



**HEALTH PROFESSIONS DIVISION**

**NURSING EDUCATION PROGRAM**

**NRS 225**

**CONCEPTS OF NURSING PRACTICE III**

**COURSE SYLLABUS**

**SPRING 2020**



## NRS 225 Course Syllabus

**Course Number:** NRS 225      **Course Title:** Concepts of Nursing Practice III      **Credits:** 8

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

**Pre-requisite:** Formal admission into the nursing program and successful completion of NRS 111, NRS 112, NRS 125, and BIO 201 with a C+ or better

### Catalog Description

Builds on the previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse clients with complicated acute and chronic conditions across the lifespan. Application of knowledge and skills 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 syllabus
- You will conduct yourself in a professional manner in all situations
- You will adhere to all components engrained within the academic integrity standards set forth by this institution
- You will maintain open communication with your course faculty regarding questions, concerns, or any issues you feel will impede your ability to have success in this course

### Required Materials

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2017) *Pharmacology for Nurses A Pathophysiologic Approach*. (5<sup>th</sup> ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13: -978-0-13-302618-4)
- Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (2<sup>nd</sup>. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)
- D'Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing*. (3<sup>rd</sup> Edition.) Upper Saddle RiverL Pearson Education, Inc. (ISBN 978-0-13-387640-6).
- DocuCare Learner License from Laerdal. To place your order with a credit card please visit the Laerdal web site at <http://www.laerdal.com/us/doc/2813/Lippincott-DocuCare#/Info> Click on 'Products & Pricing' from the menu bar. Choose the Docucare 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, pharmacology text and health assessment text. May be purchased separately for higher cost.
- North Carolina Concept-Based Learning Editorial Board. (2015). *Nursing: A Concept-Based Approach to Learning, Volumes One & Two*. (2<sup>nd</sup> ed.) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13:978-0-13-293426-8; Volume Two: (ISBN-13: 978-0-13-293427-5)
- Silvestri, L.A, (2016) Saunders Comprehensive Review for the NCLEX-RN Examination. (7th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551).
- 3 X 5 Index Cards
- Simple calculator – cell phones are not permitted to be used as calculators during exams.
- Stethoscope, blood pressure cuff, penlight, and wrist watch with a second hand
- Regular access to a computer with internet access and ability to generate Microsoft Word document or Adobe Acrobat pdf file.

### **Recommended Materials**

- American Psychological Association. (2020). *Publication manual of the american psychological association: The official guide to APA style* (7th ed.). Washington D.C.: American Psychological Association.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9<sup>th</sup> 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*. (4<sup>th</sup> ed.) Philadelphia: F.A. Davis. (ISBN 13: 9780-8036-4414-4)
- Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9<sup>th</sup> ed.) Clifton Park: Thompson Delmar Learning (ISBN10: 1-4390-5847-4; eBook: ISBN13: 978-1-4390-5847-3).
- Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15<sup>th</sup> 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](http://www.mccc.edu/nursing) (Nursing Program Handbook, program policies, course outlines)
- Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- NCLEX-RN Detailed Test Plan – [https://www.ncsbn.org/2019\\_RN\\_TestPlan-English.pdf](https://www.ncsbn.org/2019_RN_TestPlan-English.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. Provide safe, quality, evidence-based, patient-centered nursing care to diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1***
2. Discuss clinical reasoning used to make patient-centered care decisions for diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,3,4,9,10,11; Program Goal 2***
3. Explain how quality improvement processes are used to improve patient care for diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,2,4,10,11; Program Goal 3***
4. Recognize the importance of collaboration with members of the interprofessional team, the patient, and the patient’s support persons when providing care to diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 1,5,8,11; Program Goal 4***
5. Summarize how information management (informatics) principles, techniques, and systems, and patient care technology are used in the care of diverse clients with complicated acute and chronic conditions across the lifespan. ***Institutional Learning Goals 4,10,11; Program Goal 5***
6. Explain the leadership, management, legal, and ethical guidelines that are used by Registered Nurses in the care of diverse clients with complicated acute and chronic conditions across the lifespan. ***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](http://www.mccc.edu/nursing). Students are responsible to review the most current semester's handbook each semester and comply with the nursing program policies and procedures as written.

