

**NURS 2129: NURSING CARE OF ADULT I**  
**Spring 2018**



**SYLLABUS**

**Oklahoma State University Institute of Technology**  
**Nursing and Health Sciences**  
**Associate Degree Nursing Program**  
**NURS 2129 Nursing Care of Adults I**  
*Spring 2018*

**NURS 2129 Nursing Care of Adults I**

In this course, the student will utilize theoretical knowledge, nursing process and clinical skills to meet the biological-psychological-sociological needs of individual adults experiencing medical-surgical disorders. Theory related to an expanded assessment is presented and emphasis is placed on the students functioning more independently when providing client care within an interdisciplinary framework. Professional growth and personal accountability are stressed throughout the course. The clinical content of this course utilizes theory content from NURS 2129, Nursing Care of Adults I. Theory and campus laboratory skills enable the student to plan and provide care for clients with acute and chronic illnesses in clinical setting.

**Course Purpose**

The student will utilize theoretical knowledge, nursing process and clinical skills to meet the biological-psychological-sociological needs of individual adults experiencing medical-surgical disorders.

**Type of course:** Theory and Practicum  
**Credit Hours:** 5 ½ credits hours Theory = 5 ½ hours weekly  
½ credit hour skill lab = average 1 hour weekly  
3 credit hours clinical = 9 hours weekly  
**Class Length:** Full Semester  
**Meeting Time:** Tuesday and Wednesday 1300 -1600  
Clinical and simulation lab hours as assigned  
**Pre-requisite:** Fundamentals of Nursing NURS 1128  
Nursing Care of Families NURS 1229

**Instructor:** Marion McGehee MSN, RN                      **Phone:** 918-293-5331  
**E-mail:** [marion.mcgehee@okstate.edu](mailto:marion.mcgehee@okstate.edu)                      **Office:** AHS #106  
**Office Hours:** Monday                      1300-1630 CST  
Thursday                      1300-1630 CST

**Contact:** E-mail is the preferred method to contact instructor. You may also contact instructor per phone. Texting should be reserved for situations which are urgent such as illness on clinical day. Students will receive a response to communication within 24 business hours of contact.

**Division Name:**                      **Nursing**    **Division Phone:** (918) 293-5337

**TEXTS, REFERENCES AND MATERIALS**

**Required Text:**

Lewis, Dirksen, Heitkemper, Bucher, Camera. (2017). *Medical surgical nursing assessment and management of clinical problems* (10<sup>th</sup> Ed.). St. Louis, MO: Elsevier.

**ISBN 9780323328524**

Lilley, L. A., Rainforth Collins, S., & Snyder, J. S. (2016). *Pharmacology and the nursing process* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier. **ISBN 9780323358286**

**Recommended Text:**

Silvestri, Linda A. *Saunders comprehensive review for the NCLEX-RN Examination*. St. Louis, MO: Elsevier. **ISBN 9780323358514**

**Reference:** Students are expected to utilize current (published in the last 5 years) nursing texts/resources including but not limited to: drug handbook; lab/diagnostic test handbook; medical dictionary; nursing diagnosis manual; Kaplan review book

**Materials:** iPad2 or similar tablet, Note-taking materials; email and internet access

**Uniform/Tools:** OSU scrubs and assessment tools.

**Estimated Cost for Materials:** approximate \$250

**Upon completion of the course, students should:**

<b>COURSE COMPETENCIES</b>	<b>ASSESSMENT OF COMPETENCY</b>
Provide patient centered care by performing evidence based nursing interventions, including teaching, that are appropriate for diverse patient populations across the life span with acute health care needs.	Major exams, simulation lab performance check-off list, clinical evaluation, & Kaplan Review/Integrated Tests
Actively participate in planning, organizing and evaluating the use of teamwork within the healthcare environment.	
Use current nursing trends and research to plan nursing care for patients in acute care settings.	
Investigate core measures and standardized care being used in the acute care clinical setting to improve safety and quality outcomes. Apply core measures and standardized care being used in the acute care clinical setting to improve safety and quality outcomes.	
Apply information technology to ethically manage data, communicate effectively, and improve patient care and safety and inform practice decisions.	

Aspects of the competency assessments may be used in the university's assessment of student learning and/or assessments for Oklahoma Board of Nursing and National League for Nursing Accrediting Commission, Inc.

### **COURSE ACTIVITIES**

In this course students will:

- Prepare for class by completing assigned readings and activities
- Participate in class discussion and activities
- Work in groups to develop and refine concepts
- Participate in group and individual presentations
- Develop, implement, and evaluate nursing plans of care
- Participate in all assigned practicum experiences
- Complete all independent assignments

### **EVALUATION**

Grade will be comprised of major exams; passing requires a 75% exam average or better AND a satisfactory clinical grade. **GRADES WILL NOT BE ROUNDED**

Exam 1: Mechanisms of Disease	20%
Exam 2: Fluid & Electrolytes/Renal	20%
Exam 3: Respiratory	20%
Exam 4: Musculoskeletal/Integument	20%
Exam 5: Cardiovascular	<u>20%</u>
<b>Total Points</b>	<b>100%</b>

OSUIT Grading Scale	
A	= 92 - 100
B	= 84 - 91
C	= 75 - 83
D	= 66 - 74
F	= 65 & below

Overall course content and distribution of content, including lecture time spent in each unit and unit exam weight, is determined by review of local and state health statistics in conjunction with the current practice analysis completed by the National Council of State Boards of Nursing (NCSBN). [https://www.ncsbn.org/12\\_RN\\_Practice\\_Analysis\\_Vol53.pdf](https://www.ncsbn.org/12_RN_Practice_Analysis_Vol53.pdf)

Exam grades will be posted in ONLINE CLASSROOM no later than 2 business days following the exam. Any adjustments made to test items following the exam review and student comment opportunity will be posted prior to the following exam. No grades will be released via e-mail, phone, or personal other personal correspondence.

