



# **HEALTH PROFESSIONS**

## **NURSING PROGRAM**

### **NRS 235**

#### **COURSE OUTLINE**

##### **CONCEPTS OF NURSING PRACTICE IV**

**SPRING 2017**



## COURSE OUTLINE

**Course Number NRS 235**

**Course Title: Concepts of nursing practice IV**

**Credits: 8**

**Weeks: 15**

**Hours: 3 Theory Hours**

**3 College Lab Hours**

**12 Clinical Lab Hours**

### **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.

3 lecture/3 college laboratory/12 clinical hours

**Prerequisites:** BIO 104, BIO 201 with a minimum C+ grade, NRS 111, NRS 112, NRS 125, NRS 225

**Corequisites:** None

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

Adams, M.L., Holland, L.N. & Urban, C.Q. (2014). *Pharmacology for Nurses A Pathophysiologic Approach*. (4th ed.) Upper Saddle River: Pearson.

North Carolina Custom Edition, (2015). *Nursing Skills for a Concept-Based Approach to Learning*. New York: Pearson Learning Solutions.

North Carolina Concept-Based Learning Editorial Board. (2015). *Nursing A Concept-Based Approach to Learning, Volumes One & Two*. Upper Saddle River: Pearson.

Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning.

NRS 235 Course Outline. Download from nursing website at [www.mccc.edu/nursing](http://www.mccc.edu/nursing)

NRS 235 Lab manual. Download from the nursing website at [www.mccc.edu/nursing](http://www.mccc.edu/nursing)

### **Recommended Textbooks:**

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

### **Course Coordinator:**

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### **Information Resources:**

Nursing Program website – [www.mccc.edu/nursing](http://www.mccc.edu/nursing)

Mercer Online (Blackboard) - <https://mccc.blackboard.com/>

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

Pearson – <http://www.pearsonhighered.com/nursingresources/products/index.html>

The *mynursingkit* resources will now be accessed using the above cite. The course coordinator will be providing you with directions to access this cite.

NCSBN NCLEX-RN Detailed Test Plan –

[https://www.ncsbn.org/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

### **General Education Knowledge Goals:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. 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.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills:**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Program Student Learning Outcomes:**

Guided by these principles and beliefs, Mercer County Community College provides a program that prepares graduates who will function with technical competence within various care settings. **The graduate will:**

Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations throughout the lifespan.

Engage in clinical reasoning to make patient-centered care decisions.

Participate in quality processes to improve patient outcome.

Collaborate with members of the interprofessional team, the patient, and the patient's support network to provide patient-centered care.

Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

Assimilate leadership, management, legal, and ethical guidelines in practice as a professional nurse.

## **Course Student Learning Outcomes:**

Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to clients with complex conditions across the lifespan.

Engage in clinical reasoning to make increasingly complex patient-centered care decisions for clients with complex conditions across the lifespan.

Participate in quality improvement processes to improve patient care for clients with complex conditions across the lifespan.

Collaborate with members of the inter-professional team, the patient, and the patient's support persons for clients with complex conditions across the lifespan.

Use information management (informatics) principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

## **Evaluation of Student Learning / Grading Information**

### **Course Requirements:**

Students are expected to take an active role in the learning process. Assigned readings need to be **completed prior** to the scheduled lab or class.

Completion of all tests, written assignments, and visual evaluations as listed in the course outline by weeks indicated and in accordance with **Nursing Program Policies**.

It is the responsibility of each student to be up to date on all content in order to progress from one clinical experience to another. The student must comply with all visual evaluation schedules.

A comprehensive final examination will be given in week 12. Weeks 13-15 will focus on HESI testing, leadership, and transitioning into practice.

## **Attendance**

Students in nursing courses are required to attend all theory, college laboratory, clinical laboratory and observation sessions. Attendance records will be maintained. Please review full attendance policy in the Nursing Program Handbook.

## **Theory**

Classroom sessions are based on learning objectives from the course outline. Classroom sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. Interactive learning activities will be included with each large class sessions. Cell phones should be shut off during class sessions. During testing cell phones, or any other electronic device must be turned off and placed in the front of the room with personal belongings. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

## **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 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 38 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 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. 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. Please see the course outline to see the week they will be administered. 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 Version 1**

This web exam will be administered during week 13 of 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 Version 2**

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 remediation specialist, Professor Sue Minkel.