## 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.

Attendance will be documented using two methods. The traditional method of calling the student's name and the utilization of the ticket to class assigned for that week. ***Failure to submit the ticket to class at the beginning of lecture and/or skills lab will result in an unexcused tardy for that scheduled meeting.***

## Theory

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

## Team Assignments

There may be assignments in class which will require students to work in teams to complete. 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 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 a referral form from the 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, will be posted on blackboard/nursing website.

### **Dosage Calculation Math Requirement**

The dosage calculation exam will be available between January 21, 2020 - January 28, 2020. All students are expected to take the exam in the Academic Testing Center during the assigned testing period. A calculator will be provided by the testing center. The use of a cell phone as a calculator is NOT allowed. The exam may be timed. The expectation for this exam is 90% or better. If the student does not achieve the 90% on the first attempt, a remediation session must be completed by the student and a new test will be administered.

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

### **Clinical Lab**

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

#### *Pre and Post Conferences:*

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

#### *Clinical Experience:*

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

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

### Clinical Documentation - DocuCare

All nursing students will be documenting their clinical experiences in DocuCare and students are expected to purchase a DocuCare learner license. Student license access to DocuCare EHR virtual simulation software will be available for purchase on <http://www.laerdal.com/us/> using the instructions below. Limited licenses are also available in the college bookstore.

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

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

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

### Clinical Lab Experiences

The clinical lab consists of 10 twelve-hour Med/Surg hospital clinical days and 4 eight-hour psychiatric clinical days. There is a day of observation where students are expected to attend a morning session (9am-12pm) at Mercer County Special Services School District and an afternoon session (12:30pm-3:30pm) at a local oncology outpatient infusion room for a total of 14 clinical days. The clinical laboratory provides students with the opportunity to provide care to clients to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course syllabus. 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**. This will count as your lab for the week. Please review the course calendar for the date and time.

Students may have the opportunity to engage in observation experiences this semester. These experiences are only available during the working week days/hours and will take the place of the scheduled clinical lab experience for that scheduled week. Mercer County Special Services School District (MCSSSD) is located on the Mercer County Community College campus. Students will be assigned to observe the care of special needs in the Mercer Elementary school. 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 9:00 am until 12:00 pm. Students rotating through the oncology outpatient infusion room can expect this experience to run from 12:30 pm until 3:30 pm on the day assigned. Please see detailed schedule posted on Blackboard for additional information.

Students will need to bring a lunch and plan to eat during the time ending at the MCSSD and arriving at the oncology infusion center. The schedule will be posted on blackboard. Students wishing to switch to another day must find a fellow student within their clinical group and must notify both the clinical instructor and course coordinator in writing. This request must be submitted at least 2 weeks in advance so we can provide adequate notification to the observation sites. Students will be given a case study to augment the time between the end of the observation and what would be the end of the clinical day.

### 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 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 35% of the laboratory grade. The final overall grade for the case studies is calculated by taking the average score of all case studies assigned in the course syllabus. Students must achieve an overall average grade of 80% or better on the assigned case studies.

### **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 exam for Fundamentals V2 and the Mental Health V1 with a score of at least 80%. The practice exams can be accessed on the Evolve website under “case studies and practice tests.” **Students should bring earbuds or headphones to the exam.** Students are required to register for the exam at least 24 hours in advance. Failure to register may result in not being able to take the test which will result in a zero.

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 20% 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 bundle. 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. There are four patient scenarios to complete and each one is worth 25% to be factored into the overall total grade.

### **Testing Procedure**

All course theory exams will be given during the scheduled lecture period. 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. If a student is not able to take an exam on the assigned date, the student will make-up the exam during final exam week (unless otherwise stated).

