



HEALTH PROFESSIONS

NURSING PROGRAM

NRS 225

**CONCEPTS OF NURSING
PRACTICE III**

COURSE OUTLINE

SPRING 2018



COURSE OUTLINE

Course Number: NRS 225

Course Title: Concepts of Nursing Practice III

Credits: 8

Hours:

Weeks: 15

Theory	3
College Lab	3
Clinical Lab	12

Course Coordinator

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Co-Coordinator

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Catalog description:

This fifteen-week course builds on the first and second semester courses to further refine the concepts of nursing practice with application to the care of diverse clients with high acuity acute and chronic conditions across the lifespan. Application of knowledge and skill occurs in the nursing laboratories and a variety of clinical settings. 3 lecture/3 college laboratory/12 clinical hours/week.

Prerequisites:

BIO 104 with a minimum C+ grade, NRS 111, NRS 112, NRS 125

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. Some expectations for you, the student, include:

- You will come to class prepared, having completed the reading 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 Professor Molle and Professor Romeo-Ratliff regarding questions, concerns, or any issues you feel will impede your ability to have success in this course.

Attendance: Please review the recently updated attendance policy in the Nursing Program Handbook.
POLICY REGARDING ATTENDANCE AND TARDINESS WILL BE UPHELD 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.

Tickets to Class will be assigned weekly and are due to be turned in upon entering the lecture hall. Failure to complete the assignment may result in the student being deemed unprepared for class and entry may be denied at the discretion of the course faculty.

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. Students may be asked to participate in small groups, sometimes assigned.

Cell phones must be shut off during class sessions unless students are asked or given permission to use them by the professor. During testing cell phones, smart watches, 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 is currently limited to those students with special accommodations obtained through the learning center.

Required Textbooks and Materials:

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

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

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

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

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

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

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).

Silvestri, L.A, (2017) Saunders Comprehensive Review for the NCLEX-RN Examination. (7th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-978-0-323-35851-4).

Simple function calculator for math test and exams. Cell phones and any other mobile devices including smart watches 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., (2016). *Nursing Diagnosis Application to Clinical Practice*. (15th ed.). Philadelphia: J. B. Lippincott.
ISBN-13: 978-1496338419; ISBN-10: 1496338413

Deglin, J.H., Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803657052; ISBN-10: 0803657056

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 (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 (textbook resources)

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

Other Resources:

Personal Digital Assistant (PDA) available upon request

Student Learning Outcomes:

NRS 225 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 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 patients. *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 patients. *Institutional Learning Goals 1,5,9, 11; Program Goal 6*

Determination of NRS 225 Grade:

In order to receive a grade in NRS 225, these criteria must be satisfied:

The student must:

1. Achieve a minimum of "Satisfactory" as the final grade on all portions of the Clinical Evaluation tool.
2. Achieve at least a 90% on the Medication Calculation test.
3. Complete (4) exams and (1) cumulative final exam as scheduled.
4. Complete the HESI Fundamentals V2 Exam and HESI Mental Health V1 & V2 Exams as scheduled.
6. Complete all assigned HESI case studies.
7. Complete all assigned vSim patient scenarios as assigned.

When all course criteria have been met, the student will be assigned a grade as outlined below.

Evaluation of Student Learning / Grading Information:

Grading:

4 exams at 10% each	40%
Final Exam	35%
vSim Patient Scenarios	2.5%
HESI Case Studies	2.5%
Fundamental V2 HESI Exam	10%
Mental Health V2 HESI Exam	10%
Total	100%

Nursing Program 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- Week 3 Tuesday

Exam #2- Week 6 Tuesday

Exam #3- Week 9 Tuesday

Exam #4- Week 13 Tuesday

Graded HESI Exams-Week 15 May 1, 2018

Final Exam- Week 16 May 8, 2018

Exams will take place in the classroom assigned for the course with the exception of the HESI exams which will take place in computer labs yet to be determined. If a student has documented testing accommodations, please provide proof no later than the first week of class so that testing can be arranged in the testing center.

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 test submission (written assignments may take longer). Any student not performing at a course average of 78% or better will be contacted by the course coordinator at mid-semester (Week 8) to discuss success strategies.

