

Oklahoma State University Institute of Technology
Nursing & Health Sciences
Associate Degree Nursing Program
NURS 1128 Foundations of Nursing Practice
Spring 2018

NURS 1128 FOUNDATIONS OF NURSING PRACTICE*

Introduces the student to the roles of the nurse as a provider of care, a manager of care, and a member within the discipline of nursing. As a provider of care, the student learns to assist the client to meet his/her needs when health fluctuates on the wellness-illness continuum. An overview of the nursing process is presented as a method for planning care for clients throughout the lifespan along with the significance of providing culturally competent nursing care. Emphasis is placed on establishing nurse/client relationships and therapeutic communications. Skills associated with the role of the nurse are the primary focus. Admittance to the nursing program is required.

Course Purpose:

To learn the roles of the nurse in providing culturally competent care for clients throughout the lifespan.

Type of course: Theory/Lab-Simulation/Clinical.

Credit Hours: 8

Total hours of theory per semester: 105

Total hours of lab for the semester: 30

Total hours of clinical per semester: 90

(Students are not in the clinical setting the first six weeks of the semester. Clinical hours are used in theory the first six weeks)

Class time – Full Semester

Prerequisites: Acceptance into the Nursing Program

Co-requisites: Concurrent enrollment in NURS 1322 Nursing Dosage Calculation is required, unless previously completed.

Instructor Name: Jamie Diggins, MS, RN

Office: *Nursing & Health Sciences #110*

Contact: My preferred method of contact is *email*. Please allow 24-48 hours to return your correspondence during the normal work week.

Instructor Phone: (918) 293-5328

Email: jamie.diggins@okstate.edu

Instructor's Office Hours:

Monday: 0900-1200; 1300-1500

Tuesday: 0900-1200; 1300-1500

Instructor Name: Tina Gordon, BS, RN, CDE

Office: *Nursing & Health Sciences #109*

Contact: My preferred method of contact is *email*. Please allow 24-48 hours to return your correspondence during the normal work week.

Phone: (918) 293-4789

Email: tina.gordon@okstate.edu

Instructor Office Hours:

Monday: 0830-1230; 1330-1630

Tuesday: 0830-1130

Building: Nursing & Health Sciences

Division Name: Nursing & Health Sciences

Division’s Main Phone: 918-293-5337

Division Office Hours: 8:30 am-4:30 pm Monday-Friday

REQUIRED TEXT, REFERENCES, AND MATERIALS

Texts:

Potter, P., Perry, A., Stockert, P., & Hall, A. (2017). Fundamentals of nursing (9th ed.). St. Louis: Mosby. ISBN: 9780323327404

Potter, P., Perry, A., Stockert, P., & Hall, A. (2017). Clinical nursing skills & techniques (9th ed.). St. Louis: Mosby. ISBN: 9780323481694

References:

Ackley, B. J. & Ladwig, G. B. (2017). Nursing diagnosis handbook: An evidence-based guide to planning care interventions and rationales for adult, geriatrics, mental health, pediatrics, maternal/child health, multicultural, client/family teaching, home care and discharge planning (11th ed.). Maryland Heights, MS: Mosby/Elsevier. ISBN: 9780323390286

Pagana, K. D., Pagana, T. J., & Pagana, T.N. (2017). Mosby's diagnostic & laboratory test reference (13th ed.). St. Louis: Mosby. ISBN: 9780323399173

Silvestri, L.A. & Silvestri, A. (2016). Saunders 2016-2017 Strategies for Test Success (5th ed.). St. Louis: Mosby. ISBN: 9780323479608

Skidmore, L. (2018). Mosby's 2018 nursing drug reference. St. Louis: Mosby. ISBN: 9780323531849

Required Tablet App List:

- PDF App: iPad-PDF Expert, Surface-PDF Annotation
- Word Processing App, such as Pages or MS Word
- Photon for iPad only
- The Merck Manual Professional Version
- Slide Presentation App, such as Keynote or PowerPoint

Materials: N/A

Uniform/Tools: Tablet: iPad 2 or newer; or other approved tablet with WIFI capability; OSU scrubs/shoes and Nursing Tool Kit

Estimated Cost for Materials: \$ N/A

Estimated Cost for Uniform/Tools: \$ 1228.00 plus tax

Optional Resources: Web-based online student resources through the Evolve website

Upon completion of the course, students should:

STUDENT LEARNING OUTCOMES	COURSE OBJECTIVES	ASSESSMENT OF COMPETENCY
Patient-centered care—graduate recognizes the patient as the source of control and full partner in providing compassionate and coordinated care based on respect for the patients’ preferences, values and needs.	Identify ways to apply basic principles related to patient centered care integrating cultural, socioeconomic, environmental, spiritual, and age-related factors in caring for the aging patient with stable, chronic conditions.	Major exams*, skills lab performance, clinical written/oral assignments, clinical evaluation form, & Kaplan Integrated Tests
Teamwork and collaboration—graduate functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.	Discuss personal and professional responsibility, as it relates to the role of professional nurse.	
Evidence based practice—graduate integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Demonstrate ability to review clinical practice information for strength and relevance to current clinical situation.	
Quality improvement—graduate uses data to identify errors and hazards in care and monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Describe the outcomes of care in the long term care setting and the quality and safety measures being used in that clinical setting.	
Informatics – graduate uses information and technology to communicate, manage knowledge, mitigate error and support decision making.	Describe confidentiality pertaining to electronic records.	

Aspects of the course objective assessments may be used in the university’s assessment of student learning. If applicable, an asterisk (*) above indicates this assignment is used in the university assessment program.

COURSE ACTIVITIES

In this course students will:

- Participate in discussions of readings
- View videos that depict the various concepts
- Participate in in-class activities
- Participate in a group presentation
- Present clinical report using SBAR
- Complete clinical assignments as assigned
- Complete online quizzes
- Complete a standardized test

EVALUATION - GRADES WILL BE BASED ON THE QUALITY AND COMPLETION OF THESE TASKS:

Students should view grade in the LMS under “Grades” and NOT under progress

	OSUIT Nursing Grading Scale
Exam 1100%	
Exam 2100%	
Exam 3100%	A = 92-100
Exam 4100%	B = 84-91
Exam 5100%	C = 75-83
Exam 6100%	D = 66-74
Point Total.....600 points*	F = 65 & below

*The student’s exam average will be used in the university’s assessment of student learning. This Pass/Fail rating is independent of the student’s course grade.

There will be no other grades averaged in with exam scores unless a student has made 75% average or above on all exams at the end of the course. Additional points may be added to final grade based on clinical paperwork performance once a 75% or greater average is achieved on exam scores. If a student does not average a 75% or above in exam scores, then they have failed the course. See clinical section for further explanation.

Upon completion of exams, Nursing Faculty Organization (NFO) will complete a test analysis of the exam before final grades are released to student. This will generally happen within 48 business hours from the end of the exam.

Daily and/or weekly quizzes, small weekly assignments and similar type projects: Normal return time to student by next class meeting or no later than one (1) week.

Extensive assignments, large lab projects, extensive quizzes, exams and similar type projects: Normal return time to students in one (1) to two (2) weeks.

RECOMMENDED STUDENT COMPETENCIES/SKILLS

Use of slide presentations, web-based resources, online databases, tablet (such as iPad),

AUTHORIZED TOOLS

Students may use any/all course materials, including books and notes, while completing activities as allowed by each course syllabus. This **does not** apply to **major examinations** given throughout the course. All quizzes and written assignments are to be completed independently; no collaboration with classmates is permitted unless specifically authorized by the course syllabus, and any instance of such will be considered academic dishonesty. Refer to the Testing section for guidelines on major examination.

TESTING

Major test/examinations (used interchangeably hereafter) are scheduled in the course syllabus and will be announced at least one week in advance. Examinations may be rescheduled in the case of an emergency absence, e.g. death in the immediate family or significant illness of the student with proof of emergency. Bring appropriate documentation (e.g., doctor's statement, obituary) to avoid losing points. In case of an emergency absence, the student must notify the instructor prior to the test time, and the instructor reserves the right to give an alternate examination. Failure to make arrangements within 24 hours for a make-up test will result in a grade of zero (0%) recorded for the examination missed. If an exam is rescheduled for a non-emergency absence, 5 points per calendar day will be deducted from the student's test score.

The exam must be taken within seven days of the original scheduled examination. Refer to the Nursing Student Handbook under Testing for additional guidelines.

PLAN FOR SUCCESS

Oklahoma State University Institute of Technology Nursing Program has developed a plan for success for the nursing student. This plan requires each student to read the assigned chapters in the Strategies for Test Success textbook and participate in a review of information in the course orientation, complete the VARK learning styles assessment, and view the Kaplan "How to Study" tutorials. The VARK learning styles assessment results are to be uploaded in the Plan for Success dropbox. The student is also required to complete the "How to Study" tutorials on the Kaplan website and provide proof of completion by submitting a summary answering specific questions provided on the LMS. The summary is to be uploaded in the Plan for Success dropbox. This information will be used to guide the student and instructor in using appropriate learning strategies to promote successful completion of the nursing program. Students not completing the requirements as assigned will receive an "I" for incomplete until the assignment has been submitted and approved. **No work will be accepted after 4:30 p.m. Friday, April 20, 2018.**

For student exam review, the Loma Linda Student Exam Analysis Tool is utilized to assist students in identifying areas needing improvement along with suggestions on how to improve exam performance.

- The student will obtain the Exam Analysis worksheet and Suggestions to Improve Exam Performance Checklist from the instructor during test review.
- The student will review each question missed on the exam and identify the main category and specific problem or contributing factor for why the student missed the question.
- The student records why each item was missed on the Exam Analysis worksheet. The student totals the number of items missed for each specific problem and each main category on the Exam Analysis worksheet.

- The student determines the priority category needs on the Suggestions to Improve Exam Performance Checklist. Suggested interventions are then identified and selected on the Suggestions to Improve Exam Performance Checklist.
- The student will turn in the Exam Analysis worksheet and Suggestions to Improve Exam Performance Checklist to the instructor prior to leaving test review.
- A copy of the Exam Analysis worksheet and Suggestions to Improve Exam Performance Checklist will be copied and given to the student at next class session, and another will be retained in the student's record.
- Follow-up appointments for help with exam skills, tutoring, counseling and evaluation of progress can be made with the instructor if needed. Students who are expected to completed exam remediation will review the Exam Analysis worksheet and Suggestions to Improve Exam Performance Checklist with the instructor during that time.

EXAMINATION REMEDIATION

Nursing students who make less than 75% on any major exam are expected to make an appointment with their instructors for counseling and remediation assignments. **It is the student's responsibility to schedule this appointment within 5 working days after the test, and then be prepared when meeting with the instructor by bringing the completed Exam Remediation Form.** Copies of this form are available on the LMS.