Seating during the exam is at the discretion of the instructor or exam proctor. Only writing tools, 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 read the exam cover carefully for all instructions.** Refer to the 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 and will happen after attendance at a group exam review session. There will be **no cell phones** 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% may receive a faculty referral form requesting a meeting with the health professions success coach and/or nursing faculty, or attendance to peer tutoring or open lab. This plan of action will be made and reviewed to help the students be successful in the course. Any student who receives a faculty referral/concern form regarding academic performance must complete the requirements on the form by the due date, unless previous arrangements have been discussed with the course coordinator. The form, with all required signatures, must be submitted to the course coordinator to sit for the next exam.

### **Theory Grade**

<b>Assessment</b>	<b>Percentage of Grade</b>
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
Final Cumulative Exam	25%
vSim Patient Scenarios	5%
Fundamentals V2 HESI Exam	10%
Mental Health V2 HESI Exam	10%
<b>Total</b>	<b>100%</b>

### Clinical/Lab Grade

Clinical is scored on a pass/fail basis. Students are expected to demonstrate competency for all measures of evaluation on the clinical evaluation tool at the end of the medical-surgical clinical rotation in order to receive a passing grade for clinical. 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 225.

<b>Activity</b>	<b>Percentage of Grade</b>
Completion of all assigned skills and college laboratory activities as evidenced by successfully passing end of semester test-out	50%
Completion of course introduction quiz with a score of 90% or better	15%
Completion of all HESI assigned case studies with an average grade of 80%	35%
Total	100%

### Determination of Grade

To receive a grade in NRS 225, the following criteria must be satisfied. The student must:

- (A) Demonstrate competency for all measures of evaluation on the clinical evaluation tool.
- (B) Achieve a college laboratory grade of 80% or better.
- (C) Receive a passing grade of 90% or better on the Dosage Calculation exam.
- (D) Complete all required vSim patient scenarios.
- (E) Complete all assigned HESI exam(s).
- (F) Complete all theory exams.
- (G) Complete 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.** 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 21, 2020	Oxygenation/Acid-Base <b>Course Introduction Quiz</b> <b>Dosage Calculation Exam</b>	<b>vSim: Jennifer Hoffman due on 1/27/20**</b> <b>Due: 1/27/2020</b> <b>Due: 1/28/2020</b>
2 – January 28, 2020 <b>Peer Mentoring #1</b>	Perfusion	
3 – February 4, 2020	Digestion/Elimination	<b>Exam #1</b>
4 – February 11, 2020	Fluid & Electrolyte	
5 – February 18, 2020	Cellular Regulation	<b>vSim: Doris Bowman due on 2/24/20</b>
6 – February 25, 2020	Immunity/Inflammation/Infection <b>HESI Case Study</b>	<b>Exam #2</b> <b>1) The role of the School Nurse due on 2/28/20</b>
7 – March 3, 2020 <b>Peer Mentoring #2</b>	Metabolism/Thermoregulation <b>HESI Exam</b>	<b>Fundamentals V2: 3/5/20 &amp; 3/9/20 during lab</b>
8 – March 10, 2020	Mobility/Comfort	<b>vSim: Lloyd Bennett due on 3/13/20</b>
<b>Spring Break: 3/16/20-3/22/20</b>		
9 – March 24, 2020	Sensory Perception/ Cognition <b>HESI Case Studies</b>	<b>Exam #3</b> <b>2) Psychosis due on 3/25/20</b> <b>3) Schizophrenia due on 3/27/20</b>
10 – March 31, 2020 <b>Peer Mentoring #3</b>	Mental Health- Stress & Coping <b>HESI Exam</b>  <b>HESI Case Study</b>	<b>vSim: Vincent Brody due on 4/1/20</b> <b>Mental Health V1: 4/2/20 &amp; 4/6/20</b>  <b>4) Feeding/Eating Disorders due on 4/3/19</b>
11 – April 7, 2020	Mental Health- Violence & Sexuality	<b>Exam #4</b>
12 – April 14, 2020	Mental Health- Addiction & Development <b>HESI Case Study</b>	<b>5) Depression due on 4/17/20</b>
13– April 21, 2020	Mental Health- Mood/Affect	<b>Exam #5</b>
14- April 28, 2020	<b>HESI Exam</b>	<b>Mental Health V2: 4/28/20</b>
<b>Final Exam 5/6/20</b>		<b>Final Exam*** (Room and time to be announced on blackboard)</b>