Students can view updated course average by accessing the "progress" section in ONLINE CLASSROOM and choosing the "quizzes" sub-category.

Successful completion of Nurse Practicum (pass/fail) as specified below.  
Simulation lab-satisfactory performance (pass/fail)  
Practicum written assignments: passing average of 75% or better

1 case study	25%
12 clinical weeks	65%
Journal Club	10%

Clinical--Must receive a satisfactory clinical performance grade to pass (See clinical evaluation form).

### **RECOMMENDED STUDENT COMPETENCIES/SKILLS**

Demonstrate the ability to manage the care for patients with and at risk for various disease processes through intervening in all aspects of preventative, acute, rehabilitative, and survivorship care.

Explain the rationale and nursing considerations associated medications, and treatments in the management of various disease processes.

Identify the clinical manifestations and complications associated with various disease processes.

Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions associated with various disease processes.

### **AUTHORIZED TOOLS**

Students may use any/all course materials, including books and notes, while completing in-class assignments. All written assignments are to be completed independently unless directed otherwise (e.g. group projects); no collaboration with classmates is permitted and any instance of such will be considered academic dishonesty. This **does not** apply to **major examinations** given throughout the course. Refer to the Nursing Student Handbook under Testing for guidelines.

### **LATE WORK**

See Clinical Assignments

### **TESTING**

Major examinations are scheduled in the course syllabus and will be announced at least one week in advance. It is not reasonable to expect that examinations be rescheduled except in the case of an **EMERGENCY** absence, e.g. death in the immediate family or significant illness of the student. 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" recorded for the examination missed. If an exam is rescheduled for a non-emergency absence, 5 percentage points per calendar day will be deducted from the student's test score. Bring appropriate documentation (e.g., doctor's statement, obituary) to avoid losing points. Refer to the Nursing Student Handbook under Testing for additional guidelines. *Students in NURS2129 are allotted 75 seconds per exam question.*

### **NURSING STUDENT HANDBOOK**

NURS2129\_Spring\_2018

The Nursing Student Handbook is provided to all nursing students through ONLINE CLASSROOM on the Content page. It is the student's responsibility to be familiar with the policies within the handbook. If you have questions concerning the handbook or you are unable to access the handbook contact your instructor.

### **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 scoring <55th percentile rank on the Critical Thinking Test will receive counseling and develop a Plan for Program Success. 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 student's 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 Integrated Exam for this course is Pharmacology and Parenteral Therapy which is a mandatory, proctored exam given in the computer lab date TBA.**

*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.*

### **SYLLABUS ATTACHMENT**

View the Syllabus Attachment, which contains other important information, by visiting [http://osuit.edu/center/student\\_syllabus\\_information](http://osuit.edu/center/student_syllabus_information)

## **UNIVERSITY & COURSE EXPECTATIONS**

As a student of OSUIT, I understand that it is my responsibility to read, abide by and maintain a copy of the syllabi for this course. Syllabi are also available on the OSUIT website.

As a student of OSUIT, I understand that excerpts of portions of my work may be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. I recognize that every effort will be made to keep this information confidential.

## **CLASSROOM/LAB ATTENDANCE**

See OSUIT Nursing Handbook 2017-2018.

## **Lab Procedures**

### **Skills Competency**

**Initial Competency:** A student is not permitted to perform procedures in a clinical setting until she/he has satisfactorily demonstrated safe performance and passed any required post-test 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.

Initial skills competency for NURS2129 includes:

- Sterile Suctioning
- Trach Care

### **Skills Lab Assignments**

Students may be assigned A Ticket to Ride to be completed prior to their assigned skills lab. Students who have not completed the assigned task may not be allowed to participate in the skills lab and will be expected to make up the lab at the instructor's discretion.

**Skills Lab Reflection Paper:** A Unit Skills Lab reflection paper is due 11:59 pm the day after you complete each unit Skills Lab. There is a Dropbox in the online classroom labeled for each skills lab unit. The Reflection paper is to answer the following questions:

- **How did you feel about the simulation experience for this lab?**
- **What do you feel went well during the simulation?**
- **How could you improve your simulation experience?**
- **How did the simulation enhance your learning of the content involved?**

You haven't completed your unit skills labs until these are completed.

