



**MATH, SCIENCE & HEALTH  
PROFESSIONS**

**NURSING PROGRAM**

**NRS 225**

**CONCEPTS OF NURSING  
PRACTICE III**

**COURSE OUTLINE**

**FALL 2016**



# COURSE OUTLINE

**Course Number:** NRS 225

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

**Credits:** 8

**Hours:**

**Weeks:** 15

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

**Course Coordinator**

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**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. I will be here to guide you, advise you, and encourage you; but it does start with you. And just as I have expectations for you, I fully understand you have expectations of me. Some expectations for you, the student, include:

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

- You will remind yourself every day that you can do this and you will achieve your goal of joining this amazing, selfless profession

**Attendance:** Please review full 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.

Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior to class. A presentation of theory concepts will be given at the beginning of the class followed by classroom learning activities. All students will be asked to participate in small groups, sometimes assigned.

**Cell phones must be shut off during class sessions unless students are asked or given permission to use them by the professor. During testing cell phones, PDA's or any other electronic device must be turned off and placed at the front of the room with personal belongings. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.**

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

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

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

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

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

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

Simple function calculator for math test and quizzes. Cell phones will not be allowed for use during exams.

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

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

**Recommended Textbooks:**

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

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

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

Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0803630413 ISBN-10: 0803630417)

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).

**Course Information & Web Resources:**

Nursing Program website – [www.mccc.edu/nursing](http://www.mccc.edu/nursing) (Nursing Program Handbook, program policies, course outlines)

Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)

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

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

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

**Other Resources:**

Personal Digital Assistant (PDA) 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 uncomplicated acute and chronic conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

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

### **Determination of NRS 225 Grade:**

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

The student must:

1. Achieve "Met" as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
2. Achieve a 90% on the Medication Calculation test.
3. Complete (4) exams and (1) final exam as scheduled.
4. Complete the HESI Med\Surg V1 Exam and HESI Mental Health Exam as scheduled (End of the semester)
6. Complete all assigned Reflective Journal entries for mental health clinical days (5 total).
7. Complete Infusion/Cancer Center Observation Paper.
8. Complete Alzheimer's Disease Case Study Written Project.

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 12.5% each	50%
Final Exam	35%
Infusion/Cancer Center Observation Paper	5%
Alzheimer's Disease Case Study Paper	5%
Mental Health HESI Exam	5%
<b>Total</b>	<b>100%</b>

### Nursing Program Grading Policy (Effective Fall 2015)

#### Grading Scale:

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

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

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

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

## **SCHEDULE of EXAMS:**

**Exam #1- Week 3 Tuesday 9am**

**Exam #2- Week 6 Tuesday 9am**

**Exam #3- Week 9 Tuesday 9am**

**Exam #4- Week 12 Tuesday 9am**

**Final Exam- Week 15 December 13, 2016 9am**

**HESI Exams-Week 16 December 20, 2016 9am**

Exams will take place in the classroom assigned for the course with the exception of the HESI exams which will take place in Computer Rooms AD 226 & 229. 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 (around 8 weeks) to discuss success strategies.**

## **TESTING PROCEDURES:**

1. Four exams and a cumulative final exam will be administered over the 15-week semester.
2. The exam(s) will be given during the first hour of the lecture of the scheduled class week. Students will have 1 1/2 minutes to complete each of the theory based questions and 2 minutes for each dosage calculation question.
3. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. This test may be alternate format. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. **Failure to notify the instructor prior to the exam will result in a 0 grade for the exam.**
4. **ALL EXAMS** are scored on scantron forms. **The scantron sheet stands as the final grade.**
5. Please have #2 pencils available for scantron testing.
6. **All cell phones must be turned off and put away during class sessions and placed at the front of the room for testing. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall during testing.**
7. Seating during the exam is at the discretion of the instructor or exam proctor.
8. All coats and hats are to be removed during the exam period.
9. **There are no questions asked during the test.**
10. Please refer to the nursing program testing policy in the Nursing Program Handbook.

## **Exam Review:**

Students will be given the opportunity to review their exam, once grades have been posted. Students must make an appointment for exam review. Appointments will be scheduled in 15 minute increments. If additional time is required, consideration for this request will be at the discretion of the course coordinator. The course coordinator will only review items missed on the exam. There will be **no cell phones** allowed during the review. Please refer to the student handbook for additional information regarding the nursing program's test review policy.

### **HESI Exams:**

The HESI Med/Surg V1 & HESI Mental Health exams will be given in this course at the end of the semester (Tuesday of Week 16). This is a web exam which requires your evolve login and password to access the exam. Students are expected to achieve a score of 850 on the exam. Students will be required to complete the practice tests for each, which can be accessed on the evolve website under “case studies”, before they will be able to sit for this HESI exams. There is a correlation between HESI scoring and NCLEX success, so it is imperative you follow the required steps prior to taking the exam. If you need additional assistance in accessing the case studies or practice tests, or any questions regarding HESI, please see the NRS 225 course coordinator.

