



SCIENCE & ALLIED HEALTH

NURSING PROGRAM

**NUR 101
COURSE OUTLINE**

SPRING 2006



COURSE OUTLINE

<u>NUR101</u>	<u>NURSING I</u>
Course Number	Course Title
<u>7</u>	<u>3/6</u>
Credits	Hours: lecture/laboratory/other (specify)

Catalog description:

Introduction of concepts, knowledge from the social, psychological and physical sciences and skills necessary to meet the basic needs of all clients. The nursing process is used as a framework for care delivery. Clinical experiences are planned in area health care agencies.

Prerequisites: ENG 030, ENG 035, MAT 030 or equivalent proficiency

Corequisites: BIO 103, CHE 107

Required texts/other materials:

Ignatavicius, D.D., Workman, M.L. (2006). Medical Surgical Nursing. (5th ed.) St. Louis: Elsevier Saunders

Lilley, L. L., Harrington, S., and Synder, J.S. (2005), Pharmacology and the Nursing Process. (4th ed.) St. Louis: Elsevier Mosby.

Myers, E. (2003) RNotes (1st ed.) Philadelphia: FA Davis

Pickar, G. D. (2004) Dosage Calculations. (7th ed.). Albany: Delmar Publications.

Potter, P. A., Perry, A. G. (2005) Fundamentals of Nursing. (6th ed.). St. Louis: Elsevier Mosby.

Smith, S. F., Duell, D. J. and Martin, B.C. (2004). Clinical Nursing Skills Basic to Advanced Skills. (6th ed.). Upper Saddle River: Prentice-Hall INC.

Taber's Cyclopedia Medical Dictionary. (2005). (20th ed.). Philadelphia: F. A. Davis

Optional Textbooks: (Recommended but not required)

Carpenito, L.J. (2003) Nursing Diagnosis: Application to Clinical Practice. (10th. ed) Philadelphia: Lippincott, Williams & Wilkins.

Deglin, J. H., Vallerand, A. H., (2005) Davis's Drug Guide for Nurses. (9th ed.). Philadelphia: F. A. Davis..

Doenges, M.E., Moorhouse, N.F., Geissler-Murr, A.C. (2002) Nursing Care Plans 2002 (6th ed) Philadelphia: F.A. Davis.

Lilley, L. L Harrington, S., and Synder, J.S. (2005). Pharmacology Study Skills Manual for Pharmacology and The Nursing Process. (3rd ed.) St. Louis: Elsevier Mosby..

Martinez deCastillo, S., Werner-McCollough, M. (2003) Calculating Drug Dosages. (1st ed.) Philadelphia: F.A. Davis.

Nettina, S.M., (Ed.) (2001) Lippincott Manual of Nursing Practice (7th ed.) Philadelphia: Lippincott, Williams & Wilkins.

Nettina, S.M., (Ed.) (2002) Lippincott's Pocket Manual of Nursing Practice (2nd ed.) Philadelphia: Lippincott, Williams & Wilkins.

Nugent, P.M., Vitale, B., & Vitale, B.A. (2004) Test Success: Test Taking Techniques for Beginning Nursing Students. (4th ed.) Philadelphia: FA Davis.

Ochs, G., (2005). Study Guide and Performance Checklists to Accompany Potter & Perry Fundamentals of Nursing. (6th ed). St. Louis: Elsevier Mosby.

Nugent, P.M., Vitale, B.A. (2004). Fundamentals Success. Philadelphia: F.A. Davis

Last revised: December 2005

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Course goals: In this nursing curriculum you will learn the nursing approaches utilized in meeting the basic human needs during periods of interference or impairment that are directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. At Level I, (Nursing 101) these nursing interventions, in relation to the basic needs, are:

HYGIENE AND COMFORT NEEDS: Concerned with individuals at different age levels who have temporary restriction of self care ability and require assistance in performing the hygiene activities of daily living.

SAFETY NEEDS: Concerned with individuals at different age levels who have temporary restriction of movement or activity due to age factors, minimal interference of the senses or perceptions, or hazards to the first line of body defense plus common institutional accident prevention.

HUMAN SEXUALITY NEEDS: Concerned with individuals at different age levels who have some temporary alteration of normal sexuality due to maturational factors or limitations of activities.

PSYCHOSOCIAL NEEDS: Concerned with individuals at different age levels who have temporary or minimal interference's with verbal or nonverbal communication or who are experiencing change in the level of well-being.

ACTIVITY AND REST NEEDS: Concerned with individuals at different age levels who have temporary restriction of activity or interference with sleep patterns due to confinement to bed or impairment of the body's vital functions.

OXYGEN NEEDS: Concerned with individuals at different age levels who need facilitation of air supply proper positioning and maintenance of patent air passage.

NUTRITIONAL NEEDS: Concerned with individuals at different age levels who have various nutritional needs, food habits or cultural beliefs that affect nutritional status and physical fitness.

ELIMINATION NEEDS: Concerned with individuals at different age levels who have temporary alteration of normal elimination patterns due to age factors or limitation of activities.

Reviewed: December 2005

Course-specific General Education goals and objectives.

Nursing Practice at Level I is concerned with recognition of norms associated with Basic Human Needs and deviations which affect individuals of different age levels and their family constellations.* The nursing process is introduced along with beginning psychosocial support and basic nursing skills including health teaching.