## OSUIT NURSING PROGRAM

### NURS 2129 NURSING CARE OF ADULTS I PRACTICUM HOURS

Hospital Orientation(s)	9 hours
Hospital Experience 13 weeks x 9 hrs.	108 hours
<u>EBP Presentation</u>	<u>9 hours</u>
Total	135 hours

#### EXPECTED LEARNER OUTCOMES/OBJECTIVES:

At the conclusion of the course and after faculty evaluation, the student will be able to:

1. Demonstrate competent, patient-centered nursing care of clients experiencing stressors in a medical/surgical setting.
2. Examine areas of needed personal and professional growth to perform competently as a member of the intra and inter-professional team.
3. Locate evidence reports related to clinical practice topics and guidelines and discuss their implications to the medical-surgical clinical experience.
4. Accept accountability for own nursing judgments and actions and the impact they have on the systems of care and safety of patients in a medical-surgical setting.
5. Apply technology and information management tools to support safe processes of care.

#### EVALUATION:

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

The clinical performance grade is based on weekly evaluations using the "Clinical Performance Evaluation Tool" (provided within course materials). The student receives 0-2 points on each behavior s/he has performed that day according to observations by the instructor, and a pass or fail for unobserved clinical experiences.

In order to pass NURS 2129 Practicum, the student must:

- Pass dosage calculation exam prior to clinical rotations, **and**
- Earn a satisfactory clinical performance grade, **and**
- Earn a total average grade of 75% on all written assignments, **and**
- Earn at least a 75% on each case study. If a student does not score at least 75% s/he may be given the opportunity to complete an additional case study to demonstrate competency.

**Only when student has passed the theory course with a 75% passing Test average will points be added for clinical paperwork to your final average grade. Points will be added accordingly:**

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

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

Clinical paperwork averaging between 75 – 83% = 1 point

Example: Your test averages equal 83%, your clinical paperwork 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 homework 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 homework points. A student must pass the exams with a 75% average to pass the course and receive clinical paperwork points– no scores are rounded up.**

### SUMMARY OF WRITTEN & ORAL ASSIGNMENTS

WRITTEN/ORAL ASSIGNMENTS	DUE DATE	POINT VALUE	GRADING TIME
<i>Daily Work x 12</i>	Varies—as assigned and posted in ONLINE CLASSROOM	100 points each <b>65% of grade</b>	Grade posted/returned to student by next clinical day (approximately 1 week)
<i>Case Study</i>	By 11:59 pm 10/22/17	100 points <b>25% of grade</b>	Grade posted/returned to student within 2 weeks of receipt
<i>EBP Presentation</i>	As assigned	80 points <b>10% of grade</b>	Within 1 week of presentation date for each unit

### WRITTEN ASSIGNMENT GUIDELINES

#### Format

- Each assignment must be completed electronically per the instruction of the specific assignment.
- Correct spelling and grammar are essential.
- Assignments will only be accepted electronically. Please name the file with your last name, first initial and the date of the clinical. E.g. CampbellJ091912

**References:**

- A minimum of two (2) current (< 5 years old) professional references must be used for each paper.
- Medical dictionaries and encyclopedias may **not** be utilized as one of the two required reference, but may be used as supplemental references.
- Care planning books may **not** be used as reference for care plans.
- All information taken from a reference must be cited within the text, as well as included in the Reference Sheet. References should be formatted to current APA guidelines.

**Dates:**

- Case study to be submitted to the appropriate dropbox folder on ONLINE CLASSROOM by 11:59 pm on 02/18/18.
- If passing grade is not achieved on case study, a new case study is due 2 weeks after grade is posted. New case study must demonstrate competence with a score  $\geq 75\%$  but the student's original grade will be used in determining the overall clinical average.

**Late work:**

- Assignment grade will be deducted five (5) percentage points for each calendar day late. Late points will be deducted when any part of the next calendar day elapses before receipt of the assignment.
- Assignments will not be graded after seven (7) calendar days and the student will receive a zero (0) for that assignment; however, assignments **MUST** be posted for student to receive credit for clinical time.

### **DAILY WORK GUIDELINES AND GRADING CRITERIA**

Daily work provides a way for the student to summarize patient information, assessment and care provided each day, as well as demonstrates knowledge of the nursing process as it pertains to his/her patient. This work will be typed on provided forms and include at a minimum:

- Checklist style assessment focused on abnormal and diagnosis specific data
- Nursing notes summarizing care provided that shift
- Summary of laboratory data and ordered treatments
- List of medications patient is taking including order details along with the reason for the medication
- Recommendations for discharge including placement, further care needed, education, equipment, etc.
- Nursing care plan with a priority diagnosis following OSUIT guidelines

If a student is assigned to an observation experience, e.g. surgery, s/he will submit an assignment following the guidelines and objectives as assigned.

Each daily assignment is worth 100 points which will be assigned according to the posted rubric.

## **CASE STUDY GUIDELINES & GRADING CRITERIA**

A case study provides a comprehensive patient situation for you to review and critique. It should present a complete picture of your patient and the clinical situation. Writing a case study will help you to apply concepts and theories to clinical situations, identify actual and potential problems, propose varied approaches for solving them, weigh different decisions possible, and arrive at judgments as to the effectiveness of interventions.

All students are required to submit one written case study this semester. Case study includes a narrative description of the patient, head to toe narrative assessment, individualized pathophysiology paper, laboratory tests, medication information, medical treatments and diagnostic tests, prioritized nursing care plan, and references. For a detailed description of the required elements for each section see the grading rubric, "Case Study Evaluation Form."