**Completion of both HESI RN EXIT Exams (Version 1 & 2) are required to successful complete NRS 235. If the benchmark score of 900 is not achieved on the Version 2 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)

Management of Care: 29 questions

Pediatric: 84 questions

Pharmacology: 68 questions

Medical-Surgical Nursing: 123 questions

Community Health Nursing: 34 questions

Fundamentals: 87 questions

## **Summative Dosage Calculation Exam Requirement**

Students are expected to achieve 100% on the summative dosage calculation exam that will be given during the first week of the course. The exam will consist of 20 questions and is reflective of the various types of dosage calculation problems learned throughout the program. The exam will be administered in the campus Academic Testing Center (ATC). **The exam will be available to students from 1/17/17 through 1/27/17.** No testing appointments are required.

Simple function calculators will be provided by the ATC. The exam will not be timed.

Students not achieving the required grade of 100% on the exam will be required to remediate with one of the course instructors and then re-test. All NRS 235 students must achieve 100% on the dosage exam prior to the end of the course to receive a passing grade for NRS 235.

## **Evolve Cases Studies**

For additional academic support, students are encouraged to complete the six (6) Evolve-Elsevier Management Case Studies. The case studies will help reinforce leadership concepts and promote clinical decision making skills.

Management of the Medical Unit  
Management of the Surgical Unit

Management of the Pediatric Unit  
Management of the Oncology Unit  
Management of the Skilled Care Unit  
Management of the Emergent Care Clinic

### **College Lab**

This weekly lab is designed to help the student in application of prioritizing, critical thinking, problem solving, planning, and application of patient care in a controlled setting using case study, simulation and critical thinking. Weekly readings, objectives, and activities will be highlighted in the NRS 235 course outline. Assigned readings will be taken from your formal text workbook, relevant journal articles, and skills text.

### **Clinical Lab**

The clinical laboratory provides students with the opportunity to provide care to patients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab is held at the assigned clinical facility. In general, during the clinical lab, students are expected to:

### **Preconference:**

None.

### **Clinical Experience:** (on clinical unit)

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

### **Post Conference:** One Hour:

- A. Review and evaluate the care given and the patient's response to care plan.
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss application of clinical objectives to your patient.

## **Testing Procedures**

The course theory exams will be given during the first hour of lecture. Final exams will be given according to the final exam testing schedule. Students will have 1.5 minutes per question and 2 minutes per drug calculation question to complete the exams. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

## **Determination of NRS 235 Grade:**

In order to receive a grade in NRS 235, these criteria must be satisfied:

(A) Tests, assignments, and HESI exams must be taken as scheduled. **A grade of 77% or better should be maintained on all tests.**

(B) Students must meet all the clinical objectives.

When all course criteria have been met, the student will be assigned a grade as outlined in Evaluation of Student Learning - Grading.

## **Grading:**

Pediatric HESI-5%

Med/surg HESI-5%

Unit exams- 45% (15% each of three exams)

Final Exam- 30%

Comprehensive HESI exam-5%

Exit HESI V2-10%

## **Grading Scale:**

A	=	93% - 100%
A-	=	90% - 92.99%
B+	=	87% - 89.99%
B	=	83% - 86.99%
B-	=	80% - 82.99%

- C+ = 77% - 79.99%
- C = 70% - 76.99%
- D = 60% - 69.99%
- F = 0% - 59.99%

77% or a C+ is the lowest acceptable passing grade for students in all nursing courses

- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated
- U = Unsatisfactory

*Grades will not be rounded.*

### **Grading Information:**

Student learning will be evaluated by a unit exams, HESI exams, and a cumulative final exam. In the case where a student misses an exam, a make-up test will 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. Failure to notify the instructor will result in a 0 grade for the exam. 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 tests are scored on Scantron forms. The Scantron sheet stands as the formal grade. Please have a #2 pencil available for testing. All cell phones must be turned off and stored with student belongings during testing. The midterm exam will contain multiple choice format or multiple response format questions and will include fill-in dosage calculation problems.
- The final exam will consist of multiple choice formats or multiple response format questions and will include fill-in dosage calculation problems.
- After testing, all Scantron forms are secured in the nursing office. Please refer to the nursing program testing policy in your program handbook for more information on testing.

### **Testing Schedule:**

HESI exams given (weeks 5, 9, 12, 15, and 16)

Unit Exams (weeks 3, 6, and 9)

Final Exam (week 12)

### **Academic Honesty:**

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

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

### **Cheating:**

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

### **Academic Integrity Statement:**

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

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.**

- Copying from another student's exam.
  - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
  - Stealing an exam or possessing a stolen copy of an exam.
- B. Gives fraudulent assistance to another student.**
- Completing a graded academic activity or taking an exam for someone else
  - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
  - Sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
  - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
  - Presenting another individual's work as one's own.
  - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- D. Fabricates data in support of an academic assignment.**
- Falsifying bibliographic entries.
  - Submitting any academic assignment which contains falsified or fabricated data or results.
- E. Inappropriately or unethically uses technological means to gain academic advantage.**
- Inappropriate or unethical acquisition of material via the Internet or by any other means.
  - Using any electronic or hidden devices for communication during an exam.