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

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

\*\*\*Tentative date and subject to change with advance notice

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
1	<p>Concept: <b>OXYGENATION</b></p> <p><b>Exemplars</b></p> <p>Asthma</p> <p>Cystic Fibrosis</p> <p>Acute Hypoxia</p>	<p><b>CLO1:</b> Apply the concept of oxygenation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in oxygenation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in oxygenation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in oxygenation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Oxygenation: Pgs. 953-974</p> <p>Asthma: 990-1005</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 40: Pgs. 656-673</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 17: Respiratory System: Pgs. 371-419</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>Required equipment for each lab/clinical:</b> stethoscope, blood pressure cuff, pen light, student manual, and skills textbook.</p> <ul style="list-style-type: none"> <li>• Previously learned skills to be reinforced at each college laboratory meeting</li> </ul> <p><b>Lab Activities</b></p> <ul style="list-style-type: none"> <li>• Focused respiratory assessment</li> <li>• Tracheostomy care and suctioning</li> <li>• Chest tube maintenance</li> </ul> <p><b>Clinical Activities</b></p> <ul style="list-style-type: none"> <li>• Physical assessment including a focused respiratory assessment of the client who has an alteration in oxygenation</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Medication administration via inhalation</li> <li>○ Respiratory therapist regarding care for the client with an alteration in oxygenation</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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2	<p>Concepts: <b>PERFUSION</b></p> <p><u>Exemplars</u></p> <p>Valvular Heart Disease</p> <p>Myocardial Infarction</p> <p>Heart Failure</p> <p>Myocarditis</p>	<p><b>CLO1:</b> Apply the concepts of perfusion as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in perfusion.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in perfusion.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in perfusion.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion.</p>	<p><b>Concept Based Approach to Learning:</b></p> <p><b>Vols. 1 &amp; 2:</b></p> <p>Perfusion: Pgs. 1031-1076</p> <p>MI: Pgs. 1107-1129</p> <p>Heart Failure: Pgs. 1144-1162</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 39: Pgs. 395-410</li> <li>• Chapter 28: Pgs. 412-429</li> <li>• Chapter 31: Pgs. 460-480</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 19: Cardiovascular System: Pgs. 451-498</li> </ul> <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><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Focused cardiovascular assessment</li> <li>• Central line dressing change</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment including a focused cardiovascular assessment of the client who has an alteration in perfusion</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Medication administration for heart failure or CAD</li> <li>○ Heart failure coordinator to review discharge procedures and teaching</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
3	<p>Concepts: <b>DIGESTION/ELIMINATION</b></p> <p><u>Exemplars</u> Bowel Obstruction</p> <p>Renal Calculi</p> <p>Hepatitis</p>	<p><b>CLO1:</b> Apply the concepts of digestion and elimination as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion and elimination.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in digestion and elimination.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in digestion and elimination.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in digestion and elimination.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion and elimination.