

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT I: FOUNDATIONS OF NURSING PRACTICE</b> <ol style="list-style-type: none"> <li>Discuss the historical development of professional nursing roles.</li> <li>Discuss the importance of education in professional nursing practice.</li> <li>Describe the purpose of professional standards of nursing practice.</li> <li>Differentiate among the types of nursing delivery models.</li> <li>Describe the elements of decentralized decision making.</li> <li>Discuss the ways in which a nurse manager supports staff involvement in a decentralized decision-making model.</li> <li>Discuss ways to apply clinical care coordination skills in nursing practice.</li> </ol>	<ol style="list-style-type: none"> <li>Introduction to Nursing               <ol style="list-style-type: none"> <li>Nursing as a Profession                   <ol style="list-style-type: none"> <li>Historical Perspectives</li> </ol> </li> </ol> </li> <li>Professionalism               <ol style="list-style-type: none"> <li>Licensed Practical Nurse Education</li> <li>Registered Nurse Education</li> <li>Advanced Education</li> <li>Theory</li> <li>Service</li> <li>Autonomy</li> <li>Code of Ethics</li> </ol> </li> <li>Standard of Nursing Practice               <ol style="list-style-type: none"> <li>Standards of Care</li> </ol> </li> <li>Building a Nursing Team               <ol style="list-style-type: none"> <li>Nursing Care Delivery Models                   <ol style="list-style-type: none"> <li>Functional Nursing</li> <li>Team Nursing</li> <li>Total Patient Care</li> <li>Primary Nursing</li> <li>Case Management</li> </ol> </li> <li>Decentralized Decision Making                   <ol style="list-style-type: none"> <li>Decentralized management</li> <li>Responsibility</li> <li>Authority</li> <li>Accountability</li> <li>Staff Involvement</li> </ol> </li> </ol> </li> </ol>	<p>Read: Potter and Perry Chapter 13, 5, &amp; 6</p> <p>Read: Corresponding unit in your ATI Book</p> <p>Audiomedia and worksheets as per center</p> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<ol style="list-style-type: none"> <li>Describe the legal objectives and role of nurses regarding federal and state laws that affect health care.</li> </ol>	<ol style="list-style-type: none"> <li>Leadership Skills for Nursing Students               <ol style="list-style-type: none"> <li>Clinical Care Coordination                   <ol style="list-style-type: none"> <li>Clinical Decisions</li> <li>Priority Setting</li> </ol> </li> </ol> </li> </ol>	

<p>10. Explain the legal concepts of standard of care and informed consent.</p> <p>12. List sources for standards of care for nurses.</p> <p>13. Explain the concept of negligence and identify the elements of professional negligence.</p> <p>14. Explain the importance of accountability and responsibility in nursing practice.</p> <p>15. Discuss patient advocacy.</p> <p>16. Describe the role of ethics in nursing practice.</p>	<p>c. Organizational Skills d. Use of Resources e. Time Management f. Evaluation</p> <p>2. Team Communication</p> <p>V. Legal Limits of Nursing A. Sources of Law B. Criminal Law C. Torts</p> <p>VI. Standards of Care A. Malpractice Insurance B. Documentation C. Risk Management &amp; Quality Assurance</p> <p>VII. Good Samaritan Laws</p> <p>VIII. Consent A. Informed Consent B. Restraints C. Death &amp; Dying     1. Advanced Directives     2. Organ &amp; Tissue Donation     3. Autopsies D. Confidentiality</p>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

	IX. Other Legal Issues in Nursing Practice A. Physician or Health Care Provider Orders B. Nursing Students C. Patient Abandonment & Delegation Issues D. Controlled Substances E. Reporting Obligations  X. Ethics A. Basic Definitions B. Ethical Principles 1. Autonomy 2. Justice 3. Fidelity 4. Beneficence 5. Nonmaleficence C. Code of Ethics 1. Advocacy 2. Ethical Dilemma	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT II: INFECTION PREVENTION &amp; CONTROL/HEALTH &amp; ILLNESS</b>  1. Identify the body's normal defenses against infection.	I. Scientific Knowledge Base  A. Nature of Infection	Read: Perry and Potter Chapters 14 & 2 & pgs. 19-27

<ol style="list-style-type: none"> <li>2. Discuss the events in the inflammatory response.</li> <li>3. Describe signs and symptoms of localized and systematic infection.</li> <li>4. Describe characteristics of each link of the infection chain.</li> <li>5. Assess patients at risk for acquiring infection.</li> <li>6. Explain conditions that promote development of health care-associated infections.</li> <li>7. Describe strategies for standard precautions.</li> <li>8. Identify principle of medical &amp; surgical asepsis.</li> <li>9. Describe nursing intervention designed to break each link in the infection chain.</li> <li>10. Perform proper barrier isolation techniques.</li> <li>11. Perform proper procedures for hand hygiene.</li> <li>12. Apply and remove a surgical mask and gloves using correct technique.</li> </ol> <p><b>Unit Objectives/Outcomes</b></p>	<ol style="list-style-type: none"> <li>B. Chain of Infection               <ol style="list-style-type: none"> <li>1. Infectious Agent</li> <li>2. Reservoir</li> <li>3. Portal of Exit</li> <li>4. Mode of Transmission</li> <li>5. Portal of Entry</li> <li>6. Susceptible Host</li> </ol> </li> <li>C. Course of Infection</li> <li>D. Defenses Against Infection               <ol style="list-style-type: none"> <li>1. Normal Flora</li> <li>2. Body System Defenses</li> <li>3. Inflammation</li> <li>4. Immune Response</li> </ol> </li> <li>E. Health Care-Associated Infection (HAI)               <ol style="list-style-type: none"> <li>1. Asepsis                   <ol style="list-style-type: none"> <li>a. Aseptic Technique</li> <li>b. Medical Asepsis</li> <li>c. Surgical Asepsis</li> </ol> </li> </ol> </li> </ol> <p>II. Nursing Knowledge Base</p> <p><b>Contents</b></p>	<p>Read: Corresponding unit in your ATI book.</p> <p>Audiomedia and worksheets as per center</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Basic Infection Control</li> </ul> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Infection Control</li> </ul> <p>Unit Exam</p> <p><b>Learning Activities/Assessment</b></p>
<ol style="list-style-type: none"> <li>13. Describe the variable influencing health beliefs and health practices.</li> <li>14. Describe health promotion and illness prevention activities.</li> <li>15. Discuss the three levels of prevention.</li> </ol>	<ol style="list-style-type: none"> <li>III. Nursing Process           <ol style="list-style-type: none"> <li>A. Assessment               <ol style="list-style-type: none"> <li>1. Patient Expectations</li> </ol> </li> <li>B. Nursing Diagnosis</li> <li>C. Planning               <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> </ol> </li> </ol> </li> </ol>	

<p>16. Describe variables influencing illness behavior.</p> <p>17. Explain the impact of illness on the patient &amp; family.</p> <p>18. Discuss the nurse's role in health &amp; illness.</p>	<p>3. Collaborative Care</p> <p>D. Implementation</p> <p>1. Health Promotion</p> <p>2. Acute Care</p> <p>a. Medical Asepsis</p> <p>1. Control or Elimination of Infectious Agents</p> <p>2. Cleaning</p> <p>3. Disinfection &amp; Sterilization</p> <p>b. Control or Elimination of</p> <p>c. Control of Portals of Exit</p> <p>d. Control of Transmission</p> <p>1. Hand Hygiene</p> <p>2. Isolation &amp; Barrier Protection</p> <p>3. Protective Environment</p> <p>4. Personal Protective</p> <p>5. Specimen Collection</p> <p>6. Bagging</p> <p>7. Removal of Protective</p> <p>8. Transporting Patients</p>	
<p><b>Unit Objectives/Outcomes</b></p>	<p><b>Contents</b></p>	<p><b>Learning Activities/Assessment</b></p>
	<p>e. Control of Portals of Entry</p> <p>f. Protection of the Susceptible Host</p> <p>g. Role of the Infection Prevention &amp; Control Departments</p> <p>h. Health Promotion in Health Care Workers &amp; Patients</p> <p>i. Surgical Asepsis</p> <p>3. Restorative Care</p> <p>4. Long-Term Care</p> <p>E. Evaluation</p> <p>1. Patient Care</p>	