At the conclusion of NUR 101, you should be able to:

1. Describe how health-illness factors influence an individual's use of health care services.
2. Identify and utilize resources available to obtain current health care information in order to promote self-growth within the nursing profession.
3. Describe the role of the professional nurse in contemporary society and identify the role of the primary nurse in the health care setting.
4. Identify how nursing care is delivered within the parameters of the Nurse Practice Act, nursing standards and Nursing Code of Ethics.
5. Describe each level of Maslow's Hierarchy of Basic Human Needs.
6. Identify eight (8) physiologic basic human needs common to all individuals as defined by MCCC.
7. List the eight- (8) stages of psychosocial development as identified by Erik Erickson along with their corresponding task/crisis.

8. Utilize principles of growth and development across the lifespan while planning and implementing nursing care.
9. Demonstrate utilization of the nursing process as a critical thinking competency by completion of a level one nursing care plan.
10. Identify the principles and commonly used methods of effective therapeutic communication with in the healthcare setting including assisting the client/significant other to cope with changes in health status and end of life decisions.
11. Describe major environmental & hospital hazards common for each age group and identify factors which affect an individual's abilities for self-protection.
12. Demonstrate the ability to promote client physical/psychological safety in the clinical setting.
13. Describe forces which impact upon delivery of health care including socioeconomic, community and political considerations.
14. Demonstrate caring behaviors that reflect the client/significant others values religious customs, and culture.
15. Identify the healthcare interdisciplinary team and begin to understand and achieve client and organizational outcomes in a cost-effective manner.
16. Provide hygienic care based upon scientific principles to clients in various age levels.
17. Demonstrate the ability to perform basic physical assessment of the client utilizing a comprehensive and holistic approach, recognize obvious deviations from expected norms and reassess client's response to care.
18. Explain the physiological basis of the vital signs and identify deviations from norms for various age groups.
19. List the nutritional norms for individuals in various age levels and factors which might alter nutritional requirements.
20. Identify common dietary modifications.
21. Identify the elimination norms for individuals in various age groups and those factors which might alter the elimination process.
22. Utilize appropriate nursing assessments, interventions, and evaluations indicated for alteration in client comfort.
23. Assess the rest, activity and sleep needs for individuals in various age levels
24. Utilize appropriate nursing assessments, interventions and evaluations indicated for rest, activity and sleep needs.
25. Demonstrate the principles for providing adequate oxygenation for individuals of all age levels.
26. Identify several psychosocial needs and nursing strategies including client education and teaching plans which promote healthy client outcomes and responses.
27. Demonstrate the principles associated with safe preparation and administration of medication.
28. Identify the pharmacokinetics of drugs and therapeutic use in individuals of various age groups.

*Family Constellation refers to ethnic, religious, cultural and socioeconomic aspects of the patient and his/her significant others.

Reviewed: December 2005

Course Requirement and Grading:

Completion of all tests, written assignments, and visual evaluations as listed in the course outline by dates 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. There are three clinical evaluations during the semester. A comprehensive final examination will be given at the end of the course. Please refer to the Nursing Program Information Packet for program philosophy, program objectives, and other pertinent information regarding NUR 101 and other nursing courses.

Large Class Sessions:

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 session that does not have a test scheduled. Cell phones should be placed on vibrate or shut off during class sessions. During testing cell phones and/ or PDA's must be turned off and out of student reach.

Clinical Lab:

Preparation for clinical lab will focus on clinical objectives listed in the course outline. Clinical lab is graded as satisfactory or unsatisfactory. Clinical lab consists of 6 hours per week. Patient assignments will be placed in an envelope outside of MS 149 by 5 p.m. on the day prior to the clinical lab, unless otherwise specified by clinical instructor..

College Lab:

This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning and hands on demonstration. Math dosage calculation quizzes and critical thinking case studies may be given during the beginning of selected labs and calculated into the college lab grade.

Skills Lab:

The lab is given on campus during the first 6 weeks of the semester in lieu of the clinical lab. Learning objectives are presented in the course outline. Content prepares student for hospital clinical setting. Skills lab is 6 hours per week the first 6 weeks of the semester.

Attendance:

Attendance at all classes is mandatory.. Students are expected to attend all class sessions, college laboratories and clinical laboratory sessions. Attendance records will be maintained for all large class sessions, college and hospital labs. Clinical laboratory will be made up at the discretion of the clinical instructor. Excessive late arrival to large class sessions, clinical or college lab may result in expulsion from the particular class.

Clinical Lab:

Six hours per week. Patient assignments will be placed in an envelope outside of MS 149 by 5 p.m., unless otherwise specified by clinical instructor on the day prior to the clinical lab for students in daytime/evening course sections.

In general, during the clinical lab, you will be expected to:

Pre-Conference - One Hour:

- A. Be able to state the client's diagnosis including organs involved, explain (briefly), including signs and symptoms of the disease and methods to diagnose the disease, in your own words.(Utilize nursing textbooks as a resource)
- B. Identify and explain client's basic need deficits (according to Maslow), diet order and use of pharmacological agents (utilizing drug cards).
- C. Identify developmental tasks (according to Erickson), appropriate to the client's age and the implications for nursing care.
- D. Formulate a written preliminary plan of nursing care based on basic need deficits and utilizing appropriate NANDA approved nursing diagnosis and outcome goals
- E. Pre-conference preparation may be collected by instructor for evaluation.