TESTING PROCEDURES:

1. Four exams and a cumulative final exam will be administered over the 15-week semester.
2. The exams will be given at the beginning of the lecture period on the scheduled class week. Students will have 1 1/2 minutes to complete each of the theory based questions and 2 minutes to complete each of the 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, earbuds, smart watches, and any other type of 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, hooded sweatshirts, and hats are to be removed during the exam period.

9. **There are no questions asked during the test.**
10. Please refer to the nursing program testing policy in the Nursing Program Handbook.

Exam Review:

Exam review will be at the discretion of the course coordinators. There will be **no cell phones** allowed during the review. Students who scored a 78% or less will be given priority for appointments. No further appointments will be given for the prior exam once the next exam is released. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

Student Success:

Students who are unsuccessful on a nursing exam will be required to attend two hours of nursing program tutoring prior to taking the second exam. Students who are unsuccessful on two exams will be required to attend an additional two hours of nursing program tutoring, and meet with the health professions success coach prior to taking the next exam. Students who are unsuccessful on three exams will be required to attend an additional two hours of program tutoring, meet with the health professions success coach again, and attend a success workshop prior to the next exam. Nursing program faculty or staff may require students to attend open skills lab, tutoring, meet with the health professions success coach, attend a workshop or other activities to assist the student to be successful. Nursing program tutoring includes peer and faculty tutoring offerings.

HESI Exams:

The HESI exam is a web based exam which requires an evolve login and password to access the exam. Students are expected to achieve a score of at least 850 on all of the exams. Students will also be required to complete the practice tests for each, which can be accessed on the evolve website under "case studies and practice tests", before they will be able to sit for this HESI exams. There is a correlation between passing HESI scores and NCLEX success, so it is imperative you follow the required steps prior to taking the exam. 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. If you need additional assistance in accessing the case studies or practice tests, or have any questions regarding HESI, please see one the NRS 225 course faculty.

vSim:

vSim patient scenario are worth 2.5% of the course grade. Each vSim patient scenario has four components: pre-simulation quiz, simulation, post-simulation quiz, and reflective questions. Students must complete all components to receive credit for the patient scenario. The responses to the guided reflection questions must be substantive and include one reference, formatted in American Psychological Association (APA) style.

Students who did not complete the guided reflection questions will receive a zero for the patient scenario. The final overall grade for the vSim patient scenarios are calculated by the percentage of assigned patient scenarios completed. Completed scenarios are due by March 5, 2018.

Required vSim patient scenarios include:

1. Jennifer Hoffman
2. Vincent Brody
3. Lloyd Bennett
4. Doris Bowman

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 ASSIGNED LABORATORY READINGS** and ready to apply the skill concepts in a laboratory setting.

NRS 225 Evolve Case Studies:

HESI case studies are worth 2.5% of the course grade. Students may re-take the case studies as many times as they like up to the due date. The individual case study grade will be based on the average of the case study attempts. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course outline and/or Blackboard. Case studies are due by May 6, 2018. No extensions will be provided.

The five graded case studies are:

The Role of the School Nurse
Feeding/Eating Disorders
Depression
Psychosis
Schizophrenia

Students will also complete additional Evolve-Elsevier/HESI Case Studies in Lab groups. This will serve as an adjunct to learning of concepts and an opportunity to practice NCLEX style test questions. The case studies done in lab will be done as a group and will not be graded. Please see the NRS 225 Lab Manual for the list of case studies which will be covered in lab.

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. Please review the dress code in the Student Handbook and uniform guidelines for the Med/Surg clinical. A separate set of guidelines will be posted to follow for the psychiatric clinical days and all students will be required to attend a mandatory orientation session at Trenton Psychiatric Hospital that will take place during day shift hours (date to be determined)

The clinical lab consists of 10-twelve hour Med/Surg hospital clinical days, 4-eight hour psychiatric clinical days, and 1 day of observation split between Mercer County Special Services School District (9am-12pm) and a local oncology outpatient infusion room (1:30pm-4:30pm) for a total of 15 clinical days. Weekly clinical assignments will be made, and a detailed schedule will be provided. The graded

HESI case studies and vSim patient scenarios are assigned to augment the additional clinical hours for this course.

