



**SCIENCE & HEALTH  
PROFESSIONS**

**NURSING PROGRAM**

**NUR 101  
COURSE OUTLINE**

**FALL 2006**



## COURSE OUTLINE

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

**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. (5<sup>th</sup> ed.) St. Louis: Elsevier Saunders

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

Myers, E. (2006) RNotes (2<sup>nd</sup> 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. (6<sup>th</sup> ed.). Upper Saddle River: Prentice-Hall INC.

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

NUR101 Lab Manual. Download from nursing website at [www.mccc.edu/~martinl](http://www.mccc.edu/~martinl).

**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. (2006) Nursing Care Plans 2006. (7<sup>th</sup> 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. (3<sup>rd</sup> ed.) St. Louis: Elsevier Mosby.

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

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

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

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

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

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

**Last revised:** May 2006

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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: May 2006

### **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: May 2006

### **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 is required. 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 two (2) 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. Weekly readings, objectives and activities will be highlighted in the NUR101 Lab Manual.

### **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 and is held on campus.

### **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. Students with perfect attendance for all class sessions, who have achieved a final grade of 75 or better, will be rewarded with three (3) points added to the final course grade.

### **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.) No photocopying of patient information is allowed.**

### **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 #4, 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 ( $\geq 75$  = 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. Paper guidelines and instructions are included in this course outline.  
  
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. Papers must be reviewed by the campus writing center prior to submission to the instructor. Please refer to the MCCC Nursing Program APA Guidelines which are available on the programs website at [www.mccc.edu/~martin/](http://www.mccc.edu/~martin/) and click on Student Resources.
4. **Final Exam** will be a comprehensive examination given at the end of the semester.
5. **Clinical Laboratory Performance.** All students will be evaluated two 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) All required written assignments must be completed and submitted as per guidelines and departmental policy. (Refer to Nursing Program Information Packet)
- (E) Students achieving perfect attendance will receive 3 points, added to their final score, as long as their final average is 75% or better.

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

Tests (6) Average	- 50% of grade
Final Exam (1)	- 30% of grade
Growth & Development Paper	- 10% of grade
Formal NCP	- 10% of grade

In order to successfully pass NUR101, point scores for the calculation for tests, final exam and papers **must be 75%**. Letter grades will be assigned as follows:

A	= 97% - 100%
A-	= 93% - 96%
B+	= 89% - 92%
B	= 85% - 88%
B-	= 81% - 84%
C+	= 78% - 80%
C	= 75% - 77%
D	= 61% - 74%
F	= 60 or below

S = Satisfactory (comparable to a “C” or higher)

- C is the lowest acceptable passing grade for all courses in the nursing program.
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Imitated
- WA = Withdrawal Administration Initiated
- U = Unsatisfactory

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

Test #1	September 18
Test #2	October 9
Test #3	October 30
Test #4	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 #5	November 13
Test #6	December 4
ATI Test	December 11
Final Exam	December 18

Nursing Care Plan due – November 27

Growth & Development Paper due – October 16

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

Revised: May 2006

## 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 textbooks. Identify college library resources.	NUR 101 Course Outline MCCC Nursing Information Packet Presentation by Arlene Stinson Presentation by ATI Library Orientation
Large Class Session	<u>Introduction to Professional Nursing and Roles Basic to Nursing:</u> <ul style="list-style-type: none"> <li>• Discuss nursing practice today and current trends and issues in healthcare.</li> <li>• Discuss the professional roles basic to nursing: communicator, teacher, advocate, researcher, direct care provider and leader.</li> <li>• Discuss nursing as a profession.</li> <li>• Describe ways in which values affect behavior.</li> <li>• Discuss ethical issues that may arise in nursing practice and the Nursing Code of Ethics.</li> <li>• Discuss the importance of legal implications and accountability in nursing.</li> </ul>	Potter & Perry: Chaps. 1, 2, 4, 6, 9, 21, 22 Potter & Perry Workbook: Chaps. 1, 2, 4, 6, 9, 21, 22 (optional) ATI Testing: Critical Thinking and Self-Inventory Test
College Lab	<ul style="list-style-type: none"> <li>• Orientation to the Nursing Learning Lab.</li> <li>• Explain standard precautions.</li> <li>• Demonstrate proper procedure for handwashing.</li> <li>• Discuss and demonstrate the principles of body mechanics.</li> <li>• Practice and testing of skills.</li> <li>• Discuss contact isolation.</li> <li>• Explain the difference between medical and surgical asepsis.</li> <li>• Identify clients most at risk for infection,</li> <li>• Explain proper procedures for hand hygiene.</li> <li>• Demonstrate occupied/unoccupied bed making.</li> </ul>	Review procedures in textbooks Potter & Perry, Chap. 36, pgs. 930-937; Chap. 46, pgs. 1421-1422 Smith & Duell, pgs 14-19, 326-332, 390-393, 397-401, 376-389, 402-411
Skills Lab	<ul style="list-style-type: none"> <li>• Identify characteristics of a professional and discuss professionalism.</li> <li>• Identify strategies to promote student success in nursing courses.</li> <li>• Identify individual learning styles.</li> <li>• Discuss test taking skills and strategies for studying.</li> <li>• Discuss the significance of a helping relationship and communication skills to the practice of nursing.</li> <li>• Identify therapeutic and non-therapeutic communication techniques.</li> <li>• Distinguish between verbal and non-verbal forms of communication.</li> <li>• Review basic math techniques.</li> </ul>	Potter & Perry, Chap. 23 Potter & Perry Workbook, Chap. 23 (optional) Smith & Duell, pgs. 1-20, 65-83 Pickar, Chaps. 1 & 2 Instructor handouts Interactive learning activity