\* You are encouraged to meet with your clinical instructor to discuss your plans for the paper.

## **CLINICAL PAPERWORK SUBMISSION PROCEDURE**

All paperwork is to be submitted electronically to the appropriate dropbox folder on ONLINE CLASSROOM. At no time will emailed or printed assignments be accepted. Graded paperwork will be returned to the corresponding dropbox on ONLINE CLASSROOM and will be accessible via the "feedback" mechanism.

## **EVIDENCE BASED PRACTICE PRESENTATION**

Each student will work in an assigned group to complete an EBP Presentation related to one of the course units. The group will select an evidenced based, nursing focused journal article for discussion related to the unit topic.

Students will develop a brief power point and discussion questions to be presented to the class at an assigned time. One member of the group must also submit the presentation and article to the appropriate dropbox on ONLINE CLASSROOM for grading purposes. The presentation should be 5-10 slides in length and should provide a summary of the article, summary of the research or evidence base, ways in which it relates to nursing care and any other relevant issues.

Grades for this assignment will be determined using the published rubric.

***Please refer to the Nursing Student Handbook for other relevant Clinical Policies.***

Oklahoma State University Institute of Technology  
Nursing Care of Adults I (NURS2129)  
Spring 2018

I have read and understand this syllabus, and agree to abide by the policies, procedures and guidelines specified therein.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Student ID Number (this is not your SSN)

Oklahoma State University Institute of Technology  
Nursing Care of Adults I (NURS2129)  
Spring 2018

**Student Assessment Release**

I agree that Oklahoma State University Institute of Technology may excerpt some of my work to be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. I recognize that every effort will be made to keep this information confidential and that my name will not be associated with my work.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Student ID Number (this is not your SSN)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**COURSE OBJECTIVES, NURS 2129  
Spring 2018**