If the student requires remediation on more than one exam, it is recommended the student alternates faculty appointments. (Example: If exam 1 remediation was scheduled with instructor 1 and the student requires remediation on exam 4, that appointment should be made with instructor 2).

KAPLAN INTEGRATED TESTING PROGRAM

In order to aid in the progression and success of our students, while lowering our program's attrition rate and strengthening the NCLEX-RN pass rate, OSU Institute of Technology Nursing Program has implemented Kaplan Integrated Testing Program for nursing schools. Kaplan Integrated Testing Program is comprised of a series of secure online tests designed to evaluate the knowledge of students in a basic nursing curriculum leading to RN licensure. The results enable nursing faculty to identify students with knowledge deficits in specific content areas, so that early interventions can be implemented in order to positively influence student outcomes. Kaplan Integrated Tests will be given in appropriate semesters as outlined in the student handbook. **Students should be aware that their ability to pass the NCLEX-RN is strengthened by their ability to pass each series of test.** Scores will be reviewed on an individual basis and counseling will be provided as necessary. Students performing well on the integrated tests may receive points based on their percentile score. **Points will be added once a student has passed the theory course with a 75% passing exam average - only then will points be added for the Integrated Test to your final average grade.**

A total of 1-3 % points will be added according to the students percentile score

55-65%ile = 1 point

66-80%ile = 2 points

81-100%ile = 3 points

If multiple tests are given during the semester the points will be averaged. For example:

- If 3 tests are given and the test scores are in the 59, 70, and 84%ile the student will receive points based on $1+2+3=6$ divided by $3 = 2$ % points

In order to better prepare students for the Integrated Tests students will be required to complete the **Focused Review Tests** applicable to the Integrated Test. In order to receive credit for completion of the **Focused Review Tests** the student must score at least 65% correct and remediate for 60 seconds on **all questions**. Students will not be allowed to complete the Integrated Test until the assigned Focus Review Tests and remediation are completed.

The Kaplan Fundamentals test is the only Kaplan test required for this semester. This test will be taken at the end of the course.

Students not completing the exam and any required remediation as assigned will receive an “I” for incomplete until the assignment has been submitted and approved. **No work will be accepted after 4:30 p.m. Friday, April 20, 2018.**

OTHER LAB AND CLASSROOM POLICIES **NURSING STUDENT HANDBOOK**

The Nursing Student Handbook is provided to all nursing students through the LMS: Content-Course Resources page. It is the student’s responsibility to be familiar to the policies within the handbook. If you have questions concerning the handbook or you are unable to access the handbook contact your instructor.

BOARD OF NURSING HEARING

Students will be required to attend a Board of Nursing Hearing before graduation of the OSUIT Nursing Program. Meeting dates will be offered at different times throughout the year and are limited to 50 students each trip. It is the student’s responsibility to sign up and attend at least one meeting during the course of the program.

ATTENDANCE POLICY (See Nursing Student Handbook)

SYLLABUS ATTACHMENT

View the Syllabus Attachment, which contains other important information, by visiting http://osuit.edu/center/student_syllabus_information

**OSUIT NURSING PROGRAM
NURS 1128 FOUNDATION OF NURSING
LAB**

LAB GUIDELINES

Lab is a Pass/Fail component of this course. Active participation in the laboratory component is necessary to pass this course. The course schedule will reflect the anticipated dates various skills are expected to be covered and evaluated.

ATTENDANCE

Lab attendance is necessary for successful completion of the program. Students are expected to be on time and prepared for each lab, and are responsible for all material covered or assigned. Roll will be taken for each lab and reported with grades at midterm and at the end of the semester. The student is responsible for missed labs and any materials distributed during the absence. Excessive absenteeism may result in counseling and the student may be placed on probation by faculty. **Excessive absenteeism is considered two missed labs.**

The lab doors will be shut at the assigned time the lab period begins. Students who are tardy may not enter. It is disruptive to the climate, students, and faculty when students enter late. Students are expected to assume responsibility for their own learning and are expected to cooperate in maintaining an environment conducive to learning. To receive an excused absence, students must contact the lab coordinator or faculty member (not the Administrative Assistant) 30 minutes prior to the start of lab.

SKILLS COMPETENCY

A student is not permitted to perform skills/procedures in a clinical setting until demonstrating safe performance of that skill in the laboratory. In order to perform skills successfully, students may be required to spend time in the skills laboratory that is outside of schedule theory/lab time. If the student is unsuccessful during first skills competency check, the student will schedule another appointment and complete the skill again. Failure to pass skills competency after two attempts will result in the student being required to meet with the Nursing Faculty Organization.

Skills competencies for NURS 1128 include:

Skill 7-1 Hand Hygiene p. 243	Skill 7-9 Blood Glucose Monitoring p. 202
Skill 5-1 Measuring Body Temperature p. 68	Skill 10-2 Preparing a Sterile Field p. 261
Skill 5-2 Assessing Radial Pulse p. 78	Skill 10-3 Sterile Gloving p. 266
Skill 5-3 Assessing Apical Pulse p. 82	Skill 23-1 Applying an Oxygen Delivery Device p. 629
Skill 5-4 Assessing Respirations p. 87	Skill 23-3 Using Incentive Spirometer p. 639
Skill 5-5 Assessing Arterial Manual BP p. 91 & Electronically	Skill 36-1 Pouching a Colostomy or Ileostomy p. 933
Skill 5-6 Measuring Oxygen Saturation p. 102	Skill 39-2 Treatment of Pressure Ulcers p. 1003
Skill 17-1 Bathing a Patient p. 445	Skill 40-1 Performing a Wound Irrigation p. 1017
Skill 17-2 Oral Hygiene p. 457	
Procedural Guideline 17-1 Perineal Care p.	

454	Skill 40-2 Removing Sutures and Staples p. 1022
Procedural Guideline 17-3 Care of Dentures p. 463	Skill 40-3 Managing Wound Drainage Evacuation p. 1027
Procedural Guideline 18-6/18-7 Making an Unoccupied/Occupied Bed p. 477	Skill 41-1 Applying a Dressing p. 1042
Skill 10-1 Applying and Removing Cap, Mask, and Protective Eyewear p. 257	Procedural Guideline 32-1 Care of a Gastrostomy or Jejunostomy Tube p. 858
Skill 9-2 Caring for Patients under Isolation Precautions p. 247	Skill 32-1 Inserting and Removing a Small Bore Naso Feeding Tube p. 840
Procedural Guideline 6-1 Monitoring Intake and Output p. 162	Skill 32-2 Verifying Feeding Tube Placement p. 847
Skill 31-2 Assisting an Adult Patient with Oral Nutrition p. 826	Skill 32-3 Irrigating a Feeding Tube p. 850
Skill 30-3 Aspiration Precautions p. 832	Skill 32-4 Administering Enteral Nutrition via Naso, Gastro-, and Jejun p. 852
Skill 35-1 Assisting a Patient in Using a Bedpan p. 907	Skill 34-1 Insertion of a Straight or Indwelling Urinary Catheter p. 876
Skill 11-1 Using Safe and Effective Transfer Techniques p. 272	Skill 34-2 Care and Removal of an Indwelling Catheter p. 887
Skill 11-2 Moving and Positioning Patients in Bed p. 283	Skill 7-1 Urine Specimen Collection p. 167
Procedural Guidelines 12-3 Applying Elastic Stockings and SCDs p. 305	Skill 29-1 Insertion of a Short Peripheral IV Device p. 754
Skill 12-2 Assisting Ambulation and Use of Canes, Crutches and Walker p. 311	Procedural Guideline 29-1 Discontinuing a Short Peripheral IV Device p. 784
Skill 14-3 Applying Physical Restraints p. 352	Skill 29-2 Regulating IV Flow Rate p. 768
Skill 7-2 Measuring Occult Blood in Stool p. 175	Skill 29-3 Changing IV Soln. p. 773
	Skill 29-4 Changing Infusion Tubing p. 777

HEAD TO TOE PHYSICAL ASSESSMENT

Must be completed in the skills lab under the supervision of designated faculty on the due date listed in the Course Schedule. The rubric for Physical Assessment is posted on the LMS. The student is expected to complete an assessment which meets or exceeds the expectations set forth in the grading guidelines. The student will receive a pass (75% or greater) or fail (less than a 75%). The student performing the assessment must partner with another fundamentals nursing student. Students will have the opportunity to complete a second assessment if the first assessment earns a score less than 75%. Failure to complete a head to toe physical assessment by the scheduled due date will result in a failing grade unless prior arrangements have been made. Failure to pass the head to toe physical assessment results in the inability to go to clinical and failure of the course.

TICKET TO RIDE

All students will be required to complete a Ticket to Ride, consisting of a quiz before each skills lab to demonstrate competency of skills learned. The weekly Ticket to Ride is located in the content for each week of Skills Lab on the LMS. The Ticket to Ride is due each Tuesday by 11:59 PM, CST with an earned score of 75% or higher. Failure to earn a score of 75% or higher

on the Ticket to Ride will result in failure to attend skills lab and possible failure in the course. An average score of 75% is required for the Tickets to Ride in order to pass the lab portion of the course.

If you do not achieve a score of 75% or higher on the weekly ticket to ride, you will not be allowed to attend Skills Lab for the week unless you complete the following:

- review the question(s) missed
- find the correct answer(s) in the text
- type the correct answer(s) out with citations for each question answered incorrectly
- email the typed document to kathryn.bible@okstate.edu before skills lab begins

All lab time must be accounted for in order to complete the course. If, at the end of the semester, a student has a lab day that has not been made up in a means acceptable to demonstrate competency of required skills, an incomplete will be given for the course until the lab time is complete.

In order to pass NURS 1128 Lab the student must:

- **Complete all skills competencies satisfactorily, *AND***
- **Earn a total average grade of 75% on the Ticket to Ride quizzes, *AND***
- **Complete the Head to Toe Physical Assessment with a 75% or better**

Refer to the Nursing Student Handbook for additional guidance and expectations your skills lab experience.

OSUIT NURSING PROGRAM
NURS 1128 Foundations of Nursing
CLINICAL

STUDENT LEARNING OUTCOMES	COURSE OBJECTIVES	ASSESSMENT OF COMPETENCY
Patient-centered care—graduate recognizes the patient as the source of control and full partner in providing compassionate and coordinated care based on respect for the patients’ preferences, values and needs.	Apply basic principles related to patient centered care which integrate cultural, socioeconomic, environmental, spiritual, and age-related factors in caring for the aging patient.	Clinical written/oral assignments, & clinical performance evaluation form
Teamwork and collaboration—graduate functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.	Display personal and professional responsibility, accountability and behavior as it relates to the role of the professional nurse.	
Evidence based practice—graduate integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Locate and review clinical practice information for strength and relevance to current clinical situation.	
Quality improvement—graduate uses data to identify errors and hazards in care and monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Identify outcomes of care in the long term and acute care clinical setting relating to quality and safety measure being used in that clinical setting.	
Informatics – graduate uses information and technology to communicate, manage knowledge, mitigate error and support decision making.	Practice confidentiality pertaining to electronic records.	