Hospital Laboratory – Four Hours

- A. Receive report on assigned client, review medical record.
- B. Assess your assigned client.
- C. Revise your preliminary plan as needed utilizing data obtained in report, from the medical record, and your assessment of the client.
- D. Implement the nursing plan by caring for your client demonstrating proficiency in nursing skills and seeking help from your instructor as needed.(Refer to weekly clinical objectives in course outline)
- E. Record nursing documentation and report off to nursing staff appropriately. **(All client information received during hospital lab is to remain confidential at all times.)**

Post Conference-One Hour:

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

ATI Assessment Tests: Students in NUR 101 will be required to purchase the ATI Assessment Package that will be utilized throughout the nursing curriculum. In NUR 101, students will be required to take the following assessment exams:

- A. Test of Essential Academic Skills (TEAS)- Areas assessed are reading, math, science and English
- B. Critical Thinking Assessment
- C. Self Inventory Assessment
- D. Fundamentals of Nursing Practice Assessment Test

The TEAS test will be administered prior to the start of NUR 101. The Critical Thinking and Self Inventory Assessment Tests will be administered during the first large class session. The Fundamentals of Nursing Practice test will be administered at the end of the semester prior to the final exam. These tests do not count toward grading in NUR 101, but are required of all students. Non-proctored web based practice tests are available to students throughout the semester.

Grading

1. **Classroom tests:** There will be 6 classroom tests and one cumulative final exam. The 6 classroom tests will be administered about every 2-3 weeks during the semester. The classroom tests will be given in the large class session with the exception of Test #3, which will be given during college lab. If a

classroom test is missed by the student, a make-up exam will be administered at the discretion of the instructor. The instructor must be notified in advance of the inability of a student to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for 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.

2. **Case Studies and Dosage Calculation Quizzes**

Dosage calculation quizzes and clinical case studies may be given throughout the semester during the beginning of selected college labs. They will be graded as pass/fail (≥ 75 = pass grade) and calculated into the college lab grade.

3. **Assignments**

Two formal papers are required during the semester.

(1) Concepts of Growth & Development

(2) Formal Nursing Care Plan

Both papers are worth 100 points each and will be averaged together in the determination of your final course grade. Examples of papers are available in MS 149. Sample papers are not to be photocopied or taken from MS 149.

All required written assignments must be completed and submitted as per course guidelines. Required written assignments must follow APA (American Psychological Association) format for referencing. It is highly recommended that papers are reviewed by the campus writing center prior to submission.

4. **Final Exam** will be a comprehensive examination given at the end of the semester.

5. **Clinical Laboratory Performance**. All students will be evaluated three times during the semester by the clinical instructor. The objectives are graded “S” (satisfactory) or “U” (unsatisfactory). The final summary grade must be a satisfactory to pass clinical. Please refer to the Clinical Evaluation Performance form at the end of the course outline.

Determination of NUR 101 Grade

In order to receive a grade in NUR 101, these criteria must be satisfied:

- (A) The Final summary grade on the Clinical Laboratory Performance Evaluation must be satisfactory.
- (B) Tests must be taken as scheduled. A grade of 75 or better should be maintained. (Dosage Calculation test requires a grade of 90%.)
- (C) Completion of ATI Fundamentals of Nursing Practice assessment test.
- (D) The final exam grade plus the classroom test average **must be 150 points** or higher to satisfy criteria to pass NUR 101 and compute the final grade.
- (E) Point scores of 140-149 will receive a D grade
- (F) Point scores of 139 or less will receive an F grade.
- (G) All required written assignments must be completed and submitted as per guidelines and departmental policy. (Refer to Nursing Program Information Packet)

When these criteria are met, the final course grade for NUR 101 will be determined as follows:

Final Exam (1)	- Score x 2	200 points (maximum)
Tests (6)	- Average x 2	200 points (maximum)
Required Papers (2)	- Average	100 points (maximum)

For a grade of:

- A = 462-500 points
- A- = 450-461 points
- B+ = 428-449 points
- B = 412-427 points
- B- = 400-411 points
- C+ = 378-399 points
- C = 370-377 points
- F = 369 points or less

Test & Assignment Schedule for NUR 101 (All dates are tentative and subject to change)

Test #1	February 3
Test #2	February 24
Test #3	TBA (Dosage Calculation Test) Student must score 90% on the Dosage Calculation Test. If score is less than 90%, instructor remediation and retesting is required.
Test #4	March 24
Test #5	April 7
Test #6	April 28
ATI Test	May 5
Final Exam	May 11

Nursing Care Plan due – TBA

Growth & Development Paper due – March 3

Americans With Disabilities Act Statement: Students wishing to receive accommodation for a disability should make an appointment with Arlene Stinson at extension 3525.

Revised December 2005

Introduction to Nursing Practice - Week 1

<u>WEEK 1</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Group Session	Orientation: Become familiar with the teaching methods used for the nursing courses. Discuss departmental policies regarding attendance, uniforms, grading, etc. Meet NUR 101 faculty. Become familiar with college resources, ATI testing. Discuss requirements to be met for successful completion of NUR 101. Discuss techniques to enhance success with studying and reading books.	NUR 101 Course Outline MCCC Nursing Information Packet Presentation by Arlene Stinson Presentation by ATI
Large Class Session	<u>Introduction to Professional Nursing and Roles Basic to Nursing:</u> <ul style="list-style-type: none"> • Discuss nursing practice today and current trends and issues in healthcare. • Discuss the professional roles basic to nursing: communicator, teacher, advocate, researcher, direct care provider and leader. • Discuss nursing as a profession. • Describe ways in which values affect behavior. • Discuss ethical issues that may arise in nursing practice and the Nursing Code of Ethics. • Discuss the importance of legal implications and accountability in nursing. 	Potter & Perry: Chaps. 1, 2, 4, 6, 9, 21, 22 Potter & Perry Workbook: Chaps. 1, 2, 4, 6, 9, 21, 22 ATI Testing: Critical Thinking and Self-Inventory Test
College Lab	<ul style="list-style-type: none"> • Orientation to the Nursing Learning Lab. • Explain standard precautions. • Demonstrate proper procedure for handwashing. • Discuss and demonstrate the principles of body mechanics. • Practice and testing of skills. • Discuss contact isolation. 	Review procedures in textbooks Potter & Perry, Chap. 33; Chap. 36, pgs. 993-997; Chap. 46, pgs. 1421-1422 Smith & Duell, pgs 14-19, 326-332, 390-393, 397-401
Skills Lab	<ul style="list-style-type: none"> • Identify characteristics of a professional and discuss professionalism. • Identify strategies to promote student success in nursing courses. • Identify individual learning styles. • Discuss test taking skills and strategies for studying. • Discuss the significance of a helping relationship and communication skills to the practice of nursing. • Identify therapeutic and non-therapeutic communication techniques. • Distinguish between verbal and non-verbal forms of communication. • Identify college library resources that are available. • Review basic math techniques. 	Potter & Perry, Chap. 23 Potter & Perry Workbook, Chap. 23 Smith & Duell, pgs. 1-20, 65-83 Pickar, Chaps. 1 & 2 Instructor handouts Interactive learning activity Library orientation