The Mental Health HESI Exam is a contributory factor in final grade determination (5%), so please prepare for the exam accordingly as stated above.

**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:**

Students will complete Evolve-Elsevier/HESI Case Studies each week during the last half in Lab. This will serve as an adjunct to learning of concepts and an opportunity to practice NCLEX style test questions. These 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.

**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. Please bring appropriate resources to research medications and medical diagnosis.

The clinical lab consists of twelve hour Med/Surg hospital clinical days, 2 observation experiences, and 4 psychiatric clinical days. Weekly clinical assignments will be made and a detailed schedule will be provided. For any clinical lasting less than 12 hours, a written assignment component will be completed. The written project for the oncology observation will be the graded written report worth 5% of the total course grade. For the MCSSS observation and for each of the four psychiatric clinical days, a one page reflective journal assignment will be required. Reflective journals are graded as “pass/fail” and count towards passing the overall clinical portion of the course. Any student who fails to turn in all 5 reflective journal entries will automatically fail the clinical portion of the course. Additional information on guidelines for reflective journaling will be posted to the Mercer Online Blackboard Course Shell.

### **CLINICAL OBSERVATION EXPERIENCE:**

Students will rotate through two specialty areas for observation experiences in this course. The first is the 1-day oncology observation experience. This will take place at either the Outpatient Infusion Room at UMCP Mathews Center for Cancer Care or The Cancer Institute of NJ Infusion Room located at RWJ

Hamilton. After completing this observation, students will be required to complete the Outpatient Infusion Room Observation Report (see guidelines and grading rubric above). The second 1-day observation experience will take place at the 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. For over thirty years, MCSSSD has focused on serving families of children with special needs in Mercer County and the surrounding area. The Mercer County Special Services School District provides programs for preschool disabled, multiply disabled, autistic and emotionally disturbed children. Programs include preschool, primary, elementary and secondary age populations.

**Additional details can be found in the NRS 225 Mercer Online (Black board) Course folder: OBSERVATION EXPERIENCE.**

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

**Pre-Conference:** One Hour: (before caring for patients on the unit)

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

**Clinical Experience:**

- A. Receive report on assigned client, 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.
- B. Interview and assess your assigned client. Record the assessment
- C. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the client.
- D. Implement the nursing plan by caring for your client demonstrating proficiency in nursing skills and seeking help from your instructor (Refer to weekly clinical objectives in course outline).
- E. After researching assignment medications from an acceptable resource administer medications as assigned by clinical instructor and coordinated with primary RN.
- F. Report assessment findings to appropriate assigned nursing staff in a timely manner.
  - 1. Document assessment and care as instructed and in accordance with facility policy.
  - 2. Client information received during clinical lab is to remain confidential at all times.
  - 3. Patient records are not permitted to be photocopied.

**Post Conference: One Hour:**

- A. Review and evaluate the care given and the client's response to care plan
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss assessments made, needs identified, actions taken/medications given, leading to a therapeutic outcome.
- D. Compare and contrast how the observations seen in the clinical area compare to the concepts studied

**Dosage Calculation Math Requirement:**

There will be a Medication Dosage Calculation test given during the first week of clinical. The medication calculation test includes a continuation of the dosage calculation content learned in NRS 112. A list of practice questions will be posted to blackboard prior to the first classroom meeting.

**Students must achieve a grade of 90% or higher to pass the test.** Any student that does not achieve 90% or greater will be required to remediate at the academic testing center and re-take another Medication Calculation exam, which will be administered by the testing center on the student's own time. Students are not allowed to pass medication in clinical until they achieve a 90% or greater. Therefore, failure of the 2<sup>nd</sup> attempt at the exam will result in an "unmet" clinical competency, resulting in failure of the course.

**Infusion Center Observation Objectives:**

- 1. The student will observe the Registered Nurse perform job responsibilities in an outpatient Infusion/Cancer Center of New Jersey as well as the other members of the intra-professional health team.
- 2. The student will observe the various diagnostic studies that may be performed prior to an oncological treatment, blood transfusion or other treatment.
- 3. The student will observe the administration of various medications, treatments, transfusions and necessary precautions that must be taken during the administration of these treatments.
- 4. The student will observe the education provided to patients and/or their families in the outpatient Infusion/Cancer Center of New Jersey.