A student is NOT permitted to perform procedures in a clinical setting until she or he has satisfactorily demonstrated safe performance of that skill in the laboratory.

CLINICAL RECORDS

Clinical facilities require that the department maintain specified records on each student **and clinical facility orientation competencies**. Upon acceptance to the program, all students must have the following items on file in the Nursing Program:

1. Two MMR's vaccinations or a positive titer showing immunity to all three (Measles, Mumps, Rubella)
2. Hepatitis B series or a positive titer showing immunity
3. Two Varicella vaccinations or a positive titer showing immunity
4. TDaP (Tetanus, Diphtheria, and Pertussis)
5. Tuberculosis two step screening test showing negative status yearly
6. Influenza vaccination yearly
7. Current American Heart Association BLS for healthcare provider CPR certification (every two years); course must include skills demonstration
8. Negative Federal Criminal Background check (including sex offender). Student may be required to obtain a second background check at the discretion of the Nursing Program.
9. Negative Drug Screen performed by a company chosen by OSUIT Nursing Program (information will be provided to the student). Student may be required to obtain additional drug screens for show cause if behavior warrants a screening.
10. Physical Assessment form (provided by OSUIT Nursing Program), completed by a provider as stated on form, showing that the student can meet all physical and mental requirements as listed on page 11.

If the certified background check reports a felony charge or registration on the sex offender registration list, or the student has a positive drug screen for a substance not supported with a prescription in student's name from a physician, the student will be contacted by the Dean of the School of Nursing for dismissal from the Nursing Program.

Students are required to provide evidence of current TB, CPR, and Flu vaccine throughout the program. These requirements expire regularly so **it is the student's responsibility to maintain updated information on file**. Students who do not have necessary data on file will not be allowed to practice in the clinical setting and will receive an unsatisfactory and unexcused absence. If the student cannot attend the clinical setting course clinical objectives cannot be met and student will fail the course.

Any students who has a break in program completion must obtain a new physical examination, drug screen, and background check upon returning to the program.

Clinical Facility Orientation Competencies:

1. Tuberculosis
2. Health Insurance Portability and Accountability (HIPAA)
3. Fire Safety
4. Blood Borne Pathogen Precautions
5. Hazcom

The five orientation competencies will be administered yearly through the online learning classroom in NURS 1229, NURS 2129, and NURS 2229 during the fall semester. NURS 1128 will offer each fall and spring semester. The five examinations must each be passed at 100% for students to be able to attend clinical. Students will have three attempts to take and pass the examinations at 100%. If after

two examinations, student has not made the required 100% on each examination, student must contact instructor for an appointment to review content and then take the final examination. If after the third unsuccessful attempt, student must meet with the Dean to be administratively withdrawn from the Nursing Program. See the course schedule for due dates for the completion of the quizzes.

Shadow Health Digital Clinical Experience (DCE)

Shadow Health provides a digital clinical experience designed to improve your communication and health assessment skills in a safe learning environment. You will examine digital patients within the web-based DCE beginning this first semester. The programs are accessible online 24/7. Once you register, you will have lifetime access to the technology. The assignments must be completed on a laptop or desktop. Tablets and mobile devices are not supported. Keep this in mind when planning assignment completion.

The Shadow Health DCE Learning Objectives

Upon completion of the DCE assignments, the student will be able to:

- Demonstrate therapeutic communication techniques in caring for an adult patient.
- Recognize normal and abnormal findings in an adult patient.
- Recognize critical reasoning skills when applying knowledge for health promotion in an adult patient among diverse cultures.
- Complete a physical assessment, including documentation.

In this semester, there will be two assignments to complete. The first assignment will be the Conversation Concept Lab due February 4, 2018 by 2359, CST. The second assignment will be the Comprehensive Assessment due February 11, 2018 by 2359, CST. The assignments may be retaken until the required score is achieved. The Conversation Concept Lab and the Comprehensive Assessment are included as a clinical grade. Registration and orientation to the Shadow Health DCE must be completed prior to beginning any assignments. Below are the instructions for registration, login, technical requirements, and Shadow Health technical support.

For registration and purchase

1. Registration directions: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
2. Course Pin: Listed on the LMS under Content, Foundations Clinical, and Shadow Health

Login page: <http://app.shadowhealth.com>

Technical requirements

1. Review requirements: <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>
2. Tablets and mobile devices are not currently supported.
3. Recommended web browser is Google Chrome.

Shadow Health Support:

1. Contact Shadow Health with any questions or technical issues regarding Shadow Health **before** contacting your instructor.
2. Support is available at <http://support.shadowhealth.com>.

CONCEPT PRESENTATIONS

The purpose of this project is to present concepts of nursing practice as a collaborative member of a team. There are nine subjects with specific topics to be presented to the class and instructors by nine different teams. At the beginning of the semester, teams will be assigned. The presentation will be included in the clinical grades. There will be three parts to the grading: 1) peer evaluation (32 pts), 2) audience evaluation (12 pts), and 3) instructor evaluation (44 pts x 2 = 88 pts) to equal a total of 132 possible points (See rubrics).

The team must meet the following criteria for each presentation:

- cover the specified topics as determined by the course instructors
- each member of the team must participate in the class presentation
- all references must be cited in APA format with at least one article from a nursing journal published between 2013-2018 pertaining the topics being presented
- presentation will be presented in a creative format lasting 20-30 minutes
- teaching tools/handouts must be provided to fellow classmates and instructors covering the listed topics assigned
- team will be expected to be knowledgeable of content to answer questions presented
- presentation and teaching tools/handouts should have no spelling or grammatical errors
- presentation should be organized, have a logical sequence, and each member of the team should use a clear, voice which can be easily understood by everyone in the room.
- submit group presentation material and peer evaluations via Dropbox on the LMS within 48 hours of presentation

CLINICAL HUB

All students are required to enroll in the clinical hub. Instructions for this process are provided on the LMS clinical section with deadlines for submission and payment. Students not completing requirements for clinical hub may be withheld from clinical attendance.

CLINICAL CARE PLANS

Assigned care plans must be typed and submitted electronically **2 days after the clinical experience by midnight** (including weekends). Example: If your clinical day ends at 1600 on Monday afternoon, your clinical paperwork is due by midnight on Wednesday afternoon. **Please name the file with your last name, first initial and the week of the clinical. E.g. DoeJWeek1.** Clinical grades and feedback should be returned to the student within 7 business days.

LATE WORK

Clinical paperwork submitted after the due date/time, will have 5 points deducted per calendar day including the day the paper is due if submitted after deadline. Students should note the submission time in the LMS when submitting clinical paperwork and not wait until near the deadline to submit clinical paperwork. If technical difficulties occur, notify your clinical instructor prior to the listed deadline if you are unable to resolve technical difficulties on your own. Clinical paperwork that is submitted 7 days late will result in a zero. **No work will be accepted after 4:30 p.m. Friday, April 20, 2018.**

EVALUATION

Clinical grades are based on clinical performance scores and written/oral assignments. Failure to make a satisfactory grade in either the clinical performance scores or written/oral/DCE assignments will result in an unsatisfactory clinical grade. A satisfactory clinical grade is required for successful completion of the course.

The clinical performance grade is based on weekly evaluations using the "Clinical Performance Evaluation Form". The student receives 0-2 points on each section of the Clinical Performance Evaluation as determined by the clinical instructor.

In order to pass NURS 1128 Clinical the student must:

- **Earn a satisfactory average clinical performance grade of 75% (1.5 out of 2), AND**
- **Earn a total average grade of 75% all clinical (written/oral/DCE) assignments**

*Mid-term evaluation will occur after Exam 3 for determination of student continuance in the clinical setting and ultimately in the course. **As stated in the nursing handbook, if a student has an "F" (65% or below) for a theory grade average at mid-term, or thereafter, or if the clinical evaluation is unsatisfactory, it is unsafe to continue attending clinical and the student is expected to withdraw from the course. If at any point it is mathematically impossible for the student to pass the course, the student will not be allowed to attend clinical regardless of enrollment status.**

Once a student has passed the theory course with a 75% passing test average - only then will points be added for clinical assignments to the final average grade. Points will be added accordingly:

Clinical assignments averaging between 92 – 100% = 3 points added

Clinical assignments averaging between 84 – 91% = 2 points added

Clinical assignments averaging between 75 – 83% = 1 point added

Example: Your test averages equal 83%, your clinical assignments average 93% - three points will be added to your 83% to give you 86% and you will have a B for the semester. Another Example your test average is 90% (B), your clinical assignments average is 76% (C) - one point is added to your 90% to now give you 91% you continue to have a B for the semester. **Final example – you have a 74.9% test average you have failed the course you will not receive any additional points. A student must pass the exams with a 75% average to pass the course and receive clinical assignment points– no scores are rounded up.**

Refer to the Nursing Student Handbook for additional guidance and expectations of your clinical experience. This also includes having your iPad at clinical to document and refer to resources to adequately and safely care for your patient.