Critical Thinking and the Nursing Process - Week 2

<u>WEEK 2</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> • Describe the components of a critical thinking model for clinical decision making. • Examine the five steps of the nursing process. • Describe the relationship between critical thinking and the nursing process. • Discuss the nursing process as a systematic method that directs the activities of the nurse in providing client care. • Discuss the nurse's responsibilities in clinical decision making. 	Potter & Perry, Chaps. 14 and review Chaps. 15, 16, 17, 18, 19 Potter & Perry Workbook, Chaps. 14, 15, 16, 17, 18, 19 Smith & Duell, Chap. 2, pgs 24-31 Interactive learning activity
College Lab	<ul style="list-style-type: none"> • Identify the importance of maintaining proper body alignment for clients and nurses as well as use of proper body mechanics. • Describe the steps and rationale of techniques used to move, turn, position and transfer clients. • Demonstration: Moving client to side of bed, up in bed and turn client to lateral position, supine position. • Demonstrate and practice occupied / unoccupied bed making. 	Review procedures in textbooks: Potter & Perry, Chap. 46, pgs. 937-955, 1458-1466 Smith & Duell, pgs. 166-171, 326-332, 333-347 Clinical simulations doing case studies
Skills Lab	Basic Skills Assessment Workshop: <ul style="list-style-type: none"> • Identify the components of vital signs. • Discuss the assessment techniques of inspection, palpation, auscultation and percussion. • Differentiate normal from abnormal vital signs. • Differentiate normal from abnormal lung sounds. • Describe a head to toe Basic Physical Assessment. • Identify geriatric considerations in physical assessment. 	Potter & Perry, Chaps. 31, 32 Potter & Perry Workbook, Chaps. 31, 32 Smith & Duell, pgs. 234-271, 272-302

Introduction to Basic Human Needs - Week 3

<u>WEEK 3</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Test #1 (Given first hour of lecture) Basic Human Needs: Individual, Family and Community: <ul style="list-style-type: none"> • Explain Maslow’s Basic Human Needs Theory. • Describe how basic human needs can assist the nurse in prioritizing nursing care. • Describe the hierarchy of Human Basic Needs. 	Potter & Perry, Chap. 6, pgs. 93-94 Handouts Picker, Chaps. 3 & 4
College Lab	Actions basic to nursing: <ul style="list-style-type: none"> • Discuss vital signs as a basic nursing action. • Practice the techniques of height, weight, T.P.R. and B/P. • Differentiate normal and abnormal findings. • Graph or Chart findings. 	Review procedures in textbooks: Potter & Perry, Chap. 31 Smith & Duell, pgs. 95-98, 233-242, 243-271 Interactive video disc “Vital Signs” Clinical simulations
Skills Lab	Basic Physical Assessment/Vital Signs Workshop II: <ul style="list-style-type: none"> • Review the components of vital signs. • Demonstrate vital sign techniques involved with temperature, pulse, respiration and blood pressure. • Demonstrate basic physical assessment techniques. • Differentiate normal from abnormal vital signs. • Differentiate normal from abnormal assessment findings. • Document vital signs on graphic sheet. 	Potter & Perry, Chaps. 31-32 Smith & Duell, pgs. 234-271, 272-302 Practice vital signs and assessment techniques Physical assessment bingo
	Growth & Development Theories and Concepts and Safety Across the Lifespan: <ul style="list-style-type: none"> • Discuss developmental concepts, principles and theories (Erikson, Piaget, Kohlberg, Freud). • Discuss the importance of growth and development theories in assessing and planning care for clients across the lifespan. • Describe universal safety concerns and considerations for each age group. 	Potter & Perry, Chaps. 10, 11, 12, 13, 37 Potter & Perry Workbook, Chaps. 10, 11, 12, 13, 37 Smith & Duell, pgs. 84-94, 99-104, 122-127, 128-145 Review Growth & Development paper Interactive activity
Assignment	Application of Growth and Development Concepts paper due March 10.	