**Outpatient Infusion Room/Cancer Institute of New Jersey Observation Written Report**

The student will observe in the Outpatient Infusion/Cancer Institute of New Jersey. The student will review the objectives for this experience and respond to the following questions in **APA** format:

- 1. Discuss the responsibilities of the registered nurse in the Outpatient Infusion/Cancer Center Institute of New Jersey. A whole team approach is used when dealing with patients. What are the other members of the intra-professional team and what are their functions?  
**(20 points).**

2. What are the various diagnostic studies performed prior to a treatment such as chemotherapy, radiation, medication infusion or blood product transfusion, you observed during your observation day? Why is it necessary to have the results of these studies prior to the treatment? **(20 points).**
  
3. Discuss the various medications administered, including the classification, potential side effects, and nursing implications. What are the pre-medications? Were there any necessary precautions taken prior to the administration of chemotherapy and/or blood products? What were those precautions? Why were those precautions used? **(20 points).**
  
4. Did you observe any education provided to the patient and/or family at the Outpatient Infusion/Cancer Center of New Jersey by the intra- professional team? What education would you incorporate? What teaching materials would you give to the patient and/or family? **(20 points).**

**Observation Written Report Rubric**

	<b>Question</b>	<b>Score</b>
<b>1</b>	Discuss the responsibilities of the Registered Nurse in the outpatient Infusion/Cancer Institute of New Jersey. A whole team member approach is used when dealing with patients. What are the other members of the intra-professional team and their functions?	20 points
<b>2</b>	What were the various diagnostic studies performed prior to a treatment such as chemotherapy, radiation therapy, medication infusion or blood product transfusion, you observed during your day of observation? Why was it necessary to have the results of these diagnostics prior to the treatment in relation to the patient's situation?	20 points
<b>3</b>	Discuss the various medications administered, including the classification, potential side effects, and nursing implications for these medications. What are the pre-medications? Were there any necessary precautions taken prior to administration of any treatment such as chemotherapy, radiation therapy, medication infusion, and/or blood product transfusion? What were those precautions? Why were those	20 points

	precautions used?	
<b>4</b>	Did you observe any education provided to the patient and/or family at the outpatient Infusion/Cancer Institute of New Jersey, by the intra-professional team? What education would you incorporate? What teaching materials would you provide to the patient and/or family?	20 points
<b>APA Format</b>	APA followed completely	10 points
<b>Spelling, Grammar, Syntax</b>	No spelling, grammar or syntax errors	10 points
<b>Total</b>		100 points

**Excellent:** Fulfills all objectives, high level of competence (20 points).

**Satisfactory:** Meets objectives with average competence (15 points).

**Minimal:** Partially meets objectives, below average competence (10 points).

**Insufficient:** Does not meet objectives, no demonstration of (5 points).

- Observation Time- 8:30am to 4:30pm.
- Project due 1 week from the observation date, no later than 11:59pm.
- Points will be deducted for any late submission: 5 points will be deducted from the final project grade for each 24 hours that the project is late.

### **Alzheimer's Case Study Written Project**

Please read the actual case study posted on the Mercer Online Blackboard course shell and respond to the following questions in **APA** format:

1. List the signs of confusion seen in this case. Using your textbook as a reference, which stage of Alzheimer's disease would you assign Mrs. Wright and why?  
**(20 points).**
  
2. Why do you think the daughter failed to recognize Mrs. Wright's problems?  
**(20 points).**

3. What are appropriate nursing diagnoses for Mrs. Wright and what nursing interventions should be used to address them in her plan of care?  
**(20 points).**

4. What patient/family teaching is needed at this time?  
**(20 points).**

5. APA Format  
**(10 points).**

Spelling, grammar, and syntax  
**(10 points).**

**Alzheimer’s Written Project Case Study Rubric**

	<b>Question</b>	<b>Score</b>
<b>1</b>	List the signs of confusion seen in this case. Using your textbook as a reference, which stage of Alzheimer's disease would you assign Mrs. Wright and why?	20 points
<b>2</b>	Why do you think the daughter failed to recognize Mrs. Wright’s problems?	20 points
<b>3</b>	What are appropriate nursing diagnoses for Mrs. Wright and what nursing interventions should be used to address them in her plan of care?	20 points
<b>4</b>	What patient/family teaching is needed at this time?	20 points
<b>APA Format</b>	APA followed completely	10 points
<b>Spelling, Grammar, Syntax</b>	No spelling, grammar or syntax errors	10 points

**Grading:**

**Excellent:** Fulfills all objectives, high level of competence (20 points).

**Satisfactory:** Meets objectives with average competence (15 points).

**Minimal:** Partially meets objectives, below average competence (10 points).

**Insufficient:** Does not meet objectives, no demonstration of (5 points).

- Project due the Tuesday of Week 14 Prior to class.

- Points will be deducted for any late submission: 5 points will be deducted from the final project grade for each 24 hours that the project is late.

### **Academic Honesty:**

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

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

### **Cheating:**

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

### **Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.**
  - Copying from another student's exam.
  - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
  - Stealing an exam or possessing a stolen copy of an exam.

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

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

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

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

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

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

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

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

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

**Consequences for Violations of Academic Integrity:**

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

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

**Appeals:**

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

**ADA Accessibility Statement:**

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) for information regarding support services.