Clinical Observation Experience:

Students will rotate through Mercer County Special Services School District (MCSSSD) located on the Mercer County Community College campus. Students will be assigned to observe the care of special needs students throughout the school continuum. MCSSSD focuses on serving families of children with special needs in Mercer County and the surrounding area with programs for preschool disabled, multiply disabled, autistic and emotionally disturbed children. Programs include preschool, primary, elementary and secondary age populations. This rotation will run from approximately 9am until 12pm. Students will also rotate through an oncology outpatient infusion room at a local cancer center. This experience will run from 1:30pm until 4:30pm on the day assigned. Please see detailed schedule posted on Blackboard for additional information.

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

- 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 or other resources as needed.
- 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. Receive report on assigned client, review medical record, and identify any changes in priorities. Identify changes in laboratory values and how they are correlated with the medications and the physiologic process.
- G. Interview and assess your assigned client. Record the assessment
- H. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the client.
- I. 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).
- J. After researching assignment medications from an acceptable resource administer medications as assigned by clinical instructor and coordinated with primary RN.
- K. Report assessment findings to appropriate assigned nursing staff in a timely manner.
- L. Document assessment and care as instructed and in accordance with facility policy.
- M. Keep client information confidential at all times (patient records are not permitted to be photocopied).
- N. Review and evaluate the care given and the client's response to care plan
- O. Discuss revisions that should be made in your plan to improve care.
- P. Discuss assessments made, needs identified, actions taken/medications given, leading to a therapeutic outcome.
- Q. Compare and contrast how the observations seen in the clinical area compare to the concepts studied in class.

Dosage Calculation Math Requirement:

There will be a Medication Dosage Calculation exam given the week prior to the first lecture. The medication dosage calculation exam includes a continuation of the dosage calculation content learned in NRS 112 & NRS 125. **Students must achieve a grade of 90% or higher to pass the exam.** Any student that does not achieve 90% or greater will be required to remediate and re-take another Medication Calculation exam. Students are not allowed to pass medication in clinical until they achieve a 90% or greater. All students will take this exam in The Academic Testing Center. Please contact them to schedule as soon as possible. Students who are unable to pass the exam after two attempts may be subject to a clinical failure for the course.

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. Students may also not submit written work that had been previously submitted in another course. See the full Academic Integrity Policy of Mercer County Community College for further information.

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.

ADA Accessibility Statement:

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a

differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.

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

The Nursing Program Handbook Information Packet:

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

General College Information

“MyMercer” Portal:

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

Tutoring Support:

Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

Prof. Sue Minkel (See Student Success link on the Nursing Program website to check availability)
Arlene Stinson (WWC), LB 217, 570.3422, stinsona@mccc.edu
Joann Mia, RN (TC), KC311, 570-3128, miaj@mccc.edu

Peer Tutoring:

Peer tutoring by 4th level senior nursing students will be available this semester on varied dates and times in the new nursing learning center. This service is free of charge and more information will be forthcoming on the Blackboard course shell once it becomes available.

Peer Mentoring:

This semester students in NRS225 will be invited to participate in our new peer mentoring program. Additional information will be made available during the first week of class.

Reasonable Accommodations for Students with Documented Disabilities:

The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center:

Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu
Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu
Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Counseling Services:

Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety?
Counseling services are available free of charge. Contact:
Dorothy Gasparro, SC239, 570-3354, gasparrd@mccc.edu

Nursing Success Coach:

Killian, Nichol, killiann@mccc.edu, 570-3393

Nursing Student Advocate:

Matyas, Cynthia, matyasc@mccc.edu, 570-3596

Weekly Objectives	Week	Exemplars/ Concepts	Theory	Lab Objectives	College Lab	Clinical Lab
<p>NRS 225</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan</p>	Wk 1	<p>Concept:</p> <p>Alterations in Oxygenation</p> <p>Exemplars:</p> <p>Asthma</p> <p>Cystic fibrosis</p> <p>Acid-base</p> <p>Continuation of chronic obstructive pulmonary disease (COPD)</p> <p>Interrelated concepts:</p> <p>Cellular regulation</p> <p>Cognition</p> <p>Comfort</p> <p>Community/home care</p>	<p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 15</i></p> <p><i>Adams, et. al. (2014) Chapter 29 Chapter 34</i></p> <p><i>Silvestri (2017) Chapter 9 Chapter 39 Chapter 54</i></p>	<p>Demonstrate the ability to interpret arterial blood gasses.</p> <p>Demonstrate the ability to measure peak expiratory flow rate.</p> <p>Demonstrate the ability to perform chest physiotherapy.</p> <p>Demonstrate the ability to provide care to the client with an endotracheal tube.</p> <p>Demonstrate the ability to perform tracheostomy care.</p> <p>Demonstrate the ability to</p>	<p>Be prepared to demonstrate all prior skills learned in NRS 112 and NRS 125</p> <p>Please review your NRS 112 and NRS 125 skill check lists.</p> <p><u>Simulation Lab Prep:</u></p> <p>vSIM Jennifer Hoffman Acute Severe Asthma</p> <p><u>Activities:</u></p> <p>Case Study</p> <p>Mini Math Review</p> <p>Arterial Blood Gases Interpretation</p> <p><u>Skills:</u></p> <p><i>Callahan, B. (2015) 13.3 Measuring Peak Expiratory Flow Rate</i></p> <p>13.6 Chest Physiotherapy</p> <p>3.19 Providing Care to the client with an endotracheal tube</p> <p>3.18 Tracheostomy Care</p>	<p>Drug calculation test</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p>

<p>related to oxygenation.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to oxygenation.</p>		<p>Culture/lifespan considerations</p> <p>Elimination</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Infection</p> <p>Metabolism/digestion</p> <p>Nutrition</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Reproduction</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p>	<p>Chapter 55</p>	<p>manage chest tube drainage.</p>	<p>13.21 Maintaining chest tube drainage</p>	<p>Professionalism</p> <p>Clinical decision making</p> <p>Professionalism</p>
<p>Weekly Objectives:</p>	<p>Wk 2</p>	<p>Concept:</p>	<p>Theory:</p>	<p>Lab</p>	<p>College Lab:</p>	<p>Clinical Lab:</p>

<p>Assess patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Evaluate goals and</p>		<p>Alteration in Perfusion</p> <p>Exemplars:</p> <p>Valvular heart disease</p> <p>Myocardial infarction</p> <p>Heart Failure</p> <p>Cardiomyopathy</p> <p>Myocarditis</p> <p>Conduction abnormalities</p> <p>Pacemakers Automatic Implantable Cardioverter Defibrillator (AICD)</p> <p>Interrelated concepts:</p> <p>Comfort</p> <p>Coping</p>	<p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 16</i></p> <p><i>Adams, et. Al. (2014) Chapter 26 Chapter 27 Chapter 29</i></p> <p><i>Silvestri (2017) Chapter 40 Chapter 56 Chapter 57</i></p>	<p>Objectives:</p> <p>Demonstrate the ability to perform a focused cardiac assessment.</p> <p>Demonstrate the ability to correctly identify and classify abnormal heart sounds including heart murmurs.</p> <p>Demonstrate the ability to apply ECG leads.</p> <p>Demonstrate the ability to record a 12 lead EKG.</p>	<p><u>Simulation Lab Prep:</u></p> <p>vSIM Carl Shapiro Acute Myocardial Infarction: Ventricular Fibrillation</p> <p><u>Activities:</u></p> <p>Case Study</p> <p>Mini Math Review</p> <p>Performing a focused cardiac assessment</p> <p>Identification and classification of abnormal heart sounds including heart murmurs</p> <p><u>Skills:</u></p> <p><i>Callahan, B. (2015)</i> 14.6 Applying ECG Leads</p> <p>14.8 Recording a 12 lead EKG</p>	<p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to perfusion.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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<p>therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p>	<p>Culture/lifespan considerations</p> <p>Elimination</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Infection</p> <p>Inflammation</p> <p>Mobility</p> <p>Nutrition</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Pharmaco-therapeutics</p>				
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		Safety Sexuality Stress and coping Teaching and learning				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Use collected data to</p>	<p>EXAM #1</p> <p>Wk 3</p>	<p>Concept:</p> <p>Alteration in immunity</p> <p>Exemplars:</p> <p>Bacteriemia</p> <p>Septicemia</p> <p>Rheumatoid arthritis (RA)</p> <p>Tuberculosis (TB)</p> <p>Human Immunodeficiency Virus (HIV)</p> <p>Interrelated</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to perform central line care and manage central lines.</p> <p>Demonstrate the ability to draw blood from a central line.</p> <p>Demonstrate the ability to give IV push medication via a central line.</p> <p>Demonstrate the</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math Review</p> <p>Skills:</p> <p><i>Callahan, B. (2015)</i></p> <p>7.13 Central line care</p> <p>7.13 Managing Central Lines</p> <p>7.14 Drawing blood from a central line</p> <p>2.44 Giving IV push medications via a central line</p> <p>8.14 Care of the HIV client</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural</p>