**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"> <li>• Describe the components of a critical thinking model for clinical decision making.</li> <li>• Examine the five steps of the nursing process.</li> <li>• Describe the relationship between critical thinking and the nursing process.</li> <li>• Discuss the nursing process as a systematic method that directs the activities of the nurse in providing client care.</li> <li>• Discuss the nurse's responsibilities in clinical decision making.</li> </ul>	Potter & Perry, Chaps. 14 and review Chaps. 15, 16, 17, 18, 19 Potter & Perry Workbook, Chaps. 14, 15, 16, 17, 18, 19 (optional) Smith & Duell, Chap. 2, pgs 24-31 Interactive learning activity
College Lab	<ul style="list-style-type: none"> <li>• Identify the importance of maintaining proper body alignment for clients and nurses as well as use of proper body mechanics.</li> <li>• Describe the steps and rationale of techniques used to move, turn, position and transfer clients and ambulate clients.</li> <li>• Demonstration: Moving client to side of bed, up in bed and turn client to lateral position, supine position.</li> <li>• Practice occupied / unoccupied bed making.</li> <li>• Demonstrate and practice Bed Bath, routine skin care techniques.</li> </ul>	Review procedures in textbooks: Potter & Perry, Chap. 46, pgs. 937-955, 1458-1466 Smith & Duell, pgs. 166-171, 326-332, 333-347, 360-366 Clinical simulations doing case studies
Skills Lab	Basic Physical Assessment/Vital Signs Workshop I: <ul style="list-style-type: none"> <li>• Identify the components of vital signs.</li> <li>• Discuss the assessment techniques of inspection, palpation, auscultation and percussion.</li> <li>• Differentiate normal from abnormal vital signs.</li> <li>• Differentiate normal from abnormal lung sounds.</li> <li>• Describe a head to toe Basic Physical Assessment.</li> <li>• Identify geriatric considerations in physical assessment.</li> </ul>	Potter & Perry, Chaps. 31, 32 Potter & Perry Workbook, Chaps. 31, 32 (optional) 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"> <li>• Explain Maslow's Basic Human Needs Theory.</li> <li>• Describe how basic human needs can assist the nurse in prioritizing nursing care.</li> <li>• Describe the hierarchy of Human Basic Needs.</li> </ul>	Potter & Perry, Chap. 6, pgs. 93-94 Handouts Pickar, Chaps. 3 & 4
College Lab	<ul style="list-style-type: none"> <li>• Practice Bed Bath and skin hygiene techniques.</li> <li>• State rationales and demonstrate skin massage techniques.</li> <li>• Discuss and demonstrate use of bedpan and urinal, emptying foley and leg bags, ostomy bags.</li> <li>• Calculate and document accurate intake and output.</li> <li>• Demonstrate oral care.</li> </ul>	Review procedures in textbooks: Potter & Perry, Chap. 38 Smith & Duell, pgs. 172-177, 180-184, 188-193, 194-208, 213-215, 216-232, 704-707
Skills Lab	Basic Physical Assessment/Vital Signs Workshop II: <ul style="list-style-type: none"> <li>• Review the components of vital signs.</li> <li>• Demonstrate vital sign techniques involved with temperature, pulse, respiration and blood pressure.</li> <li>• Demonstrate basic physical assessment techniques.</li> <li>• Differentiate normal from abnormal vital signs.</li> <li>• Differentiate normal from abnormal assessment findings.</li> <li>• Document vital signs on graphic sheet.</li> </ul>	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"> <li>• Discuss developmental concepts, principles and theories (Erikson, Piaget, Kohlberg, Freud).</li> <li>• Discuss the importance of growth and development theories in assessing and planning care for clients across the lifespan.</li> <li>• Describe universal safety concerns and considerations for each age group.</li> </ul>	Potter & Perry, Chaps. 10, 11, 12, 13, 37 Potter & Perry Workbook, Chaps. 10, 11, 12, 13, 37 (optional) Smith & Duell, pgs. 129-145 Review Growth & Development paper guidelines Interactive activity
Assignment	Application of Growth and Development Concepts paper due October 16.	

