u>Exemplars</u></p> <p>Transition of newborn to extra-uterine life</p> <p>Newborn care/ Post-partum assessment and care</p> <p>Parent-Newborn attachment</p> <p>Newborn safety/Maternal substance abuse</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family and newborns.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client in their postpartum period the newborn.</p> <p>CLO3: Relate quality improvement processes when caring for clients during the postpartum phase of pregnancy and the newborn client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with postpartum alteration and newborn with alterations.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with postpartum and newborn alterations.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with postpartum and newborn alterations.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>Postpartum: Pgs. 2329-2408</p> <p>Transition of newborn to extra-uterine life: Pgs. 2352-2364</p> <p>Newborn care: Pgs. 2352-2408</p> <p>Postpartum assessment: Pgs. 2340-2348</p> <p>Parent-Newborn attachment: Pgs. 2335-2337</p> <p>Substance abuse in pregnant women: Pgs. 1694-1996</p> <p>Health & Physical Assessment in Nursing:</p> <ul style="list-style-type: none"> • Chapter 26: (667-691, infant only) <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p>All required equipment</p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment • APGAR scoring • Simulation Clinical <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Physical assessment ○ SBAR hand-off <p>Clinical Nursing Skills Chapter: 14.16-14.20, 14.21, 14.23,14.27</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Simulation <ul style="list-style-type: none"> ○ Engaging in clinical reasoning activities ○ Assessment ○ SBAR hand-off

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
14	<p>Concept: HIGH-RISK NEWBORN</p> <p><u>Exemplars</u></p> <p>High Risk Newborn</p> <p>Pre-term Birth</p> <p>Birth Injury</p> <p>Cold Stress Sepsis</p> <p>Neonatal Abstinence Syndrome (NAS)</p> <p>SIDs</p>	<p>CLO1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients and the reproducing family.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the high-risk newborn.</p> <p>CLO3: Relate quality improvement processes when caring for the high-risk newborn client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the high-risk newborn.</p> <p>CLO5: Describe information management principles that support decision making regarding the high-risk newborn.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the high-risk newborn.</p>	<p>Concept Based Approach to Learning: Vols. 1 & 2:</p> <p>High risk newborn: Pgs. 2371-2373</p> <p>Preterm birth: Pgs. 2408-2422</p> <p>Birth injury: Supplemental material</p> <p>Cold stress sepsis: Pgs. 2373</p> <p>NAS: Pgs. 1694-1696</p> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> • Focused assessment <p><u>Clinical Nursing Skills</u> Chapter: 14.21-14.27</p> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> • Engaging in clinical reasoning activities • Assessment • SBAR hand-off