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

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

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

## **General College Information**

### **“MyMercer” Portal:**

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

### **Tutoring Support:**

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

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

### **Reasonable Accommodations for Students with Documented Disabilities:**

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

Arlene Stinson, LB 217, 570-3525, [stinsona@mccc.edu](mailto:stinsona@mccc.edu)

### **Career and Transfer Center:**

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

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

### **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](mailto:gasparrd@mccc.edu)

Weekly Objectives	Week	Exemplars/ Concepts	Theory	Lab Objectives	College Lab	Clinical Lab
<p><b>NRS 225</b></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>	<b>Wk 1</b>	<p>Asthma</p> <p>Cystic fibrosis</p> <p>Acid-base</p> <p>Continuation of chronic obstructive pulmonary disease (COPD)</p> <p><b><i>Interrelated concepts:</i></b></p> <p>Cellular regulation</p> <p>Cognition</p> <p>Comfort</p> <p>Community/home care</p> <p>Culture/lifespan considerations</p> <p>Elimination</p> <p>Family</p>	<p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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 (2014) Chapter 10 Chapter 42 Chapter 58</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><b>Be prepared to demonstrate all prior skills learned in NRS 112 and NRS 125</b></p> <p>Please review your NRS 112 and NRS 125 skill check lists.</p> <p><b><u>Simulation:</u></b></p> <p>vSIM Jennifer Hoffman Acute Severe Asthma</p> <p><b><u>Activities:</u></b></p> <p>Arterial Blood Gases Interpretation</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015)</i> 13.3 Measuring Peak Expiratory Flow Rate</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>13.21 Maintaining chest tube drainage</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>Fluid and electrolytes Grief and loss Health and wellness</p> <p>Infection</p> <p>Metabolism/digestion Nutrition</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Reproduction</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p>		<p>manage chest tube drainage.</p>		<p>Professionalism</p> <p>Clinical decision making</p> <p>Professionalism</p>
<p><b>Weekly Objectives:</b></p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p>	<p><b>Wk 2</b></p>	<p><b>Exemplars:</b></p> <p>Valvular heart disease</p> <p>Myocardial infarction</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate the ability to perform a focused cardiac assessment.</p>	<p><b>College Lab:</b></p> <p><b>Simulation:</b> vSIM Carl Shapiro Acute Myocardial Infarction: Ventricular Fibrillation</p>	<p><b>Clinical Lab:</b></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>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 therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to perfusion.</p>		<p>Heart Failure</p> <p>Cardiomyopathy</p> <p>Conduction abnormalities</p> <p>Pacemakers</p> <p>Automatic Implantable Cardioverter Defibrillator (AICD)</p> <p><b><i>Interrelated concepts:</i></b></p> <p>Comfort</p> <p>Coping</p> <p>Culture/lifespan considerations</p> <p>Elimination</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p>	<p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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 (2014) Chapter 60</i></p>	<p>Demonstrate the ability to correctly identify and classify heart murmurs.</p> <p>Demonstrate the ability to apply ECG leads.</p> <p>Demonstrate the ability to record a 12 lead EKG.</p>	<p><b><u>Activities:</u></b></p> <p>Performing a focused cardiac assessment</p> <p>Identification and classification of heart murmurs</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015)</i></p> <p>14.6 Applying ECG Leads</p> <p>14.7 Interpreting rhythm strips</p> <p>14.8 Recording a 12 lead EKG</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>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> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p>				
<p><b>Weekly Objectives:</b></p> <p>Assess patients with high acuity acute and</p>	<p><b>EXAM #1</b></p> <p><b>Wk 3</b></p>	<p><b>Exemplars:</b></p> <p>Bacteriemia</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp;</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate the ability to</p>	<p><b>College Lab:</b></p> <p><b>Skills:</b></p>	<p><b>Clinical Lab:</b></p> <p>Care of the patient with high acuity acute and chronic</p>

<p>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 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</p>		<p>Septicemia</p> <p>Rheumatoid arthritis (RA)</p> <p>Tuberculosis (TB)</p> <p>Myocarditis</p> <p>Human immunodeficiency virus (HIV)</p> <p><b><i>Interrelated concepts:</i></b></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>discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i> Module 8 Module 9</p> <p><i>Adams, et. Al. (2014)</i> Chapter 34 Chapter 36 Chapter 47</p> <p><i>Silvestri (2014)</i> Chapter 58 Chapter 60 Chapter 68 Chapter 70</p>	<p>perform central line care.</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 ability to appropriately care for a client with HIV.</p>	<p><i>Callahan, B. (2015)</i> 7.13 Central line care</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>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 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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<p>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>Grief and loss</p> <p>Health and wellness</p> <p>Mobility</p> <p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Sexuality</p> <p>Thermoregulation</p>				
<p><b>Weekly Objectives:</b></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</p>	<p><b>Wk 4</b></p>	<p><b>Exemplars:</b></p> <p>Cancer Principles</p> <p>Diagnostic tests</p> <p>Leukemia</p> <p>Lymphoma</p> <p>Lung Cancer</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate the ability to administer a blood transfusion.</p> <p>Demonstrate the ability to perform ostomy</p>	<p><b>College Lab:</b></p> <p><b>Skills:</b> <i>Callahan, B. (2015)</i></p> <p>3.2 Blood Transfusions</p> <p>6.20 Ostomy Care</p> <p>7.13 Managing Central Lines</p> <p>7.15 Venous Access Devices</p>	<p><b>Clinical Lab:</b></p>

