



HEALTH PROFESSIONS DIVISION

NURSING EDUCATION PROGRAM

NRS 235

CONCEPTS OF NURSING PRACTICE IV

COURSE OUTLINE

FALL 2019



NRS235 Course Outline

YOU MUST READ THE COURSE OUTLINE IN ITS ENTIRETY PRIOR TO COMING TO CLASS

Course Number: NRS 235 **Course Title:** Concepts of Nursing Practice IV **Credits:** 8

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

Pre-requisite: BIO104 and BIO 201 with a minimum C+ grade, NRS 111, NRS 112, NRS 125, NRS 225.

Catalog Description

This course builds on all previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse adult and pediatric patients with complex conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

Course Coordinator

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***To ensure collaboration, all email communication with lecture, lab, and clinical instructors MUST have Professor Dunn “cced” on ALL emails. This may expedite student questions or concerns.**

Expectations

We as faculty are here to help you have success in not just this course, but all your nursing school endeavors. If you want success, you will need to work for it. It is imperative that you

understand you must be committed to doing all you can to succeed. We will be here to guide you, advise you, and encourage you; but it does start with you. Our expectations for students include:

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

Required Materials

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2017) *Pharmacology for Nurses A Pathophysiologic Approach*. (5th ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13:-978-0-13-425516-3)
- Callahan, B. (2015). *Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three*. (2nd. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-335179-8)
- D’Amico, D. & Barbarito, C. (2016). *Health & Physical Assessment in Nursing*. (3rd Edition.) Upper Saddle River 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.
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- HESI ONLINE review course
- 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*. (2nd 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. (2010) *Publication Manual of the American Psychological Association*. (6th ed.). American Psychological Association: Washington D.C.
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2014) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (9th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-3041-3).
- Nugent, P.M., & Vitale, B.A. (2016) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (7th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-4418-2)
- Nugent, P.M., Vitale, B.A. (2015). *Fundamentals Success*. (4th ed.) Philadelphia: F.A. Davis. (ISBN 13: 9780-8036-4414-4)
- Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning (ISBN10: 1-4390-5847-4; ebook: ISBN13: 978-1-4390-5847-3).
- Vallerand, A.H. & Sanoski, C.A. (2016) *Davis's Drug Guide Nurses*. (15th ed.) Philadelphia: FA Davis. (ISBN13: 978-0-8036-5705-2).
- Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary*. (22nd. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

Course Information & Web Resources:

- Nursing Program website – www.mccc.edu/nursing (Nursing Program Handbook, program policies, course outlines)
- Mercer Online (Blackboard) – <http://www.mccc.blackboard.com> (Course shell containing lecture handouts, course gradebook, other course learning resources)
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- HESI ONLINE review course
- **NCLEX-RN Detailed Test Plan** – https://www.ncsbn.org/2019_RN_TestPlan-English.pdf

Please copy this test plan because it is new for this year!

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 significance.
- IL8 Diversity and Global Perspective: Students will understand the importance 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 builds on all previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse adult and pediatric patients with complex 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 in a variety of healthcare settings to clients with complex conditions across the lifespan.
2. Engage in clinical reasoning to make increasingly complex patient-centered care decisions for clients with complex conditions across the lifespan.
3. Participate in quality improvement processes to improve patient care for clients with complex conditions across the lifespan.
4. Collaborate with members of the inter-professional team, the patient, and the patient's support persons for clients with complex conditions across the lifespan.
5. Use information management (informatics) principles, techniques, 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.

Academic Integrity

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

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

Nursing Program Handbook

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

ADA Statement

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

Attendance

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

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

Theory

Classroom theory sessions are based on learning objectives from the course outline. Textbook readings and other supplemental readings or activities are assigned based on weekly learning objectives listed in the course outline and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com.

Classroom 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.

College Lab

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

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

Dosage Calculation Math Requirement

The dosage calculation exam will be given at the beginning of the semester during the first 2 weeks of class. Students will take their exam in the testing center at their leisure during these two weeks. Please contact the testing center for hours of operation. Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will NOT be timed. There will be 20 questions on the exam, and the expectation for this exam is for the student to achieve 100%. Please consult the example exam that is on the blackboard shelf. If the student does not achieve the 100% on the first attempt, remediation session must be completed by the student and a new test will be taken.

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 this course outline.** Clinical lab consists of 12 hours per week performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. There is no preconference in NRS 235. Students are expected to be able to care for any patient assigned by the clinical instructor. Post conference will consist of 1 hour. During that time, the students are expected to:

1. 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 always. 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.