<p>formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p>		<p>concepts:</p> <p>Acid-base</p> <p>Cellular regulation</p> <p>Cognition</p> <p>Culture/lifespan considerations</p> <p>Elimination</p> <p>Evidence-based practice</p> <p>Family</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Mobility</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Pharmaco-</p>	<p>Module 8 Module 9</p> <p><i>Adams, et. Al. (2014)</i> Chapter 34 Chapter 36 Chapter 47</p> <p><i>Silvestri (2017)</i> Chapter 44 Chapter 66 Chapter 67</p>	<p>ability to appropriately care for a client with HIV.</p>		<p>considerations of the patient with high acuity acute and chronic conditions across the lifespan related to immunity, inflammation, and infection.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		therapeutics Sexuality Thermoregulation				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p>	Wk 4	<p>Concept:</p> <p>Alteration in cellular regulation</p> <p>Exemplars:</p> <p>Cancer Principles</p> <p>Diagnostic tests</p> <p>Leukemia</p> <p>Lymphoma</p> <p>Lung Cancer</p> <p>Breast cancer</p> <p>Bladder cancer</p> <p>Colo-rectal cancer</p> <p>Interrelated concepts:</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 2</i></p> <p><i>Adams, et. al. (2014) Chapter 37</i></p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to administer a blood transfusion.</p> <p>Demonstrate the ability to perform ostomy care.</p> <p>Demonstrate the ability to access and use venous access devices.</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math Review</p> <p>Skills:</p> <p><i>Callahan, B. (2015) 3.2 Blood Transfusions</i></p> <p>6.20 Ostomy Care</p> <p>7.15 Venous Access Devices</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high</p>

<p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p>		<p>Comfort</p> <p>Culture/lifespan considerations</p> <p>Digestion</p> <p>Elimination</p> <p>Evidence-based practice</p> <p>Fluid and electrolytes</p> <p>Grief and loss</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Perioperative</p> <p>Pharmacotherapeutics</p> <p>Self</p> <p>Sexuality</p>	<p><i>Silvestri (2017)</i> Chapter 34 Chapter 35</p>			<p>acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		Stress and coping Therapeutic communication Tissue integrity				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to cellular</p>	Wk 5	<p>Concept:</p> <p>Alteration in cellular regulation</p> <p>Exemplars:</p> <p>Chemotherapy</p> <p>Radiation</p> <p>Adjective therapies</p> <p>Palliative Care vs. Hospice Care</p> <p>Interrelated concepts:</p> <p>Comfort</p> <p>Culture/lifespan considerations</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 3</i></p> <p><i>Adams, et. al.</i></p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to perform a therapeutic back massage.</p> <p>Demonstrate the ability to provide end of life care.</p> <p>Oncology Quality Improvement Projects</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math Review</p> <p>Skills:</p> <p><i>Callahan, B. (2015)</i></p> <p>4.4 Back Massage</p> <p>4.16 End of Life Care</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p>

<p>regulation.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.</p>		<p>Digestion</p> <p>Elimination</p> <p>Evidence-based practice</p> <p>Fluid and electrolytes</p> <p>Grief and loss</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Perioperative</p> <p>Pharmacotherapeutics</p> <p>Self</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Therapeutic communication</p> <p>Tissue integrity</p>	<p>(2014) Chapter 37</p> <p><i>Silvestri (2017)</i> Chapter 48 Chapter 49</p>			<p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Implement the plan of care for patients with high acuity acute and</p>	<p>EXAM #2</p> <p>Wk 6</p>	<p>Concept:</p> <p>Alteration in digestion and elimination</p> <p>Exemplars:</p> <p>Hepatitis</p> <p>Bowel Obstruction</p> <p><i>Interrelated concepts:</i></p> <p>Acid base</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Health and wellness</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><u>Readings:</u></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 4</i></p> <p><i>Adams, et. Al. (2014) Chapter 36 Chapter 41</i></p> <p><i>Silvestri (2017) Chapter 37</i></p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to place and care for nasogastric tubes.</p>	<p>College Lab:</p> <p><u>Activities:</u></p> <p>Case Study</p> <p>Mini Math Review</p> <p><u>Skills:</u></p> <p><i>Callahan, B. (2015) 12.4 NG tube placement</i></p> <p><u>OPEN LAB TIME FOR PRIOR SKILL REVIEW AND SKILLS SHEET SIGN OFFS.</u></p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p> <p>Collaboration</p> <p>Delegation</p>