<p>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> <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>Breast cancer</p> <p>Bladder cancer</p> <p>Colo-rectal cancer</p> <p><b><i>Interrelated concepts:</i></b></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>Videos</p> <p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p> <p><i>Adams, et. Al. (2014)</i></p> <p><i>Silvestri (2014)</i></p>	<p>care.</p> <p>Demonstrate the ability to manage central lines.</p> <p>Demonstrate the ability to use and maintain venous access devices.</p>		
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		Perioperative Pharmacotherapeutics Self Sexuality Stress and coping Therapeutic communication Tissue integrity				
<b>Weekly Objectives:</b> Assess patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation. Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to	Wk 5	<b>Exemplars:</b> Chemotherapy Radiation Adjective therapies Palliative Care vs. Hospice Care <i><b>Interrelated concepts:</b></i> Comfort	<b>Theory:</b> Interactive lecture & discussion Case study analysis Review of NCLEX style questions Videos	<b>Lab Objectives:</b> Demonstrate the ability to perform a therapeutic back massage. Demonstrate the ability to provide end of life care.	<b>College Lab:</b> <u><b>Activities:</b></u> Adjective therapies Case Study <u><b>Skills:</b></u> <i>Callahan, B. (2015)</i> 4.4 Back Massage 4.16 End of Life Care	<b>Clinical Lab:</b> Care of the patient with high acuity acute and chronic conditions across the lifespan related to cellular regulation. Mini concept map Clinical decision making of patients with high acuity acute and chronic conditions across the lifespan related to cellular regulation.

<p>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> <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>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>Stress and coping</p>	<p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p> <p><i>Adams, et. Al. (2014)</i></p> <p><i>Silvestri (2014)</i></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>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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		Therapeutic communication  Tissue integrity				
<p><b>Weekly Objectives:</b></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>Use collected data to formulate a plan of care for patients with high acuity acute and chronic conditions</p>	<p><b>EXAM #2</b></p> <p><b>Wk 6</b></p>	<p><b>Exemplars:</b></p> <p>Thyroid disease</p> <p>Diabetic ketoacidosis (DKA)</p> <p>Hyperosmolar Hyperglycemic Nonketotic Syndrome (HHNK)</p> <p><i>Interrelated concepts:</i></p> <p>Acid base</p> <p>Culture/lifespan considerations</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b>Readings:</b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i></p>	<p><b>Lab Objectives:</b></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 subcutaneous injection with an insulin syringe.</p> <p>Demonstrate the</p>	<p><b>College Lab:</b></p> <p><b>Activities:</b></p> <p>Role play teaching a new diabetic</p> <p>Perform diabetic foot care/assessment</p> <p><b>Skills:</b></p> <p><i>Callahan, B. (2015)</i></p> <p>10.6 Insulin injections including mixing insulin and use of insulin pen</p> <p>18.20 Amputation/Stump Care</p> <p>12.4 NG tube placement</p>	<p><b>Clinical Lab:</b></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>SBAR/documentation</p> <p>Lifespan and cultural considerations of the patient with high acuity acute and</p>

<p>across the lifespan related to metabolism.</p> <p>Implement the plan of care for patients 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>Evidence-based practice</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>Teaching and learning</p> <p>Thermoregulation</p>	<p>Module 12</p> <p><i>Adams, et. Al. (2014)</i></p> <p>Chapter 43</p> <p>Chapter 44</p> <p><i>Silvestri (2014)</i></p> <p>Chapter 54</p> <p>Chapter 68</p>	<p>ability to administer insulin via the use of an insulin pen.</p> <p>Demonstrate the ability to provide proper care to a patient with an amputation/stump.</p>		<p>chronic conditions across the lifespan related to metabolism.</p> <p>Collaboration</p> <p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
<p><b>Weekly Objectives:</b></p> <p>Assess patients with high acuity acute and chronic conditions</p>	<p><b>Wk 7</b></p>	<p><b>Exemplars:</b></p> <p>Hepatitis</p> <p>Bowel</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate the ability to place</p>	<p><b>College Lab:</b></p> <p><b>Skills:</b></p> <p><i>Callahan, B. (2015)</i></p>	<p><b>Clinical Lab:</b></p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan</p>