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 before coming to class.**

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 to master the content.

HESI Exam: There will be multiple HESI exams given in this course. Please refer to the course schedule. These exams must be completed. These exams are web based which requires your evolve login and password to access these exams. Students are expected to achieve a score of 850 on the med/surg, maternity, and pediatric exams prior to the exit exams. The exam percentage scores will be calculated into your final grade for the course. There are 55 questions on each exam, including alternate format items. Students will have up to **1 hour and 30 minutes** to complete each exam. **Students should bring earbuds or headphones to the exam.** Students will be required to complete the medical/surgical practice test, maternity practice test, and pediatric practice test, which can be accessed on the evolve website under “case studies” before they will be able to sit for this HESI exam. Students must complete these practice exams with an average percentage of 90% at least 24 hours before the start time of the exam or the student will not be able to take the exam during the scheduled time. If you need additional assistance in accessing the case studies or practice tests, please see the NRS 235 course coordinator.

Two HESI RN EXIT exams will be administered during NRS 235. The exams are created to reflect the NCLEX-RN exam and scores are predictive of success on the exam. Research indicates that a raw score of 900 on the HESI Exit Exam indicates 96-99% estimated prediction of success on the NCLEX exam. There are 160 questions on the exam, including alternate format items. Students will have up to **4 hours** to complete the exam. **Students should bring earbuds or headphones to the exam.**

HESI RN EXIT EXAM: This web exam will be administered during NRS 235. The expected benchmark for satisfactory performance on this exam is a raw score of 850-900. Students not achieving a score of 850 are highly encouraged to access individualized content remediation via the evolve website. The date and time of this exam will be forthcoming.

<https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf>

<https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf>

HESI RN EXIT EXAM Second exit exam: This exam may not be called “second attempt.” However, it will be the students second attempt at the exit exam. There are six versions of this exam. Each version is not “harder.” They are simply a different version. This web exam will be administered at the end of the course after individualized remediation based on the version 1 score has been completed. The benchmark for this exam is a raw score of 900. Students not achieving the benchmark score of 900 will be required to seek additional remediation with the nursing program tutors.

Completion of both HESI RN EXIT Exams (first and second attempt) are required to successfully complete NRS 235. If the benchmark score of 900 is not achieved on the second attempt of the exam, further remediation will be required.

The following evolve practice tests located in your assigned Case Studies and Practice Test course ID will help prepare you for the HESI EXIT RN exams:

Comprehensive Exam: (3 versions available 125 questions per version) One of these comprehensive exams are required to take each of the Exit HESI exams and the med/surg exam.

Management of Care: 29 questions

Pediatric: 84 questions

Pharmacology: 68 questions

Medical-Surgical Nursing: 123 questions

Community Health Nursing: 34 questions

Fundamentals: 87 questions

vSim:

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

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

1. Visit <http://www.laerdal.com/us/vsim>
2. Select the Medical-Surgical module.
3. Click on ‘Products & Pricing’ from the menu bar
4. Choose the vSim student license and ‘Add to Cart’
5. Review your order and click Proceed to Checkout

*Once you create your account, please take note of your Customer Number and Password for future purchases. The student access code is nontransferable and can only be used during the 2-

year access period. To access your course material after you purchase, follow the steps detailed in your order confirmation email.

Peer tutoring and/or facilitator of study groups:

NRS 235 students will be required to complete at least **4 hours** of peer tutoring. Students are to sign up **Professor Dunn** for their preferred shifts. Sign-ups will be on a first-come first-serve basis. A student cannot sign up for a shift if they are required to be in class or clinical on that day. If a student needs to switch a shift with another student, Professor Dunn needs to be aware of any changes before they occur.

Testing Procedure:

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

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

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

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

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

Exam Review

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

Student Success

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

Theory Grade

Assessment	Percentage of Grade
Exam 1	15%
Exam 2	15%
Exam 3	15%
HESI Med/Surg	5%
HESI Maternity	2.5%
HESI pediatrics	2.5%
HESI Online Modules	5%
Comprehensive Final Exam	30%
HESI EXIT EXAM	10%
Total	100%

Clinical/Lab Grade

Clinical and lab are scored on a pass/fail basis. See NRS 235 Lab Manual for details of lab assignments, and the clinical evaluation form.

Determination of Grade

Completion of all theory exams and HESI exam(s) is required for a grade to be assigned.