NURS 1128 FOUNDATIONS OF NURSING PRACTICE

Course Schedule

(Classes are held in room 128/exams are taken in the Computer Lab-room 156 of the
Nursing & Health Sciences Building unless otherwise specified)

Course Outline Schedule	Date/Time/Topic	Chapter/Weekly Objectives	Assignment	Due Date
Week 1 Jan. 4-5	Jan. 4/Thursday 0900-1500 <u>Theory</u> Course Orientation	<ul style="list-style-type: none"> • Review the course syllabus including theory and lab component • Explore the Learning Management System (LMS), also known as Desire2Learn or D2L, Online Classroom, or Brightspace including theory and lab component • Discuss the course expectations • Discuss strategies for success in the course • Identify class representatives to Nursing Faculty Organization (NFO) • Review medications required for testing 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Strategies for Test Success Ch. 1-8, 12 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <ul style="list-style-type: none"> • Tablet setup • Evolve setup • Identify O-key account login, including short name • Be prepared to use O-key login and short name in class • Bring tablet to class 	01/04/18 @ 0900, CST
	Jan. 5/Friday <u>Theory</u> 0900-1030 Kaplan Orientation 1030-1200 Library Orientation (in the computer lab)	<ul style="list-style-type: none"> • Review Kaplan website and available resources • Become familiar with OSUIT library including available resources and how to access credible references 	<p><u>Reading:</u> None</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <ul style="list-style-type: none"> • Bring tablet to class fully charged • Verify Kaplan login information received by email • Bring Kaplan login information to class for use 	01/05/18 @ 0900, CST

<u>Clinical</u> 1300-1500 Clinical Orientation I (in classroom)	<ul style="list-style-type: none"> ● Discuss Plans for Success ● Identify personal learning styles and strategies to aide in learning ● Review course syllabus including clinical component ● Explore the LMS including the clinical component ● Discuss clinical facility expectations ● Sign clinical facility forms ● Discuss Clinical Hub ● Review Concept Presentation assignments ● Discuss Clinical Safety Quiz assignment ● Discuss Shadow Health Digital Clinical Learning Experience 	<u>Post-Class</u> Complete Safety Quizzes	01/16/18 @2359, CST
		Remediation and third attempt	01/19/18 @2359 CST
		<u>Post-Class</u> <ul style="list-style-type: none"> ● Complete VARK Learning Styles Assessment and upload results to Plan for Success Dropbox ● View the Kaplan videos “How to Study” ● Complete the summary (see LMS) and upload to Plan for Success Dropbox 	01/19/18 @ 2359, CST
		<u>Post-Class</u> <ul style="list-style-type: none"> ● Shadow Health Registration and Orientation 	01/28/18 @2359,
		<u>Post-Class</u> Complete Clinical Hub Registration	02/01/18 @ 2359, CST

<p>Week 2 Jan. 8-12</p>	<p>Jan. 9/Tuesday 0900-1200 <u>Theory</u> <ul style="list-style-type: none"> Critical Thinking in Nursing Process </p>	<p><u>Chapter 16 Nursing Assessment</u></p> <ol style="list-style-type: none"> Describe the relationship between critical thinking and nursing assessment. Explain the difference between subjective and objective data. Describe the methods of data collection. Explain the process of conducting a patient-centered interview. Describe the components of a health assessment (health history). Explain the relationship between data interpretation and validation. <p><u>Nursing Concepts Slide Presentation</u></p> <ol style="list-style-type: none"> Explain the purposes of using nursing concepts in practice. Explain the difference between a nursing concept, medical diagnosis, and collaborative problem. Describe the steps of the reasoning process for identifying nursing concepts. Explain how defining characteristics individualize a nursing concept. Describe the types of nursing concepts. Explain the process of developing a problem statement. 	<p><u>Reading:</u> Potter & Perry Ch. 16 Nursing Assessment Nursing Concepts Slide Presentation</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <ul style="list-style-type: none"> Bring tablet to class fully charged Download concept list Download clinical packet to tablet for use in class See LMS for additional potential assigned class preparation <p><u>Learning Opportunities:</u> Group in-class completion of clinical packet</p>	<p>01/09/18 @ 0900, CST</p>
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	<p>Jan.10/Wed. 0900-1200 <u>Theory</u></p> <ul style="list-style-type: none"> • Critical Thinking in Nursing Process continued 	<p><u>Ch. 18 Planning Nursing Care</u></p> <ol style="list-style-type: none"> 1. Explain the relationship of planning to assessment and nursing diagnosis. 2. Describe the criteria used in priority setting. 3. Describe goal setting. 4. Explain the difference between a goal and an expected outcome. 5. Describe the SMART approach to writing goal and outcome statements. 6. Explain the differences between independent, dependent, and collaborative interventions. 7. Explain the process of selecting nursing interventions during planning. 8. Explain the purposes of the patient plan of care. 9. Describe the consultation process. <p><u>Ch. 19 Implementing Nursing Care</u></p> <ol style="list-style-type: none"> 1. Explain the differences between protocols and standing orders. 2. Describe, then compare, direct and indirect nursing interventions. 3. Explain the steps for preparation to implement the plan of care. 4. Discuss reasons for revising the plan of care prior to implementation. 5. Define the three implementation skills: cognitive, interpersonal, and psychomotor. 	<p><u>Reading:</u> Potter & Perry Ch. 18 Planning Nursing Care Ch. 19 Implementing Nursing Care</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <ul style="list-style-type: none"> • Bring tablet to class fully charged • Download concept list • Download clinical packet to tablet for use in class • See LMS for additional potential assigned class preparation <p><u>Learning Opportunities:</u> Group in-class completion of clinical packet</p>	<p>01/10/18 @ 0900, CST</p>
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	<p>Jan. 11/Thursday 0900-1200 <u>Theory</u></p> <ul style="list-style-type: none"> • Mock Exam (Computer Lab) 0900-1000 • Critical Thinking in Nursing Process continued 1000-1200 	<p><u>Mock Exam</u></p> <ul style="list-style-type: none"> • Become familiar with ExamSoft and the testing process • Identify how to use the Student Exam Analysis Form during test review <p><u>Ch. 20 Evaluation</u></p> <ol style="list-style-type: none"> 1. Explain the relationship among goals of care, expected outcomes, and evaluative measures when evaluating nursing care. 2. Give examples of evaluation measures for determining a patient’s progress toward outcomes. 3. Describe how reassessment contributes to evaluation of the plan of care 4. Describe how evaluation leads to discontinuation, revision, or modification of a plan of care. 	<p><u>Reading:</u> Potter & Perry Ch. 20 Evaluation</p> <p><u>Assignments:</u></p> <p><u>Class Preparation for Mock Exam:</u></p> <ul style="list-style-type: none"> • Retrieve ExamSoft login • Sign into ExamSoft account https://ei.examssoft.com/GKWeb/login/osuitnursing • Review Student Exam Analysis Form (see LMS) <p><u>Class Preparation:</u></p> <ul style="list-style-type: none"> • Bring tablet to class fully charged • Download concept list • Download clinical packet to tablet for use in class • See LMS for additional potential assigned class preparation <p><u>Learning Opportunities:</u> Group in-class completion of clinical packet</p>	<p>01/11/18 @ 0900, CST</p>
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	<p><u>Skills Lab</u> as assigned Wednesday or Thursday 1230-1630</p>	<p>Hand Hygiene & Vital Signs (VS)</p>	<p><u>Reading:</u> Skill 7-1 Hand Hygiene p. 243 Skill 5-1 Measuring Body Temperature p. 68 Skill 5-2 Assessing Radial Pulse p. 78 Skill 5-3 Assessing Apical Pulse p. 82 Skill 5-4 Assessing Respirations p. 87 Skill 5-5 Assessing Arterial Manual BP p. 91 & Electronically Skill 5-6 Measuring Oxygen Saturation p. 102</p> <p><u>Assignments:</u> <u>Class Preparation:</u> View Videos:</p> <ul style="list-style-type: none"> ● Hand hygiene ● Measuring body temperature ● Assessing radial pulse ● Assessing apical pulse ● Assessing respirations ● Measuring oxygen saturation 	<p>At beginning of assigned Skills Lab</p>
			<p><u>Graded Assignments:</u> Ticket to Ride - Vital Signs</p>	<p>01/09/18 by 2359, CST</p>

<p>Week 3 Jan. 15-19</p>	<p>Jan. 16/Tuesday <u>Clinical</u> <u>On Own Time</u> Safety Quizzes (Approximately 4 hours)</p>	<ul style="list-style-type: none"> • Identify common BBPs: HIV, Hepatitis A, B, and C • Describe infection control procedures • Identify safe work practices • Explain BBPs exposure response • Define the four different classes of fire • Discuss the most common causes of fire in a healthcare environment • Explain details of fire prevention measures and emergency response procedures • Explain how to safe keep hazardous chemicals • Explain how to use hazardous chemicals by being aware of a hazard communication program within a facility including compliance with OSHA, recognition of hazardous chemicals, steps to take in an emergency, and R-I-S-K (Respond Immediately for Safe-Keeping) • Identify infection control principles of Tuberculosis • Explain the basics of the HIPAA Security and Privacy Rules • Explain methods to ensure sensitive personal information is handled with the highest level of security and confidentiality 	<p><u>Reading:</u> Review the VoiceOver PowerPoints on the LMS</p> <ul style="list-style-type: none"> • BBP • Fire Safety • Hazcom • TB • HIPAA <p><u>Graded Assignments:</u></p> <ul style="list-style-type: none"> • Take the quizzes for the following: <ul style="list-style-type: none"> • BBP • Fire Safety • Hazcom • TB • HIPAA • If you do not make a 100% after the second attempt, schedule an appointment with the instructor to review information and take the exam for the third and final time • The third and final attempt must be completed by 01/19/18 @ 2359 CST 	<p>01/16/18 @ 2359, CST</p>
	<p>Jan. 17/Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Professional Standards in 	<p><u>Chapter 24 Communication</u></p> <ol style="list-style-type: none"> 1. Describe the basic elements of the communication process. 2. Identify significant features and therapeutic outcomes of nurse-patient helping 	<p><u>Reading:</u> Potter & Perry Ch. 24 Communication Ch. 25 Patient Education</p>	<p>01/17/18 @ 0900, CST</p>

	<p>Nursing Practice</p> <ul style="list-style-type: none"> • Caring Throughout the Life Span • Nominate of Class Representatives 	<p>relationships.</p> <ol style="list-style-type: none"> 3. Identify a nurse’s communication approaches within the four phases of a nurse-patient helping relationship. 4. Describe the elements of professional communication and appropriate communication techniques to meet patient needs. 5. List effective communication techniques for older patients. 6. Identify factors to assess that contribute to impaired communication. 7. List nursing interventions for patients with special communication needs. 8. Identify nursing problems and related concepts for patients with special communication needs. 9. Identify goals and outcomes appropriate in planning care for a patient with communication needs. 10. List appropriate evaluation criteria for a patient with communication needs. <p><u>Chapter 25 Patient Education</u></p> <ol style="list-style-type: none"> 1. Identify the appropriate topics that address a patient's health education needs. 2. Identify the role of the nurse in patient education. 3. Identify the purposes of patient education. 4. Identify communication principles used when providing patient education. 5. Describe the domains of learning. 6. Describe how to integrate education into patient-centered care. 7. Identify a patient’s learning needs when 	<p>Ch. 6 Health & Wellness pp. 72-73</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>See LMS for potential assigned class preparation</p>	
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		<p>determining motivation and ability to learn.</p> <ol style="list-style-type: none"> 8. Identify the purpose for writing learning objectives for a teaching plan. 9. Describe how to establish an environment that promotes learning. 10. Identify ways to implement patient teaching while performing routine nursing care. 11. List appropriate methods to evaluate learning. 12. Identify nursing problems and related concepts appropriate for patients with learning needs. 13. Develop educational oriented mutual goals and outcomes for patients with learning needs. <p><u>Chapter 6 Health and Wellness</u></p> <ol style="list-style-type: none"> 1. Determine a patient's stage of readiness to change behavior and implement appropriate interventions accordingly. 		
<p>Jan. 18/Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Professional Standards in Nursing Practice 	<p><u>Chapter 26 Documentation</u></p> <ol style="list-style-type: none"> 1. Discuss the relationship between informatics and quality health care. 2. Identify purposes of a health care record. 3. List legal guidelines for documentation. 4. Identify ways to maintain confidentiality of electronic and written records. 5. Describe five quality guidelines for documentation and reporting. 6. Identify the relationship between documentation and financial reimbursement for health care. 7. Describe elements to include when documenting a patient's discharge plan. 8. Explain when to take and how to verify telephone orders. 	<p><u>Reading:</u> Potter & Perry Ch. 26 Documentation</p> <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>		<p>01/18/18 @ 0900, CST</p>