Introduction to Basic Psychosocial Needs - Week 4

<u>WEEK 4</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Basic Psychosocial Needs: Self-Concept, Sexuality, Spirituality and Cultural Diversity, Death and Grieving Coping with Loss:</p> <ul style="list-style-type: none"> • Discuss application of basic psychosocial needs of cultural diversity, self-concept, spirituality and sexuality to nursing practice. • Discuss psychosocial considerations in client care with the focus on self-concept. • Discuss cultural and ethnicity and their effects upon nursing client care. • Describe the spiritual development of the individual across the lifespan. • Describe nursing interventions which are supportive to client beliefs and practices. • Discuss the concepts of loss, grief and death and appropriate nursing interventions. • Describe how nurses assist clients in the grieving process. • Discuss end of life care and issues. 	<p>Potter & Perry, Chaps. 8, 26, 27, 28, 29 Potter & Perry Workbook, Chaps. 8, 26, 27, 28, 29 Smith and Duell, pgs. 1183-1204 Interactive Learning Activity</p>
College Lab	<p>Discuss and demonstrate prone position, moving a client from the bed to a chair and use of the bedpan and urinal.</p>	<p>Review procedures in textbooks. Chap. 46, pgs 1468-1475 Smith & Duell, pgs 216-219, 335, 340-341, 352, 360-366 Clinical simulations</p>
Skills Lab	<p>Nursing demonstration workshop:</p> <ul style="list-style-type: none"> • Identify various forms of nursing documentation. • Describe basic guidelines for effective nursing communication (shift reporting/telephone reports). • Demonstrate different types of nursing documentation. • Identify the purposes of the healthcare record. • Discuss the advantages or disadvantages to standardized documentation. • Describe the role of critical pathways in multidisciplinary documentation. • Discuss issues related to computerized documentation. • Discuss the admission interview process as a data collection tool. 	<p>Potter & Perry, Chaps. 24, 25 Workbook, Chaps. 24, 25 Smith & Duell, pgs 40-56 Practice nursing documentation</p>

	<ul style="list-style-type: none"> • Practice nursing documentation and shift reporting. 	
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Introduction to Pharmacology - Part I - Week 5

<u>WEEK 5</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> • Discuss the nurse's role and responsibilities in medication administration. • Describe the role of the prescriber, pharmacist and nurse in medication administration. • Describe factors to consider in choosing routes of medication administration. • Discuss factors to include in assessing clients need for and response to medication therapy. • Discuss principles of absorption, distribution, metabolism and excretion as they effect drug action. • Explain drug measurement and calculation. 	Lilley, Chaps. 1, 2, 3, 4, 5, 6, 7, 8 Smith & Duell, Chap. 18 Potter & Perry, Chap. 34 Interactive Learning Activity
College Lab	Discuss the rationales and demonstrate skin massage, nursing skills of bed bath and occupied bed making.	Review procedures in textbooks Potter & Perry, Chap. 38 Smith and Duell, pgs. 169-171, 172-177, 189-190, 196-224
Skills Lab	Care Plan Workshop: <ul style="list-style-type: none"> • Discuss components of the nursing care plan utilizing the nursing process. • Discuss formation and individualization of nursing care plans. • Practice formulating nursing care plans. • Identify NANDA approved nursing diagnosis. • Discuss concept mapping. 	Potter & Perry, Chaps. 15, 16, 17, 18, 19 Smith & Duell, pgs. 35-39 Practice writing care plans, concept maps

Introduction to Nursing Pharmacology Part II - Week 6

<u>WEEK 6</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Pharmacology - Nursing Process and Drug Therapy: <ul style="list-style-type: none"> • Discuss principles, skills and precautions to be utilized in safe administration of medications. • Test #2 (Given first hour of lecture) 	Lilley, Chaps. 1, 2, 3 4, 5, 6, 7, 8 Potter & Perry, Chap. 34
College Lab	Demonstrate ability to perform drug calculations.	Pickar Review, Chaps. 1, 2, 3, 4 Smith & Duell, pgs 520-527 Practice drug calculations
Skills Lab	Medication administration workshop: <ul style="list-style-type: none"> • Identify the 5 Rights of medication administration. • Discuss various forms of medication distribution systems. • Discuss a narcotic agent. • Demonstrate ability to perform drug calculations. • Discuss nursing responsibilities in medication administration. 	Potter & Perry, Chap. 34 Smith & Duell, Chap. 18 Pickar, Chaps. 5, 6, 7, 9, 10, 11, 14 Practice drug calculations Practice medication documentation

Introduction to Pharmacology Part III - Week 7

<u>WEEK 7</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Introduction to Pharmacology Part III - Pediatric and Geriatric Considerations and Alternative Therapies: <ul style="list-style-type: none"> • Discuss drug therapy across the life span and nursing responsibilities. • Discuss alternative therapies for pharmacologic approaches and how they can be utilized in nursing practice. • Identify different types of alternative therapies. 	Potter & Perry, Chap. 35 Pickar, Chap. 12 Lilley, Chap. 3 Interactive Learning Activity
College Lab	Demonstration and practice of procedure for giving oral and topical medications.	Potter & Perry, Chap. 34 Smith & Duell, pgs. 520-548 Pickar, Chaps. 5, 6, 7, 9, 10, 11, 14 Practice medication administration
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Become familiar with the hospital units and services during orientation. • Identify hospital emergency and code procedures. • Identify hospital healthcare team members. • Survey the hospital for fire extinguishers and exits. • Review the fire procedure. • Identify measures utilized in the hospital for the safety of clients, employees and visitors. • Identify the functions and roles of health team members. • Identify methods of communication used in the hospital. • Demonstrate blood glucose monitoring. 	Learning Harbor orientation to clinical facility (to be completed online prior to the start of hospital clinical) Hospital Unit scavenger hunter exercise Blood glucose monitor certification