## Introduction to Basic Psychosocial Needs - Week 4

WEEK 4	LEARNING OBJECTIVES	LEARNING ACTIVITIES
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"> <li>• Discuss application of basic psychosocial needs of cultural diversity, self-concept, spirituality and sexuality to nursing practice.</li> <li>• Discuss psychosocial considerations in client care with the focus on self-concept.</li> <li>• Discuss cultural and ethnicity and their effects upon nursing client care.</li> <li>• Describe the spiritual development of the individual across the lifespan.</li> <li>• Describe nursing interventions which are supportive to client beliefs and practices.</li> <li>• Discuss the concepts of loss, grief and death and appropriate nursing interventions.</li> <li>• Describe how nurses assist clients in the grieving process.</li> <li>• Discuss end of life care and issues.</li> </ul>	<p>Potter &amp; Perry, Chaps. 8, 26, 27, 28, 29            Potter &amp; Perry Workbook, Chaps. 8, 26, 27, 28, 29 (optional)            Smith and Duell, pgs. 1183-1204            Interactive Learning Activity</p>
College Lab	<ul style="list-style-type: none"> <li>• Discuss vital signs as a basic nursing action.</li> <li>• Practice techniques of height, weight, temperature, pulse, respiration, and blood pressure.</li> <li>• Differentiate normal and abnormal findings.</li> <li>• Graph or Chart vital sign results.</li> <li>• Practice oral care.</li> <li>• Introduction to Nursing Math I Dosage Calculation.</li> </ul>	<p>Review procedures in textbooks.            Potter &amp; Perry, Chap. 31            Smith &amp; Duell, pgs. 95-98, 233-242, 243-271            Interactive video disc “Vital Signs”            Clinical simulations            Math interactive website:  <a href="http://www.Testandcalc.com">www.Testandcalc.com</a></p>
Skills Lab	<p>Nursing Documentation Workshop:</p> <ul style="list-style-type: none"> <li>• Identify various forms of nursing documentation.</li> <li>• Describe basic guidelines for effective nursing communication (shift reporting/telephone reports).</li> <li>• Demonstrate different types of nursing documentation.</li> <li>• Identify the purposes of the healthcare record.</li> <li>• Discuss the advantages or disadvantages to standardized documentation.</li> <li>• Describe the role of critical pathways in multidisciplinary documentation.</li> <li>• Discuss issues related to computerized documentation.</li> <li>• Discuss the admission interview process as a data collection tool.</li> <li>• Practice nursing documentation and shift reporting.</li> <li>• Discuss the importance of client education.</li> <li>• Discuss the discharge process and how to prepare a client for discharge from the hospital.</li> </ul>	<p>Potter &amp; Perry, Chaps. 24, 25            Workbook, Chaps. 24, 25 (optional)            Smith &amp; Duell, pgs 40-56, 105-127, 84-104            Practice nursing documentation            Chart Smart computer program            Practice admission, discharge and transfer of clients.</p>

**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"> <li>• Discuss the nurse's role and responsibilities in medication administration.</li> <li>• Describe the role of the prescriber, pharmacist and nurse in medication administration.</li> <li>• Describe factors to consider in choosing routes of medication administration.</li> <li>• Discuss factors to include in assessing clients need for and response to medication therapy.</li> <li>• Discuss principles of absorption, distribution, metabolism and excretion as they effect drug action.</li> <li>• Explain drug measurement and calculation.</li> </ul>	Lilley, Chaps. 1, 2, 3, 4, 5, 6, 7, 8 Smith & Duell, Chap. 18 Potter & Perry, Chap. 34 Interactive Learning Activity
College Lab	<ul style="list-style-type: none"> <li>• Demonstrate head to toe physical assessment.</li> <li>• Practice vital signs.</li> <li>• Practice dosage calculation on website, Pickar textbook.</li> <li>• Practice physical assessment techniques.</li> <li>• Perform a head to toe physical assessment and record results.</li> </ul>	Review procedures in textbooks Potter & Perry, Chaps. 31 & 32 Smith and Duell, Chaps. 10, 11 Math Web site: <a href="http://www.Testandcalc.com">www.Testandcalc.com</a>
Skills Lab	Care Plan Workshop: <ul style="list-style-type: none"> <li>• Discuss components of the nursing care plan utilizing the nursing process.</li> <li>• Discuss formation and individualization of nursing care plans.</li> <li>• Practice formulating nursing care plans.</li> <li>• Identify NANDA approved nursing diagnosis.</li> <li>• Discuss concept mapping.</li> </ul>	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"> <li>• Discuss principles, skills and precautions to be utilized in safe administration of medications.</li> <li>• Test #2 (Given first hour of lecture)</li> </ul>	Lilley, Chaps. 1, 2, 3 4, 5, 6, 7, 8 Potter & Perry, Chap. 34
College Lab	<ul style="list-style-type: none"> <li>• Continue to practice with vital signs and physical assessment techniques.</li> <li>• Practice dosage calculation.</li> <li>• Practice shift report - communicate assessment findings.</li> </ul>	Pickar Review, Chaps. 1, 2, 3, 4 Practice drug calculations on interactive website: <a href="http://www.Testandcalc.com">www.Testandcalc.com</a>
Skills Lab	Medication administration workshop: <ul style="list-style-type: none"> <li>• Identify the 5 Rights of medication administration.</li> <li>• Discuss various forms of medication distribution systems.</li> <li>• Discuss a narcotic agent.</li> <li>• Demonstrate ability to perform drug calculations.</li> <li>• Discuss nursing responsibilities in medication administration.</li> </ul>	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	<p>Introduction to Pharmacology Part III - Pediatric and Geriatric Considerations and Alternative Therapies:</p> <ul style="list-style-type: none"> <li>• Discuss drug therapy across the life span and nursing responsibilities.</li> <li>• Discuss alternative therapies for pharmacologic approaches and how they can be utilized in nursing practice.</li> <li>• Identify different types of alternative therapies.</li> </ul>	<p>Potter &amp; Perry, Chap. 35            Pickar, Chap. 12            Lilley, Chap. 3            Interactive Learning Activity</p>
College Lab	<ul style="list-style-type: none"> <li>• Demonstration and practice of procedure for giving oral and topical medications.</li> <li>• Create drug cards for assigned medications.</li> </ul>	<p>Potter &amp; Perry, Chap. 34            Smith &amp; Duell, pgs. 520-548            Pickar, Chaps. 5, 6, 7, 9, 10, 11, 14            Practice medication administration</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Become familiar with the hospital units and services during orientation.</li> <li>• Identify hospital emergency and code procedures.</li> <li>• Identify hospital healthcare team members.</li> <li>• Survey the hospital for fire extinguishers and exits.</li> <li>• Review the fire procedure.</li> <li>• Identify measures utilized in the hospital for the safety of clients, employees and visitors.</li> <li>• Identify the functions and roles of health team members.</li> <li>• Identify methods of communication used in the hospital.</li> <li>• Demonstrate blood glucose monitoring.</li> </ul>	<p><b><u>Learning Harbor orientation to clinical facility (to be completed online prior to the start of hospital clinical). Bring completion page to clinical.</u></b>            Hospital Unit scavenger hunt            Blood glucose monitor certification            *<b><u>Read Smith &amp; Duell, pg. 645-646 Blood Glucose Monitoring prior to class</u></b>            Tour of hospital, orientation to assigned clinical unit, introduction to staff, orientation to room layout, and equipment</p>