	<p>2. Patient Expectations</p> <p>III. Variables Influencing Health Beliefs &amp; Health Practices</p> <p>A. Internal Variables</p> <ol style="list-style-type: none"> <li>1. Developmental Stage Intellectual Background</li> <li>2. Emotional Factors</li> <li>3. Spiritual Factors</li> </ol> <p>B. External Variables</p> <ol style="list-style-type: none"> <li>1. Family Practices</li> <li>2. Socioeconomic Factors</li> <li>3. Cultural Background</li> </ol> <p>IV. Health Promotion, Wellness &amp; Illness Prevention</p>	
<b>Unit Objectives/Outcomes</b>	<p>A. Three Levels of Prevention</p> <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> <li>3. Tertiary</li> </ol>	<b>Learning Activities/Assessment</b>
	<b>Contents</b>	
	<p>V. Risk Factors</p> <p>A. Genetic &amp; Physiological Factors</p> <p>B. Age</p> <p>C. Physical Environment</p> <p>D. Lifestyle</p> <p>E. Risk Factor Identification</p>	

	<p>XII. Illness</p> <p>A. Acute and Chronic Illness</p> <p>B. Illness Behavior</p> <p>C. Impact of Illness on Patient &amp; Family</p> <ol style="list-style-type: none"> <li>1. Behavioral &amp; Emotional Changes</li> <li>2. Impact on Body Image</li> <li>3. Impact on Self-Concept</li> <li>4. Impact on Family Roles &amp; Dynamics</li> </ol>	
<b>Unit Objectives/Outcomes</b>		<b>Learning Activities/Assessment</b>
<p><b>UNIT III: LOSS &amp; GRIEF/CULTURAL DIVERSITY &amp; SPIRITUAL HEALTH</b></p> <ol style="list-style-type: none"> <li>1. Describe Kubler-Ross stages of grieving</li> <li>2. List and discuss the five basic categories of loss.</li> <li>3. Describe the types of grief.</li> <li>4. Describe characteristics of a person experiencing grief.</li> <li>5. Discuss variable that influence a person's response to grief.</li> <li>6. Identify your role in assisting patients with problems related to loss, death, and grief.</li> <li>7. Explain reasons for the need for improved end-of-life care for patients.</li> <li>8. Discuss principles of palliative care.</li> <li>9. Describe how to involve family members in</li> </ol>	<p><b>Contents</b></p> <ol style="list-style-type: none"> <li>I. Scientific Knowledge Base             <ol style="list-style-type: none"> <li>A. Grief                 <ol style="list-style-type: none"> <li>1. Kubler-Ross's Stages of Dying</li> <li>2. Types of Grief                     <ol style="list-style-type: none"> <li>a. Normal Grief</li> <li>b. Anticipatory Grief</li> <li>c. Complicated Grief</li> <li>d. Disenfranchised Grief</li> </ol> </li> </ol> </li> </ol> </li> <li>II. Nursing Knowledge Base             <ol style="list-style-type: none"> <li>A. Factors Influencing Loss &amp; Grief                 <ol style="list-style-type: none"> <li>1. Human Development</li> <li>2. Psychological Perspectives of Loss &amp; Grief</li> <li>3. Socioeconomic Status</li> <li>4. Nature of Personal Relationships</li> <li>5. Nature of the Loss</li> <li>6. Culture &amp; Ethnicity</li> <li>7. Spiritual Beliefs</li> </ol> </li> </ol> </li> </ol>	<p>Read: Perry and Potter Chapter 26, 20, &amp; 21</p> <p>Read: Corresponding Unit in your ATI book</p> <p>Audiomedia and worksheets as per center</p> <p>Unit Exam</p>

<p>Palliative care.</p> <p>10. Discuss the procedure for care of the body after death.</p> <p>11. Discuss the nurse's own loss experience when caring for dying patients.</p> <p><b>Unit Objectives/Outcomes</b></p>	<p>III. Critical Thinking</p> <p>IV. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Types &amp; Stages of Grief</li> <li>2. Coping Resources</li> <li>3. End-of-Life Decisions</li> <li>4. Older Adult Considerations</li> <li>5. Patient Expectations</li> </ol> <p><b>Content</b></p> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion</li> <li>2. Grief &amp; Loss Support in Acute, Restorative, and Continuing Care Settings</li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>V. Cultural Considerations</p> <p>VI. Comparative Worldviews about Health &amp; Illness</p>	<p><b>Learning Activities/Assessment</b></p>
<p>12. Identify the impact of demographic trends on health and nursing.</p> <p>13. Describe health disparities linked with racial and ethnic differences.</p> <p>14. Compare dominant and variant cultural contexts of health and illness.</p> <p>15. Analyze impact of culture in health, illness, and caring patterns.</p> <p>16. Describe steps toward developing cultural competence.</p> <p>17. Use cultural assessment to plan culturally competent care.</p> <p>18. Apply research findings in culturally competent care.</p> <p>19. Describe the relationship between faith, hope, and spiritual well-being.</p> <p>20. Compare and contrast the concepts of religion and spirituality.</p>		



Unit Objectives/Outcomes		Learning Activities/Assessment
<p><b>UNIT IV: COMMUNICATION &amp; ASSESSMENT IN NURSING PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. Identify key reasons for reporting &amp; recording patient care.</li> <li>2. Describe guidelines for effective documentation and reporting in a variety of health care settings.</li> <li>3. Describe methods for multidisciplinary communication within the health care team.</li> <li>4. Compare different methods used in documentation.</li> <li>5. Identify common record-keeping forms.</li> <li>6. Discuss advantages &amp; disadvantages of standardized documentation forms.</li> <li>7. Discuss the advantages of computerized documentation.</li> <li>8. Discuss the relationship between informatics &amp; quality health care.</li> <li>9. Describe the elements of the communication process.</li> <li>10. Describe the three levels of communication and their uses in nursing.</li> </ol> <p><b>Unit Objectives/Outcomes</b></p>	<p><b>Contents</b></p> <ol style="list-style-type: none"> <li>I. Confidentiality</li> <li>II. Standards</li> <li>III. Multidisciplinary Communication</li> <li>IV. Purposes of Records               <ol style="list-style-type: none"> <li>A. Communication</li> <li>B. Legal Documentation</li> <li>C. Reimbursement</li> <li>D. Education</li> <li>E. Research</li> <li>F. QPPI</li> </ol> </li> <li>V. Guidelines for Quality Documentation &amp; Reporting</li> <li>VI. Methods of Documentation               <ol style="list-style-type: none"> <li>A. Electronic &amp; Paper Documentation</li> <li>B. Problem-Oriented Medical Record                   <ol style="list-style-type: none"> <li>1. Database</li> <li>2. Problem List</li> <li>3. Care Plan</li> <li>4. Progress Notes                       <ol style="list-style-type: none"> <li>a. Narrative Documentation</li> <li>b. SOAP Documentation</li> <li>c. PIE Documentation</li> <li>d. Focus Charting</li> </ol> </li> </ol> </li> </ol> </li> <li>C. Charting by Exception</li> </ol>	<p>Read: Perry and Potter Chapters 10, 11, 15, &amp; 16</p> <p>Read: Corresponding units in your ATI book.</p> <p>Audiomedia and worksheets as per center.</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Vital Signs</li> </ul> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Specimen Collection               <ul style="list-style-type: none"> <li>○ Performing blood glucose testing</li> </ul> </li> </ul> <p>Unit Exam</p> <p><b>Learning Activities/Assessment</b></p>