<p>chronic conditions across the lifespan related to digestion and elimination.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.</p>		<p>Infection</p> <p>Nutrition</p> <p>Pharmaco-therapeutics</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Thermoregulation</p>	<p>Chapter 52</p> <p>Chapter 53</p>			<p>Clinical decision making</p> <p>Professionalism</p>
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related metabolism.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to metabolism.</p>	<p>Wk 7</p>	<p>Concept:</p> <p>Alteration in metabolism</p> <p>Exemplars:</p> <p>Thyroid disease</p> <p>Diabetic ketoacidosis (DKA)</p> <p>Hyperosmolar Hyperglycemic Nonketotic</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to assess the feet of diabetic patients and provide appropriate foot care.</p> <p>Demonstrate the ability to correctly mix and administer insulin via</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math Review</p> <p>Role play teaching a new diabetic</p> <p>Pair up and perform diabetic foot care/assessments on each other.</p> <p>Skills:</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to metabolism.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to metabolism.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to metabolism.</p>		<p>Syndrome (HHNK)</p> <p>Interrelated concepts:</p> <p>Acid base</p>	<p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i> Module 12</p>	<p>subcutaneous injection with an insulin syringe.</p> <p>Demonstrate the ability to administer insulin via the use of an insulin pen.</p>	<p>Callahan, B. (2015) 10.6 Insulin injections including mixing insulin and use of insulin pen</p> <p>18.20 Amputation/Stump Care</p>	<p>SBAR/documentation</p>
<p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to metabolism.</p>		<p>Culture/lifespan considerations</p> <p>Evidence-based practice</p>	<p><i>Adams, et. Al. (2014)</i> Chapter 43 Chapter 44</p>	<p>Demonstrate the ability to provide proper care to a patient with an amputation/stump.</p>		<p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to metabolism.</p>
<p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to metabolism</p>		<p>Family</p> <p>Fluid and electrolytes</p> <p>Health and wellness</p> <p>Infection</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Stress and coping</p>	<p><i>Silvestri (2017)</i> Chapter 36 Chapter 50 Chapter 51</p>			<p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>

		Teaching and learning Thermoregulation				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan</p>	Wk 8	<p>Concept:</p> <p>Alteration in cognition</p> <p>Exemplars:</p> <p>Alzheimer’s</p> <p>Delirium</p> <p>Interrelated concepts:</p> <p>Acid base</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Health and</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 23</i></p> <p><i>Adams, et. al. (2014) Chapter 17 Chapter 20</i></p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to apply/remove restraints safely and manage a patient while restrained.</p> <p>Demonstrate ability to use bed and chair exit safety monitoring devices.</p> <p>Alzheimer’s Disease Family Case Study Project</p>	<p>College Lab:</p> <p>Activities:</p> <p>Safe patient aversion maneuvers</p> <p>Learn to tie a quick release slip knot.</p> <p>Review of manual hold down restraint and 4 side rail restraint situations.</p> <p>Skills:</p> <p>Callahan, B. (2015) 17.11 Applying wrist or ankle restraint</p> <p>17.12 Applying a torso/belt restraint</p> <p>17.13 Managing patients in restraints</p> <p>17.14 Using a bed or chair exit safety monitoring device</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to cognition.</p> <p>Collaboration</p> <p>Delegation</p>