**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"> <li>• Describe the structure and function of the cardiopulmonary system.</li> <li>• Identify physiological processes of cardiac output, myocardial blood flow and coronary artery circulation.</li> <li>• Identify physiological processes involved in ventilation, perfusions and exchange of respiratory gases.</li> <li>• Describe the impact of a client's level of health, age, lifestyle and environment on tissue oxygenation.</li> <li>• Identify nursing care interventions that promote oxygenation.</li> </ul>	<p>Potter &amp; Perry, Chap. 39            Lilley, Chaps. 34, 35            Smith &amp; Duell, pgs. 870-895, 897-902            Interactive learning activity            Review cardiovascular/respiratory A&amp;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            Potter &amp; Perry, Chap. 34            Smith &amp; Duell, Chap. 18</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Conduct an interview and physical assessment of an assigned client and record findings.</li> <li>• Take vital signs at scheduled time using correct equipment and procedure.</li> <li>• Determine the client's level of growth and development according to Erikson.</li> <li>• Demonstrate correct techniques used in cleansing each part of the body when administering various types of bath.</li> </ul>	<p>Hospital clinical experience.</p>
Assignment	<p>Concepts of Growth and Development paper due October 16<sup>th</sup>.</p>	

**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"> <li>• Describe the physiology of pain, pain theories.</li> <li>• Identify factors influencing the pain experience.</li> <li>• Discuss assessment of the client experiencing pain, utilizing appropriate pain rating scale.</li> <li>• Explain guidelines for nursing interventions utilized to relieve pain.</li> <li>• Discuss the use of pharmacological agents in pain management.</li> <li>• Explain how cultural factors affect the pain experience.</li> <li>• Describe the application for use of nonpharmacological pain interventions.</li> <li>• Discuss nursing implications for administering analgesics.</li> <li>• Evaluate a client's response to interventions.</li> </ul>	Smith & Duell, pgs. 465-493 Potter & Perry, Chap. 42 Lilley, Chap. 9
College Lab	<ul style="list-style-type: none"> <li>• Demonstrate and discuss respiratory care - breathing exercises, incentive spirometer and coughing.</li> <li>• Demonstrate the administration of oxygen by nasal cannula, catheter and mask.</li> <li>• Demonstration: Pulse Oximeter. Practice vital signs.</li> <li>• Practice dosage calculation.</li> <li>• Discuss sputum collection techniques.</li> <li>• Discuss chest physiotherapy.</li> </ul>	Smith & Duell, pgs. 650-653, 871-895
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Explain drug data prior to preparation of medication and the related nursing responsibilities.</li> <li>• Prepare and administer medications to selected clients.               <ol style="list-style-type: none"> <li>1. Check order against medical record.</li> <li>2. Interpret orders correctly.</li> <li>3. Identify medicine correctly three times.</li> <li>4. Prepare medicines accurately and safely.</li> <li>5. Answer questions correctly about information on drugs that are going to be given to the client.</li> <li>6. Identify client correctly.</li> <li>7. Assess client's needs prior to administering medicine and explain procedure.</li> <li>8. Administer medications correctly.</li> <li>9. Observe therapeutic effects and possible untoward effect of the drugs given.</li> </ol> </li> <li>• 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.</li> <li>• Render care to clients who have altered respiratory function. Perform a respiratory assessment using appropriate questions and physical assessment techniques.</li> </ul>	Hospital clinical experience.

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

<u>WEEK 10</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Promoting Healthy Physiological Responses: Hygiene, Mobility and Skin Care: <ul style="list-style-type: none"> <li>• Identify factors affecting skin condition and personal hygiene.</li> <li>• Describe techniques and agents in common use.</li> <li>• 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.</li> <li>• Discuss appropriate skincare.</li> <li>• Identify factors that place client at risk for developing pressure ulcers.</li> <li>• Describe interventions for pressure ulcers.</li> </ul>	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
College Lab	<ul style="list-style-type: none"> <li>• Dosage calculation test.</li> <li>• Discuss the need for restraints (physical or chemical).</li> <li>• Discuss client safe environment.</li> </ul>	Smith & Duell, Chap. 7 Potter & Perry, pgs. 984-990
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Obtain a complete pain assessment utilizing appropriate interviewing and physical assessment skills.</li> <li>• Evaluate the effectiveness of nursing interventions implemented for pain management.</li> <li>• Take client vital signs at scheduled time using correct equipment, site and procedure.</li> <li>• Administer medications assigned and document properly.</li> <li>• Employ the steps of the nursing process in rendering hygienic care to selected clients related to their assessed self-care deficit.</li> </ul>	Hospital clinical experience.

