



HEALTH PROFESSIONS DIVISION

NURSING EDUCATION PROGRAM

NRS 235

CONCEPTS OF NURSING PRACTICE IV

COURSE OUTLINE

FALL 2020



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

Dr. Lisa M. Dunn EdD, MSN/Ed, RN, CCRN, CNE

Office: MS 149

Telephone: 609-570-3379

E-mail: dunnl@mccc.edu

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

Computer Hardware and Software

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

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

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

- Windows 10 or higher system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
- Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Login to your student portal through <https://www.mccc.edu/mymercer.shtml> and select the Office 365 apps icon. This will give you access to all the Office tools like Word, PowerPoint, Excel and others options. If you want to download a version of the Office Suite to your machine, select the drop down 'Install Office' on the top right.
- Antivirus for Windows OS, [Microsoft Security Essentials](#) OR Antivirus for Mac OS, [Sophos](#)

- A Blackboard compatible browser, such as the latest version of Chrome, Mozilla Firefox, or Safari. **Internet Explorer, Edge or Chromium are NOT a supported browsers and should not be used.**

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

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**

Mercer County Community College Institutional Learning Goals

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

Nursing Education Program Student Learning Outcomes

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

Course Student Learning Outcomes

This course 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 may result 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, whether in-person or virtual, are based on learning objectives from the course syllabus. Textbook readings are assigned based on weekly learning objectives listed in the course syllabus and should be completed **prior to the class session**. Online student resources for the Pearson Concept textbook can be accessed at www.mynursinglab.com. Classroom experience will involve *critical thinking interactive learning activities* which will require reading the assigned readings prior to class. **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.

Remote Instruction Course Procedures and Etiquette

Prior to Class

1. Make sure you have the appropriate technology to support the session
 - Ensure that you have a reliable, high speed internet connection.

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

Live Class

1. Sign into the session at least 15 minutes early and make sure your set up is functioning appropriately.
2. You must use your full, real name on the screen.
 - a. To change your name in Zoom, click the participants list on the meeting control panel at the bottom of your screen. Hover to the right of your name in the participants list and select the “More” button. A drop down menu will appear which gives you the option to “Rename”.
3. The camera must be turned on at all time with your live face visible in the frame, unless otherwise directed by your course faculty.
4. Only unmute when speaking. In smaller, more collaborative meetings, you may be directed to leave the microphone unmuted. If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your professor. When addressing the class you are expected to maintain a professional tone.
5. You must be dressed appropriately, as if you were coming to an in-person session.
6. You may not be in bed, under the covers. You may be seated on top of a made bed.
7. No smoking or consumption of alcohol is allowed during class. You may eat a snack if necessary but avoid sitting down to a full meal with the class.

8. The use of personal communication devices for any reason unless specifically directed to do so by the faculty is prohibited.
9. There is to be no “side bar” chatting through digital means outside of class activities.
10. If you would like to use the chat function, remember that it is public, and a record of the chat is kept and archived.
11. Expectations for participation and attendance in a virtual class are the same as an in-person class. Please give your full attention to the class in session. Do not engage in other activities, such as cooking, cleaning, playing games, on-line shopping, etc.
12. Remember to sign out or “leave the meeting” when the session is finished.

College Lab

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

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

Dosage Calculation Math Requirement

The dosage calculation exam will be given the first week of lab. Students will be given a simple calculator to take the exam. The use of a cell phone as a calculator is NOT allowed. Students will be given 2 minutes per question to take the exam. 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 Documentation

Clinical documentation will be completed using Docucare or MCCC Nursing Program’s electronic documentation tool. Students who have paid for Docucare should plan to use their subscription until it is expired at which time they may transfer to the electronic documentation tool.

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.

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.