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

### **Consequences for Violations of Academic Integrity**

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

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

**Appeals.** The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook. *Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004*

### **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 Arlene Stinson in LB 216 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) for information regarding support services.

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

**The Nursing Program Handbook Information Packet:**

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

<b>Week objectives</b>	<b>WK</b>	<b>Concepts</b>	<b>Exemplars</b>
CLO1: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to perfusion.	Week 1	Perfusion  <b>READINGS</b>  <b>Pearson:</b> Review 599-604  Review 1070-1094  Read p. 1217-1234  Read p. 1177-1198  Read p. 397-399  Read p. 1157-1162  <b>Adams:</b>  Review chapters 25, 26, and 27.  Read chapters 28 and 29	Shock  Hypovolemic  Cardiogenic  Distributive  Obstructive  Dysrhythmias  Cardiomyopathy  Organ transplantation

<b>Week objectives</b>	<b>WK</b>	<b>Concepts</b>	<b>Exemplar</b>
<p>CLO2: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to mobility.</p>	<p>Week 2</p>	<p>Assessment</p> <p>Sensory perception</p> <p>Mobility</p> <p><b>READINGS</b></p> <p><b>Pearson:</b></p> <p>Read p. 906-9018</p> <p>Read p. 1124, 1226, and 1230</p> <p>Read p. 1331-1336</p> <p><b>Adams:</b></p> <p>Chapter 21</p>	<p>Approach to the multisystem patient</p> <p>Spinal cord injury</p> <p>Neurogenic shock</p> <p>Guillain-Barre</p> <p>Cerebral Palsy</p> <p>Spina bifida</p> <p>Muscular dystrophy</p>
<p>CLO3: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to oxygenation.</p>	<p>Week 3</p> <p><b>EXAM 1</b></p>	<p>Oxygenation</p> <p><b>READINGS</b></p> <p><b>Pearson:</b></p> <p>Review 953-1004</p> <p>Read p. 1210-1217</p> <p><b>Adams:</b></p> <p>Review chapter 39</p>	<p>Acute respiratory distress syndrome (ARDS)</p> <p>Pneumothorax</p> <p>Pulmonary emboli</p> <p>Acute Asthma</p>

<p><b>Week objectives</b></p> <p>CLO4: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to sensory perception and intracranial regulation.</p>	<p><b>WK</b></p> <p>Week 4</p>	<p><b>Concepts</b></p> <p>Intracranial regulation</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Read chapter 11, 687-724.</p> <p><b>Adams:</b> Review chapter 15</p>	<p><b>Exemplars</b></p> <p>Traumatic brain injury</p> <p>Meningitis</p> <p>Brain tumors</p> <p>Seizures</p> <p>hydrocephalus</p>
<p><b>Week objectives</b></p> <p>CLO5: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to cellular regulation.</p>	<p><b>WK</b></p> <p>Week 5</p> <p><b>PEDS_</b> <b>HESI</b> <b>exam</b></p>	<p><b>Concepts</b></p> <p>Cellular regulation</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Read p. 119-126</p> <p>Read p. 787-788</p> <p>Read p. 676-685</p> <p>Read p. 1138-1144</p> <p><b>Adams:</b> Review chapter 18 and 40</p>	<p><b>Exemplars</b></p> <p>Sickle cell crisis</p> <p>Gastrointestinal (GI) bleed</p> <p>Peptic Ulcer disease (PUD)</p> <p>Disseminated intravascular coagulation (DIC)</p>

<p>CLO6: Use the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to cellular regulation.</p>	<p>Week 6 <b>EXAM 2</b></p>	<p>Cellular regulation</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Review p. 92-104  Review p. 464  Review p. 42-76</p> <p><b>Adams:</b>  Review chapter 37</p>	<p>Leukemia  Lymphoma  Malignant Myeloma</p>
<p>CLO7: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to metabolism, digestion and acid base.</p>	<p>Week 7</p>	<p>Digestion  Metabolism  Acid Base</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Review 780-790  Review 207-245  Read 245-251  Review 746-780</p> <p><b>Adams:</b>  Review chapters 18, 30, and 44</p>	<p>Liver Disease  Cirrhosis  Pancreatitis  DKA</p>