**Basic Human Needs: Nutrition - Week 11**

<u>WEEK 11</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Test #5 (Given first hour of lecture) Promoting Healthy Physiological Responses - Nutrition: <ul style="list-style-type: none"> <li>• Discuss the importance of good nutrition in maintaining health and the identification of risk factors for poor nutritional status.</li> <li>• Explain why each major nutrient is necessary for nutrition.</li> <li>• Describe the food guide pyramid and the healthy eating index and discuss their value in meal planning.</li> <li>• Explain the variance in nutritional requirements throughout the lifespan.</li> <li>• State the goals of parenteral and enteral nutrition.</li> <li>• Describe the procedure for initiating, maintaining, and avoiding complications of tube feedings.</li> <li>• Discuss diet counseling and client teaching in relation to client expectations</li> </ul>	Potter & Perry, Chap. 43 Smith & Duell, pgs. .575-623 Lilley, Chaps. 50, 51
College Lab	<ul style="list-style-type: none"> <li>• Demonstrate range of motion exercises, passive and active.</li> <li>• Demonstrate nasogastric and feeding tube placement.</li> <li>• Discuss care of client with nasogastric or feeding tube.</li> <li>• Demonstrate feeding a client.</li> <li>• Discuss the administration of enteral feedings via nasogastric tubes, jejunostomy or gastrostomy tubes.</li> <li>• Discuss different therapeutic diets.</li> </ul>	Review procedures in textbooks Potter & Perry, Chap. 46, pgs. 1475-1479; Chap. 43, pgs. 1305-1311 Smith & Duell, pgs. 348-359, 576-598, 599-623
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Participate in care of clients requiring assistance with hygienic measures.</li> <li>• Participate in the care of a client with altered mobility.</li> <li>• Identify potential hazards of immobility in the client on bed rest.</li> <li>• Identify clients at risk for skin breakdown.</li> <li>• Assist client with active and passive range of motion exercises.</li> <li>• Participate in the care of client's with pressure ulcers or alterations in skin integrity.</li> <li>• Perform a skin assessment on a client</li> </ul>	Hospital clinical experience.

**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"> <li>• Describe process of urination.</li> <li>• Compare and contrast common alterations in urinary elimination.</li> <li>• Discuss nursing measures to promote normal micturition.</li> <li>• Discuss the role of gastrointestinal organs in digestion and elimination.</li> <li>• Describe common physiological alterations in elimination.</li> <li>• Identify nursing interventions to promote bowel and bladder elimination.</li> </ul>	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	<ul style="list-style-type: none"> <li>• Demonstrate enema administration and suppository administration.</li> <li>• Demonstrate foley and ostomy care.</li> <li>• Practice urine and stool collection techniques.</li> <li>• Fluid and Electrolyte tutorial on Potter &amp; Perry CD-Rom.</li> <li>• Demonstrate male external urinary catheter.</li> <li>• Discuss incontinence care (bowel or bladder).</li> </ul>	Potter & Perry CD-Rom Smith & Duell, Chap. 20, pgs 624-632, 635-637, 637 (testing for occult blood); Chap. 22, pgs. 708-711, 735-737; Chap. 23, pgs. 768-774; Review pgs. 775-784
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Participate in the care of a client with actual or potential alteration in nutrition.</li> <li>• Compare and contrast different types of hospital diets.</li> <li>• Assist client in completing the dietary menu.</li> <li>• Assist in feeding a client.</li> <li>• Observe your assigned client's nutritional intake and recognize the possible effects upon disease process.</li> <li>• Participate in the care of a client receiving a tube feeding.</li> </ul>	Hospital clinical experience

**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"> <li>• Describe fluid and electrolyte homeostasis and its effect on health.</li> <li>• Describe the distribution, composition, movement, and regulation of body fluids.</li> <li>• Discuss the regulation and movement of electrolytes within the body.</li> <li>• Identify the processes involved with acid-base balances.</li> <li>• Identify variables affecting normal fluid, electrolyte, and acid-base balances.</li> <li>• Discuss the purpose, procedure and maintenance of intravenous therapy.</li> <li>• Discuss significance of intake and output.</li> <li>• Identify various intravenous fluids.</li> </ul>	<p>Potter &amp; Perry, Chap. 40 Lilley, Chap. 25 Pickar, Chap. 14</p>
College Lab	<ul style="list-style-type: none"> <li>• Discuss Fluid &amp; Electrolyte concepts using Potter &amp; Perry CD-Rom.</li> <li>• Discuss intravenous therapy.</li> <li>• Discuss I &amp; O.</li> </ul>	<p>Potter &amp; Perry, Chap. 40 Pickar, Chap. 14 Smith &amp; Duell, pgs. 1010-1019, 1021-1025</p>
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Render care to clients with altered patterns of urinary elimination.</li> <li>• Demonstrate how to promote the proper use of the toilet, bedpan, urinal and commode on selected clients.</li> <li>• Participate in the collection of a urine or stool specimen.</li> <li>• Participate in the care of a client with actual or potential interferences in bowel elimination.</li> <li>• Assess the client for the effects of hospitalization on elimination pattern.</li> <li>• Render care to a client needing an enema.</li> </ul>	<p>Hospital clinical experience</p>