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 student’s 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 **2 hours** of peer tutoring. Students are to sign up with **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 in the assigned lecture classroom or virtually. 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 if given in person. 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	2.5%
vSIM	2.5%
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 demonstrate competency for all measures of evaluation on the clinical evaluation tool.**

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

- (A) Demonstrate competency for all measures of evaluation on the clinical evaluation tool
Successful completion of all college lab critical skills as verified by instructor.
- (B) Passing grade of 100% on the Dosage Calculation exam.
- (C) Completion of assigned HESI exam(s).
- (D) Completion of HESI online modules.
- (E) Completion of all theory exams.
- (F) Completion of comprehensive final exam.
- (G) Completion of at least 2 hours of peer tutoring.
- (H) Completion of vSIMs

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 8, 2020	Perfusion	<p>The MED/SURG HESI V2 will be virtually on September 17th at 6pm. All students will take this exam on Thursday, and it will replace your regularly schedule lab this week. Be prepared to review all past skills learned during simulation each week.</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 one week before the HESI exam. 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 achieving a 90% average. There are 124 questions.</p>
2 – September 15, 2020	Assessment Sensory perception Mobility	HESI Exam Med/surg V2. September 17, 2020.
3 – September 22, 2020 Exam #1 in classroom	Oxygenation	Lab in MS 214 6pm-9pm.

4 – September 29, 2020	Intracranial regulation	Lab in MS 214 6pm-9pm.
5 – October 6, 2020	Skin Integrity	Lab in MS 214 6pm-9pm.
6 – October 13, 2020 Exam #2 in classroom.	Cellular regulation	Lab in MS 214 6pm-9pm.
7 – October 20, 2020	Digestion Metabolism Acid Base	Pediatric HESI exam on October 22 nd at 6pm. You must complete the pediatric practice Exam one week before the exam. Go under the HESI case studies. Go under HESI RN practice test. Then go under Pediatrics assignments . There you will see Pediatrics assignments exam . You must achieve an average score of 90% on this practice exam to take the HESI exam. You have an unlimited amount of times to take this exam to achieve an average of 90%. There are 82 questions on this practice exam.
8 – October 27, 2020	Dysrhythmias	Lab in MS 214 6pm-9pm.
9 – November 3, 2020 Exam #3 in classroom	Inflammation, immunity, and infection	OB HESI exam virtually on November 5th at 6pm. You must complete the OB practice Exam under the HESI case studies one week before the exam. Go under HESI RN practice test. Then go under Obstetrics/Maternity assignments . There you will see Obstetrics/maternity assignments exam . You must achieve an average score of 90% on this practice exam to take the HESI exam. You have an unlimited amount of times to take

		this exam to achieve an average of 90%. There are 107 questions on this practice exam.
10 –November 10, 2020	Elimination/ Renal	Lab in MS 214 6pm-9pm.
11 – November 17, 2020	Safety	Lab in MS 214 6pm-9pm
12 – December 1, 2020 Final Exam. No lecture after exam.	Final Exam	NO LAB. HESI Modules due on December 4, 2020. December 3rd is the HESI Exit V1 exam. All students will take it on Thursday! You must complete one of the three HESI comprehensive exams one week before the exam with an average of 90% to prepare to take the Exit V1 exam at least one week prior to taking exam.
13 – December 7, 8, and 9 th . HESI live review course given either virtually or face-to-face from 4pm-10pm	HESI LIVE REVIEW COURSE	You must complete one of the three HESI comprehensive exams with an average of 90% to prepare for the Exit V2 HESI exam. 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.

<p>14 – December 15, 2020 Lecture from 6pm- 9pm</p> <p>No clinical this week.</p>	<p>Delegation Health care systems Collaboration and communication Professional behaviors Resumes</p>	<p>HESI Exit V2 will be given on December 17th at 4pm. Please remember to bring your ear buds or headphones or have a working sound component on your computer to listen to specific things for this exam.</p>
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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: 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 TWO HOURS OF PEER TUTORING.</p> <p>TAKE DRUG CALCULATION EXAM.</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>	MED/SURG HESI V2 EXAM

		<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</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. Go under neurological disorders of the adult client. 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</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>Simulation all day at alternate location. Information will be forthcoming.</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>OB review</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</p> <p>OB HESI exam</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>	Simulated experiences, case studies, and drug calculation exercises.

		<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>	

		<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			<p>Final exam! Also, HESI modules due December 4, 2020. HESI V1 will be completed by December 3rd.</p> <p>Last clinical this week.</p>
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>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 7, 8, and 9th from 4p-10p.</p>

		<p>CLO4: Demonstrate a team-based approach to the care of the client.</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>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>	<p>HESI V2 HESI V2 will be given December 17th starting at 4pm.</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>		
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