In the clinical setting, there are multiple written clinical evaluations during the semester. **A student must receive a score of “Proficient” on all components of the clinical evaluation by the end of the semester to pass the clinical component of the course.**

To receive a grade in NRS 235, the following criteria must be satisfied:

- (A) The final summative evaluation on the Clinical Laboratory Performance Evaluation must be **proficient** for all clinical objectives.
- (B) Successful completion of all college lab critical skills as verified by instructor.

- (C) Passing grade of 100% on the Dosage Calculation exam.
- (D) Completion of assigned HESI exam(s).
- (E) Completion of HESI online modules.
- (F) Completion of all theory exams.
- (G) Completion of comprehensive final exam.
- (H) Completion of at least 4 hours of peer tutoring.

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%

1. Students must earn a C+ (77%) or better and pass the clinical/lab component in order to successfully complete any of the professional phase nursing courses.
2. Grades will be calculated to the one hundredth place (two decimal points), when available.
3. After calculation to the one hundredth place, grades will not be rounded.
4. All grades are final.

Weekly Course Outline

Week - Theory Class Date	Focus Concepts	Assessment (Important DATES)
1 – September 3, 2019	Perfusion	<p>Lab on Sept 4 and 6. Be prepared to review all past skills learned during simulation.</p> <p>SIGN UP FOR PEER TUTORING with Professor Dunn. This must be done before sitting for EXAM 1</p> <p>You must complete one of the three HESI comprehensive exams with a 90% to prepare for the med/surg HESI exam by September 6th. You can take it an unlimited amount of tries to obtain a 90%.</p> <p>To access this, go to the Evolve website for case studies. Go to content area. Then go to HESI RN practice test. Then go to comprehensive exam. There are 3 of them. You must do one of them to take the med/surg HESI exam. There are 124 questions.</p> <p>TAKE DRUG CALCULATION EXAM IN TESTING CENTER.</p>
2 – September 10, 2019	Assessment Sensory perception Mobility	<p>Med/surg HESI exam on September 11, 2019 (Wednesday) in AD 223. Students having lab either Wednesday or Friday must <i>all</i> report for the HESI exam on Wednesday at 6pm. This exam takes the place of your scheduled lab.</p>
3 – September 17, 2019	Oxygenation	<p>Exam #1 in classroom on Lecture on oxygenation will be after exam.</p>

4 – September 24, 2019	Intracranial regulation	
5 – October 1, 2019	Skin Integrity	
6 – October 8, 2019	Cellular regulation	<p>Exam #2 in classroom. Lecture on cellular regulation will be after exam.</p> <p>Complete maternity practice HESI exam by October 11th with a 90%. You can take it an unlimited amount of tries to obtain a 90%.</p> <p>To access this, go to the Evolve website for case studies. Go to content area. Then go to HESI RN practice test. Then go to Obstetrics/Maternity. Then go to Practice. Then go to Obstetrics/ Maternity practice exam. (not the quiz). There are 102 questions.</p>
7 – October 15, 2019	Digestion Metabolism Acid Base	<p>Maternity HESI exam in AD 223 and 229. All students to report on Friday, October 18th at 6pm. This will take the place of this week's lab.</p>
8 – October 22, 2019	Dysrhythmias	<p>Complete pediatric practice HESI exam by October 25th with a 90%. You can take it an unlimited amount of tries to obtain a 90%.</p> <p>To access this, go to the Evolve website for case studies. Go to content area. Then go to HESI RN practice test. Then go to pediatric. Then go to Practice. Then go to pediatric practice exam. (not the quiz). There are 84 questions.</p>

9 – October 29, 2019	Inflammation, immunity, and infection	<p>Exam #3 in classroom. Lecture will be after exam.</p> <p>Pediatric HESI exam on November 1st at 6pm in AD 223 and AD 229. All students are to report at 6pm. This will take the place of your lab.</p>
10 –November 5, 2019	Elimination/ Renal	<p>HESI MODULES DUE ON November 8th.</p> <p>You must complete one of the three HESI comprehensive exams with a 90% to prepare for the Exit HESI exam by November 8th for all students. You can take it an unlimited amount of tries to obtain a 90%.</p> <p>To access this, go to the Evolve website for case studies. Go to content area. Then go to HESI RN practice test. Then go to comprehensive exam. There are 3 of them. You must do one of them to take the med/surg HESI exam. There are 124 questions.</p>
11 – November 12, 2019	Safety	<p>HESI EIXT exam on November 13th for the Wednesday lab and November 15th for the Friday lab. Please report at 6pm. This exam will take 4 hours.</p>
12 – November 19, 2019	Final Exam	<p>Final exam on November 19th for all students at 6 pm in our scheduled classroom.</p>