<ul style="list-style-type: none"> <li>11. Differentiate aspects of verbal &amp; nonverbal communication</li> <li>12. Identify features &amp; expected outcomes of the nurse-patient helping relationship.</li> <li>13. Describe a nurse's focus within each phase of a therapeutic nurse-patient helping relationship.</li> <li>14. Describe behaviors &amp; techniques that affect communication.</li> <li>15. Explain the focus of communication within each phase of the nursing process.</li> <li>16. Discuss effective communication for patients of varying developmental levels.</li> <li>17. Explain techniques used to assist patients with special communication needs.</li> <li>18. Discuss the purposes of physical assessment.</li> <li>19. Describe the techniques used with each assessment skill.</li> <li>20. Discuss how cultural diversity influences health assessment.</li> <li>21. Describe proper positioning for the patient during each phase of the examination.</li> </ul> <p style="text-align: center;"><b>Unit Objectives/Outcomes</b></p>	<p style="text-align: center;"><b>Contents</b></p> <p>VII. Common Record-Keeping Forms</p> <ul style="list-style-type: none"> <li>A. Admission Nursing History Forms</li> <li>B. Flow Sheets and Graphics Records</li> <li>C. Patient Care Summary of Kardex</li> <li>D. Care Plan</li> <li>E. Discharge Summary Forms</li> </ul> <p>VIII. Home Care Documentation</p> <p>IX. Long-Term Care Documentation</p> <p>X. Reporting</p> <ul style="list-style-type: none"> <li>A. Hand-Off Reporting <ul style="list-style-type: none"> <li>1. Change-of-shift Report</li> <li>2. Transfer Reports</li> </ul> </li> <li>B. Telephone Reports &amp; Orders <ul style="list-style-type: none"> <li>1. Telephone Reports</li> <li>2. Verbal Orders</li> <li>3. Fax Orders</li> <li>4. Electronic Orders</li> </ul> </li> <li>C. Incident or Occurrence Reports</li> </ul>	
<ul style="list-style-type: none"> <li>22. List techniques to promote the patient's physical and psychological comfort during an examination.</li> <li>23. Make environmental preparations before an</li> </ul>	<p style="text-align: center;"><b>Contents</b></p> <p>XI. Health Informatics</p>	<p style="text-align: center;"><b>Learning Activities/Assessment</b></p>

<p>examination</p> <p>24. Describe interview techniques used to enhance communication during history taking.</p> <p>25. Identify data to collect from the nursing history before an examination.</p> <p>26. Discuss ways to incorporate health promotion &amp; health teaching into an assessment.</p> <p>27. Discuss normal physical findings for patients across the life span.</p> <p>28. Identify self-screening assessments commonly performed by patients.</p> <p>29. Use physical assessment techniques &amp; skills during routine nursing care.</p> <p>30. Document assessment findings on appropriate forms.</p> <p><b>Unit Objectives/Outcomes</b></p>	<p>A. Nursing Information Systems</p> <p>B. Privacy, Confidentiality, &amp; Security Mechanisms</p> <p>C. Handling &amp; Disposal of Information</p> <p>XII. Basic Elements of the Communication Process</p> <p>A. Levels of Communication</p> <p>B. Forms of Communication</p> <p>1. Verbal Communication</p> <p>a. Vocabulary</p> <p>b. Denotative &amp; Connotative</p> <p>c. Pacing</p> <p>d. Intonation</p> <p>e. Clarity &amp; Brevity</p> <p>f. Timing &amp; Relevance</p> <p>2. Nonverbal Communication</p> <p>a. Personal Appearance</p> <p>b. Posture &amp; Gait</p> <p>c. Facial Expression</p> <p>d. Eye Contact</p> <p>e. Gestures</p> <p>f. Territoriality &amp; Space</p> <p>Meaning</p>	<p><b>Learning Activities/Assessment</b></p>
	<p><b>Contents</b></p> <p>C. Factors Influencing Communication</p> <p>D. Communication Within Caring Relationships</p>	

Unit Objectives/Outcomes	<p>E. Communication Within the Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Physical &amp; Emotional Factors</li> <li>b. Developmental Factors</li> <li>c. Sociocultural Factors</li> <li>d. Language</li> <li>e. Gender</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning               <ol style="list-style-type: none"> <li>a. Goals and Outcomes</li> <li>b. Setting Priorities</li> <li>c. Continuity of Care</li> </ol> </li> </ol>	Learning Activities/Assessment
	<p style="text-align: center;"><b>Contents</b></p> <ol style="list-style-type: none"> <li>4. Implementation               <ol style="list-style-type: none"> <li>a. Therapeutic Communication Techniques                   <ol style="list-style-type: none"> <li>1. Conveying Empathy</li> <li>2. Active Listening</li> <li>3. Sharing Observations</li> <li>4. Using Silence</li> <li>5. Providing Information</li> <li>6. Clarifying</li> </ol> </li> </ol> </li> </ol>	

Unit Objectives/Outcomes	<p>Vocabulary</p> <p>disapproval</p> <p>7. Focusing 8. Paraphrasing 9. Summarizing 10. Self-Disclosure 11. Instilling Hope</p> <p>b. Non-Therapeutic Communication Techniques 1. Inattentive Listening 2. Overusing Medical</p> <p>3. Prying or asking personal Question 4. Giving approval or</p> <p>5. Changing the subject 6. Automatic responses 7. False reassurance 8. Asking for explanations 9. Arguing 10. Being defensive 11. Sympathy</p> <p>c. Decision Making &amp;</p>	Learning Activities/Assessment
	<p>Communication</p> <p>with</p> <p>d. Assertiveness &amp; Autonomy e. Humor f. Touch g. Communicating with patients</p> <p>special needs</p> <p><b>Contents</b></p> <p>5. Evaluation a. Patient Care b. Patient Expectations</p> <p>XIII. Purposes of Health Assessment &amp; Physical Examination</p> <p>A. Skills of Physical Assessment</p> <p>1. Inspection</p>	

<p><b>Unit Objectives/Outcomes</b></p>	<ol style="list-style-type: none"> <li>2. Palpation</li> <li>3. Percussion</li> <li>4. Auscultation</li> <li>5. Olfaction</li> </ol> <p>B. Preparation for Assessment</p> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Equipment</li> <li>3. Physical Preparation of the Patient</li> </ol>	<p><b>Learning Activities/Assessment</b></p>
	<p>Patient</p> <p><b>Contents</b></p> <p>C. Organization of the Examination</p> <ol style="list-style-type: none"> <li>1. General Survey</li> <li>2. General Appearance &amp; Behavior</li> <li>3. Vital Signs</li> <li>4. Height &amp; Weight</li> </ol> <p>D. Skin, Hair, &amp; Nails</p> <p>E. Head &amp; Neck</p> <p>F. Thorax &amp; Lungs</p>	