<p><b>Required Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Class attendance and participation</li> <li>2. Lewis, et al: read chapters 11, 13, 14, 15</li> <li>3. Prioritization and Delegation Questions for the NCLEX Examination</li> <li>4. Self-Assessment Questions for the NCLEX Examination</li> <li>5. Kaplan Review Test for Oncology</li> <li>6. Complete the online tutorial for each chapter (<a href="http://www.evolve.com">www.evolve.com</a>)</li> </ol>	<p><b>Unit I: Mechanisms of Disease</b></p> <p><b>Chapter 11—Inflammation and Wound Healing</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the inflammatory response, including vascular and cellular responses and exudate formation.</li> <li>2. Explain local and systemic manifestations of inflammation and their physiologic bases.</li> <li>3. Describe the drug therapy, nutrition therapy, and nursing management of inflammation.</li> <li>4. Identify patients at risk for delayed wound healing and common complications of wound healing.</li> <li>5. Describe the nursing and collaborative management of wound healing.</li> </ol> <p><b>Chapter 13—Altered Immune Responses and Transplantation</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the functions and components of the immune system.</li> <li>2. Identify the clinical manifestations and emergency management of a hypersensitivity reactions.</li> <li>3. Describe the assessment and collaborative care of a patient with chronic allergies.</li> <li>4. Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases.</li> <li>5. Differentiate among the types of rejections following transplantation.</li> </ol> <p><b>Chapter 14—Infection and Human Immunodeficiency Virus</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the advantages and disadvantages associated with the use of antibiotics, including overuse and abuse of antibiotics, development of drug resistance, superinfections, and antibiotic-associated colitis.</li> <li>2. Explain the ways the human immunodeficiency virus (HIV) is transmitted and the factors that affect transmission.</li> <li>3. Describe the pathophysiology of HIV infection and methods used to test for HIV infection.</li> <li>4. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).</li> <li>5. Discuss the collaborative management of HIV infection and AIDS.</li> <li>6. Describe the nursing management of HIV-infected patients and HIV at-risk patients.</li> </ol> <p><b>Chapter 15—Pathophysiologic Mechanisms of Disease: Cancer</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the biology of cancer and defects in cellular growth that occur throughout the phases of cancer development and the role of specific therapies in the management of cancer.</li> <li>2. Explain the rationale and nursing considerations associated chemotherapy and radiation therapy in the management of cancer.</li> <li>3. Identify and manage complications associated with advanced cancer and treatment modalities.</li> <li>4. Demonstrate the ability to manage the care for patients with and at risk for cancer through intervening in all aspects of preventative, acute, rehabilitative, and survivorship care.</li> </ol>	<p><b>Pharmacology</b> Chapters 38, 39, 40 At the conclusion of this unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Discuss the indications, cautions, contraindications, mechanisms of action, adverse effects, toxic effects, routes of administration, and drug interactions associated with each of the listed medications and/or drug categories.</li> <li>2. Describe the appropriate assessment, nursing interventions and patient teaching associated with each of the list medications and/or drug categories. <ul style="list-style-type: none"> <li>• Sulfonamides</li> <li>• Penicillins</li> <li>• Cephalosporins</li> <li>• Macrolides</li> <li>• Tetracyclines</li> <li>• Aminoglycosides</li> <li>• Fluoroquinolones</li> <li>• Clindamycin</li> <li>• Metronidazole</li> <li>• Vancomycin</li> <li>• Antivirals</li> <li>• Anti-retrovirals</li> </ul> </li> </ol>
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<p><b>Required Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Class attendance and participation</li> <li>2. Lewis, et al: read chapters 16, 44, 45, 46, 48</li> <li>3. Prioritization and Delegation Questions for the NCLEX Examination</li> <li>4. Self-Assessment Questions for the NCLEX Examination</li> <li>5. Kaplan Review Test for Fluid and Electrolyte Balance, Renal-Urologic system</li> <li>6. Complete the online tutorial for each chapter (<a href="http://www.evolve.elsevier.com">www.evolve.elsevier.com</a>)</li> </ol>	<p><b>Unit II: Fluid &amp; Electrolytes, Renal, Diabetes</b></p> <p><b>Chapter 16—Fluid and Electrolyte Imbalances</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the chemical and physiologic processes that regulate fluid and electrolyte balance.</li> <li>2. Identify the pathophysiology and describe clinical manifestations of a fluid and electrolyte imbalance.</li> <li>3. Explain specific therapies and associated nursing considerations in the management of each imbalance.</li> <li>4. Correctly interpret laboratory values.</li> <li>5. Provide patient education regarding preventing complications and implementing lifestyle modifications aimed at maintaining balance.</li> <li>6. Select, properly administer, and evaluate the effectiveness of intravenous therapy.</li> <li>7. Properly use and maintain central venous access devices.</li> </ol> <p><b>Chapter 44—Nursing Assessment: Urinary System</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify the structures and functions of the urinary system.</li> <li>2. Demonstrate the ability to collect a health history and perform a physical assessment related to the urinary system.</li> <li>3. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies related to the urinary system.</li> </ol> <p><b>Chapter 45—Nursing Management: Renal and Urologic Problems</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology and clinical manifestations of each disorder and the role of specific therapies in the management of each disorder.</li> <li>2. Anticipate and identify the clinical manifestations and complications associated with each disorder.</li> <li>3. Manage the care of patients with, and at risk for, renal and urologic disorders through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.</li> <li>4. Demonstrate the ability to care for patients after urinary surgery and with an instrumentation system.</li> </ol> <p><b>Chapter 46—Nursing Management: Acute Kidney Injury and Chronic Kidney Disease</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology clinical manifestations and collaborative care of acute kidney injury (AKI) and chronic kidney disease (CKD).</li> <li>2. Explain the rationale and nursing considerations associated with dialysis, renal replacement therapy, and other collaborative care measures.</li> <li>3. Demonstrate the ability to manage the care for patients at risk for AKI and CKD, through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.</li> </ol> <p><b>Chapter 48—Nursing Management: Diabetes</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiology and clinical manifestations of type 1 and type 2 diabetes mellitus.</li> <li>2. Describe the collaborative care of the patient with diabetes mellitus.</li> <li>3. Discuss the nursing management of a patient with newly diagnosed diabetes mellitus.</li> <li>4. Describe the nursing management of the patient with diabetes in the ambulatory and home care setting.</li> <li>5. Explain the collaborative care and nursing management of the patient with chronic complications of diabetes mellitus.</li> </ol>	<p><b>Pharmacology</b> Chapters 28, 29, 32 At the conclusion of this unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Discuss the indications, cautions, contraindications, mechanisms of action, adverse effects, toxic effects, routes of administration, and drug interactions associated with each of the listed medications and/or drug categories.</li> <li>2. Describe the appropriate assessment, nursing interventions and patient teaching associated with each of the list medications and/or drug categories. <ul style="list-style-type: none"> <li>• Loop diuretics</li> <li>• Thiazide diuretics</li> <li>• Potassium-sparing diuretics</li> <li>• Electrolyte replacement therapy</li> <li>• Sodium polystyrene</li> <li>• Injectable insulin</li> <li>• Biguanides</li> <li>• Sulfonylureas</li> <li>• Glinides</li> <li>• Thiazolidinediones</li> <li>• Dipeptidyl peptidase IV</li> </ul> </li> </ol>
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<p><b>Required Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Class attendance and participation</li> <li>2. Lewis, et al: read chapters 25, 26, 27, 28</li> <li>3. Prioritization and Delegation Questions for the NCLEX Examination</li> <li>4. Self-Assessment Questions for the NCLEX Examination</li> <li>5. Kaplan Review Test for Respiratory Test</li> <li>6. Complete the online tutorial for each chapter (<a href="http://www.evolve.com">www.evolve.com</a>)</li> </ol>	<p><b>Unit III: Respiratory</b></p> <p><b>Chapter 25—Nursing Assessment: Respiratory System</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify the structures and functions of the respiratory system.</li> <li>2. Demonstrate the ability to collect a health history and perform a physical assessment of the respiratory system, identifying common assessment abnormalities and gerontologic-related findings.</li> <li>3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate respiratory function.</li> <li>4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.</li> </ol> <p><b>Chapter 26—Nursing Management: Upper Respiratory Problems</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology of upper respiratory disorders and the role of specific therapies in maintaining patency of the upper airway.</li> <li>2. Anticipate and identify the clinical manifestations and complications associated with each upper respiratory disorder: epistaxis; rhinitis; influenza; sinusitis; pharyngitis; head and neck cancer.</li> <li>3. Manage the care for patients with an upper respiratory disorder through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.</li> <li>4. Demonstrate the ability to care for patients post-surgical and post-procedural interventions including tracheostomy.</li> </ol> <p><b>Chapter 27—Nursing Management: Lower Respiratory Problems</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology of each lower respiratory disorder and the role of specific therapies in the management of each disorder: bronchitis; pneumonia; respiratory tuberculosis; lung cancer; pneumo/hemo thorax; pleural effusion; pulmonary embolism.</li> <li>2. Identify the clinical manifestations and complications associated with each lower respiratory disorder.</li> <li>3. Explain the rationale and nursing considerations associated with collaborative care measures.</li> <li>4. Demonstrate the ability to assess, plan, implement, and evaluate nursing interventions associated with each specific disorder.</li> <li>5. Demonstrate the ability to care for patients after chest surgery with chest drainage systems.</li> </ol> <p><b>Chapter 28—Nursing Management: Obstructive Pulmonary Disorders</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology of each obstructive disorder and the role of specific therapies in the management of each disorder: asthma; chronic obstructive pulmonary disease (COPD).</li> <li>2. Anticipate and identify the clinical manifestations and complications associated with each above disorder.</li> <li>3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures for the management of asthma and COPD.</li> <li>4. Demonstrate the ability to assess, plan, implement and evaluate nursing interventions when caring for a patient with asthma or COPD.</li> <li>5. Demonstrate the ability to care for the patient receiving O<sub>2</sub> therapy.</li> </ol>	<p><b>Pharmacology</b> Chapters 36, 37 At the conclusion of this unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Discuss the indications, cautions, contraindications, mechanisms of action, adverse effects, toxic effects, routes of administration, and drug interactions associated with each of the listed medications and/or drug categories.</li> <li>2. Describe the appropriate assessment, nursing interventions and patient teaching associated with each of the list medications and/or drug categories. <ul style="list-style-type: none"> <li>• Antihistamines</li> <li>• Decongestants</li> <li>• Antitussives</li> <li>• Expectorants</li> <li>• Bronchodilators</li> </ul> </li> </ol>