<p>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 chronic conditions across the lifespan related to digestion and elimination.</p> <p>Evaluate goals and</p>		<p>obstructions</p> <p><b><i>Interrelated concepts:</i></b></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>Infection</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and</p>	<p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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 (2014) Chapter 56</i></p>	<p>a nasogastric tube.</p>	<p><b>OPEN LAB TIME FOR PRIOR SKILL REVIEW AND SKILLS SHEET SIGN OFFS.</b></p>	<p>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>Clinical decision making</p> <p>Professionalism</p>
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therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to digestion and elimination.		learning Thermoregulation				
<p><b>Weekly Objectives:</b></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</p>	<b>Wk 8</b>	<p><b>Exemplars:</b></p> <p>Multiple sclerosis (MS)</p> <p>Parkinson's</p> <p>Seizure</p> <p><b><i>Interrelated concepts:</i></b></p> <p>Acid base</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p> <p>Fluid and electrolytes</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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><b>Lab Objectives:</b></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><b>College Lab:</b></p> <p><b><u>Activities:</u></b></p> <p>How to Perform Bedside Swallow Evaluation</p> <p>Maintaining Aspiration Precautions</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015)</i></p> <p>9.4 Seizure Precautions</p>	<p><b>Clinical Lab:</b></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>high acuity acute and chronic conditions across the lifespan related to mobility.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mobility.</p>		<p>Health and 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>Chapter 20</p> <p>Chapter 15</p> <p><i>Silvestri (2014)</i></p> <p>Chapter 45</p> <p>Chapter 66</p> <p>Chapter 67</p>			<p>Delegation</p> <p>Clinical decision making</p> <p>Professionalism</p>
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<p><b>Weekly Objectives:</b></p> <p>Assess patients with high acuity acute and chronic conditions across the lifespan related to sensory perception/ intracranial regulation.</p> <p>Analyze collected data of patients as it pertains to high acuity acute and chronic conditions across the lifespan related to sensory perception/ intracranial 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 sensory perception/ intracranial regulation.</p> <p>Implement the plan of</p>	<p><b>EXAM #3</b></p> <p><b>Wk 9</b></p>	<p><b>Exemplars:</b></p> <p>Eye injuries</p> <p>Glaucoma</p> <p>Retinal Detachment</p> <p>Macular degeneration</p> <p>Meniere’s Disease</p> <p><b>Interrelated concepts:</b></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</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b>Readings:</b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 18</i></p> <p><i>Adams, et. Al. (2014) Chapter 49</i></p> <p><i>Silvestri (2014) Chapter 64</i></p>	<p><b>Lab Objectives:</b></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>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><b>College Lab:</b></p> <p><b>Activities:</b></p> <p>Prosthetic eye care</p> <p><b>Skills:</b></p> <p><i>Callahan, B. (2015)</i></p> <p>1.19 Assessing visual acuity</p> <p>2.14 Contact lens care</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><b>Clinical Lab:</b></p> <p>Care of the patient with high acuity acute and chronic conditions across the lifespan related to sensory perception/ intracranial 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 sensory perception/ intracranial 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 sensory perception/ intracranial regulation.</p> <p>Collaboration</p> <p>Delegation</p>
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<p>care for patients with high acuity acute and chronic conditions across the lifespan related to sensory perception/ intracranial regulation.</p> <p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to sensory perception/ intracranial regulation.</p>		<p>wellness</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>Clinical decision making</p> <p>Professionalism</p>
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<p><b>Weekly Objectives:</b></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>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><b>Wk 10</b></p>	<p><b>Exemplars:</b></p> <p>Developmental Delays</p> <p>Attention deficit disorder (ADD)</p> <p>Attention-deficit/hyperactivity disorder (ADHD)</p> <p>Autism Spectrum Disorders (ASD)</p> <p>Sensory Integration Disorder</p> <p><b><i>Interrelated concepts:</i></b></p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p>	<p><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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 (2014) Chapter 45</i></p>	<p><b>Lab Objectives:</b></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 care of the autistic patient.</p>	<p><b>College Lab:</b></p> <p><b><u>Activities:</u></b></p> <p>Noise &amp; light demonstration</p> <p>Sensory based therapy</p> <p>Bean bin</p> <p>Shaving cream</p> <p>Play dough</p> <p>ABA M&amp;M Faces Bingo</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015)</i></p> <p>N/A</p>	<p><b>Clinical Lab:</b></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>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>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>		<p>Grief and loss</p> <p>Health and wellness</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
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Weekly Objectives:	Wk 11	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
<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>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>Stress and coping</p> <p>Generalized Anxiety Disorder (GAD)</p> <p>Phobias</p> <p>Obsessive-Compulsive Disorder (OCD)</p> <p>Post-traumatic stress disorder (PTSD)</p> <p>Eating Disorders</p> <p><b><i>Interrelated concepts:</i></b></p> <p>Communication</p> <p>Culture/lifespan considerations</p> <p>Evidence-based practice</p> <p>Family</p>	<p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 31</i></p> <p><i>Adams, et. Al. (2014) Chapter 14</i></p> <p><i>Silvestri (2014) Chapter 74 Chapter 75</i></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>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><b><u>Activities:</u></b></p> <p>Verbal de-escalation role play</p> <p>Partner up with another student to practice teaching skill techniques listed below to reduce anxiety and promote relaxation.</p> <p><b><u>Skills:</u></b></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>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>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>