	G. Vascular System H. Musculoskeletal System I. Neurological System J. After the Examination	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT V: CRITICAL THINKING IN NURSING PRACTICE</b>  1. Describe characteristics of a critical thinker. 2. Discuss the nurse's responsibility in making clinical decisions. 3. Describe the components of a critical thinking model for decision making. 4. Discuss critical thinking skills used in nursing practice. 5. Explain the relationship between clinical experience and critical thinking. 6. Discuss the effect attitudes for critical thinking have on clinical decision making. 7. Describe each step of the nursing process. 8. Explain the relationship between critical and steps of the nursing process. 9. Discuss approaches to data collection in nursing assessment.	I. Clinical Decision in Nursing Practice II. Critical Thinking Defined A. Reflection B. Language & Intuition III. Thinking & Learning IV. Levels of Critical Thinking in Nursing A. Basic Critical Thinking B. Complex Critical Thinking C. Commitment V. Critical Thinking Competencies A. General Critical Thinking Processes B. Specific Critical Thinking Competencies VI. A Critical Thinking Model	Read: Potter and Perry Chapters 8 & 9  Audiomedia and worksheets as per center.  Read: Corresponding unit in your ATI book.  Unit Exam

10. Differentiate between subjective & objective data.		
11. Explain the type of conclusions that result from data analysis.		
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
12. List the steps of the nursing diagnostic process. 13. Describe the way in which defining characteristics and the etiological process individualize a nursing diagnosis. 14. Discuss the process of priority setting. 15. Describe goal setting. 16. Discuss the difference between a goal and an expected outcome. 17. Identify examples of nursing-sensitive outcomes. 18. Develop a plan of care from a nursing assessment. 19. Discuss the process of selecting nursing interventions. 20. Describe how to evaluate nursing interventions selected for a patient. 21. Describe how evaluation leads to revision or modification of a plan of care.	VI. Developing Critical Thinking Skills VII. Critical Thinking Synthesis VIII. The Nursing Process A. Assessment 1. Data Collection 2. Data Collection 3. Data Validation 4. Data Documentation & Communication B. Nursing Diagnosis 1. Critical Thinking & the Nursing Diagnostic Process 2. Forming the Nursing Diagnoses a. Types of Nursing Diagnoses b. Components of a Nursing Diagnoses c. Concept Mapping Nursing Diagnoses d. Sources of Diagnostic Errors C. Planning 1. Establishing Priorities 2. Critical Thinking in Setting Goals and Expected Outcomes 3. Critical Thinking in Planning Nursing Care 4. Systems for Planning Nursing Care 5. Consulting Other Health Care Professionals	



Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ul style="list-style-type: none"> <li>D. Implementation               <ul style="list-style-type: none"> <li>1. Standard Nursing Interventions</li> <li>2. Critical Thinking in Implementation</li> <li>3. Implementation Process</li> <li>4. Direct Care</li> <li>5. Indirect Care</li> </ul> </li> <li>E. Evaluation of the Nursing Care Plan               <ul style="list-style-type: none"> <li>1. Critical Thinking &amp; Evaluation</li> <li>2. The Evaluation Process</li> </ul> </li> </ul>	

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT VI: NURSING CARE OF PATIENTS WITH SPECIAL NEEDS</b>	I. Scientific Knowledge Base	Read: Potter and Perry

<ol style="list-style-type: none"> <li>1. Compare the characteristics of rest and sleep.</li> <li>2. Explain the effect the 24-hour sleep-wake cycle has on biological function.</li> <li>3. Discuss mechanisms that regulate sleep.</li> <li>4. Describe the normal stages of sleep.</li> <li>5. Explain the functions of sleep.</li> <li>6. Identify factors that promote or disrupt sleep.</li> <li>7. Discuss characteristics of common sleep disorders.</li> <li>8. Describe interventions appropriate in promoting sleep for patients with various sleep disorders.</li> <li>9. Discuss common misconceptions about pain.</li> <li>10. Describe the physiology of pain.</li> <li>11. Identify components of the pain experience.</li> <li>12. Explain how the gate control theory related to the selection of nursing therapies for pain relief.</li> <li>13. Assess a patient experiencing pain.</li> </ol>	<ol style="list-style-type: none"> <li>A. Rest and Sleep               <ol style="list-style-type: none"> <li>1. Physiology of Sleep                   <ol style="list-style-type: none"> <li>a. Circadian Rhythms</li> <li>b. Sleep Regulation                       <ol style="list-style-type: none"> <li>1. Stages of Sleep</li> <li>2. Sleep Cycle</li> </ol> </li> </ol> </li> <li>2. Functions of Sleep</li> </ol> </li> <li>II. Nursing Knowledge Base               <ol style="list-style-type: none"> <li>A. Normal Sleep Requirements &amp; Patterns</li> <li>B. Factors Affecting Sleep                   <ol style="list-style-type: none"> <li>1. Physical Illness</li> <li>2. Drug &amp; Substances</li> <li>3. Lifestyle</li> <li>4. Usual Sleep Patterns &amp; Excessive                       <ol style="list-style-type: none"> <li>a. Emotional Stress</li> <li>b. Environment</li> <li>c. Sound</li> <li>d. Exercise &amp; Fatigue</li> <li>e. Food &amp; Calorie Intake</li> </ol> </li> </ol> </li> <li>C. Sleep Disorders                   <ol style="list-style-type: none"> <li>1. Insomnia</li> <li>2. Sleep Apnea</li> <li>3. Narcolepsy</li> </ol> </li> </ol> </li> </ol>	<p>Chapters 31, 32, 33, 34 &amp; 35 pgs. 941-946</p> <p>Read: Corresponding Unit in ATI book</p> <p>Audiomedia and worksheets as per center</p> <p><i>Mosby's Nursing Video Skills (DVD/DVD-ROM):</i></p> <p><u>Basic Video Skills</u></p> <ul style="list-style-type: none"> <li>• Elimination Assistance</li> </ul> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Specimen Collection               <ul style="list-style-type: none"> <li>○ Collecting a Midstream Urine Sample</li> <li>○ Performing Fecal Occult Blood Testing</li> <li>○ Performing Gastric Occult and pH testing</li> <li>○ Screening Urine for Chemical Properties</li> </ul> </li> <li>• Urinary Catheter Management</li> <li>• Ostomy Care</li> <li>• Enteral Nutrition</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<ol style="list-style-type: none"> <li>14. Develop appropriate nursing diagnoses for a patient in pain.</li> <li>15. Describe guidelines for selecting and individualizing pain therapies.</li> <li>16. Describe applications for use of</li> </ol>	<ol style="list-style-type: none"> <li>4. Sleep Deprivation</li> <li>5. Parasomnias</li> </ol> <p>III. Critical Thinking</p> <p>IV. Nursing Process</p>	

<p>nonpharmacological pain therapies.</p> <p>17. Discuss nursing implications for administering analgesics.</p> <p>18. Differentiate the nursing implications associated with managing cancer pain versus noncancer pain.</p> <p>19. Describe interventions for the relief of acute pain following operative or medical procedures.</p> <p>20. Describe the sequence of treatments recommended in pain management for cancer patients.</p> <p>21. Evaluate a patient's response to pain therapies.</p> <p>22. Explain the structures of the urinary system, including function and role in urine formation and elimination.</p> <p>23. Identify factors that commonly influence urinary elimination.</p> <p>24. Discuss common alterations associated with urinary elimination.</p>	<p>A. Assessment</p> <ol style="list-style-type: none"> <li>Sources for Sleep Assessment</li> <li>Sleep History</li> <li>Patient Expectations</li> </ol> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>Goals &amp; Outcomes</li> <li>Setting Priorities</li> <li>Collaborative Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>Health Promotion <ol style="list-style-type: none"> <li>Promoting Bedtime Routine</li> <li>Promoting Comfort</li> <li>Promoting Activity</li> <li>Stress Reduction</li> <li>Bedtime Snacks</li> <li>Pharmacological Approaches to Promoting Sleep</li> <li>Managing Specific Sleep Disturbances</li> </ol> </li> <li>Acute Care</li> <li>Restorative &amp; Continuing Care</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>25. Obtain a nursing history from a patient with an alteration in urination.</p> <p>26. Perform a beginning physical assessment related to urinary elimination.</p> <p>27. Describe characteristics of normal and abnormal urine.</p> <p>28. Describe nursing implications of common</p>	<p>E. Evaluation</p> <ol style="list-style-type: none"> <li>Patient Care</li> <li>Patient Expectations</li> </ol> <p>V. Scientific Knowledge Base</p> <p>A. Comfort</p> <p>B. Nature of Pain</p>	