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Digestion: Pgs. 207-226</p> <p>Elimination: Pgs. 257-284</p> <p>Renal calculi: Pgs. 318-332</p> <p>Hepatitis: Pgs. 232-239</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 37: Pgs. 589, 605-611</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 21: Abdomen: Pgs. 533-574</li> <li>• Chapter 22: Urinary System: Pgs. 576-604</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Nasogastric tube insertion</li> <li>• Rectal tube insertion</li> <li>• Urinary catheter insertion</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment including a focused GI/GU assessment of the client who has an alteration in digestion and elimination</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Radiology department regarding imaging for alterations in elimination</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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4	<p>Concept: <b>FLUIDS AND ELECTROLYTES</b></p> <p><u>Exemplars</u>            Syndrome of Inappropriate Antidiuretic Hormone (SIADH)</p> <p>Diabetes Insipidus</p>	<p><b>CLO1:</b> Apply the concept of fluids and electrolytes as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in fluids and electrolytes.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in fluids and electrolytes.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in fluids and electrolytes.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in fluids and electrolytes.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in fluids and electrolytes.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Fluid &amp; Electrolytes: Pgs. 335-373</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 25: Pgs. 358-369</li> <li>• Chapter 44: Pgs. 743-746</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Intravenous infusions</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care               <ul style="list-style-type: none"> <li>○ Medication administration via intravenous infusion</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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5	<p>Concepts: <b>CELLULAR REGULATION</b></p> <p><b>Exemplars</b> Principles of Cancer/ Chemotherapy/ Radiation</p> <p>Breast, Lung, Prostate, Bladder, Colo-rectal Cancer</p>	<p><b>CLO1:</b> Apply the concepts of cellular regulation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in cellular regulation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in cellular regulation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Cellular Regulation: Pgs. 29-41</p> <p>Cancer: Pgs. 41-64</p> <p>Breast (Pgs. 76-85), Colo-rectal (Pgs. 85-92), Lung (Pgs. 104-112), Prostate (Pgs. 112-119),</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 38: Pgs. 612-638</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Continuous bladder irrigation</li> <li>• Caring for ostomies and drainage systems/drains</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Case manager/social worker regarding palliative care/hospice care</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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6	<p>Concepts: <b>IMMUNITY/ INFLAMMATION/ INFECTION</b></p> <p><u>Exemplars</u></p> <p>Rheumatoid Arthritis</p> <p>Tuberculosis</p>	<p><b>CLO1:</b> Apply the concepts of immunity, inflammation, and infection as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in immunity, inflammation, and infection.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in immunity, inflammation, and infection.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Immunity: Pgs. 433-456</p> <p>Inflammation: Pgs. 633-644</p> <p>Infection: Pgs. 521-559</p> <p>Rheumatoid Arthritis: Pgs. 495-509</p> <p>Tuberculosis: Pgs. 605-618</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 33: Pgs. 500-515</li> <li>• Chapter 48: Pgs. 836-838</li> <li>• Chapter 35: Pgs. 556-566</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Sterile dressing change</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ Infection control officer/review of infection control policies</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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7	<p>Concept: <b>METABOLISM/THERMOREGULATION</b></p> <p><u>Exemplars</u> Thyroid Disease</p>	<p><b>CLO1:</b> Apply the concepts of metabolism and thermoregulation as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in metabolism and thermoregulation.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in metabolism and thermoregulation.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in metabolism and thermoregulation.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Metabolism: Pgs. 725-739</p> <p>Thermoregulation: Pgs. 1421-1431</p> <p>Thyroid Disease: Pgs. 805-817</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 44: Pgs. 746-752</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• HESI Fundamentals V2 administration</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care</li> <li>• SBAR hand-off</li> </ul>