***THANKSGIVING WEEK SCHEDULE***

**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"> <li>• Participate in the care of a client having actual or potential altered sleep patterns.</li> <li>• Implement strategies to promote rest and sleep.</li> <li>• Describe the functions and physiology of sleep.</li> <li>• Discuss application of the nursing process for clients with sleep pattern disturbance.</li> <li>• Identify nursing interventions to induce sleep, including pharmacologic agents.</li> <li>• Differentiate among processes of reception, perception and reaction to sensory stimuli.</li> <li>• Discuss common causes and effects of sensory alterations.</li> <li>• Discuss ways to maintain a safe environment for clients with sensory deficits.</li> </ul>	Potter & Perry, Chaps. 41, 48 Lilley, Chap. 11
College Lab	<ul style="list-style-type: none"> <li>• Dosage Calculation Remediation Test, if necessary.</li> <li>• Discuss sleep disorders.</li> <li>• Discuss strategies to promote sleep in the health care facility.</li> </ul>	Potter & Perry, Chap. 41 DVD - "Sleep Disorders"
Hospital/Clinical Lab	<ul style="list-style-type: none"> <li>• Render care to clients with altered fluid volume.</li> <li>• Perform a fluid balance assessment using appropriate interview and physical assessment skills.</li> <li>• Perform intake and output on client and record properly.</li> <li>• Render care to a client receiving intravenous therapy.</li> <li>• Assess fluid and electrolyte status of client utilizing intake and output and clinical laboratory values.</li> </ul>	Hospital clinical experience.
Assignment	Nursing care plan due November 27th	

## **Week 15**

ATI Assessment Testing: The exam for Fundamentals of Nursing will be given on December 11<sup>th</sup>

Classes End: December 13<sup>th</sup>

Final Clinical Evaluations: December 7<sup>th</sup> and 13<sup>th</sup>

Cumulative Final Exam: December 18<sup>th</sup>

College Lab: Final lab session will focus on practicing IM and SQ injections in preparation for NUR112. Refer to Smith & Duell, pgs. 549-572; Potter & Perry, pgs. 871-891

MERCER COUNTY COMMUNITY COLLEGE  
DIVISION OF SCIENCE AND HEALTH PROFESSIONS

NUR 101

Fall 2006

GROWTH AND DEVELOPMENT OBSERVATION GUIDELINES

Student \_\_\_\_\_ Instructor \_\_\_\_\_

Observation Date \_\_\_\_\_

Initials of Observed Person \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

**Overall Objective:** The student will compare their observation of a person with the expectations found in the textbook. All observations require a comparison to textbook norms.

1. Describe and compare the person's life patterns and life styles. (10 points)
  - 1.1 Age
  - 1.2 Ethnic group (health care practices, nutrition, physical traits and potential for specific health problems specific to ethnic group).
  - 1.3 Heredity (traits or diseases that are prevalent in family).
  - 1.4 Culture (status, power, support persons, childbearing habits, discipline).
2. Describe and compare the observed person's physical growth and development. (15 points)
  - 2.1 Physical attributes (height, weight, dentition and general appearance).
  - 2.2 Ability to carry out Activities of Daily Living (ADL). (motor development gross and fine) Ability to care for self.
  - 2.3 Speech and language development.
3. Describe and compare the observed person's psychological development. (15 points)
  - 3.1 Psychosocial development (according to Erikson) and related tasks.
  - 3.2 Cognitive development (according to Piaget).
  - 3.3 Perceptual competence (ability to hear, see, taste, touch and smell).

- 3.4 Education level.
  - 3.5 Play and/or recreation preferences (how leisure time is spent).
  - 3.6 Moral development (according to Kohlberg).
  - 3.7 Spiritual preference and practices.
4. Discuss nutritional needs for the observed person. (15 points)
    - 4.1 Recommended nutritional requirements for age group (food pyramid, number of calories, weight for age/sex).
    - 4.2 Independence to feed self, food preferences, number of meals/snacks a day.
    - 4.3 Example of daily nutritional intake and evaluation of adequacy/deficiency, recommendations for improved diet (include actual food intake for one day), including calories.
  5. Describe and compare safety measures, instruction and/or guidance for the observed person. (15 points)
    - 5.1 Cognitive ability.
    - 5.2 Ability to protect self.
    - 5.3 Dangers to specific age group.
  6. Describe and compare biological rhythms for the observed person. (10 points)
    - 6.1 Sleep and rest (patterns and requirements) for age.
    - 6.2 Elimination cycle (bowel and urine) pattern.
    - 6.3 Metabolic rhythm (blood pressure, temperature, respirations and pulse).
    - 6.4 Exercise/activity patterns (how active is observed person).
  7. Describe family life as related to the observed person's well being. (10 points)
    - 7.1 Environmental factors (physical space, layout of home, play areas, noxious factors).
    - 7.2 Economics (head of household's employment status, financial issues).
    - 7.3 Healthcare insurance (are all family members covered by insurance, type of insurance plan).
    - 7.4 Preventive medicine (immunizations, annual health checkups, dental exams).