		9. Describe the advantages of a nursing information system. 10. Identify ways to reduce data entry errors		
Jan. 19/Friday <u>Theory</u> <u>On Own Time</u> <ul style="list-style-type: none"> • Plan for Success (Approx. 5 hours) • Class Election • Safety Quiz 	Plan for Success		<u>Graded Assignments:</u> <ul style="list-style-type: none"> • Submit to Dropbox in LMS <ul style="list-style-type: none"> ○ VARK Learning styles results ○ Kaplan Tutorials Summary 	01/19/18 by 2349, CST
	Class Representatives		<u>Assignment:</u> Vote for class representatives on LMS survey	01/19/18 by 2349, CST
	Safety Quiz 3 rd and Final Attempt		<u>Graded Assignment</u> Remediation and third and final quiz due with 100% score	01/19/18 by 2349, CST

	<u>Skills Lab</u> as assigned Wednesday or Thursday	Hygiene & Bed Making	<p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Skill 17-1 Bathing a Patient p. 445 ● Skill 17-2 Oral Hygiene p. 457 ● Procedural Guideline 17-1 Perineal Care p. 454 ● Procedural Guideline 17-3 Care of Dentures p. 463 ● Procedural Guideline 18-6/18-7 Making an Unoccupied/Occupied Bed p. 477 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>View Videos:</p> <ul style="list-style-type: none"> ● Bathing a Patient ● Care of Dentures ● Making an Unoccupied/Occupied Bed (Kaplan Essential Nursing Skills) 	At beginning of assigned Skills Lab
			<p><u>Graded Assignments:</u></p> <p>Ticket to Ride: Hygiene & Bed Making</p>	01/16/18 by 2359, CST
Week 4 Jan. 22-26	Jan. 22/Monday <u>Theory</u> 0900-1200 Exam 1	Exam 1	<p><u>Chapters covered:</u></p> <p>Ch. 6 (pp. 72-73) 16, Nursing Process Concept PowerPoint, 18-20, 24-26</p>	1/22/18 @ 0900, CST
	Jan. 24/Wednesday <u>Theory</u> 0900-1200 • Foundations for	<p><u>Chapter 30 Vital Signs</u></p> <ol style="list-style-type: none"> 1. Explain the principles and mechanisms of thermoregulation. 2. Describe nursing measures that promote heat 	<p><u>Reading:</u></p> <p>Potter & Perry Ch. 30 Vital Signs</p> <p><u>Assignments:</u></p>	1/24/18 @ 0900, CST

	<p>Nursing Practice</p> <ul style="list-style-type: none"> Review Exam Remediation Form 	<p>loss and heat conservation.</p> <ol style="list-style-type: none"> Describe physiological changes associated with fever and when body temperature becomes a concern. Explain how to assess body temperature, pulse, respirations, oxygen saturation, and blood pressure. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations, and blood pressure. Identify acceptable vital sign ranges for an adult. Describe cultural and ethnic variations with blood pressure assessments Identify when it is appropriate to take vital signs. Describe the appropriate methods of recording and reporting vital sign measurements. Identify when it is appropriate and what may be delegated to nursing assistive personnel (NAP) in regards to the measurement of vital signs. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, & evaluation of patient response: levothyroxine, lisinopril, and metoprolol. 	<p><u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	
<p>Jan. 25/Thursday <u>Theory</u></p>		<p><u>Chapter 31 Health Assessment & Physical Examination</u></p>	<p><u>Reading:</u> Ch. 31 Physical Assessment</p>	<p>01/25/18 @ 0900, CST</p>

	<p>0900-1200 Physical Assessment</p>	<ol style="list-style-type: none"> 1. Describe the purposes of physical assessment. 2. Explain how cultural diversity influences a nurse's approach to and findings from a health assessment. 3. List techniques for preparing a patient physically and psychologically before and during an examination. 4. Identify data to collect from the nursing history before an examination. 5. Describe techniques used for each physical assessment skill. 6. Describe normal physical findings in a young, middle-age, and older adult. 7. Identify ways to use physical assessment skills during routine nursing care. 8. Describe physical measurements made in assessing each body system. 9. Identify environmental preparations made before an examination. 	<p><u>Assignments:</u> <u>Class Preparation:</u></p> <ul style="list-style-type: none"> • Bring stethoscope and penlight to class • Download physical assessment rubric located in skills lab content • See LMS for potential assigned class preparation 	
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	<p>Jan. 26/Friday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Caring Throughout the Lifespan • Psychosocial Basis for Nursing Practice 	<p><u>Chapter 9 Cultural Awareness</u></p> <ol style="list-style-type: none"> 1. Describe cultural influences on health and illness. 2. Describe health disparities and social determinants of health. 3. Identify the relationship between cultural competence and patient centered care including the components to apply to promote development. 4. Explain the skills utilized by nurses to obtain a cultural assessment to identify significant values, beliefs, and practices critical to nursing care of individuals, groups, and c 5. List nursing skills and interventions that achieve culturally congruent care that address linguistic competence, health literacy, and teach back. 6. List appropriate goals and outcomes of culturally congruent care. 7. Identify research findings applicable to equity-focused quality improvement. 8. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: atorvastatin, metformin, regular insulin. <p><u>Chapter 34 Self Concept</u></p> <ol style="list-style-type: none"> 1. Describe factors that influence the components of self-concept. 	<p><u>Reading:</u> Ch. 9 Culture Ch. 34 Self Concept</p> <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>01/26/18 @ 0900, CST</p>
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		<ol style="list-style-type: none"> 2. Identify stressors that affect self-concept and self-esteem. 3. Describe the components of self-concept as related to psychosocial and cognitive developmental stages. 4. Explain ways in which a nurse's self-concept and nursing actions affect a patient's self-concept and self-esteem. 5. Identify appropriate nursing problems and related concepts for patients with actual and potential problems affecting self-concept. 6. Identify goals and outcomes appropriate in planning care to promote a patient's self-concept. 7. Identify appropriate nursing interventions to promote a patient's self-concept. 8. Describe nursing assessment techniques utilized to identify a patient with potential/actual problems related to self-concept. 9. Identify evaluation criteria used to determine whether outcomes established to promote self-concept were met. 		
	<p><u>Skills Lab</u> as assigned Wednesday or Thursday</p>	Assessment, Elimination, Nutrition & Precautions	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 10-1 Applying and Removing Cap, Mask, and Protective Eyewear p. 257 • Skill 9-2 Caring for Patients under Isolation Precautions p. 247 • Procedural Guideline 6-1 Monitoring Intake and Output p. 162 	<p>At beginning of assigned Skills Lab</p>

	<p>Jan. 28/Sunday <u>On Own Time:</u> Shadow Health Registration & Orientation Due</p>		<ul style="list-style-type: none"> • Skill 31-2 Assisting an Adult Patient with Oral Nutrition p. 826 • Skill 30-3 Aspiration Precautions p. 832 • Skill 35-1 Assisting a Patient in Using a Bedpan p. 907 • Skill 36-1 Pouching a Colostomy or Ileostomy p. 933 <p><u>Assignments:</u> <u>Class Preparation:</u> View Videos:</p> <ul style="list-style-type: none"> • Caring for Patients Under Isolation Precautions • Monitoring Intake and Output Aspiration Precautions	
			<p><u>Graded Assignments:</u> Ticket to Ride – Nutrition & Elimination</p>	
				<p>01/28/18 @1159 CST</p>

Week 5 Jan. 29 to Feb. 2	Jan. 29/Monday <u>Theory</u> 0900-1200 Psychosocial Basis for Nursing Practice	<u>Chapter 36 Spiritual Health</u> <ol style="list-style-type: none"> 1. Describe the influence of spiritual practices on the health status of patients. 2. Describe the relationship among faith, hope, and spiritual well-being. 3. Compare and contrast the concepts of religion and spirituality. 4. Explain the importance of establishing a caring relationship with patients to gain spiritual insight. 5. List appropriate nursing interventions designed to promote spiritual health. 6. List the nursing measures used to establish presence with patients. <p>Identify methods of assessment of a patient's spiritual health.</p> <ol style="list-style-type: none"> 8. Identify goals and outcomes appropriate in planning care to meet a patient's spiritual needs. 9. List appropriate nursing problems and related concepts for patients with spiritual needs. <p>Identify evaluation criteria used to determine if outcomes established to meet spiritual needs were met.</p>	<u>Reading:</u> Ch. 36 Spiritual Health <u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation	01/29/18 @ 0900, CST
	Jan. 29/Monday <u>Clinical</u> <u>On Own Time</u> Shadow Health Conversation Concept Lab			

	<p>Jan. 31 Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> Exam 2 	Exam 2 (Computer Lab)	Content covered: CH. 9, 30, 31, 34, & 36	01/31/18 @ 0900, CST
	<p>Feb. 1/Thursday <u>Theory</u> 0900-1200 Foundations for Nursing Practice Physiological Basis for Nursing Practice</p>	<p><u>Chapter 28 Immobility</u></p> <ol style="list-style-type: none"> Identify changes in physiological and psychosocial function associated with mobility and immobility. Compare correct to impaired body alignment and mobility. Develop a plan of care for patients with impaired mobility. <ul style="list-style-type: none"> List appropriate assessment methods for a patient with impaired mobility. List nursing problems and related concepts associated with impaired mobility. List appropriate goals/outcomes for a patient with impaired mobility. List appropriate nursing interventions for a patient with impaired mobility. List appropriate evaluation criteria for a patient with impaired mobility. Identify physiological and pathological influences on mobility. Describe interventions for improving or maintaining patient mobility. Compare and contrast active and passive range-of-motion exercises. Describe proper medication information needed to administer the listed medication, including the action, contraindications, indication for use, common/life threatening 	<p><u>Reading:</u> Ch. 28 Immobility Ch. 39 Activity & Exercise</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	02/01/18 @ 0900, CST

side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: ibuprofen

Chapter 39 Activity & Exercise

1. Describe methods for preventing deconditioning and the resulting complications in hospitalized patients.
2. Describe how to maintain and use proper body mechanics.
3. Explain the importance of no-lift policies for the patient and health care provider.
4. Describe equipment available for safe patient handling and movement.
5. Describe important factors to consider when planning an exercise program for patients across the lifespan and for those with specific chronic illnesses.
6. Continue to develop a plan of care for a patient with activity intolerance.
 - a. List assessment methods for patients with activity intolerance.
 - b. List nursing problems and related concepts associated with activity intolerance.
 - c. List appropriate goals/outcomes for a patient with activity intolerance.
 - d. List appropriate nursing interventions for a patient with activity intolerance.
 - e. List appropriate evaluation criteria for a patient with activity intolerance.