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<p><b>Required Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Class attendance and participation</li> <li>2. Lewis, et al: read chapters 61-64, 22, 23</li> <li>3. Prioritization and Delegation Questions for the NCLEX Examination</li> <li>4. Self-Assessment Questions for the NCLEX Examination</li> <li>5. Kaplan Review Test for Musculoskeletal Test</li> <li>6. Complete the online tutorial for each chapter (<a href="http://www.evolve.com">www.evolve.com</a>)</li> </ol>	<p><b>Unit IV: Musculoskeletal and Integument</b></p> <p><b>Chapter 61—Nursing Assessment: Musculoskeletal (MS) System:</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify the structures and functions of the MS system.</li> <li>2. Demonstrate the ability to collect a health history and perform a physical assessment of the MS system, identifying common assessment abnormalities and gerontologic-related findings.</li> <li>3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate MS function.</li> <li>4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.</li> </ol> <p><b>Chapter 62—Nursing Management: Musculoskeletal Trauma and Orthopedic Surgery</b></p> <p>At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Differentiate among the etiology, pathophysiology, clinical manifestations, and collaborative care of soft tissue injuries, including strains, sprains, dislocations, subluxations, bursitis, repetitive strain injury, carpal tunnel syndrome, and injuries to the rotator cuff, meniscus, and anterior cruciate ligament.</li> <li>2. Compare closed reduction, cast immobilization, open reduction, and traction regarding purpose, complications, &amp; nsg mgmt.</li> <li>3. Describe the collaborative care and nursing management of patients with various kinds of fractures.</li> <li>4. Describe the indications for and the collaborative care and nursing management of the patient with an amputation.</li> <li>5. Prioritize the preoperative and postoperative management of the patient having joint replacement surgery.</li> </ol> <p><b>Chapter 63—Nursing Management: Musculoskeletal Problems</b></p> <p>At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of osteomyelitis, osteoporosis, and intervertebral disc disease.</li> <li>2. Differentiate among the types, pathophysiology, clinical manifestations, and collaborative care of bone cancer.</li> </ol> <p><b>Chapter 64—Nursing Management: Arthritis and Connective Tissue Disorders</b></p> <p>At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Detail the etiology, pathophysiology, clinical manifestations, collaborative care, and nursing management of osteoarthritis and rheumatoid arthritis.</li> <li>2. Describe the pathophysiology, clinical manifestations, and collaborative care of gout and Lyme disease.</li> <li>3. Differentiate the pathophysiology, clinical manifestations, collaborative care, and nursing management of systemic lupus erythematosus, fibromyalgia, and systemic exertion intolerance disease (SEID), formerly called chronic fatigue syndrome.</li> </ol> <p><b>Chapter 22—Nursing Assessment: Integumentary System</b></p> <p>At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the structures and functions of the integumentary system.</li> <li>2. Demonstrate the ability to collect a health history and perform a physical assessment of the integumentary system, identifying common assessment abnormalities and gerontologic-related findings.</li> <li>3. Demonstrate the ability to care for patients undergoing diagnostic studies used to evaluate integumentary function.</li> <li>4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.</li> </ol> <p><b>Chapter 23—Nursing Management: Integumentary Problems</b></p> <p>At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Specify health promotion practices related to the integumentary system.</li> <li>2. Explain the etiology, clinical manifestations, and nursing and collaborative management of common acute dermatologic problems, malignant dermatologic disorders, bacterial, viral, and fungal dermatologic infections, infestations and insect bites, allergic dermatologic disorders, and benign dermatologic disorders.</li> <li>3. Explain the indications and nursing management related to common cosmetic procedures and skin grafts.</li> </ol>	<p><b>Pharmacology</b></p> <p>Chapters 10, 12, 34, 44, 47, 56</p> <p>At the conclusion of this unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Discuss the indications, cautions, contraindications, mechanisms of action, adverse effects, toxic effects, routes of administration, and drug interactions associated with each of the listed medications and/or drug categories.</li> <li>2. Describe the appropriate assessment, nursing interventions and patient teaching associated with each of the list medications and/or drug categories. <ul style="list-style-type: none"> <li>• Nonopioids</li> <li>• Nonsteroidal anti-inflammatory</li> <li>• Opioids</li> <li>• Opioid reversal</li> <li>• Muscle relaxants</li> <li>• Antigout drugs</li> <li>• Antiacne drugs</li> <li>• Antipsoriatic drugs</li> <li>• Drugs to treat osteoporosis</li> <li>• Monoclonal Antibodies</li> <li>• Bisphosphonates</li> </ul> </li> </ol>
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<p><b>Required Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Class attendance and participation</li> <li>2. Lewis, et al: read chapters 29-33</li> <li>3. Prioritization and Delegation Questions for the NCLEX Examination</li> <li>4. Self-Assessment Questions for the NCLEX Examination</li> <li>5. Kaplan Review Test for Cardiovascular System</li> <li>6. Complete the online tutorial for each chapter (<a href="http://www.evolve Elsevier.com">www.evolve.elsevier.com</a> )</li> </ol>	<p><b>Unit V: Cardiac I</b></p> <p><b>Chapter 29—Nursing Assessment: Hematologic System</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify the structures and functions of the hematologic system.</li> <li>2. Demonstrate the ability to collect a health history and perform a physical assessment related to the hematologic system identifying common assessment abnormalities and gerontologic-related findings.</li> <li>3. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies related to the hematologic system.</li> </ol> <p><b>Chapter 30—Nursing Management: Hematologic Problems</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Describe and differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing and collaborative management of iron deficiency, megaloblastic and aplastic anemias, anemia of chronic disease, blood loss anemia, and hemolytic anemia.</li> <li>2. Describe the pathophysiology and nursing and collaborative management of polycythemia.</li> <li>3. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of various types of thrombocytopenia and neutropenia.</li> <li>4. Explain the nursing and collaborative management of acute and chronic leukemias.</li> <li>5. Compare Hodgkin’s lymphoma and non-Hodgkin’s lymphomas in terms of clinical manifestations, staging, and nursing and collaborative management.</li> <li>6. Describe the nursing management of the patient receiving transfusions of blood and blood components.</li> </ol> <p><b>Chapter 31—Nursing Assessment: Cardiovascular System</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify the structures and functions of the cardiovascular system.</li> <li>2. Demonstrate an ability to collect a health history related to the cardiovascular system and perform a physical assessment of the cardiovascular system, identifying common assessment abnormalities and gerontologic-related findings.</li> <li>3. Demonstrate the ability to care for patients undergoing diagnostics used to evaluate cardiovascular function.</li> <li>4. Accurately interpret the significance of findings obtained from the assessment and diagnostic studies.</li> </ol> <p><b>Chapter 32—Nursing Management: Hypertension</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology of hypertension and the role of different therapies in its treatment.</li> <li>2. Identify the clinical manifestations and complications associated with hypertension.</li> <li>3. Explain the purpose, action, and nursing considerations of drugs used to treat hypertension.</li> <li>4. Demonstrate the ability to care for patients with, and at-risk for, hypertension through patient evaluation, screening, and teaching, with an emphasis on lifestyle modifications.</li> </ol> <p><b>Chapter 33—Nursing Management: Coronary Artery Disease</b> At the conclusion of this chapter the learner will:</p> <ol style="list-style-type: none"> <li>1. Recognize and explain the pathophysiology and collaborative care of CAD.</li> <li>2. Anticipate and identify the clinical manifestations and complications associated with CAD.</li> <li>3. Explain the rationale and nursing considerations associated with drug therapy and other collaborative care measures.</li> <li>4. Demonstrate the ability to manage the care for patients with CAD and who are at risk for ACS through intervening in all aspects of acute, rehabilitative, and ambulatory and home care.</li> </ol>	<p><b>Pharmacology</b> Chs. 22, 23, 26, 47, 53, 54 At the conclusion of this unit the learner will: Discuss the indications, cautions, toxic effects, contraindications, mechanisms of action, adverse effects, routes of administration, and drug interactions associated with each of the listed medications and/or drug categories. Describe the appropriate assessment, nursing interventions and patient teaching associated with each of the list medications and/or drug categories.</p> <ul style="list-style-type: none"> <li>• Colony-Stimulating Factors</li> <li>• Beta blockers</li> <li>• ACE inhibitors</li> <li>• Angiotensin II receptor blockers</li> <li>• Calcium channel blockers</li> <li>• Antilipemics</li> <li>• Antiplatelets</li> <li>• Vitamins and Minerals used in the treatment of hematologic and cardiovascular disorders</li> <li>• Antianginals</li> <li>• Erythropoiesis-Stimulating drugs</li> <li>• Hematopoietic drugs</li> </ul>
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**January 2018**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				4 Adult 1 Orientation 0900 Dose Calc. Exam 1300-1600	5	6
7 Clinical Week 1	8	9 A1 Lecture 1300-1600 Unit 1 Chapter 11	10 A1 Lecture 1300-1600 Unit 1 Chapter 13	11	12	13
14 Clinical Week 2	15 Lab: Trach Care; Suctioning	16 A1 Lab group 1 0800 -1000 A1 Lab group 2 1000 -1200	17 A1 Lab group 1 0800 -1000 A1 Lab group 2 1000 -1200	18	19	20
		A1 Lecture 1300 - 1600 Unit 1 Chapter 14 <u>EBP Unit 1 Group A</u>	A1 Lecture 1300 -1600 Unit 1 Chapter 15 <u>EBP Unit 1 Groups B</u>			
21 Clinical Week 3	22	23	24	25	26	27
		A1 Lecture 1300 -1600 <b>Unit 1 EXAM</b>	A1 Lecture 1300 -1600 Unit 2 Chapter 16			
28 Clinical Week 4	29	30	31			
		A1 Lecture 1300-1600 Unit 2 Chapter 44	A1 Lecture 1300-1600 Unit 2 Chapter 45			