		CAT exam given on November 22nd for all labs in AD 223 and AD 229. Please report at 6pm. This will take the place of your lab.
13 – December 2, 3, and 4 th . All students expected to attend every day from 4pm- 10pm. Room number with be forthcoming.	HESI LIVE REVIEW COURSE	You must complete one of the three HESI comprehensive exams a 90% to prepare for the Exit HESI exam by December 6th. You should have all three exams finished now. You can take it an unlimited amount of tries to obtain an average of 90%. To access this, go to the Evolve website for case studies. Go to content area. Then go to HESI RN practice test. Then go to comprehensive exam. There are 3 of them. You must do one of them to take the Exit V2 HESI exam. There are 124 questions.
14 – December 10, 2019	Delegation Health care systems Collaboration and communication Professional behaviors Resumes	EXIT HESI EXAM on December 13, 2019 in AD 223 and AD 229 at 6m. This exam will take 4 hours. Please bring your head phones or ear buds to this exam.

See NRS 235 Lab Manual for details of clinical/lab assignments.

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

Week	Concept and Exemplars	Weekly Objective	Class Preparation Activities	College Lab
1	<p>Perfusion</p> <ul style="list-style-type: none"> Shock Hypovolemic Cardiogenic Distributive Obstructive Sepsis Cardiomyopathy Disseminated intravascular coagulation (DIC) 	<p>CLO1: Apply the concept of perfusion as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Review 599-605 Read p. 1217-1234 Read p. 1076-1083 Read p. 1138-1144</p> <p>Adams: Review chapters 26, 27, and 28. Read chapter 12 and 29</p> <p>D'Amico & Barbarito: Review chapter 20</p> <p>HESI ONLINE REVIEW:</p> <p>Go under client need. See Live review video on shock and DIC. Go under content area. Go under Module 7-critical care. Go under Emergency situation-DIC</p>	<p>Be prepared to perform all past skills learned during simulation throughout the semester.</p> <p>Bring stethoscope, blood pressure cuff, penlight and watch to lab and clinical.</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p> <p>SIGN UP FOR FOUR HOURS OF PEER TUTORING.</p> <p>TAKE DRUG CALCULATION EXAM IN THE TESTING CENTER.</p>

		<p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and complex conditions across the lifespan.</p>		
2	<p>Assessment Sensory perception Mobility Approach to the multisystem patient Spinal cord injury Neurogenic shock Guillain-Barre Cerebral Palsy Spina bifida Muscular dystrophy</p>	<p>CLO1: Apply the concept of sensory perception and mobility as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Read p. 906-918 Read p. 1331-1336</p> <p>Adams: Chapter 21</p> <p>D’Amico & Barbarito: Review chapter 25</p> <p>Evolve case study: Spinal cord injury</p> <p>HESI ONLINE REVIEW: Go under content area. Go under module 6- child health.</p>	

		<p>CLO3: Relate quality improvement processes when caring for clients with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in sensory perception, mobility, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in sensory perception, mobility, and complex conditions across the lifespan.</p>	<p>Go under neurological and cognitive. Pay special attention to the spina bifida. Also, go under content area (adult). There is a whole review of spinal cord injury.</p>	
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3	<p>Oxygenation Acute respiratory distress syndrome (ARDS) Pneumothorax Pulmonary emboli Acute Asthma</p>	<p>CLO1: Apply the concept of oxygenation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in oxygenation and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in oxygenation and</p>	<p>READINGS</p> <p>Pearson: Review 953-1005 Read p. 1210-1217</p> <p>D’Amico & Barbarito: Review chapter 17</p> <p>Adams: Review chapter 40</p> <p>Evolve case study Asthma</p> <p>HESI ONLINE REVIEW: Go under Content area. See module 5- Adult Health. Go under respiratory disorders of the adult client. Go under client need. See live review videos. Go under chest tubes. Go under content area. Go under module 6- child health. Go under throat and respiratory. Go under content area. Go under module 7-critical care. Go under basic life</p>	<p>Exam #1 in classroom before lecture.</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p>
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		<p>complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation and complex conditions across the lifespan.</p>	<p>support/cardiopulmonary resuscitation.</p> <p>Go under concepts. Go under HESI concepts. Go under Biophysical. Do acid/base</p> <p>vSIM: Vernon Watkins Post-op Hemicolectomy: Pulmonary Embolism Jennifer Hoffman Acute Severe Asthma</p> <p>Vincent Brody COPD spontaneous pneumothorax</p>	
4	<p>Intracranial regulation Traumatic brain injury Meningitis Brain tumors Seizures hydrocephalus</p>	<p>CLO1: Apply the concept of intracranial regulation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when</p>	<p>READINGS</p> <p>Pearson: Read chapter 11, 687-724.</p> <p>Adams: Review chapter 15</p> <p>D'Amico & Barbarito: Review chapter 26</p> <p>Evolve case study: Traumatic brain injury</p> <p>HESI ONLINE REVIEW:</p>	<p>Simulated experiences, case studies, and drug calculation exercises.</p>