	Clinical Hub Registration Due			02/01/18 @ 2359 CST
	Feb. 2/Friday Theory 0900-1200 Physiological Basis for Nursing Practice	<u>Chapter 40 Hygiene</u> <ol style="list-style-type: none"> 1. Describe factors that influence personal hygiene practices. 2. Identify conditions that place patients at risk for impaired skin integrity. 3. Identify factors that influence the condition of the nails and feet. 4. Explain the importance of foot care for the patient with diabetes. 5. Identify conditions that place patients at risk for impaired oral mucous membranes. 6. List common hair and scalp problems and their related interventions. 7. Describe how hygiene care for the older adult differs from that for the younger patient. 8. Describe different approaches used in maintaining a patient's comfort and safety during hygiene care. 9. Explain how hygiene care would be adapted for a cognitively impaired patient. 10. Continue to develop a plan of care for a patient with hygiene problems <ol style="list-style-type: none"> a. List nursing problems and related concepts associated with hygiene problems. b. List appropriate goals/outcomes for a patient with hygiene problems. c. List appropriate nursing interventions for a patient with hygiene problems. 	<u>Reading:</u> Ch. 40 Hygiene <u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation	02/02/18 @ 0900, CST

		<p>d. List appropriate evaluation criteria for a patient with hygiene problems.</p> <p>11. Explain how hygiene care would be adapted for the bariatric patient.</p>		
	<p>Wednesday or Thursday <u>Skills lab</u> as assigned</p>	<p>Mobility</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 11-1 Using Safe and Effective Transfer Techniques p. 272 • Skill 11-2 Moving and Positioning Patients in Bed p. 283 • Procedural Guidelines 12-3 Applying Elastic Stockings and SCDs p. 305 • Skill 12-2 Assisting Ambulation and Use of Canes, Crutches and Walker p. 311 • Skill 14-3 Applying Physical Restraints p. 352 • Procedural Guidelines 12-4 Assisting with Ambulation without assistive device p. 308 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>View Videos:</p> <ul style="list-style-type: none"> • Moving and Positioning Patients in Bed • Applying Elastic Stocking and SCDs • Assisting with Ambulation without assist devices 	<p>At beginning of assigned Skills Lab</p>

			<u>Graded Assignments:</u> Ticket to Ride: Mobility	01/30/18 by 2359, CST
	Feb. 4/Sunday <u>On Own Time</u> Shadow Health Conversation Concept Lab Due		<u>Graded Assignments:</u> Conversation Concept Lab	02/04/18 @1159 CST
Week 6 Feb. 5-9	Feb. 5/Monday <u>Skills Lab</u> 0900-1500	Physical Assessment Competency Check	<u>Reading:</u> Review Ch. 31 Physical Assessment <u>Assignments:</u> <u>Class Preparation:</u> <ul style="list-style-type: none"> ● Practice physical assessment with another foundations student ● Review posted physical assessment video on LMS for example of how to complete a physical assessment ● Use physical assessment rubric to guide physical assessment 	02/05/18 by appt.
			<u>Graded Assignments:</u> Demonstration of physical assessment competency	02/05/18 by appt.

	<p>Feb.7/Wednesday <u>Clinical</u> (room 128) 0900-1700</p> <ul style="list-style-type: none"> • Concept Presentations 	<p>Concept Presentations</p>	<p><u>Graded Assignments:</u></p> <ul style="list-style-type: none"> • Group presentations in class per instructions in syllabus 	<p>02/07/18 @ 0900, CST</p>
	<p>February 8/Thursday <u>Clinical</u> 0900-1700 Clinical Orientation II (in classroom)</p>	<p>Clinical Orientation II</p> <ol style="list-style-type: none"> 1. Review clinical resources 2. Review clinical schedules and clinical site information 3. Review clinical paperwork and assignments 	<p><u>Reading :</u></p> <ul style="list-style-type: none"> • Review facility student orientation information on the LMS as applicable 	
	<p>February 9/Friday <u>Clinical</u> <u>On Own Time</u> Shadow Health (Approx. 9 hours)</p> <p>Physical Assessment repeat if required</p> <p>Feb. 11/Sunday Shadow Health Physical Assessment Due</p>	<p>Shadow Health Comprehensive Assessment</p>	<p><u>Graded Assignments:</u> Complete Shadow Health- Comprehensive Assessment</p>	<p>02/11/18 @1159 CST</p> <p>02/11/18 (TBA)</p> <p>02/11/18 @1159 CST</p>

<p>Week 7 Feb. 12-16</p>	<p><u>Clinical</u> As Assigned</p>		<p><u>Graded Assignments:</u> Clinical paperwork as appropriate for clinical assignment</p>	<p>Two days after clinical by midnight, CST</p>
	<p>Feb. 14/Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> ● Caring Throughout the Lifespan ● Foundations for Nursing Practice 	<p><u>Chapter 14 Older Adults</u></p> <ol style="list-style-type: none"> 1. Identify common myths and stereotypes about older adults. 2. Describe common developmental tasks of older adults. 3. Describe common physiological changes of aging. 4. Differentiate among delirium, dementia, and depression. 5. Describe issues related to psychosocial changes of aging. 6. Describe selected health concerns of older adults. 7. Identify nursing interventions related to the physiological, functional, cognitive, and psychosocial changes of aging. 8. Describe methods of assessing the needs of the older adult. 9. List potential nursing problems and related concepts based on common physiological, functional, cognitive, and psychosocial changes and needs related to aging. 10. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, 	<p><u>Reading:</u> Ch. 14 Older Adult Ch. 27 Patient Safety</p> <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>02/14/18 @ 0900, CST</p>

		<p>nursing assessments/interventions required, teaching required, and evaluation of patient response: duloxetine and sertraline</p> <p><u>Chapter 27 Patient Safety & Quality</u></p> <ol style="list-style-type: none"> 1. Describe environmental hazards that pose risks to a person's safety. 2. Describe methods to reduce physical hazards and the transmission of pathogens. 3. List appropriate nursing interventions to promote safety related to developmental age. 4. Identify the factors to assess when a patient requires restraints. 5. Describe the four categories of safety risks in a health care agency. 6. Describe assessment activities designed to identify patients' physical, psychosocial, and cognitive status as it pertains to their safety. 7. Describe nursing interventions specific to home safety for a patient diagnosed with a seizure disorder. 8. Describe nursing interventions to promote safety specific to the acute care setting. 9. Identify appropriate nursing problems and related concepts for patients with safety risks. 10. Identify goals and outcomes appropriate in planning care to meet the needs of patients with safety risks. 11. Identify evaluation criteria used to determine if outcomes established to meet safety needs were met. 		
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	<p>Feb. 15/Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Foundations for Nursing Practice 	<p><u>Chapter 29 Infection Prevention & Control</u></p> <ol style="list-style-type: none"> 1. Explain the relationship between the chain and transmission of infection. 2. Identify the normal defenses of the body against infection. 3. Identify patients most at risk for infection. 4. Describe the signs/symptoms of a localized infection and those of a systemic infection. 5. Explain conditions that promote the transmission of healthcare-associated infection. 6. Explain the difference between medical and surgical asepsis. 7. Explain the rationale for standard precautions. 8. Explain procedures for each isolation category. 9. Explain the definition of occupational exposure. 10. Explain the post-exposure process. 11. Describe methods of assessment to identify patients at risk for infection or possible infection. 12. Identify appropriate nursing problems and related concepts that often apply to a patient based on the assessment data related to a patient's susceptibility, defense mechanisms, and knowledge of how infections are transmitted. 13. Identify goals and outcomes appropriate in planning care to meet the needs of patients with potential/actual problems related to infection and susceptibility. 	<p><u>Reading:</u> Ch. 29 Infection Control</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>02/15/18 @ 0900, CST</p>
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		<p>14. Describe nursing interventions to promote infection control and prevention.</p> <p>15. Identify evaluation criteria used to determine if outcomes established to meet infection control/prevention needs were met.</p> <p>16. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: metronidazole, vancomycin, and cephalexin</p>		
	<p>Wednesday or Thursday <u>Skills lab</u> as assigned</p>	<p>Sterile Field/Gloving Oxygenation & Specimen Collection</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 7-2 Measuring Occult Blood in Stool p. 175 • Skill 7-9 Blood Glucose Monitoring p. 202 • Skill 10-2 Preparing a Sterile Field p. 261 • Skill 10-3 Sterile Gloving p. 266 • Skill 23-1 Applying an Oxygen Delivery Device p. 629 • Skill 23-3 Using Incentive Spirometer p. 639 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>View Videos:</p> <ul style="list-style-type: none"> • Measuring Occult Blood in Stool • Preparing a Sterile Field • Sterile Gloving 	<p>At beginning of assigned Skills Lab</p>

			Graded Assignments: Ticket to Ride: Sterile Technique, Oxygenation, & Specimen Collection	02/13/18 by 2359, CST
Week 8 Feb. 19-23	<u>Clinical</u> As Assigned		Graded Assignments: Clinical paperwork as appropriate for clinical assignment	Two days after clinical by midnight, CST
	Feb. 21/Wednesday <u>Theory</u> 0900-1200	Exam 3 (Computer Lab)	Content Covered: Ch. 14, 27-29, 39, & 40	02/21/18 @ 0900, CST
	Feb. 22/Thursday <u>Theory</u> 0900-1200 • Physiological Basis for Nursing Practice	<u>Chapter 41 Oxygenation</u> 1. Describe the structure and function of the cardiopulmonary system. 2. Describe the physiological processes of ventilation, perfusion, and exchange of respiratory gases. 3. Identify the clinical outcomes occurring as a result of hyperventilation, hypoventilation, and hypoxemia. 4. Explain how the patient's level of health, age, lifestyle, and environment can have an effect on oxygenation. 5. List the risk factors to assess for that may affect a patient's oxygenation. 6. List the physical manifestations to assess for that may occur with alterations in oxygenation. 7. Continue to develop a plan of care for a patient with alterations in oxygenation.	Reading: Ch. 41 Oxygenation Assignments: Class Preparation: See LMS for potential assigned class preparation	02/22/18 @ 0900, CST