Basic Human Needs: Oxygenation - Week 8

<u>WEEK 8</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Health Physiological Responses: Oxygenation:</p> <ul style="list-style-type: none"> • Describe the structure and function of the cardiopulmonary system. • Identify physiological processes of cardiac output, myocardial blood flow and coronary artery circulation. • Identify physiological processes involved in ventilation, perfusions and exchange of respiratory gases. • Describe the impact of a client's level of health, age, lifestyle and environment on tissue oxygenation. • Identify nursing care interventions that promote oxygenation. 	<p>Potter & Perry, Chap. 39 Lilley, Chaps. 34, 35 Smith & Duell, pgs. 870-895, 897-902 Interactive learning activity Review cardiovascular/respiratory A&P</p>
College Lab	<p>Discuss various routes of medication administration. Demonstration and practice of oral medication administration.</p>	<p>Lilley, Chap.18, pgs. 515-548</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Conduct an interview and physical assessment of an assigned client and record findings. • Take vital signs at scheduled time using correct equipment and procedure. • Determine the client's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing each part of the body when administering various types of bath. 	
Assignment	<p>Concepts of Growth and Development paper due March 10th.</p>	

SPRING BREAK: MARCH 13TH - 17TH NO CLASSES WILL BE HELD

Basic Human Needs: Comfort - Week 9

<u>WEEK 9</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Test #4 (Given first hour of lecture) Promoting Healthy Physiological Responses - Comfort: <ul style="list-style-type: none"> • Describe the physiology of pain, pain theories. • Identify factors influencing the pain experience. • Discuss assessment of the client experiencing pain, utilizing appropriate pain rating scale. • Explain guidelines for nursing interventions utilized to relieve pain. • Discuss the use of pharmacological agents in pain management. • Explain how cultural factors affect the pain experience. • Describe the application for use of nonpharmacological pain interventions. • Discuss nursing implications for administering analgesics. • Evaluate a client's response to interventions. 	Smith & Duell, pgs. 465-493 Potter & Perry, Chap. 42 Lilley, Chap. 9
College Lab	<ul style="list-style-type: none"> • Demonstrate and discuss respiratory care - breathing exercises and coughing. • Demonstrate the administration of oxygen by nasal cannula, catheter and mask. • Demonstration: Pulse Oximeter. Practice vital signs. 	A.D.A.M./MED Works Computer review of selected body systems (Respiratory) Smith & Duell, pgs. 650-653, 875-895, 897-902
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Explain drug data prior to preparation of medication and the related nursing responsibilities. • Prepare and administer medications to selected clients. <ol style="list-style-type: none"> 1. Check order against medical record. 2. Interpret orders correctly. 3. Identify medicine correctly three times. 4. Prepare medicines accurately and safely. 5. Answer questions correctly about information on drugs that are going to be given to the client. 6. Identify client correctly. 7. Assess client's needs prior to administering medicine and explain procedure. 8. Administer medications correctly. 9. Observe therapeutic effects and possible untoward effect of the drugs given. • Correctly chart medication to administer. Render care to clients who have altered respiratory function. Take client vital signs at scheduled time using correct equipment, site and procedure. • Render care to clients who have altered respiratory function. Perform a respiratory assessment using appropriate questions and physical assessment 	

	techniques.	
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Basic Human Needs: Skin Care, Hygiene, Mobility - Week 10

<u>WEEK 10</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Healthy Physiological Responses: Hygiene, Mobility and Skin Care:</p> <ul style="list-style-type: none"> • Identify factors affecting skin condition and personal hygiene. • Describe techniques and agents in common use. • Discuss the ability to move as the fulfillment of a basic human need that is critical to maintaining good health and/or preventing the complications of immobility. • Discuss appropriate skincare. • Identify factors that place client at risk for developing pressure ulcers. • Describe interventions for pressure ulcers. 	<p>Potter & Perry, Chaps. 36, 38, 46, 47 Lilley, Chap. 53 Smith & Duell, pgs. 194-232, 180-187 Interactive learning activity Review A&P of integument system Review A& P of musculoskeletal system</p>
College Lab	Practice and testing of skills.	Smith & Duell, pgs. 465-493, 494-506
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Obtain a complete pain assessment utilizing appropriate interviewing and physical assessment skills. • Evaluate the effectiveness of nursing interventions implemented for pain management. • Take client vital signs at scheduled time using correct equipment, site and procedure. • Administer medications assigned and document properly. • Employ the steps of the nursing process in rendering hygienic care to selected clients related to their assessed self-care deficit. 	

Basic Human Needs: Nutrition - Week 11

<u>WEEK 11</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Test #5 (Given first hour of lecture)</p> <p>Promoting Healthy Physiological Responses - Nutrition:</p> <ul style="list-style-type: none"> • Discuss the importance of good nutrition in maintaining health and the identification of risk factors for poor nutritional status. • Explain why each major nutrient is necessary for nutrition. • Describe the food guide pyramid and the healthy eating index and discuss their value in meal planning. • Explain the variance in nutritional requirements throughout the lifespan. • State the goals of parenteral and enteral nutrition. • Describe the procedure for initiating, maintaining, and avoiding complications of tube feedings. • Discuss diet counseling and client teaching in relation to client expectations 	<p>Potter & Perry, Chap. 43 Smith & Duell, pgs. 575-623 Lilley, Chaps. 50, 51</p>
College Lab	<p>Demonstrate range of motion exercises and use of restraints.</p>	<p>Review procedures in textbooks Potter & Perry, Chap. 46, pgs. 1475-1479; Chap. 37, pgs. 984-989 Smith & Duell, pgs. 348-359, 146-158</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Participate in care of clients requiring assistance with hygienic measures. • Participate in the care of a client with altered mobility. • Identify potential hazards of immobility in the client on bed rest. • Identify clients at risk for skin breakdown. • Assist client with active and passive range of motion exercises. • Participate in the care of client's with pressure ulcers or alterations in skin integrity. • Perform a skin assessment on a client 	