<p>related cognition.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to cognition.</p>		<p>wellness</p> <p>Infection</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Thermoregulation</p>	<p><i>Silvestri (2016)</i></p> <p>Chapter 42</p> <p>Chapter 62</p> <p>Chapter 63</p>			<p>Clinical decision making</p> <p>Professionalism</p>
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<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Evaluate goals and therapeutic outcomes</p>	<p>EXAM #3</p> <p>Wk 9</p>	<p>Concept:</p> <p>Alterations in mobility</p> <p>Exemplars:</p> <p>Multiple sclerosis (MS)</p> <p>Parkinson’s</p> <p>Seizure</p> <p>Interrelated concepts:</p> <p>Comfort</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Health and wellness</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p> <p>Module 11</p> <p>Module 13</p> <p><i>Adams, et. al. (2014)</i></p> <p>Chapter 20</p> <p>Chapter 15</p> <p><i>Silvestri (2016)</i></p> <p>Chapter 62</p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to perform a basic bedside swallow evaluation.</p> <p>Demonstrate the ability to care for a patient with seizure precautions.</p>	<p>College Lab:</p> <p>Activities:</p> <p>How to Perform Bedside Swallow Evaluation</p> <p>Maintaining Aspiration Precautions</p> <p>Skills:</p> <p><i>Callahan, B. (2015)</i></p> <p>9.4 Seizure Precautions</p> <p>Safe patient aversion maneuvers</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Medication administration</p> <p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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for patients with high acuity acute and chronic conditions across the lifespan related to mobility.		<p>Infection</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Thermoregulation</p>				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to sensory perception.</p>	Wk 10	<p>Concept:</p> <p>Alterations in sensory perception</p> <p>Exemplars:</p> <p>Eye injuries</p> <p>Glaucoma</p> <p>Retinal Detachment</p> <p>Macular degeneration</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to assess visual acuity.</p> <p>Demonstrate the ability to provide contact lens care.</p> <p>Demonstrate the ability to administer eye drops and ointment.</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math</p> <p>Video on Prosthetic eye care</p> <p>Skills:</p> <p><i>Callahan, B. (2015)</i></p> <p>1.19 Assessing visual acuity</p> <p>2.14 Contact lens care</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p>		<p>Meniere’s Disease</p> <p><i>Interrelated concepts:</i></p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p>	<p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i> Module 18</p> <p><i>Adams, et. al. (2014)</i> Chapter 49</p> <p><i>Silvestri (2017)</i> Chapter 38 Chapter 60 Chapter 61</p>	<p>Demonstrate the ability to assess hearing.</p> <p>Demonstrate the ability to provide hearing aid care.</p> <p>Demonstrate the ability to administer ear drops.</p>	<p>2.27 Administration of eye drops and ointment</p> <p>1.20 Assessing hearing</p> <p>2.15 Hearing aid care</p> <p>2.28 Administration of ear drops</p>	<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to sensory perception.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		<p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.</p>	<p>Wk 11 TPH</p>	<p>Concept:</p> <p>Alterations in mental health</p> <p>Exemplars:</p> <p>Stress and coping</p> <p>Generalized Anxiety Disorder (GAD)</p> <p>Phobias</p> <p>Obsessive-Compulsive</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to verbally de-escalate an anxious or agitated patient.</p> <p>Demonstrate the ability to teach controlled breathing techniques to a patient.</p>	<p>College Lab:</p> <p>Activities:</p> <p>Case Study</p> <p>Mini Math</p> <p>Therapeutic communication review and practice exercises.</p> <p>Partner up with another student to practice teaching skill techniques listed below to reduce anxiety and promote relaxation.</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>		<p>Disorder (OCD)</p> <p>Post-traumatic stress disorder (PTSD)</p> <p>Eating Disorders</p> <p><i>Interrelated concepts:</i></p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Legal issues</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p>	<p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i> Module 31</p> <p><i>Adams, et. Al. (2014)</i> Chapter 14</p> <p><i>Silvestri (2017)</i> Chapter 68 Chapter 71</p>	<p>Demonstrate the ability to teach muscle relaxation techniques to a patient.</p> <p>Demonstrate the ability to teach guided imagery techniques to a patient.</p>	<p><u>Skills:</u></p> <p><i>Callahan, B. (2015)</i> 4.2 Controlled Breathing</p> <p>4.3 Muscle Relaxation</p> <p>4.5 Guided Imagery</p>	<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		<p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.