		<ul style="list-style-type: none"> a. List nursing problems and related concepts associated with alterations in oxygenation. b. List appropriate goals/outcomes for a patient with alterations in oxygenation. c. List appropriate nursing interventions for a patient with alterations in oxygenation. d. List appropriate evaluation criteria for a patient with alterations in oxygenation. <p>8. Describe nursing care interventions used to promote oxygenation in the primary care, acute care, restorative, and continuing care settings.</p> <p>9. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: prednisone, albuterol, and montelukast.</p>		
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	<p>Wednesday or Thursday <u>Skills lab</u> as assigned</p>	<p>Wound & Skin Care</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 39-2 Treatment of Pressure Ulcers p. 1003 • Skill 40-1 Performing a Wound Irrigation p. 1017 • Skill 40-2 Removing Sutures and Staples p. 1022 • Skill 40-3 Managing Wound Drainage Evacuation p. 1027 • Skill 41-1 Applying a Dressing p. 1042 <p><u>Assignments:</u> <u>Class Preparation:</u> View Videos:</p> <ul style="list-style-type: none"> • Treatment of Pressure Injuries • Performing a Wound Irrigation 	<p>At beginning of assigned Skills Lab</p>
			<p><u>Graded Assignments:</u> Ticket to Ride: Wounds & Skin</p>	<p>02/20/18 by 2359, CST</p>
<p>Week 9 Feb 26- Mar. 2</p>	<p><u>Clinical</u> As Assigned</p>		<p><u>Graded Assignments:</u> Clinical paperwork as appropriate for clinical assignment</p>	<p>Two days after clinical by midnight, CST</p>

	<p>Feb. 28/Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Physiological Basis for Nursing Practice 	<p><u>Chapter 42 Fluid & Electrolytes</u></p> <ol style="list-style-type: none"> 1. Describe the processes involved in regulating extracellular fluid volume, body fluid osmolality, and fluid distribution. 2. Describe fluid and electrolyte imbalances (sodium, osmolality, potassium, calcium, magnesium). 3. Identify risk factors for discussed fluid and electrolyte imbalances. 4. List appropriate clinical assessments for discussed fluid and electrolyte imbalances. 5. Identify acceptable adult lab value ranges for basic fluid and electrolyte lab values and possible causes for abnormalities. 6. Continue to develop a plan of care for a patient with fluid and electrolyte imbalances. <ol style="list-style-type: none"> a. List nursing problems and related concepts associated with fluid and electrolyte imbalances. b. List appropriate nursing interventions for a patient with fluid and electrolyte imbalances. c. List appropriate goals/outcomes for a patient with fluid and electrolyte imbalances. d. List appropriate nursing interventions for a patient with fluid and electrolyte imbalances. e. List appropriate evaluation criteria for a patient with fluid and electrolyte imbalances. 7. Describe how to measure and record fluid intake and output. 	<p><u>Reading:</u> Ch. 42 Fluids & Electrolytes (see below for sections to read)</p> <ul style="list-style-type: none"> • p. 934-938 through fluid output • p. 939 beginning with fluid imbalance through p. 942 • p. 945 beginning with nursing knowledge base through 961 discontinuing peripheral IV access • p. 965 restorative care through p. 990 <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>02/28/18 @ 0900, CST</p>
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		<ol style="list-style-type: none"> 8. Describe the purpose and procedure for initiation and maintenance of intravenous therapy. 9. Describe how to change intravenous solutions/tubing and discontinue an infusion. 10. Describe potential complications of intravenous therapy and what to do if they occur. 11. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: furosemide, hydrochlorothiazide, potassium chloride. 		
	<p>Mar 1/Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> ● Physiological Basis for Nursing Practice 	<p><u>Chapter 48 Skin Integrity and Wound Care</u></p> <ol style="list-style-type: none"> 1. List the risk factors that contribute to pressure ulcer formation. 2. Describe the pressure ulcer staging system. 3. Explain the normal process of wound healing. 4. Describe the differences of wound healing by primary and secondary intention. 5. List the complications of wound healing. 6. Explain the factors that impede or promote wound healing. 7. Describe the differences between nursing care of acute and chronic wounds. 8. Develop a plan of care for a patient with a wound: <ol style="list-style-type: none"> a. Explain how to complete an assessment for a patient with a wound. 	<p><u>Reading:</u> Potter & Perry Ch. 48 Skin Integrity & Wound Care</p> <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>03/01/18 @ 0900, CST</p>

		<ul style="list-style-type: none"> b. List nursing problems and concepts associated with a wound. c. List appropriate goals/outcomes for a patient with a wound. d. List appropriate nursing interventions for a patient with a wound. e. List appropriate evaluation criteria for a patient with a wound. 		
Wednesday or Thursday <u>Skills lab</u> as assigned	Enteral Nutrition		<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Procedural Guideline 32-1 Care of a Gastrostomy or Jejunostomy Tube p. 858 • Skill 32-1 Inserting and Removing a Small Bore Naso Feeding Tube p. 840 • Skill 32-2 Verifying Feeding Tube Placement p. 847 • Skill 32-3 Irrigating a Feeding Tube p. 850 • Skill 32-4 Administering Enteral Nutrition via Naso, Gastro, and Jejun p. 852 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>View Videos:</p> <ul style="list-style-type: none"> • Inserting and Removing a Small Bore Naso Feeding Tube (Kaplan Essentials Nursing Skills) 	At beginning of assigned Skills Lab
			<p><u>Graded Assignments:</u></p> <p>Ticket to Ride: NGT & Feedings</p>	02/27/18 by 2359, CST

Week 10 March 5-9	<u>Clinical</u> As Assigned		<u>Graded Assignments:</u> Clinical paperwork as appropriate for clinical assignment	Two days after clinical by 2359, CST
	Mar. 7/Wednesday <u>Theory</u> 0900-1200	Exam 4 (Computer Lab)	Content Covered: Ch. 41, 42, & 48	03/07/18 @ 0900
	Mar. 8/Thursday <u>Theory</u> 0900-1200 • Physiological Basis for Nursing Practice	<u>Chapter 45 Nutrition</u> 1. Explain the variance in nutritional requirements throughout growth and development. 2. Describe the major methods of nutritional assessment. 3. Identify patients at risk for nutritional problems. 4. Identify evaluation criteria used to determine if outcomes established to meet nutritional needs were met. 5. Describe the procedure for initiating and maintaining enteral feedings. 6. Describe interventions for avoiding complications of enteral feedings. 7. Describe the interventions for avoiding complications of parenteral nutrition. 8. Identify sources of carbohydrates, fats, and proteins. 9. Identify nursing problems and related concepts that are related to either actual nutritional problems, problems that place the patient at risk for nutritional deficiencies, or problems that result from nutritional deficiencies.	<u>Reading:</u> Ch. 45 Nutrition <u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation	03/08/18 @ 0900, CST

		<p>10. Identify goals and outcomes appropriate in planning care to meet the needs of patients with potential/actual problems related to nutrition.</p> <p>11. Describe nursing interventions to meet the needs of patients with nutritional problems.</p>		
	<p>Wednesday or Thursday <u>Skills lab</u> as assigned</p>	Foley Cath & Urine Collection	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 34-1 Insertion of a Straight or Indwelling Urinary Catheter p. 876 • Skill 34-2 Care and Removal of an Indwelling Catheter p. 887 • Skill 7-1 Urine Specimen Collection p. 167 <p><u>Assignments:</u></p> <p><u>Class Preparation:</u></p> <p>View Videos:</p> <ul style="list-style-type: none"> • Urine Specimen Collection • Condom Catheter 	<p>At beginning of assigned Skills Lab</p>
			<p><u>Graded Assignments:</u></p> <p>Ticket to Ride: Foley Cath</p>	<p>03/06/18 By 2359, CST</p>
<p>Week 11 Mar. 12-16</p>	<p><u>Clinical</u> As Assigned</p>		<p><u>Graded Assignments:</u></p> <p>Clinical paperwork as appropriate for clinical assignment</p>	<p>Two days after clinical by midnight, CST</p>

	<p>Mar. 14/Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> Physiological Basis for Nursing Practice 	<p><u>Chapter 46 Urinary Elimination</u></p> <ol style="list-style-type: none"> Identify factors that commonly influence urinary elimination. Compare and contrast common urinary elimination problems. Describe the methods of assessing a patient with urinary problems. Identify nursing problems and related concepts appropriate for patients with alterations in urinary elimination. Identify the steps in obtaining a urine specimen correctly. Describe characteristics of normal and abnormal urine. Describe the nursing implications of common diagnostic tests of the urinary system. List nursing interventions to promote normal micturition and reduce episodes of incontinence. List nursing interventions to reduce urinary tract infection. Describe the steps for the insertion of a urinary catheter and the nursing responsibilities during the process. Identify measures to take to prevent a catheter-associated urinary tract infection (CAUTI). Identify goals and outcomes appropriate in planning care to meet the needs of patients with urinary problems. Identify evaluation criteria used to determine if outcomes established to meet urinary needs were met. 	<p><u>Reading:</u> Ch. 46 Urinary Elimination</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>03/14/18 @ 0900, CST</p>
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	<p>Mar. 15/Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> Physiological Basis for Nursing Practice 	<p><u>Chapter 47 Bowel Elimination</u></p> <ol style="list-style-type: none"> Describe three functions of the large intestine. Explain the physiological aspects of normal defecation. Describe psychological and physiological factors that influence the elimination process. Describe common physiological alterations in elimination. Identify methods of assessing a patient's elimination pattern. List nursing problems and related concepts appropriated for patients related to alterations in elimination. Describe nursing implications for common diagnostic examinations of the gastrointestinal tract. List nursing interventions that promote normal elimination. List nursing interventions included in bowel training. Identify goals and outcomes appropriate in planning care to meet the needs of patients with alterations in elimination. Identify evaluation criteria used to determine if outcomes established to meet elimination needs were met. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: pantoprazole & docusate sodium 	<p><u>Reading:</u> Ch. 32 Medication Administration</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> Review Ch. 32 Medication Administration (recorded slide presentation with audio located on LMS)</p>	<p>03/15/18 @ 0900, CST</p>
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	<p>Mar. 15/Thursday <u>Theory</u> <u>On Own Time</u></p> <ul style="list-style-type: none"> • Foundations for Nursing Practice 	<p><u>Chapter 32 Medication/ Administration</u></p> <ol style="list-style-type: none"> 1. Explain the nurse's role and responsibilities in medication administration. 2. Describe the physiological mechanisms of medication action. 3. Describe factors that influence medication actions. 4. Explain methods used to educate patients about prescribed medications. 5. Identify nursing actions to prevent medication errors. 6. Describe factors to consider when choosing routes of medication administration. 7. Identify factors to include in assessing a patient's needs for and response to medication therapy. 8. Identify the six rights of medication administration and explain how to apply them in clinical settings. 9. Describe pharmacokinetics and what factors can influence this process. 10. Differentiate among the types of medication actions. 11. Compare and contrast the roles of prescriber, pharmacist, and nurse in medication administration. 	<p><u>Reading:</u> Ch. 32 Medication Administration</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> Review Ch. 32 Medication Administration (recorded slide presentation with audio located on LMS)</p>	<p>03/15/18 on own time</p>
	<p>Wednesday or Thursday <u>Skills lab</u> as assigned</p>	<p>IV Therapy</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skill 29-1 Insertion of a Short Peripheral IV Device p. 754 • Procedural Guideline 29-1 Discontinuing a Short Peripheral IV Device p. 784 	<p>At beginning of assigned Skills Lab</p>