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8	<p>Concepts: <b>MOBILITY/COMFORT</b></p> <p><u>Exemplars</u></p> <p>Multiple Sclerosis</p> <p>Parkinson's</p> <p>Amputation</p> <p>Phantom Pain</p>	<p><b>CLO1:</b> Apply the concepts of mobility and comfort as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mobility and comfort.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mobility and comfort.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mobility and comfort.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with an alteration in mobility and comfort.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mobility and comfort.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Mobility: Pgs. 819-839</p> <p>Comfort: Pgs. 141-152</p> <p>Multiple Sclerosis: Pgs. 876-886</p> <p>Parkinson's: Pgs. 895-906</p> <p>Phantom Pain: Pg. 156</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 20: Pgs. 281-287, 291-298</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 25: Musculoskeletal System: Pgs. 685-743</li> <li>• Chapter 11: Pain: Pgs. 172-184</li> </ul> <p>Please review blackboard resources (PowerPoint(s), video link(s), ticket to class), case studies, My Nursing Lab</p>	<p><b>All required equipment</b></p> <p><b>Lab Activities:</b></p> <ul style="list-style-type: none"> <li>• Use of assistive devices</li> <li>• Therapeutic communication activities</li> <li>• Simulation</li> </ul> <p><b>Clinical Activities:</b></p> <ul style="list-style-type: none"> <li>• Physical assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care <ul style="list-style-type: none"> <li>○ PT/OT</li> </ul> </li> <li>• SBAR hand-off</li> </ul>

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9	<p>Concepts: <b>SENSORY PERCEPTION/ COGNITION</b></p> <p><u>Exemplars</u></p> <p>Eye Injuries</p> <p>Glaucoma</p> <p>Delirium</p> <p>Schizophrenia</p>	<p><b>CLO1:</b> Apply the concepts of sensory perception and cognition as it relates to the role of the registered professional nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in sensory perception and cognition.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in sensory perception and cognition.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in sensory perception and cognition.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in sensory perception and cognition.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in sensory perception and cognition.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Sensory Perception: Pgs. 1277-1298</p> <p>Cognition: Pgs. 1575-1594</p> <p>Eye injuries: Pgs. 1311-1318</p> <p>Glaucoma: Pgs. 1318-1327</p> <p>Schizophrenia: Pgs. 1610-1625</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 50: Pgs. 865-873</li> <li>• Chapter 17: Pgs. 223-238</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 15: Eye: Pgs. 289-328</li> <li>• Chapter 5: Psychosocial Assessment: Pgs. 84-99</li> </ul> <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"> <li>• No lab activities- orientation for Trenton Psychiatric Hospital*</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>• Physical/psychosocial assessment</li> <li>• Engaging in clinical reasoning activities</li> <li>• Collaborative care</li> <li>• SBAR hand-off</li> </ul>

\*Date subject to change

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10	<p>Concept: <b>STRESS AND COPING</b></p> <p><u>Exemplars</u></p> <p>Stress related to disease processes</p> <p>Anxiety Disorder</p> <p>Phobias</p> <p>OCD</p> <p>PTSD</p> <p>Crisis</p> <p>Eating Disorders</p>	<p><b>CLO1:</b> Apply the concept of stress and coping as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving stress and coping.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving stress and coping.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving stress and coping.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving stress and coping.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving stress and coping.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Stress &amp; Coping: Pgs. 1895-1917</p> <p>Anxiety Disorders: Pgs. 1917-1927</p> <p>Phobias: Pgs. 1939-1945</p> <p>OCD: Pgs. 1934-1939</p> <p>Crisis: Pgs. 1927-1934</p> <p>Eating Disorders: Pgs. 1843-1852</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 14: Pgs. 161-174</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>Chapter 5: Psychosocial Assessment: Pgs. 84-99</li> </ul> <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"> <li>HESI Mental Health V1 administration</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>Physical assessment/psychosocial assessment</li> <li>Engaging in clinical reasoning activities</li> <li>Collaborative care</li> <li>SBAR hand-off</li> </ul>