</p>	<p>Wk 12 Mental Health Hesi EXAM V1</p>	<p>Concept:</p> <p>Alterations in mental health</p> <p>Exemplars:</p> <p>Substance Abuse/Addiction</p> <p>Abuse</p> <p>Rape trauma syndrome</p> <p>Suicide</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><u>Readings:</u></p>	<p>Lab Objectives:</p> <p>Demonstrate prior skills learned in NRS 112, NRS 125, and NRS 225..</p>	<p>College Lab:</p> <p><u>Activities:</u></p> <p>Case Study</p> <p>Mini Math Review</p> <p>Suicide precautions</p> <p>Dietary considerations</p> <p>Clinical Institute Withdrawal Assessment for Alcohol (CIWA) scale review & role play</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health</p>		<p><i>Interrelated concepts:</i></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>Health and wellness</p> <p>Legal issues</p> <p>Nutrition</p> <p>Pharmaco-therapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p>	<p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p> <p>Module 22</p> <p>Module 32</p> <p><i>Adams, et. Al. (2014)</i></p> <p>Chapter 11</p> <p><i>Silvestri (2017)</i></p> <p>Chapter 70</p>		<p><u>Skills:</u></p> <p><i>Callahan, B. (2015)</i></p> <p>17.3 Assessing for Abuse</p>	<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		Teaching and learning Tissue integrity Violence				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.</p>	<p>Wk 13</p> <p>Exam 4</p>	<p>Concept:</p> <p>Alterations in mental health</p> <p>Exemplars:</p> <p>Autism</p> <p>ADD/ADHD</p> <p>Sensory Processing Disorder</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p>	<p>Lab Objectives:</p> <p>Demonstrate the ability to address sensory needs of the autistic patient.</p> <p>Demonstrate the ability to incorporate principles of applied behaviors analysis (ABA) therapy into the</p>	<p>College Lab:</p> <p>Screening for developmental delays</p> <p>MCHAT Screening</p> <p>Social skills lesson</p> <p>ABA lesson</p> <p>Multisensory approaches to learning</p> <p>Review of therapeutic brushing.</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health</p>		<p><i>Interrelated concepts:</i></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>Health and wellness</p> <p>Legal issues</p> <p>Nutrition</p> <p>Pharmaco-therapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p>	<p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 25</i></p> <p><i>Adams, et. Al. (2014) Chapter 16</i></p> <p><i>Silvestri (2017) Chapter 69</i></p>	<p>care of the autistic patient.</p> <p>Demonstrate the ability to educate a patient using a multisensory approach to learning.</p>	<p><u>Skills:</u></p> <p><i>Callahan, B. (2015)</i></p> <p>N/A</p>	<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		Teaching and learning Violence				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.</p>	Wk 14	<p>Concept:</p> <p>Alterations in mental health</p> <p>Exemplars:</p> <p>Schizophrenia</p> <p>Bipolar Disorder</p> <p>Major depressive disorder</p> <p>Interrelated concepts:</p>	<p>Theory:</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p>Readings:</p> <p><i>Concept-Based</i></p>	<p>Lab Objectives:</p> <p>To learn and practice how to communicate therapeutically with patients with alterations in mental health.</p>	<p>College Lab:</p> <p>Skills:</p> <p>Therapeutic Communication</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>		<p>Comfort</p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p> <p>Grief and loss</p> <p>Health and wellness</p> <p>Legal issues</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p>	<p><i>Learning Editorial Board. (2015)</i> Module 23 Module 28</p> <p><i>Adams, et. al. (2014)</i> Chapter 16</p> <p><i>Silvestri (2017)</i> Chapter 72</p>			<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		<p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
<p>Weekly Objectives:</p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to mental health.</p>	Wk 15	<p>HESI Exams</p> <p>Mental Health Worth 10%</p> <p>Fundamentals V2 Worth 10%</p>	<p>Theory:</p> <p>HESI Exams to begin at 5:30pm.</p>	<p>Lab Objectives:</p> <p>Experience the journey of a real life patient with schizophrenia.</p> <p>Demonstrate prior skills learned in NRS 112, NRS 125, and NRS 225.</p>	<p>College Lab:</p> <p>Movie-TBD w/ post movie discussion questions</p> <p>End of semester lab test out and skills sign off day.</p>	<p>Clinical Lab:</p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Mini concept map</p> <p>Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Medication administration</p>

<p>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Implement the plan of care for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>						<p>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and chronic conditions across the lifespan related to mental health.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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	Wk 16	Cumulative Final Exam	Cumulative Final Exam to begin at 5:30pm.			
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