Basic Human Needs: Elimination - Week 12

<u>WEEK 12</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Promoting Healthy Physiological Responses - Urinary and Bowel Elimination: <ul style="list-style-type: none"> • Describe process of urination. • Compare and contrast common alterations in urinary elimination. • Discuss nursing measures to promote normal micturition. • Discuss the role of gastrointestinal organs in digestion and elimination. • Describe common physiological alterations in elimination. • Identify nursing interventions to promote bowel and bladder elimination. 	Potter & Perry, Chaps. 44, 45 Smith & Duell, Chaps. 22, 23 Lilley, Chaps. 24, 47, 48, 49 Interactive learning activity Review A&P of GI/GU systems
College Lab	Demonstrate and practice correct procedure for nutritional assessment - serving and assisting with eating.	Smith & Duell, pgs. 575-598, 1021-1025 A.D.A.M./MED Works Computer review of selected boys systems (gastrointestinal system)
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Participate in the care of a client with actual or potential alteration in nutrition. • Compare and contrast different types of hospital diets. • Assist client in completing the dietary menu. • Assist in feeding a client. • Observe your assigned client's nutritional intake and recognize the possible effects upon disease process. • Participate in the care of a client receiving a tube feeding. 	

Basic Human Needs: Fluids and Electrolyte Balance - Week 13

<u>WEEK 13</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Healthy Physiological Responses - Fluid, Electrolyte and Acid-Base Balance:</p> <ul style="list-style-type: none"> • Describe fluid and electrolyte homeostasis and its effect on health. • Describe the distribution, composition, movement, and regulation of body fluids. • Discuss the regulation and movement of electrolytes within the body. • Identify the processes involved with acid-base balances. • Identify variables affecting normal fluid, electrolyte, and acid-base balances. • Discuss the purpose, procedure and maintenance of intravenous therapy. • Discuss significance of intake and output. • Identify various intravenous fluids. 	<p>Potter & Perry, Chap. 40 Lilley, Chap. 25 Pickar, Chap. 14</p>
College Lab	<ul style="list-style-type: none"> • Demonstration and discussion of urinary incontinence care. • Application of external catheter and care of the client with an external or indwelling catheter. • Demonstration and practice giving an enema. 	<p>Smith & Duell, pgs. 635-639, 624-631, 1021-1025 A.D.A.M./MED Works Computer review of selected body systems (gastrointestinal and genitourinary system)</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Render care to clients with altered patterns of urinary elimination. • Demonstrate how to promote the proper use of the toilet, bedpan, urinal and commode on selected clients. • Participate in the collection of a urine or stool specimen. • Participate in the care of a client with actual or potential interferences in bowel elimination. • Assess the client for the effects of hospitalization on elimination pattern. • Render care to a client needing an enema. 	

Basic Human Needs: Rest and Sleep, Sensory Stimulation - Week 14

<u>WEEK 14</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Test #6 (Given first hour of lecture) Promoting Healthy Physiological Responses - Rest and Sleep and Sensory Stimulation: <ul style="list-style-type: none"> • Participate in the care of a client having actual or potential altered sleep patterns. • Implement strategies to promote rest and sleep. • Describe the functions and physiology of sleep. • Discuss application of the nursing process for clients with sleep pattern disturbance. • Identify nursing interventions to induce sleep, including pharmacologic agents. • Differentiate among processes of reception, perception and reaction to sensory stimuli. • Discuss common causes and effects of sensory alterations. • Discuss ways to maintain a safe environment for clients with sensory deficits. 	Potter & Perry, Chaps. 41, 48 Lilley, Chap. 11
College Lab	Demonstrate and discuss assessment and monitoring of fluid balance.	Smith & Duell, pgs. 995-997, 1021-1025
Hospital/Clinical Lab	<ul style="list-style-type: none"> • Render care to clients with altered fluid volume. • Perform a fluid balance assessment using appropriate interview and physical assessment skills. • Perform intake and output on client and record properly. • Render care to a client receiving intravenous therapy. • Assess fluid and electrolyte status of client utilizing intake and output and clinical laboratory values. 	

Week 15

ATI Assessment Testing: The exam for Fundamentals of Nursing will be given on May 5th

Final Exam Review - May 5th

Classes End: May 8th

Final Clinical Evaluations: May 2, 3, 4

Cumulative Final Exam: May 11th

College Lab: Final lab session will focus on practicing IM and SQ injections in preparation for NUR112.

**MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS
NURSING PROGRAM
CLINICAL LABORATORY PERFORMANCE EVALUATION**

STUDENT _____

SS # _____

AGENCY _____

DATES _____

PERSONAL AND PROFESSIONAL CHARACTERISTICS	FIRST	SECOND	THIRD	SUMMARY
1. Arrives promptly for conferences.				
2. Attends required clinical lab experiences. (see NSG program information)				
3. Submits assignments on time.				
4. *Observes the Nursing Department dress code and policies regarding hospital labs.				
5. *Maintains the Nursing Code of Ethics and the confidentiality of client information.				
6. *A. Demonstrates courteous, and cooperative behavior. *B. Establishes positive relationships with clients, peers and instructor.				
7. *Accepts and/or offers suggestions for improvement.				
8. *Participates in conference discussions by contributing pertinent observations and constructive ideas.				
9. Demonstrates satisfactory health practices.				
10. Recognizes need for new learning experiences that meet the clinical objectives.				
11. Identify weekly clinical objectives to utilize time constructively in the clinical setting.				
12. Identifies the role of the professional nurse in the primary care setting.				
13. Demonstrates use of therapeutic interpersonal communication techniques.				
14. Identifies and interacts with healthcare interdisciplinary team members.				