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11	<p>Concept: <b>VIOLENCE AND SEXUALITY</b></p> <p><u>Exemplars</u></p> <p>Abuse (Child/Elder)</p> <p>Assault &amp; Homicide</p> <p>Rape and Rape-Trauma Syndrome</p>	<p><b>CLO1:</b> Apply the concept of violence as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving violence and sexuality.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving violence and sexuality.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving violence and sexuality.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Violence: Pgs. 1953-1964</p> <p>Abuse: Pgs. 1964-1975</p> <p>Assault &amp; Homicide: Pgs. 1975-1983</p> <p>Rape &amp; Rape-Trauma Syndrome: Pgs. 1983-1990</p> <p><b>Pharmacology for Nurses:</b></p> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>Chapter 5: Psychosocial Assessment: Pgs. 84-99</li> </ul> <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"> <li>Application of restraints</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>Psychiatric clinical observation</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
12	<p>Concept: <b>ADDICTION/ DEVELOPMENT</b></p> <p><u>Exemplars</u></p> <p>Substance abuse</p> <p>Alcohol abuse</p> <p>Substance-induced delirium</p> <p>Attention Deficit Disorder (ADD)</p> <p>Attention Deficit-Hyperactivity Disorder (ADHD)</p> <p>Autism Spectrum Disorder (ASD)</p>	<p><b>CLO1:</b> Apply the concepts of addiction and development as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving addiction and development.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health addiction and development.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving addiction and development.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving addiction and development.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving addiction and development.</p>	<p><b>Concept Based Approach to Learning: Vols. 1 &amp; 2:</b></p> <p>Addiction: Pgs. 1519-1534</p> <p>Substance abuse: Pgs. 1560-1572</p> <p>Alcohol abuse: Pgs. 1534-1545</p> <p>Nicotine addiction: Pgs. 1545-1551</p> <p>Development: Pgs. 1647-1680</p> <p>ADD/ ADHD: Pgs. 1680-1688</p> <p>ASD: Pgs. 1688-1695</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>• Chapter 22: Pgs. 312-324</li> <li>• Chapter 16: Pgs. 211-222</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Psychosocial Assessment: Pgs. 84-99</li> </ul> <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"> <li>• Alcohol withdrawal assessment</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>• Psychiatric clinical observation</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
13	<p>Concept: <b>MOOD/AFFECT</b></p> <p><u>Exemplars</u></p> <p>Major depression</p> <p>Bipolar disorder</p>	<p><b>CLO1:</b> Apply the concept of mood/affect as it relates to the role of the registered nurse.</p> <p><b>CLO2:</b> Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in mental health involving mood/affect.</p> <p><b>CLO3:</b> Relate quality improvement processes when caring for clients with an alteration in mental health involving mood/affect.</p> <p><b>CLO4:</b> Demonstrate a team-based approach to the care of the client with an alteration in mental health involving mood/affect.</p> <p><b>CLO5:</b> Describe information management principles that support decision making regarding the client with alterations in mental health involving mood/affect.</p> <p><b>CLO6:</b> Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in mental health involving mood/affect.</p>	<p><b>Concept Based Approach to Learning:</b> <b>Vols. 1 &amp; 2:</b></p> <p>Mood/Affect: Pgs. 1775-1798</p> <p>Depression/Adjustment disorder with depressed mood: Pgs. 1798-1808</p> <p>Bipolar: Pgs. 1808-1816</p> <p><b>Pharmacology for Nurses:</b></p> <ul style="list-style-type: none"> <li>Chapter 16: Pgs. 200-211</li> </ul> <p><b>Health &amp; Physical Assessment in Nursing:</b></p> <ul style="list-style-type: none"> <li>Chapter 5: Psychosocial Assessment: Pgs. 84-99</li> </ul> <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"> <li>Linking the concepts of depression and addiction</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>Psychiatric clinical observation</li> </ul>

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	Lab and Clinical Activities
14	<p><b>HESI EXAM: Mental Health V2</b></p>		<p>Please review blackboard resources (Ticket to class)</p>	<p><u>All required equipment</u></p> <p><u>Lab Activities:</u></p> <ul style="list-style-type: none"> <li>Skills Test Out</li> </ul> <p><u>Clinical Activities:</u></p> <ul style="list-style-type: none"> <li>Psychiatric clinical observation</li> </ul>