<p>diagnostic tests of the urinary system.</p> <p>29. Identify nursing diagnoses associated with alterations in urinary elimination.</p> <p>30. Discuss nursing measures to promote normal urination and to control incontinence.</p> <p>31. Discuss nursing measures to reduce urinary tract infections.</p> <p>32. Apply an external catheter and insert a urinary catheter.</p> <p>33. Explain the physiology of digestion, absorption, and bowel elimination.</p> <p>34. Discuss physiological and psychological factors that influence bowel elimination.</p> <p>35. Describe common physiological alterations in bowel elimination.</p>	<p>C. Physiology of Pain</p> <ol style="list-style-type: none"> <li>1. Transduction</li> <li>2. Transmission</li> <li>3. Perception</li> <li>4. Modulation               <ol style="list-style-type: none"> <li>a. Neurotransmitters</li> <li>b. Gate Control Theory of Pain</li> <li>c. Physiology Responses</li> <li>d. Behavioral Responses</li> </ol> </li> </ol> <p>D. Acute &amp; Chronic Pain</p> <p>VI. Nursing Knowledge Base</p> <ol style="list-style-type: none"> <li>A. Knowledge, Attitudes, &amp; Beliefs</li> <li>B. Factors Influencing Pain               <ol style="list-style-type: none"> <li>1. Physiological Factors</li> <li>2. Social Factors</li> <li>3. Psychological Factors</li> </ol> </li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>36. Assess a patient's bowel elimination pattern.</p> <p>37. List nursing diagnoses related to alterations in bowel elimination.</p> <p>38. Describe nursing implications for common diagnostic examinations of the gastrointestinal tract.</p> <p>39. List nursing measures aimed at promoting normal elimination and defecation.</p> <p>40. Describe nursing care required to maintain structure and function of a bowel diversion.</p> <p>41. Describe the procedure for initiating &amp; maintaining gastric tubes.</p>	<p>VI. Critical Thinking</p> <p>VII. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Patient's Expression of Pain</li> <li>2. Patients Unable to Self-Report</li> <li>3. Characteristics of Pain               <ol style="list-style-type: none"> <li>a. Timing</li> <li>b. Precipitating Factors</li> <li>c. Quality</li> <li>d. Relief Measures</li> <li>d. Region/Location</li> <li>e. Severity</li> <li>f. Effect of Pain of Patient</li> </ol> </li> <li>4. Concomitant Symptoms</li> </ol>	

	<ul style="list-style-type: none"> <li>5. Patient Expectations</li> <li>6. Documentation</li> </ul> <p>B. Nursing Diagnosis</p> <p>C. Planning</p> <ul style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>D. Implementation</p> <ul style="list-style-type: none"> <li>1. Health Promotion <ul style="list-style-type: none"> <li>a. Maintaining Wellness</li> <li>b. Nonpharmacological Pain-Relief Measures <ul style="list-style-type: none"> <li>1. Reducing Pain Reception &amp; Perception</li> <li>2. Anticipatory Guidance</li> <li>3. Distraction</li> <li>4. Cutaneous Stimulation</li> <li>5. Relaxation &amp; Guided Imagery</li> </ul> </li> </ul> </li> <li>2. Acute Care <ul style="list-style-type: none"> <li>a. Pharmacological Pain Therapy <ul style="list-style-type: none"> <li>1. Analgesics</li> <li>2. Perineural Local Anesthetic Infusion</li> <li>3. Local Anesthetics</li> <li>4. Epidural Analgesia</li> </ul> </li> </ul> </li> <li>3. Restorative &amp; Continuing Care <ul style="list-style-type: none"> <li>a. Opioid Infusions</li> <li>b. Failure of Pain Control</li> </ul> </li> </ul> <p>Medications &amp; Chronic Pain</p>	

	<ul style="list-style-type: none"> <li>c. Palliative Care</li> <li>d. Hospice</li> </ul> <ul style="list-style-type: none"> <li>E. Evaluation               <ul style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ul> </li> </ul>	
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Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>IX. Scientific Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Urinary Elimination               <ul style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Act of Urination</li> <li>3. Factors Influencing Urination</li> <li>4. Common Urinary Elimination Problems                   <ul style="list-style-type: none"> <li>a. Urinary Retention</li> <li>b. Urinary Tract Infections</li> <li>c. Urinary Incontinence</li> </ul> </li> </ul> </li> </ul> <p>X. Nursing Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Infection Control &amp; Hygiene</li> <li>B. Developmental Considerations</li> <li>C. Psychosocial Implications</li> </ul> <p>XI. Critical Thinking</p>	

## XII. Nursing Process

### A. Assessment

1. Nursing History
  - a. Pattern of Urination
  - b. Symptoms of Urinary Alterations
  - c. Factors Affecting Urination
2. Patient Expectations
3. Physical Assessment
  - a. Skin & Mucosa
  - b. Kidneys
  - c. Bladder
  - d. Urethral Meatus
  - e. Assessment of Urine
4. Laboratory & Diagnostic Testing
  - a. Specimen Collection
  - b. Diagnostic Examinations

### B. Nursing Diagnosis

### C. Planning

1. Goals & Outcomes
2. Setting Priorities
3. Continuity of Care

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion               <ol style="list-style-type: none"> <li>a. Normal Micturition                   <ol style="list-style-type: none"> <li>1. Stimulating Micturition Reflex</li> <li>2. Maintaining Adequate Fluid Intake</li> </ol> </li> <li>b. Promotion of Bladder Emptying                   <ol style="list-style-type: none"> <li>1. Strengthening Pelvic Floor Muscles</li> <li>2. Manual Bladder Compression</li> <li>3. Drug Therapy</li> </ol> </li> </ol> </li> <li>2. Acute Care               <ol style="list-style-type: none"> <li>a. Catheterization                   <ol style="list-style-type: none"> <li>1. Types of Catheterization</li> <li>2. Indications for Use</li> <li>3. Catheter Insertion</li> <li>4. Routine Catheter Care</li> </ol> </li> <li>b. Alternatives to Urethral Catheterization</li> </ol> </li> <li>3. Restorative &amp; Continuing Care               <ol style="list-style-type: none"> <li>a. Preventing Infections</li> <li>b. Promotion of Comfort</li> <li>c. Maintenance of Skin Integrity</li> </ol> </li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment



	<p>XIII. Scientific Knowledge Base</p> <p>A. Bowel Elimination</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>XIV. Nursing Knowledge Base</p> <p>A. Common Bowel Elimination Problems</p> <ol style="list-style-type: none"> <li>1. Constipation</li> <li>2. Impaction</li> <li>3. Diarrhea</li> <li>4. Flatulence</li> <li>5. Hemorrhoids</li> <li>6. Bowel Diversions <ol style="list-style-type: none"> <li>a. Ostomies</li> <li>b. Alternative Procedures</li> </ol> </li> </ol> <p>XV. Critical Thinking</p> <p>XVI. Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Health History</li> <li>2. Laboratory &amp; Diagnostic Examinations <ol style="list-style-type: none"> <li>a. Laboratory Tests</li> <li>b. Fecal Specimens</li> <li>c. Diagnostic Examinations</li> </ol> </li> <li>3. Patient Expectations</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>B. Nursing Diagnosis</p> <p>C. Planning</p>	