			<ul style="list-style-type: none"> • Skill 29-5 Changing IV Dressing p. 81 <p><u>Assignments:</u> <u>Class Preparation:</u> View Videos:</p> <ul style="list-style-type: none"> • Insertion of a Short Peripheral IV Device • Regulating IV Flow Rate 	
			<p><u>Graded Assignments:</u> Ticket to Ride: IV Therapy</p>	03/13/18 by 2359, CST
Week 12 Mar. 19-23	NO CLINICAL THIS WEEK SPRING BREAK			

<p>Week 13 Mar. 26-30</p>	<p><u>Clinical</u> as assigned (Last Clinical)</p>		<p>Graded Assignments: Clinical paperwork as appropriate for clinical assignment</p>	<p>Two days after clinical by midnight, CST</p>
	<p>Mar. 28/Wednesday <u>Theory</u> 0900-1200</p>	<p>Exam 5 (Computer Lab)</p>	<p>Content covered: Ch. 32, 45-47</p>	<p>03/28/18 @ 0900, CST</p>
	<p>Mar.9 Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Physiological Basis for Nursing Practice 	<p><u>Chapter 43 Sleep</u></p> <ol style="list-style-type: none"> 1. Explain the effect that the 24-hour sleep-wake cycle has on biological function. 2. Describe the mechanisms that regulate sleep. 3. Describe the stages of a normal sleep cycle. 4. Explain the functions of sleep. 5. Compare and contrast the sleep requirements of different age-groups. 6. Identify factors that normally promote and disrupt sleep. 7. Describe characteristics of common sleep disorders (hypersomnolence, insomnia, sleep apnea, narcolepsy, sleep deprivation). 8. Develop a plan of care for a patient experiencing sleep disturbances. <ol style="list-style-type: none"> a. List appropriate assessment methods for a patient experiencing sleep disturbances. b. List nursing problems and related concepts for a patient experiencing sleep disturbances. c. List appropriate goals/outcomes for a patient experiencing sleep disturbances. 	<p>Reading: Ch. 43 Sleep Ch. 44 Pain Management</p> <p>Assignments: Class Preparation: See LMS for potential assigned class preparation</p>	<p>03/29/18 @ 0900, CST</p>

		<ul style="list-style-type: none"> d. List appropriate nursing interventions for a patient experiencing sleep disturbances. e. List appropriate evaluation criteria for a patient experiencing sleep disturbances. <p>9. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: lorazepam and zolpidem</p> <p><u>Chapter 44 Pain Management</u></p> <ul style="list-style-type: none"> 1. List common misconceptions about pain. 2. Describe the physiology of pain. 3. Explain how the physiology of pain relates to selecting interventions for pain relief. 4. Describe the components of pain assessment. 5. Explain how cultural factors influence the pain experience. 6. Describe guidelines for selecting and individualizing pain interventions. 7. Explain various pharmacological approaches to treating pain. 8. Describe applications for use of non-pharmacological pain interventions. 9. List nursing implications for administering analgesics. 10. Identify barriers to effective pain management. 		
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		<p>11. Develop a plan of care for a patient experiencing pain.</p> <ol style="list-style-type: none"> Describe how to assess a patient experiencing pain. List appropriate nursing problems and related concepts for a patient experiencing pain. List appropriate goals/outcomes for a patient experiencing pain. List other appropriate interventions for a patient experiencing pain. List appropriate criteria to evaluate a patient's response to pain interventions. <p>12. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessments/interventions required, teaching required, and evaluation of patient response: hydrocodone with APAP and morphine</p>		
	<p>Wednesday or Thursday <u>Skills Lab</u> as assigned</p>		<p><u>Assignments:</u> <u>Class Preparation:</u> IV Therapy Practice & IV Tubing</p> <ul style="list-style-type: none"> • Skill 29-2 Regulating IV Flow Rate p. 768 • Skill 29-3 Changing IV Soln. p. 774 • Skill 29-4 Changing Infusion Tubing p. 777 	<p>At beginning of assigned Skills Lab</p>

<p>Week 14 April 2-6</p>	<p>April 4/Wednesday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> • Physiological Basis for Nursing Practice 	<p><u>Chapter 33 Complementary/Alternative Therapies</u></p> <ol style="list-style-type: none"> 1. Differentiate between complementary and alternative therapies. 2. Describe the clinical applications of relaxation therapies. 3. Explain the relaxation response and its effect on somatic ailments. 4. Identify the principles and effectiveness of imagery, meditation, breath work, biofeedback, therapeutic touch, chiropractic therapy, acupuncture, and traditional Chinese medicine. 5. Describe safe and unsafe herbal therapies, including potential drug interactions. <p><u>Chapter 50 Care of the Surgical Patients</u></p> <ol style="list-style-type: none"> 1. Explain the concept of perioperative nursing care. 2. Differentiate among classifications of surgery and types of anesthesia. 3. Describe assessment data to collect for a surgical patient. 4. Identify the elements of a typical preoperative teaching plan. 5. List common surgical risk factors and related nursing implications 6. Identify rationale for nursing interventions designed to prevent postoperative complications. 7. Explain the components of an effective perioperative communication hand-off. 8. Describe post-operative exercises 9. Develop a plan of care for the perioperative surgical patient. 	<p><u>Reading:</u> Ch. 33 Complementary and Alternative Therapies Ch. 50 Care of Surgical Patient</p> <p><u>Assignments:</u></p> <p><u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>04/04/18 @ 0900, CST</p>
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		<ul style="list-style-type: none"> a. List appropriate assessment methods for the perioperative surgical patient. b. List nursing problems and related concepts for the perioperative surgical patient. c. List appropriate goals/outcomes for the perioperative surgical patient. d. List appropriate nursing interventions for the perioperative surgical patient. e. List appropriate evaluation criteria for the perioperative surgical patient. <p>10. Describe factors to assess in a patient during postoperative recovery.</p> <p>11. Describe patients at risk for postoperative complications.</p> <p>12. Describe proper medication information needed to administer the listed medications, including the action, contraindications, indication for use, common/life threatening side effects, adult routes, adult dose ranges, nursing assessment/interventions required, teaching required, and evaluation of patient response: enoxaparin, midazolam, ondansetron, and warfarin</p>		
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	<p>April 5/Thursday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> Professional Standards in Nursing Practice <p><u>Kaplan Focused Review</u> <u>Test</u> <u>On Own Time</u></p>	<p><u>Chapter 22 Ethics and Values</u></p> <ol style="list-style-type: none"> Describe the role of ethics in professional nursing. Describe the role of values in the study of ethics. Examine and clarify personal values. Identify the steps used in resolving an ethical dilemma. <p><u>Chapter 23 Legal Implications in Nursing Practice</u></p> <ol style="list-style-type: none"> Explain the legal concept of standard of care. Describe the nurse's role in witnessing the informed consent process. List sources for standards of care for nurses. Describe the nurse's role regarding a “do not resuscitate” (DNR) order. List the elements needed to prove negligence. Describe the nursing implications associated with legal issues that occur in nursing practice including: <ol style="list-style-type: none"> Federal-Advanced Directives, Uniform Anatomical Gift Act, HIPAA, and Restraints State-Licensure and Good Samaritan Laws Civil and Common Law Issues- Malpractice, Consent, Abandonment, and Nursing Students Identify the steps involved in risk management. 	<p><u>Reading:</u> Ch. 22 Ethics Ch. 23 Legal Implications in Nursing</p> <p><u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>04/05/18 @ 0900, CST</p> <p>04/05/18 @1159 CST</p>
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	<u>Skills Lab</u> as assigned Wednesday or Thursday (Last Skills Lab)	<u>IV Catheter Competency</u>	<u>Graded Assignment:</u> IV Therapy Competency	At beginning of assigned Skills Lab
Week 15 April 9-13	<p>April 9/Monday <u>Theory</u> 0900-1200</p> <ul style="list-style-type: none"> Professional Standards in Nursing Practice Physiological Basis for Nursing Practice <p>April 10/Tuesday 0900-1100 Psychosocial Basis for Nursing Practice</p>	<p><u>Chapter 23 Legal Implications in Nursing Practice: continued</u></p> <p><u>Chapter 21 Managing Patient Care</u></p> <ol style="list-style-type: none"> Differentiate among the types of nursing care delivery models Describe ways to apply clinical care coordination skills in nursing practice. List principles to follow in the appropriate delegation of patient care activities. Describe the ways in which a nurse manager supports staff involvement in the decentralized decision-making model. <p><u>Chapter 6 Health and Wellness</u></p> <ol style="list-style-type: none"> Differentiate between the different levels of preventative care (primary, secondary, and tertiary) and provide examples of each <p><u>Chapter 38 Stress/Coping</u></p> <ol style="list-style-type: none"> Describe the three stages of the general adaptation syndrome. Describe characteristics of posttraumatic stress disorder. Describe stress management techniques beneficial for coping with stress. Develop a plan of care for a patient who is experiencing stress. <ol style="list-style-type: none"> List appropriate assessment methods for a patient experiencing stress. 	<p><u>Reading:</u> Ch. 21 Managing Patient Care Ch. 6 (pp. 71-72)</p> <p>Ch. 38 Stress & Coping <u>Assignments:</u> <u>Class Preparation:</u> See LMS for potential assigned class preparation</p>	<p>04/09/18 @ 0900, CST</p> <p>04/10/18 @ 0900, CST</p>

	April 10/Tuesday 1200-1330 Kaplan Fundamentals Test	<ul style="list-style-type: none"> b. List nursing problems and related concepts for a patient experiencing stress. c. List appropriate goals/outcomes for a patient experiencing stress. d. List appropriate nursing interventions for a patient experiencing stress. e. List appropriate evaluation criteria for a patient experiencing stress. 		04/10/18 @ 1200, CST
Week 16 April 16-20	April 16/Monday Theory 0900-1200	Exam 6	Content covered: Ch. 6 (pp. 71-72), Ch. 21-23, 33, 38, 43, 44, & 50	04/16/18 @ 0900, CST
	April 20/Friday Pinning and Graduation	Mandatory attendance for pinning Graduation attendance, as desired	<u>Pinning Assignments:</u> Kathryn will email you specific assignments	

Schedule is subject to change at instructor discretion.