<p>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>		<p>Grief and loss</p> <p>Health and wellness</p> <p>Legal issues</p> <p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
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<p><b>Weekly Objectives:</b></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>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><b>EXAM #4</b></p> <p><b>Wk 12</b></p>	<p><b>Exemplars:</b></p> <p>Mood and affect</p> <p>Schizophrenia</p> <p>Bipolar Disorder</p> <p>Major depressive disorder</p> <p><b><i>Interrelated concepts:</i></b></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><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015)</i> Module 23 Module 28</p> <p><i>Adams, et. Al. (2014)</i> Chapter 16</p> <p><i>Silvestri (2014)</i> Chapter 74</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate the ability to apply a mummy immobilizer restraint.</p> <p>Demonstrate the ability to apply wrist and ankle restraints.</p> <p>Demonstrate the ability to apply a torso/belt restraint.</p> <p>Demonstrate the ability to manage patients in restraints.</p>	<p><b>College Lab:</b></p> <p><b><u>Activities:</u></b></p> <p>Handle with Care or CPI mini training</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015)</i> 17.10 Applying mummy immobilizer 17.11 Applying wrist or ankle restraint 17.12 Applying a torso/belt restraint 17.13 Managing patients in restraints</p>	<p><b>Clinical Lab:</b></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>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>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health</p>		<p>Nutrition</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Tissue integrity</p> <p>Violence</p>				
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Weekly Objectives:	Wk 13	Exemplars:	Theory:	Lab Objectives:	College Lab:	Clinical Lab:
<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>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>Violence/Addiction</p> <p>Abuse</p> <p>Rape trauma syndrome</p> <p>Suicide</p> <p>Substance abuse</p> <p><b><i>Interrelated concepts:</i></b></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>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></p> <p><i>North Carolina Concept-Based Learning Editorial Board. (2015) Module 22 Module 32</i></p> <p><i>Adams, et. Al. (2014) Chapter 11</i></p> <p><i>Silvestri (2014) Chapter 75</i></p>	<p>Demonstrate prior skills learned in NRS 112, NRS 125, and NRS 225.</p>	<p>Simulation</p> <p>Role play</p> <p>Suicide precautions</p> <p>Dietary considerations</p> <p>Clinical Institute Withdrawal Assessment for Alcohol (CIWA) scale</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015) 17.3 Assessing for Abuse</i></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>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>

Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health		Legal issues Nutrition Pharmaco-therapeutics Safety Sexuality Stress and coping Teaching and learning Violence				
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<p><b>Weekly Objectives:</b></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>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><b>Wk 14</b></p>	<p><b>Exemplars:</b></p> <p>Cognition</p> <p>Alzheimer’s</p> <p>Delirium</p> <p><b><i>Interrelated concepts:</i></b></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><b>Theory:</b></p> <p>Interactive lecture &amp; discussion</p> <p>Case study analysis</p> <p>Review of NCLEX style questions</p> <p>Videos</p> <p><b><u>Readings:</u></b></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><i>Silvestri (2014)</i></p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate ability to use bed and chair exit safety monitoring devices.</p>	<p><b>College Lab:</b></p> <p>Role playing care of a sundowning patient.</p> <p>Review of manual hold down restraint and 4 side rail restraint situations.</p> <p><b><u>Skills:</u></b></p> <p><i>Callahan, B. (2015) 17.14 Using a bed or chair exit safety monitoring device</i></p>	<p><b>Clinical Lab:</b></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>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>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>		<p>Nutrition</p> <p>Oxygenation</p> <p>Perfusion</p> <p>Pharmacotherapeutics</p> <p>Safety</p> <p>Sexuality</p> <p>Stress and coping</p> <p>Teaching and learning</p> <p>Violence</p>				
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<p><b>Weekly Objectives:</b></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>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><b>Wk 15</b></p>	<p><b>Cumulative final exam</b></p>	<p><b>Theory:</b></p> <p>Exam #5 &amp; HESI Testing to be done during allotted theory time.</p>	<p><b>Lab Objectives:</b></p> <p>Demonstrate prior skills learned in NRS 112, NRS 125, and NRS 225.</p>	<p><b>College Lab:</b></p> <p>Open lab for outstanding skills sign off or open refresher practice</p>	<p><b>Clinical Lab:</b></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>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>Evaluate goals and therapeutic outcomes for patients with high acuity acute and chronic conditions across the lifespan related to mental health.</p>						
	<p>Wk 16</p>	<p><b>HESI</b></p> <p>Mental health HESI 5%</p> <p>M/S V1 HESI</p>				



NRS 225  
Clinical Evaluation Tool

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

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

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

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

**Clinical Evaluation Grading Criteria:**

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

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

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

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

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

	Week 7	Week 15
Program Outcome 5: Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making.		