<p>CLO8: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to digestion and elimination.</p>	<p>Week 8</p>	<p>Elimination</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Review pages 619-629 Read pages 374-404 Read pages 669-676</p> <p><b>Adams:</b> Review chapters 23 and 24</p>	<p>Renal failure</p>
<p>CLO9: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the lifespan related to immunity, infection, and inflammation.</p>	<p>Week 9</p> <p><b>EXAM 3</b></p>	<p>Inflammation, immunity, and infection</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Review p. 437-456 Read p. 456-480 Review p. 599-604 Review p. 688-389 Review p. 670, and 437-447 Read p. 174-184</p> <p><b>Adams:</b> Review chapter 32 Read chapter 36</p>	<p>Acquired immunodeficiency syndrome (AIDS)</p> <p>Sepsis</p> <p>Meningitis</p> <p>Systemic lupus</p> <p>Erythematosus (SLE)</p> <p>Tick borne illness</p> <p>End of life</p>

<p>CLO10: Apply the nursing process for patients with high acuity acute and chronic complex conditions across the Lifespan related to tissue integrity.</p>	<p>Week 10</p> <p>MED/Surg HESI exam</p>	<p>Tissue Integrity</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Read p. 1464-1487</p> <p><b>Adams:</b> Review chapter 18</p>	<p>Burns</p>

<p>CLO11: Apply principles of emergency preparedness to safely navigate the care of individuals in the healthcare system while using the nursing process.</p>	<p>Week 11</p>	<p>Safety</p> <p><b>READINGS</b></p> <p><b>Pearson:</b> Read p. 2608-2618</p> <p><b>Adams:</b>  Read chapter 12</p>	<p>Emergency preparedness</p>
<p>CLO12: Practice safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and national patient safety goals.</p> <p>CLO13: Collaborate with the interprofessional healthcare team to advocate for positive individual and organizational outcomes.</p> <p>CLO14: Employ mechanisms of quality improvement, cost effective nursing strategies and current technologies within the healthcare system.</p> <p>CLO15: Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</p> <p>CLO16: Apply the essential aspects of delegation within nursing practice.</p> <p>CLO17: Evaluate delegated tasks to</p>	<p><b>FINAL EXAM</b></p> <p>Week 12</p>	<p><b>HESI Exit Version 1</b></p> <p>Accountability</p> <p>Legal issues</p> <p>Ethics</p> <p>Health care policy</p>	<p><b>NCLEX Preparation</b></p> <p><b>And resume.</b></p>

<p>ensure correct completion of activity.</p>			
<p>CLO12: Practice safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and national patient safety goals.</p> <p>CLO13: Collaborate with the interprofessional healthcare team to advocate for positive individual and organizational outcomes.</p> <p>CLO14: Employ mechanisms of quality improvement, cost effective nursing strategies and current technologies within the healthcare system.</p> <p>CLO15: Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</p> <p>CLO16: Apply the essential aspects of delegation within nursing practice.</p> <p>CLO17: Evaluate delegated tasks to</p>	<p>Week 13</p>	<p>HESI Review of Exit version 1</p> <p>HESI LIVE REVIEW COURSE</p> <p>Health care systems</p> <p>Collaboration and communication</p> <p>Professional behaviors</p>	

<p>ensure correct completion of activity.</p>			
<p>CLO12: Practice safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and national patient safety goals.</p> <p>CLO13: Collaborate with the interprofessional healthcare team to advocate for positive individual and organizational outcomes.</p> <p>CLO14: Employ mechanisms of quality improvement, cost effective nursing strategies and current technologies within the healthcare system.</p> <p>CLO15: Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</p> <p>CLO16: Apply the essential aspects of delegation within nursing practice.</p> <p>CLO17: Evaluate delegated tasks to</p>	<p>Week 14</p>	<p>Delegation</p>	

<p>ensure correct completion of activity.</p>			
<p>CLO12: Practice safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and national patient safety goals.</p> <p>CLO13: Collaborate with the interprofessional healthcare team to advocate for positive individual and organizational outcomes.</p> <p>CLO14: Employ mechanisms of quality improvement, cost effective nursing strategies and current technologies within the healthcare system.</p> <p>CLO15: Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</p> <p>CLO16: Apply the essential aspects of delegation within nursing practice.</p> <p>CLO17: Evaluate delegated tasks to</p>	<p>Week 15</p> <p>Week 15 comprehensive HESI exam 5%</p> <p>Week 16 HESI Exit Version 2 WORTH 10%</p>	<p>Evidence based practice</p> <p>Quality improvement</p> <p>informatics</p>	

ensure correct completion of activity.			
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