7.5 Age of family members living at home.

7.6 Parenting behaviors and/or support systems (extended family).

Bibliography and Format (10 points)

- A. Paper is typed, double spaced, proofread for spelling and grammar errors.
- B. References: Potter & Perry textbook plus *at least* two additional references are required.
- C. Proper APA format is required. All students must submit a draft of paper to writing center for corrections. Students must make appropriate corrections and have Writing Center staff person sign the title page of the final draft.
- D. Paper must be secured in a folder.
- E. Limit paper to 8 - 10 typed pages.

NOTE:

1. All NUR101 students are required to complete this assignment.
2. Assignment must be submitted on date stated by instructor. No late paper will receive a grade higher than 75%. Failure to submit a paper will result in a zero grade for the assignment. Total maximum points = 100.

*Revised: January 2006*

*Reviewed: June 2006*

MERCER COUNTY COMMUNITY COLLEGE  
DIVISION OF SCIENCE AND HEALTH PROFESSIONS  
NURSING PROGRAM

Nursing Care Plan Guidelines

NUR 101

Fall 2006

The purpose of this learning activity is to employ the nursing process to construct an individualized plan of care for a client cared for in clinical. Student must have provided care for selected client during NUR 101 hospital clinical. Client is to be identified by initials only.

Paper requirements:

Use 8 ½ x 11 inch white paper. Typing/Word processing is required. Typing must be double spaced. Paper should be thoroughly proofread for spelling and grammar errors and all corrections made. All pages should be numbered, stapled together and secured in a folder. **Title page or cover sheet must include student's name, client's initials, date of care and instructor's name.**

Grading:

▪ Assessment	20%
▪ Analysis and Synthesis of Problems	20%
▪ Planning	35%
▪ Implementation	5%
▪ Evaluation	10%
▪ Bibliography and Format	10%
	<hr/>
TOTAL	100%

**\* Papers are due on the date stated by the instructor. No late paper will receive a grade higher than 75%. Failure to submit a paper will result in a zero grade for the assignment.**

*Revised: May 2006*

A. Assessment: (20 points)

Collect data - Interview client, review medical record, consult family or other health care providers.

1. *Demographic data*:

- a. Biographic data i.e., initials, age, sex, occupation, marital status, type of living arrangements, primary language.
- b. General appearance, facial expression, body language, gait, posture, vital signs, skin tone and texture, etc.
- c. Physicians admission diagnosis - describe pathology (define the disease and state the organ/organs involved and symptoms).  
  
Other contributing diagnosis (brief description and symptoms).
- d. State the growth and developmental level according to Erickson and explain briefly.

2. *Physiological Health Needs (past and present)*

- a. Hygiene - ability to bathe oneself, any assistance needed, use of assistive devices, use of makeup, ability to shave, care of fingernails or toenails, include any restrictions, ability to comb and style hair, brush teeth, cleanse mouth.
- b. Nutrition - usual diet, hospital diet, ability to eat, use of dentures, dental condition, nausea / vomiting / indigestion, skin color, condition, tone, edema, height and weight, swallowing ability.
- c. Elimination - frequency of B.M., use of OTC laxatives, abdominal tenderness, distention, bowel sounds, stoma usual urinary pattern – frequency, character, amount, nocturia, incontinence, catheters, presence of ostomy.
- d. Activity/Exercise- any ADL/mobility limitations, devices needed, physical weakness, ability to carry out ROM.
- e. Sleep/Rest - hours of sleep, quality of sleep, bedtime rituals, use of hypnotics, does person feel rested after sleep.
- f. Oxygen - indications of deficiency of oxygen; dyspnea, shortness of breath, respiratory rate and rhythm, nocturnal dyspnea, cough, lung sounds, pulse oximeter reading, chest pain, peripheral pulses, capillary refill, pulse rate and rhythm, use of supplemental oxygen.

- g. Comfort - assess for the description of comfort. If pain is present, use pain assessment scale (0-10) and describe location, type, intensity, onset, duration. Methods of pain management, are they effective?
- h. Safety - Cognitive/Perceptual  
Level of consciousness, reflexes, pupil size-equal, reaction to light  
Hand grasp, sight-glasses, hearing-deficit, numbness, or tingling, dizziness, and learning disabilities, reality orientation.

3. *Psychosocial Health/Needs Assessment*

- a. Coping patterns - (how problems are dealt with)  
Self-concept-verbal and non-verbal clues-moods, type of personality.
- b. Roles, Family, Culture  
Marital status, significant others, children, live alone, present employment, school, who are the people who help the client most of the time.  
Cultural patterns, ethnic background, food preference, health care patterns.  
Recreational patterns, hobbies, sports.
- c. Spirituality  
Religious beliefs and practice.  
Indicators of values - i.e., orderliness, cleanliness, upkeep of belonging, active listening, open dialogue, praise.
- d. Sexuality  
Female - date of menarche, menstrual difficulties, sexual concerns or dysfunction, date of last Pap smear and mammogram, self-breast exam, birth control use.  
Male - any itching or discharge from the penis, self-testicular exam, any concerns with sexual health or functioning, prostate problems.

4. *Biophysical Health/Health Perception*

- a. Reason for hospitalization/Chief Complaint (clients own words).
- b. Previous hospitalizations or surgeries.
- c. Other health problems and how are they managed.
- d. List medications (prescription or non-prescription) that client is taking.

<u>Name of Medication</u>	<u>Dose</u>	<u>Schedule</u>	<u>Reason</u>
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- 1.
- 2.
- 3.
- 4.