		<p>caring for clients with an alteration in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in intracranial regulation and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in intracranial regulation and complex conditions across the lifespan.</p>	<p>Go under client need. See Live review videos. Go under Head injury.</p> <p>Go under content area. Go under module 5- adult health.</p> <p>Go under neurological disorders of the adult client.</p> <p>Also, go under oncological disorders.</p>	
5	<p>Tissue integrity Burns</p>	<p>CLO1: Apply the concept of tissue integrity as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Read p. 1464-1487</p> <p>Adams:</p>	<p>Simulated experiences, case studies, and drug calculation exercises.</p>

		<p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in tissue integrity and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in tissue integrity and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care</p>	<p>Review chapter 18 and 25</p> <p>D'Amico & Barbarito: Review first few pages of chapter 13</p> <p>Evolve case study Burns</p> <p>HESI ONLINE REVIEW: Go under concepts. Go under HESI concepts. Go under Biophysical. Go under Tissue Integrity. Go under Adult Health condition. Do burn injuries.</p>	
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		guidelines of the client with an alteration in tissue integrity and complex conditions across the lifespan.		
6	Cellular Regulation Sickle cell crisis Gastrointestinal (GI) bleed Peptic Ulcer disease (PUD) Leukemia Lymphoma Malignant Myeloma	<p>CLO1: Apply the concept of cellular regulation as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in cellular regulation and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Review p. 42-76 Review p. 92-104 Read p. 119-126 Review p. 464 Read p. 787-788 Read p. 676-685</p> <p>Adams: Review chapter 38 and 41</p> <p>D'Amico & Barbarito: Review chapters 11 and 21</p> <p>Evolve case study: PUD, Pediatric sickle cell Pediatric practice exam</p> <p>HESI ONLINE REVIEW: Go under content area. Go under module 5- Adult health. Then go under gastrointestinal disorders of the adult client.</p>	<p>Exam #2 before lecture.</p> <p>Simulated experiences, case studies, and drug calculation exercises.</p>

		<p>CLO5: Describe information management principles that support decision making regarding the client with alterations in cellular regulation and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation and complex conditions across the lifespan.</p>		
7	<p>Digestion Metabolism Acid base Liver Disease Cirrhosis Pancreatitis DKA</p>	<p>CLO1: Apply the concept of digestion, metabolism, and acid base as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p>	<p>READINGS</p> <p>Pearson: Review 780-790 Review 207-245 Read 245-251 Review 746-780</p> <p>Adams: Review chapters 18, 31, and 45</p> <p>D'Amico & Barbarito: Review chapter 21</p> <p>Evolve case studies: Chronic pancreatitis Cirrhosis Hepatitis</p>	

		<p>CLO3: Relate quality improvement processes when caring for clients with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in digestion, metabolism, acid base, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion, metabolism, acid base, and complex conditions across the lifespan.</p>	<p>HESI ONLINE REVIEW: Go under content area. Go under module 5-adult health. Go under endocrine disorders of the adult client (DKA). Also, go under gastrointestinal disorders.</p>	
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8	<p>Perfusion Dysrhythmias</p>	<p>CLO1: Apply the concept of perfusion as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in perfusion and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in perfusion and</p>	<p>READINGS</p> <p>Pearson: Read 1070-1076 Review 1105-1129 Read 1178-1198</p> <p>Adams: Read chapter 30</p> <p>D’Amico & Barbarito: Review chapter 19</p> <p>Evolve case study: CAD</p> <p>HESI ONLINE REVIEW: Go under client need. Go under live review videos. See dysrhythmias. Go under content area. Go under module 5. Do cardiovascular disorders and hemodynamics of the adult client</p> <p>vSIM: Carl Shapiro Acute Myocardial Infarction: VFib</p>	<p>Simulated experiences, case studies, and drug calculation exercises.</p>
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		<p>complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion and complex conditions across the lifespan.</p>		
9	<p>Inflammation, immunity, and infection</p> <p>Acquired immunodeficiency syndrome (AIDS) Sepsis Systemic lupus Erythematosus (SLE) Tick borne illness Organ transplantation End of life</p>	<p>CLO1: Apply the concept of inflammation, immunity, and infection as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in inflammation, immunity, infection, and</p>	<p>READINGS</p> <p>Pearson: Review p. 437-456 and p. 670 Read p. 456-480 Read p. 509-518 Review p. 599-604 Read p. 174-184 Read p. 1157-1162 Read p. 397-399</p> <p>Adams: Read chapter 34 and 37</p> <p>Evolve case study: Hospice</p> <p>HESI ONLINE REVIEW: Go under concepts. Go under HESI concepts. Go under Biophysical. Go under Immunity. Go under Adult conditions.</p>	<p>Exam #3 before lecture.</p>