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				1	2	3
4 Clinical Week 5	5 Lab: Diabetes	6 A1 Lab group 1 0800 - 1000 A1 Lab group 2 1000 - 1200	7 A1 Lab group 3 0800 - 1000 A1 Lab group 4 1000 - 1200	8	9	10
		A1 Lecture 1300-1600 Unit 2 Chapter 46 <u>EBP Unit 2 Group A</u>	A1 Lecture 1300-1600 Unit 2 Chapter 48 <u>EBP Unit 2 Group B</u>			
11 Clinical Week 6	12	13	14	15	16	17
		A1 Lecture 1300-1600 <b>Unit 2 EXAM</b>	A1 Lecture 1300-1600 <b>No lecture over Chapter 25</b> Unit 3 Chapter 26			
18 Clinical Week 7 <b>Case Study Due by 11:59 pm 02/18</b>	19 Lab: Asthma	20 A1 Lab group 1 0800 - 1000 A1 Lab group 2 1000 - 1200	21 A1 Lab group 3 0800 - 1000 A1 Lab group 4 1000 - 1200	22	23	24
		A1 Lecture 1300-1600 Unit 3 Chapter 27 <u>EBP Unit 3 Group A</u>	A1 Lecture 1300-1600 Unit 3 Chapter 27/28 <u>EBP Unit 3 Group B</u>			
25 Clinical Week 8	26 A1 Lecture 1300-1600 Unit 3 Chapter 28	27 ONA NURSING DAY (optional for 13 <sup>th</sup> clinical day)	28			
			A1 Lecture 1300-1600 <b>Unit 3 EXAM</b>			