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

Week 7

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

Student Comments:

Faculty Comments:

Week 15

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

Student Comments:

Faculty Comments:

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



NRS 225  
Clinical Competency Reference Form

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

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

**Clinical Evaluation Grading Criteria:**

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

	Week 7	Week 15
<p>Program Outcome 1: Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse, acutely ill adult patients and the reproducing family.</p> <ol style="list-style-type: none"> <li>1. Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.</li> <li>2. Identify patient needs based on assessment findings for diverse acutely ill adult patients and the reproducing family</li> <li>3. Develop an individualized plan of care, identifying evidence-based nursing appropriate for diverse acutely ill adult patients and the reproducing family.</li> <li>4. Deliver selected aspects of patient-centered care that reflect an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for diverse acutely ill</li> </ol>		

adult patients and the reproducing family.

- a. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications
  - b. Calculates medication dosages and IV rates correctly
  - c. Checks “seven” rights prior to medication administration (right drug, right patient, right dose, right time, right route, right reason, and right documentation
  - d. Performs appropriate assessments prior to, during, and after medication administration
  - e. Utilizes critical thinking and clinical judgment when administering medications to assigned patients
  - f. Administers medication within the agency-allotted timeframe
  - g. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved
  - h. Incorporates assessment data in decision-making related to medication administration
  - i. Documents medication administration correctly according to agency policy
5. Apply factors that create a culture of safety for diverse acutely ill adult patients and the reproducing family.
6. Contribute to a patient teaching plan that reflects developmental stage, age, culture, patient preferences, and health literacy considerations.
7. Monitor at a beginning level, patient outcomes to evaluate the effectiveness and impact of nursing care. .
8. Deliver care within the expected timeframe for diverse acutely ill adult patients and the reproducing family.
9. Communicate effectively when providing patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the

<p>knowledge needed to provide safe care.</p> <ol style="list-style-type: none"><li>10. Apply cultural awareness/sensitivity concepts when providing care to diverse patients in a variety of healthcare settings.</li><li>11. Offer ways to revise the care plan based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.</li><li>12. Demonstrate safe performance of basic psychomotor skills for efficient, safe and compassionate care.</li><li>13. Accurately document aspects of patient care provided for diverse acutely ill adult patients and the reproducing family.</li></ol>		
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Week 7 Comments:

Week 15 Comments:

	Week 7	Week 15
<p>Program Outcome 2: Demonstrate clinical reasoning used to make patient-centered care decisions.</p> <ol style="list-style-type: none"><li>1. Begin to apply clinical reasoning when making decision to ensure accurate and safe nursing care, including addressing anticipated changes in the patient’s condition.</li><li>2. Use clinical reasoning when implementing all steps of the nursing process identifying best available evidence.</li><li>3. Anticipate common risks for patients with acute and chronic conditions, and predict and manage potential complications.</li><li>4. Prioritize care for patients with acute and chronic conditions.</li><li>5. Identify possible errors that may occur in the work place when caring for diverse acutely ill patients and the reproducing family.</li></ol>		

Week 7 Comments:

Week 15 Comments:

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

Week 7 Comments:

Week 15 Comments:

	Week 7	Week 15
<p>Program Outcome 4: Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons.</p> <ol style="list-style-type: none"> <li>1. Begin to collaborate with all members of the healthcare team, including the patient and the patient's support network when</li> </ol>		

<p>making decisions and planning care.</p> <ol style="list-style-type: none"> <li>Identify which important patient care data to report to which interprofessional healthcare provider.</li> <li>Describe patient safety and quality improvement within the context of the interprofessional team in a variety of healthcare settings.</li> <li>Describe the use of conflict resolution principles as needed on the patient care unit.</li> </ol>		
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Week 7 Comments:

Week 15 Comments:

	Week 7	Week 15
<p>Program Outcome 5: Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making</p> <ol style="list-style-type: none"> <li>Differentiate among various patient care technologies, information systems/technologies, and communication devices that can be used to support safe nursing practice in the care of diverse acutely ill adult patients and the reproducing family.</li> <li>Apply concepts related to information technology and information systems in improving patient care outcomes and creating a safe care environment.</li> </ol>		

<p>3. Demonstrate the use of patient care technologies as appropriate to address the needs of diverse acutely ill adult patients and the reproducing family.</p>		
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Week 7 Comments:

Week 15 Comments:

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

Week 7 Comments:

Week 15 Comments:

Week 7

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

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

Week 15

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

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

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