		<p>complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in inflammation, immunity, infection, and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in inflammation, immunity, infection, and complex conditions across the lifespan.</p>		
10	Elimination Renal failure	CLO1: Apply the concept of elimination as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.	<p>READINGS</p> <p>Pearson: Review pages 619-629 Read pages 374-404 Read pages 669-676</p>	HESI MODULES DUE November 8, 2019.

		<p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in elimination and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that support decision making regarding the client with alterations in elimination and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care</p>	<p>Adams: Review chapters 24 and 25</p> <p>D’Amico & Barbarito: Review chapter 22</p> <p>Evolve case study: Chronic kidney disease</p> <p>HESI ONLINE REVIEW: Go under Content area. Go under module 5- adult health. Go under renal and urinary disorders. Go under content area. Go under module 6- child health. Go under renal and urinary. Go under content area. Go under module 5. Do cardiovascular disorders and hemodynamics of the adult client (hemodialysis)</p>	
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		guidelines of the client with an alteration in elimination and complex conditions across the lifespan.		
11	Safety Emergency preparedness	<p>CLO1: Apply the concept of safety as it relates to the role of the registered professional nurse to clients with complex conditions across the lifespan.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO3: Relate quality improvement processes when caring for clients with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client with an alteration in safety and complex conditions across the lifespan.</p> <p>CLO5: Describe information management principles that</p>	<p>READINGS</p> <p>Pearson: Read p. 2608-2618</p> <p>Adams: Read chapter 11</p> <p>Evolve case study: Bioterrorism Natural disaster in a small community</p> <p>HESI ONLINE REVIEW: Go under client need. Go under live review videos. Go under triage.</p>	Simulated experiences, case studies, and drug calculation exercises.

		<p>support decision making regarding the client with alterations in safety and complex conditions across the lifespan.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in safety and complex conditions across the lifespan.</p>		
12	Final Exam			Final exam will be held in the classroom at 6pm for all students.
13	Accountability Legal issues Ethics Health care policy	<p>CLO1: Apply the concept of accountability, legal issues, and ethics as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions.</p> <p>CLO3: Relate quality improvement processes when caring for a client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client.</p>	<p>HESI ONLINE REVIEW: Go under concepts. Go under HESI concepts. Go under Healthcare. Do Health Policy, Advocacy/ethical/legal issues.</p> <p>Also, look at resources placed on the Blackboard shelf.</p>	<p>LIVE HESI REVIEW COURSE December 2, 3, and 4 from 4pm-10pm. Assigned classroom will be forthcoming.</p>

		<p>CLO5: Describe information management principles that support decision making regarding the client.</p> <p>CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client.</p>		
14	<p>Delegation Health care systems Collaboration and communication Professional behaviors Evidence-based practice Quality improvement informatics</p>	<p>CLO1: Apply the concept of delegation, collaboration, communication, professional behaviors, EBP, QI, and informatics as it relates to the role of the registered professional nurse.</p> <p>CLO2: Demonstrate clinical reasoning to make client-centered care decisions.</p> <p>CLO3: Relate quality improvement processes when caring for a client.</p> <p>CLO4: Demonstrate a team-based approach to the care of the client.</p> <p>CLO5: Describe information management principles that</p>	<p>HESI ONLINE REVIEW: Go under concepts. Go under HESI concepts. Go under Healthcare. Do EBP, QI, and Informatics.</p> <p>Also, look at resources placed on the Blackboard shelf.</p>	

		support decision making regarding the client. CLO6: Apply leadership strategies when addressing legal and ethical care guidelines of the client.		
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