PREPARATION - ASSESSMENT OF DATA AND PLANNING OF CARE	FIRST	SECOND	THIRD	SUMMARY
1. Uses required Textbooks to look up assignment information.				
2. *Identifies and utilizes professional resources available to obtain current health information..				
3. *Defines diagnosis, identifies organs and areas affected.				
4. *States client age and probable developmental level according to Erickson, describing some anticipated behaviors				
5. *Identifies physical and psychosocial basic needs according to Maslow.				
6. *Identified cultural and religious concerns of client.				
7. *Identifies relevant client data corresponding to physical/psychosocial basic needs.				
8. *Identifies factors (deviations from normal), which may interfere with the client's ability to meet his/her own needs.				
9. *States several nursing diagnoses (in priority, regarding client's actual or potential problems).				
10. *States relevant short term and long term client goals with measurement criteria.				
11. *Plans nursing care with instructor guidance, for assigned client by selecting nursing actions.				
12. Arranges proposed nursing actions in logical order.				
13. *Identifies appropriate rationales based on scientific principle to support each nursing action taken to meet the client's basic needs.				
14. *Prepare weekly nursing care plan.				
IMPLEMENTATION - ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION				
1. Obtains a report describing the client's current condition from the Unit Charge Nurse or Team Leader.				
2. Consults Kardex and Client Chart to confirm or modify information on assignment sheet with instructor direction..				
3. *Assesses client to determine health status, individual needs and preferences and recognizes obvious deviations from normal.				
4. *Promptly notifies the Instructor of major changes in the client status and, with guidance, recognizes the need for adapting plan of care.				

IMPLEMENTATION - ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION	FIRST	SECOND	THIRD	SUMMARY
5. *With guidance, assists the client to meet those basic needs requiring nursing interventions.				
6. *Explains procedures to client, and performs basic NUR 101 skills correctly, with instructor supervision.				
7. Delivers nursing care in an organized manner.				
8. *Applies obvious scientific principles during client care.				
9. *Utilizes common safety precautions indicated by client's age, physical limitations, mental alertness and equipment use.				
10. Assumes responsibility for completions of assignment during lab period.				
11. *Records assessments, and client response to interventions, using medical terminology and appropriate chart forms correctly.				
12. *Performs nursing skills with direct supervision of instructor.				
13. *Communicates with the instructor, peer group and appropriate personnel.				
14. Establishes positive relationship with clients, peers, instructor and staff agency.				
15. *Identifies basic client learning needs, with instructor guidance.				
16. *Demonstrates the ability to perform Basic Physical Assessment of client, recognizing deviations from expected norms.				
17. *Demonstrates ability to obtain accurate vital signs and identifies deviations from expected norms.				
18. Identify teaching and learning needs of client.				
19. *Calculates, prepares and administers oral and topical medications safely, understanding therapeutic use in various age groups under direct supervision of instructor.				
EVALUATION - EFFECTIVENESS OF STUDENT PREPARATION AND IMPLEMENTATION.				
1. Describes own reactions to client care given.				
2. *Evaluates client response to nursing care in relation to stated goal criteria.				
3. *Describes problems encountered, which interfered with goal achievement.				
4. *Examines sequence of care and assesses general organization of client care.				

EVALUATION - EFFECTIVENESS OF STUDENT PREPARATION AND IMPLEMENTATION.	FIRST	SECOND	THIRD	SUMMARY
5. *Reviews assignment preparation to determine accuracy of information gathered, proper utilization of reference material and planned nursing care priorities.				
6. Identifies necessary revisions in plan of care.				
7. Discusses current trends in healthcare and their impact on health care delivery.				

GRADING

S Satisfactory **U** Unsatisfactory
NA Not Applicable ***** Critical Objectives

FINAL GRADE

Two of the three rotations must be satisfactory in each objective area. In order to receive a final grade of satisfactory, the student **must** receive a summative grade of “S” in all objectives.

First

Instructor _____

—

Student _____

Date _____

Second

Instructor _____

—

Student _____

Third

Instructor _____

Student _____

Date _____

Summative

Instructor _____

Student _____

Date _____

Date _____

Academic Integrity Statement:

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- knowingly represents the work of others as his or her own;
- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student.
- fabricates data in support of an academic assignment
- inappropriately or unethically uses technological means to gain academic advantage

**Verbs that may be useful in formulating and assessing
Student learning goals and objectives**
(listed from lower-order to higher-order learning)

Knowledge (list, define, describe, identify, state, name, [who/when/where])

Comprehension (summarize, describe, interpret, contrast, predict, distinguish, discuss, paraphrase)

Application (complete, illustrate, examine, classify, discover, solve, use)

Analysis (analyze, order, connect, arrange, compare, contrast, explain, infer, categorize, discuss)

Synthesis (combine, integrate, create, design, hypothesize, develop, formulate, rewrite)

Evaluation (judge, assess, convince, support, justify, rank, recommend, choose, criticize)

This listing, generally known as Bloom's Taxonomy, relates to cognitive behaviors (B.S. Bloom, "Major Categories in the Taxonomy of Educational Objectives," 1956).

Student learning objectives can also be stated in terms of affective and *psychomotor* Objectives:

- Affective objectives emphasize feeling and emotion (e.g., accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support and volunteer).
- Psychomotor objectives are concerned with motor skills (e.g., measure, dissect, assemble, ...).

For more resources on this topic, many helpful websites are available. For example:
<http://www.humboldt.edu/~tha1/bloomtax.html>