March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				1	2	3
4 Clinical Week 9	5	6	7	8	9	10
		A1 Lecture 1300-1600 Unit 4 Chapter 23 NO LECTURE ON CHAPTERS 22 or 61	A1 Lecture 1300-1600 Unit 4 Chapter 62			
11 Clinical Week 10	12 Lab: Compartment Syndrome	13	14	15	16	17
		A1 Lab group 1 0800 - 1000 A1 Lab group 2 1000 - 1200	A1 Lab group 3 0800 - 1000 A1 Lab group 4 1000 - 1200			
		A1 Lecture 1300-1600 Unit 4 Chapter 63 <u>EBP Unit 4 Group A</u>	A1 Lecture 1300-1600 Unit 4 Chapter 64 <u>EBP Unit 4 Group B</u>			
18 No Clinical Spring break	19	20	21	22	23	24
22 Clinical Week 11	26	27	28	29	30	31
		A1 Lecture 1300-1600 <b>Unit 4 EXAM</b>	A1 Lecture 1300-1600 Unit 5 Chapter 30 <b>NO LECTURE ON CHAPTER 29</b>			

April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
1 Clinical Week 12	2 Lab: Chest Pain	3 A1 Lab group 1 0800 - 1000 A1 Lab group 2 1000 - 1200	4 A1 Lab group 3 0800 - 1000 A1 Lab group 4 1000 - 1200	5	6	7
		Unit 5 Chapter 31 <u>EBP Unit 5 Group A</u>	A1 Lecture 1300-1600 Unit 5 Chapter 32 <u>EBP Unit 5 Group B</u>			
8	9	10	11	12	13	14
		A1 Lecture 1300-1600 Unit 5 Chapter 33	A1 Lecture 1300-1600 <b>Unit 5 EXAM</b>			
15	16	17 Kaplan Test 0900-1200	18	19	20 0830-1300 Pinning	21
22	23	24	25	26	27	28
29	30					