- e. Tobacco or ETOH (alcohol) use
- f. Allergies
- g. Family health history (diabetes, hypertension, heart disease)

5. *Diagnostic Studies and Laboratory Tests*

- a. List the diagnostic studies and laboratory tests done on this client, pertinent to medical diagnosis. Identify the findings.
- b. Discuss the nurse's responsibilities for the client who has these tests.

B. Analysis & Synthesis: (20 points)

Review your data collection. Group and analyze the data utilizing three columns.  
(see page 7)

Basic Need and the data that  
support an interference / deviation  
to that need

Interpretation of the deviation  
(Compare findings with  
textbook) (Requires textbook  
reference)

Nursing Diagnosis  
(NANDA approved)

C. Planning: (35 points)

Develop a care plan using columns as indicated on page 8:

Nursing Diagnosis	Clients / Goals Outcome Criteria	Nursing Interventions	Rationale*	Evaluation / Outcome Measurements
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- Identify 4 nursing diagnosis, in priority of need. (5 points)
- Establish short and long term client goals/outcomes in priority, for the four (4) chosen diagnoses. Include outcome criteria in goal statement. (10 points)
- Plan nursing interventions with rationales. (20 points)  
*\*All rationales must be textbook referenced.*

D. Implementation: (5 points)

Indicate by \* those nursing interventions you performed during your care of the client. Place \* directly into nursing intervention column of care plan.

E. Evaluation: (10 Points)

Describe those goals that were met and give the outcome measurement.

Describe those goals that were not met and give factors that interfered with goal accomplishments.

F. Bibliography and Format: (10 points)

Proper APA format for bibliography and references is required. Correct spelling, punctuation and grammar is required. Writing center staff must review paper for spelling, grammar and format errors. Student must make appropriate corrections and have writing center sign the title page of the final copy.

## DEFINITIONS

The definition of terms used in nursing care study:

1. Assessment - is a systematic way of obtaining data about a client.  
**This should include:**
  - a. interviewing client and/or family
  - b. physical examination
  - c. reviewing written records
  - d. collaborating with other health team members
  - e. observe interpersonal relationships
  - f. observe developmental levels
  
2. Analysis - the arrangement of data into categories to identify the relationships between basic needs and the data.  
  
Synthesis - the putting together of the relevant data in order to formulate a nursing diagnosis.  
This should include:
  - a. comparison of client's data with norms
  - b. interpretations of the deviations
  
4. Scientific rationale - the knowledge of natural, behavioral, medical, nursing and social sciences that give a purpose and explanation to your study.
  
5. Nursing diagnosis - is a clear, concise, specific statement about a client's responses to the actual or potential problems that require nursing intervention.  
This should include:
  - a. etiology or contributing factors
  - b. scientific explanation of these factors
  
6. Goal - a desired outcome that you and your client hope to achieve in order to remedy or to lessen the problem.  
This should include:
  - a. the client - centered goal(s) that are measurable within a time frame
  - b. criteria for acceptable performance
  
7. Planning Care - is the act of determining what can be done to assist the client in restoring, maintaining or promoting health. This should include:  
stating nursing diagnosis
  - a. stating goals according to priorities
  - b. identifying specific strategies or techniques for implementation
  
8. Implementation - putting the plan into action.
  
9. Evaluation - assessing the client's response against predetermined goals.

Analysis and Synthesis (Table Set-up)

Basic Need Deviation  
(with supporting data)

Interpretation of the deviation  
(textbook reference required)

Nursing Diagnosis  
(NANDA approved)

<u>Basic Need Deviation</u> (with supporting data)	<u>Interpretation of the deviation</u> (textbook reference required)	<u>Nursing Diagnosis</u> (NANDA approved)

Nursing Care Plan (Table Set-up)

<u>Nursing Diagnosis</u> (NANDA Approved)	<u>Client Goals</u> <u>Short and Long Term</u>	<u>Nursing Interventions</u>	<u>Rationales</u> (Textbook Reference Required)	<u>Evaluation of Care</u> (include outcome measurement)

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

STUDENT \_\_\_\_\_

SS # \_\_\_\_\_

AGENCY \_\_\_\_\_

DATES \_\_\_\_\_

<b>PERSONAL AND PROFESSIONAL CHARACTERISTICS</b>	<b>FIRST</b>	<b>SECOND</b>	<b>SUMMARY</b>
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.			

<b>PREPARATION - ASSESSMENT OF DATA AND PLANNING OF CARE</b>	<b>FIRST</b>	<b>SECOND</b>	<b>SUMMARY</b>
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.			
<b>IMPLEMENTATION - ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION</b>			
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.			

<b>IMPLEMENTATION - ASSESSMENT OF CLIENT, REVISION OF PLAN AND ACTION</b>	<b>FIRST</b>	<b>SECOND</b>	<b>SUMMARY</b>
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.			
<b>EVALUATION - EFFECTIVENESS OF STUDENT PREPARATION AND IMPLEMENTATION.</b>			
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.			

<b>EVALUATION - EFFECTIVENESS OF STUDENT PREPARATION AND IMPLEMENTATION.</b>	<b>FIRST</b>	<b>SECOND</b>	<b>SUMMARY</b>
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 \_\_\_\_\_

Date \_\_\_\_\_

**Summative**

Instructor \_\_\_\_\_

Student \_\_\_\_\_

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>