	<ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Continuity of Care</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion <ol style="list-style-type: none"> <li>a. Diet</li> <li>b. Exercise</li> <li>c. Timing</li> <li>d. Promotion of Normal</li> </ol> </li> <li>2. Acute Care <ol style="list-style-type: none"> <li>a. Positioning on Bedpan</li> <li>b. Medications</li> <li>c. Enemas</li> <li>d. Digital Removal of Stool</li> </ol> </li> <li>3. Continuing &amp; Restorative Care <ol style="list-style-type: none"> <li>a. Bowel Training</li> <li>b. Ostomy Care</li> <li>c. Care of Hemorrhoids</li> <li>d. Maintenance of Skin Integrity</li> </ol> </li> </ol> <p>E. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol>	
<b>Unit Objectives/Outcomes</b>	<b>Contents</b>	<b>Learning Activities/Assessment</b>
	<p>F. Enteral Tube</p> <ol style="list-style-type: none"> <li>1. Gastrostomy &amp; Jejunostomy Tube Feedings <ol style="list-style-type: none"> <li>a. Purpose</li> <li>b. Verifying Feeding Tube Placement</li> <li>c. Administering Enteral Nutrition Via Nasoenteric, Gastrostomy, Jejunostomy Tube</li> </ol> </li> </ol>	

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Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT VII: NURSING CARE OF THE SURGICAL CLIENT</b>  1. Describe the basic physiological mechanism responsible for maintaining fluid and electrolyte balance.  2. Discuss common disturbances in fluids and electrolytes.  3. Discuss and identify factors that affect normal fluid and electrolytes.  4. Discuss clinical assessments for determining fluid and electrolyte imbalances.	I. Body Fluids and Electrolytes  A. Distribution of Body Fluids  B. Composition of Body Fluids  C. Movement of Body Fluids 1. Diffusion 2. Osmosis 3. Filtration 4. Active transport	Read: Perry and Potter Chapters 17, 38, & 36  Read: Corresponding Unit in your ATI book  Audiomedia and worksheets as per center  <i>Mosby's Nursing Video Skills</i> <i>(DVD/DVD-ROM):</i>  <u>Basic Video Skills</u> • Safe Patient Handling

<ol style="list-style-type: none"> <li>5. List and discuss appropriate nursing interventions for patients with fluid and electrolyte.</li> <li>6. Explain the concept of Perioperative nursing care.</li> <li>7. Differentiate between the classifications of surgery.</li> <li>8. Differentiate between general and regional anesthesia.</li> <li>9. Explain “informed consent”.</li> </ol>	<ol style="list-style-type: none"> <li>D. Regulation of Body Fluids               <ol style="list-style-type: none"> <li>1. Fluid Intake</li> <li>2. Hormonal Regulation</li> <li>3. Fluid Output Regulation</li> </ol> </li> <li>E. Regulation of Electrolytes               <ol style="list-style-type: none"> <li>1. Cations                   <ol style="list-style-type: none"> <li>a. Sodium Regulation</li> <li>b. Potassium Regulation</li> <li>c. Calcium Regulation</li> <li>d. Magnesium Regulation</li> </ol> </li> <li>2. Anions                   <ol style="list-style-type: none"> <li>a. Chloride Regulation</li> <li>b. Bicarbonate Regulation</li> <li>c. Phosphorus-Phosphate Regulation</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>o Transferring from a Bed to a Stretcher</li> <li>o Applying Elastic Stockings</li> <li>o Using a Sequential Compression Device</li> <li>• Vital Signs</li> </ol> <p><u>Intermediate Video Skills</u></p> <ul style="list-style-type: none"> <li>• Infection Control</li> <li>• Preoperative Nursing Care</li> <li>• Postoperative Nursing Care</li> <li>• Specimen Collection</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

<ol style="list-style-type: none"> <li>12. List factors to include in the preoperative assessment of a surgical patient.</li> <li>13. Identify preoperative teaching needs for individual patients.</li> <li>14. Demonstrate postoperative exercises: diaphragmatic breathing, coughing, turning, leg exercises.</li> <li>15. Discuss physical and psychological preparation of a surgical patient.</li> <li>16. Discuss nursing responsibilities during the intraoperative period.</li> <li>17. Describe nursing assessment and care in the PACU.</li> <li>18. Identify parameters to assess during ongoing postoperative care.</li> <li>19. Identify interventions specific to the prevention of complications in the immediate and early postoperatively phases.</li> <li>20. Use the nursing process to develop an individualized plan of care for the surgical patient during each phase of the perioperative period.</li> <li>21. Analyze rationale for nursing interventions designed to prevent postoperative complications.</li> </ol>	<ol style="list-style-type: none"> <li>F. Disturbances in Electrolytes and Fluids               <ol style="list-style-type: none"> <li>1. Electrolyte Imbalances                   <ol style="list-style-type: none"> <li>a. Sodium Imbalances</li> <li>b. Potassium Imbalances</li> <li>c. Calcium Imbalances</li> <li>d. Magnesium Imbalances</li> <li>e. Chloride Imbalances</li> </ol> </li> <li>2. Fluid Disturbances</li> </ol> </li> <li>G. Nursing Knowledge Base</li> <li>H. Critical Thinking in Patient Care</li> <li>I. Nursing Process</li> <li>J. Assessment               <ol style="list-style-type: none"> <li>1. Nursing History</li> <li>2. Physical Examination</li> <li>3. Daily Weights &amp; Fluid Intake &amp; Output</li> <li>4. Laboratory Studies</li> <li>5. Patient Expectations</li> </ol> </li> </ol>	
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Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>22. Describe risk factors for pressure ulcer development.</p> <p>23. List the National Pressure Ulcer Advisory Panel (NPUAP) classification of pressure ulcer staging.</p> <p>24. Discuss the body's response during each phase of the wound healing process.</p> <p>25. Describe wound assessment criteria: anatomical location, size, type and percentage of wound tissue, volume and color of wound drainage, and condition of surrounding skin.</p> <p>26. Differentiate healing by primary and secondary intention.</p> <p>27. Discuss common complications of wound healing.</p> <p>28. Explain factors that impair or promote normal wound healing.</p> <p>29. Describe the purposes of and precautions taken with applying dressings and binders.</p> <p>30. Describe the mechanism of action of wound dressings.</p> <p>31. Describe the differences in therapeutic effects heat and cold.</p> <p>32. Complete an assessment for a patient with impaired skin integrity.</p>	<p>K. Nursing Diagnosis</p> <p>L. Planning</p> <ol style="list-style-type: none"> <li>1. Goals &amp; Outcomes</li> <li>2. Setting Priorities</li> <li>3. Collaborative Care</li> </ol> <p>M. Implementation</p> <ol style="list-style-type: none"> <li>1. Health Promotion</li> <li>2. Acute Care               <ol style="list-style-type: none"> <li>a. Daily Weight &amp; Intake and Output Measurement</li> <li>b. Restriction of Fluids</li> </ol> </li> </ol> <p>N. Evaluation</p> <ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Patient Expectations</li> </ol> <p>II. The Surgical Patient</p>	

Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p>33. List nursing diagnoses associated with impaired skin integrity.</p> <p>34. Develop a nursing care plan for a patient with impaired skin integrity.</p> <p>35. State evaluation criteria for a patient with impaired skin integrity</p>	<p>A. Preoperative Surgical Phase</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Medical and Nursing History</li> <li>b. Physical Examination</li> <li>c. Patient Expectations</li> <li>d. Risk Factors</li> <li>e. Diagnostic Screening</li> <li>f. Physical Examination</li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation               <ol style="list-style-type: none"> <li>a. Informed Consent</li> <li>b. Health Promotion                   <ol style="list-style-type: none"> <li>1. Preoperative Teaching</li> <li>2. Postoperative Exercises</li> <li>3. Activity Resumption</li> <li>4. Promotion of Nutrition</li> <li>5. Promotion of Rest</li> </ol> </li> <li>c. Acute Care                   <ol style="list-style-type: none"> <li>1. Minimize Risk of Surgical Wound Infection</li> <li>2. Prevention of Bowel Incontinence &amp; Contamination</li> <li>3. Interventions on Day of Surgery</li> </ol> </li> </ol> </li> <li>5. Evaluation</li> </ol>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>B. Intraoperative Surgical Phase</p> <ol style="list-style-type: none"> <li>1. Nurse's Role During Surgery</li> <li>2. Admission to the Operating Room</li> </ol>	

	<ul style="list-style-type: none"> <li>3. Nursing Process               <ul style="list-style-type: none"> <li>a. Assessment</li> <li>b. Nursing Diagnosis</li> <li>c. Planning</li> <li>d. Implementation</li> <li>e. Evaluation</li> </ul> </li> <li>C. Postoperative Surgical Phase               <ul style="list-style-type: none"> <li>1. Recovery and Postanesthesia Care in Ambulatory Surgery (PACU)</li> <li>2. Convalescence</li> </ul> </li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ul style="list-style-type: none"> <li>3. Nursing Process               <ul style="list-style-type: none"> <li>a. Assessment                   <ul style="list-style-type: none"> <li>1. Respiration</li> <li>2. Circulation</li> <li>3. Temperature Control</li> <li>4. Neurological Function</li> <li>5. Fluid &amp; Electrolyte Balance</li> <li>6. Skin Integrity &amp; Condition of</li> </ul> </li> </ul> </li> </ul>	



	<p>the</p> <ul style="list-style-type: none"> <li>Wound</li> <li>7. Genitourinary Function</li> <li>8. Gastrointestinal Function</li> <li>9. Comfort</li> <li>b. Nursing Diagnosis</li> <li>c. Planning</li> <li>d. Implementation <ul style="list-style-type: none"> <li>1. Respiration</li> <li>2. Circulation</li> <li>3. Temperature Control</li> <li>4. Neurological Function</li> <li>5. Fluid &amp; Electrolyte</li> <li>6. Genitourinary Function</li> <li>7. Gastrointestinal Function</li> <li>8. Comfort</li> <li>9. Promoting Wound Healing</li> <li>10. Restorative &amp; Continuing Care</li> </ul> </li> <li>e. Evaluation</li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<p>III. Skin Integrity</p> <ul style="list-style-type: none"> <li>A. Pressure Ulcers <ul style="list-style-type: none"> <li>1. Pressure Ulcer</li> <li>2. Tissue Ischemia</li> <li>3. Nonblanchable Hyperemia <ul style="list-style-type: none"> <li>a. Contributing Factors <ul style="list-style-type: none"> <li>1. Shear</li> <li>2. Friction</li> <li>3. Moisture</li> <li>4. Nutrition</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>5. Cachexia</li> <li>6. Infection</li> <li>7. Age</li> </ul> <p>B. Origins of Pressure Ulcer</p> <p>C. Wound Classification</p> <ul style="list-style-type: none"> <li>1. Stage I</li> <li>2. Stage II</li> <li>3. Stage III</li> <li>4. Stage IV</li> </ul> <p>D. Wound Healing Process</p> <ul style="list-style-type: none"> <li>1. Partial-Thickness Wound Repair <ul style="list-style-type: none"> <li>a. Inflammatory Response</li> <li>b. Epidermal Repair</li> <li>c. Dermal Repair</li> </ul> </li> <li>2. Full-Thickness Wound Repair <ul style="list-style-type: none"> <li>a. Inflammatory Phase</li> <li>b. Proliferative Phase</li> <li>c. Remodeling Phase</li> </ul> </li> </ul>	
<b>Unit Objectives/Outcomes</b>	<b>Contents</b>	<b>Learning Activities/Assessment</b>
	<p>E. Complications of Wound Healing</p> <ul style="list-style-type: none"> <li>1. Hemorrhage</li> <li>2. Infection</li> <li>3. Dehiscence</li> <li>4. Evisceration</li> <li>5. Fistula</li> </ul> <p>XVI. Nursing Knowledge Base</p> <ul style="list-style-type: none"> <li>A. Predication &amp; Prevention</li> </ul> <p>XVII. Critical Thinking</p> <ul style="list-style-type: none"> <li>A. Nursing Process <ul style="list-style-type: none"> <li>1. Assessment <ul style="list-style-type: none"> <li>a. Pressure Ulcers <ul style="list-style-type: none"> <li>1. Skin</li> <li>2. Mobility</li> <li>3. Nutritional Status</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

Unit Objectives/Outcomes	<ul style="list-style-type: none"> <li>b. Wounds               <ul style="list-style-type: none"> <li>1. Emergency Setting</li> <li>2. Stable Setting</li> <li>3. Wound Cultures</li> </ul> </li> <li>c. Patient Expectations</li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation               <ul style="list-style-type: none"> <li>a. Health Promotion                   <ul style="list-style-type: none"> <li>1. Pressure Ulcers</li> <li>2. Wounds                       <ul style="list-style-type: none"> <li>a. First Aid for Wounds</li> </ul> </li> <li>3. Dressings                       <ul style="list-style-type: none"> <li>a. Purposes</li> <li>b. Types</li> <li>c. Changing Dressings</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Learning Activities/Assessment
<p>of</p> <p>Cold</p> <p>Cold</p> <p>&amp;</p> <p>Temperature</p>	<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>d. Securing Dressings</li> <li>e. Comfort Measures</li> <li>4. Wound Cleansing               <ul style="list-style-type: none"> <li>a. Wound Irrigation</li> <li>b. Suture Care</li> <li>c. Drainage Evacuation</li> </ul> </li> <li>5. Bandages &amp; Binders               <ul style="list-style-type: none"> <li>a. Principles for Application</li> </ul> </li> <li>Bandages &amp; Binders               <ul style="list-style-type: none"> <li>b. Binder Application</li> <li>c. Bandage Application</li> </ul> </li> <li>6. Heat &amp; Cold Therapy               <ul style="list-style-type: none"> <li>a. Body Response to Heat &amp;</li> <li>b. Local Effects of Heat &amp;</li> <li>c. Factors Influencing Heat</li> <li>Cold Tolerance</li> <li>d. Assessment for</li> <li>Tolerance</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>e. Patient Education &amp; Safety</li> <li>f. Applying Heat &amp; Cold</li> <li>g. Choice of Moist or Dry</li> <li>h. Warm Moist Compresses</li> <li>i. Warm Soaks</li> <li>j. Sitz Bath</li> <li>k. Aquathermia (Water-Flow Pads)</li> <li>l. Commercial Hot Packs</li> <li>m. Hot-Water Bottles</li> <li>n. Electric Heating Pads</li> <li>o. Cold Moist Compresses</li> <li>p. Cold Soaks</li> <li>q. Ice bag or Collar</li> <li>r. Commercial Cold Packs</li> </ul> <p>C. Restorative &amp; Continuing Care</p> <p>5. Evaluation</p>	
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Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<b>UNIT I: THE ART AND SCIENCE OF MEDICATION ADMINISTRATION</b>  1. Discuss the nurse's legal responsibilities in medication administration. 2. Identify the medication preparations, including nomenclature, classification and pharmacodynamics. 3. Describe the physiological mechanisms of pharmacokinetics. 4. Differentiate among the adverse effects of medications. 5. List factors that affect drug action.	I. Scientific Knowledge Base A. Application of Pharmacology in Nursing Practice 1. Names 2. Classifications 3. Medication Forms  B. Medication Legislation & Standards 1. Governmental Regulation of Medications 2. Health Care Institutions & Medication 3. Medication Regulations & Nursing Practice 4. Non-therapeutic Medication Use  C. Pharmacokinetics as the Basis of Medication Actions 1. Pharmacokinetics a. Absorption b. Distribution c. Metabolism d. Excretion  D. Types of Medication Action 1. Therapeutic Effects 2. Side Effects/Adverse Reactions 3. Medication Interactions 4. Medication Dose Responses  E. Routes of Administration 1. Oral Routes 2. Parenteral Routes 3. Topical Administration	Read: Potter and Perry pp. 373-385  Read: Horntvedt pp 390-392  Unit Exam
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment

<p><b>UNIT II: CLINICAL APPLICATIONS</b></p> <ol style="list-style-type: none"> <li>1. Apply the use of decimals and fractions to dosage calculations.</li> <li>2. Identify common units of household and metric measurements.</li> <li>3. Convert metric weights and volumes within the system.</li> <li>4. Calculate adult drug dosages using the various systems of equivalents.</li> <li>5. Describe principles used to safely prepare and administer medications.</li> <li>6. Discuss the types of medication orders and components</li> </ol>	<p>II. Dimensional Analysis</p> <p>A. Systems of Medication Measurement</p> <ol style="list-style-type: none"> <li>1. Metric System</li> <li>2. Household Measurements</li> <li>3. Solutions</li> </ol> <p>B. Clinical Calculations</p> <ol style="list-style-type: none"> <li>1. Conversions within one system</li> <li>2. Conversions between systems</li> <li>3. Dosage calculations</li> </ol> <p>C. Administering Medications</p> <ol style="list-style-type: none"> <li>1. Prescriber's Role</li> <li>2. Types of Orders in Acute Care Agencies</li> <li>3. Prescriptions</li> <li>4. Pharmacist's Role</li> <li>5. Distribution Systems</li> </ol> <p>D. Medication Errors</p> <p>E. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Synthesis <ol style="list-style-type: none"> <li>a. Knowledge</li> <li>b. Experience</li> <li>c. Attitudes</li> <li>d. Standards <ol style="list-style-type: none"> <li>1) Three Checks</li> <li>2) Five Rights</li> </ol> </li> </ol> </li> </ol>	<p>Read: Potter and Perry pp. 385-400 *omit Peds dosage</p> <p>Read: Horntvedt Chapters 1-8</p> <p>Mosby's Nursing Video Skills (DVD DVD-ROM): <u>Advanced Video Skills</u></p> <ul style="list-style-type: none"> <li>• Safe Medication Administration</li> </ul> <p>Unit Exam</p>
<p><b>Unit Objectives/Outcomes</b></p>	<p><b>Contents</b></p>	<p><b>Learning Activities/Assessment</b></p>

<b>UNIT III: APPLICATION OF NURSING PROCESS</b> 1. Discuss the correct method to prepare and administer oral medications. 2. Obtain patient information necessary to establish medication history. 3. Describe the correct methods utilized in the preparation and administration of parenteral medications. 4. Explain the correct method of applying topical agents. 5. Demonstrate the correct procedure for eye and ear instillations and irrigations. 6. Demonstrate the correct procedure for nasal instillations. 7. Discuss the procedure to be followed in administering vaginal suppositories and creams. 8. Demonstrate the correct procedure for documenting medication administration on the correct MAR. 9. Develop teaching plans to meet patient needs specific to medication administration. 10. Describe how to evaluate the patient's response to medications.	<b>III. Nursing Process</b> <b>A. Assessment</b> 1. History 2. Patient's Perceptual or Coordination Problems 3. Patient's Current Condition 4. Patient's Attitude About Medication Use 5. Patient's Learning Needs  <b>B. Nursing Diagnosis</b>  <b>C. Planning</b>  <b>D. Implementation</b> 1. Health Promotion Activities 2. Acute Care Activities a. Receiving Medication Orders b. Correct Transcription & Communication of Orders c. Accurate Dosage Calculation & Measurement d. Correct Administration e. Recording Medication Administration 3. Restorative Care Activities a. Special Considerations  <b>E. Evaluation</b>	Read: Potter and Perry pp. 400-426; 430-453 * omit intravenous content  Read: Horntvedt Chapters 9, 10, 14-16 & Appendix A,B,C,D  Mosby's Nursing Video Skills (DVD-DVD-ROM): <u>Advanced Video Skills</u> <ul style="list-style-type: none"> <li>• Non-parenteral Medication Administration</li> <li>• Injections</li> </ul> Unit Exam
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<b>IV. Oral/NG/G-Tube Medication Administration</b>	

	<p>V. Topical Medication Administration</p> <ul style="list-style-type: none"> <li>A. Skin Application</li> <li>B. Nasal Instillation</li> <li>C. Eye Instillation</li> <li>D. Ear Instillation</li> <li>E. Vaginal Instillation</li> <li>F. Rectal Instillation</li> </ul> <p>VI. Inhalation Medication Administration</p> <p>VII. Irrigation Medication Administration</p> <p>VIII. Parenteral Medication Administration</p> <ul style="list-style-type: none"> <li>A. Equipment</li> <li>B. Preparing an injection from an Ampule</li> <li>C. Preparing an injection from a Vial</li> <li>D. Mixing Medications</li> <li>E. Insulin Preparation</li> <li>F. Administering Injections <ul style="list-style-type: none"> <li>1. Subcutaneous injections</li> <li>2. Intramuscular injections</li> <li>3. Intradermal injections</li> <li>4. Safety in Administering Medications by Injection</li> </ul> </li> </ul>	
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
<p><b>UNIT IV: OXYGENTATION</b></p> <ol style="list-style-type: none"> <li>1. Describe the principles of respiratory physiology.</li> <li>2. Discuss the factors affecting respiratory functioning.</li> <li>3. Demonstrate a focused assessment of the respiratory system.</li> </ol>	<p>IX. Oxygenation</p> <ul style="list-style-type: none"> <li>A. Scientific Knowledge Base <ol style="list-style-type: none"> <li>1. Cardiopulmonary Physiology</li> <li>2. Structure &amp; Function</li> <li>3. Factors Affecting</li> </ol> </li> </ul>	<p>Read: Potter and Perry pp. 278-280; pp. 800-831&amp; 847-848</p> <p>Mosby's Nursing Video Skills (DVD-DVD/ROM): <u>Intermediate Video Skills</u></p>



<ol style="list-style-type: none"> <li>4. Describe common diagnostic procedures utilized to assess respiratory functioning.</li> <li>5. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.</li> <li>6. Describe nursing strategies to promote adequate respiratory functioning, identifying their rationale.</li> <li>7. Explain the nurse's role in administering inhalers.</li> <li>8. Identify the factors involved concerning the safe administration of oxygen.</li> <li>9. Describe the various methods to administer oxygen.</li> </ol>	<p>Oxygenation</p> <ol style="list-style-type: none"> <li>4. Alterations of the Pulmonary System</li> </ol> <p>B. Nursing Knowledge Base</p> <ol style="list-style-type: none"> <li>1. Developmental Factors</li> <li>2. Lifestyle Factors</li> </ol> <p>C. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Synthesis</li> </ol> <p>D. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Nursing History                   <ol style="list-style-type: none"> <li>1) Risk Factors</li> <li>2) Fatigue</li> <li>3) Pain</li> <li>4) Breathing Patterns</li> <li>5) Orthopnea</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Respiratory Care and Suctioning</li> </ul> <p>Unit Exam</p>
Unit Objectives/Outcomes	Contents	Learning Activities/Assessment
	<ol style="list-style-type: none"> <li>6) Wheezing</li> <li>7) Cough</li> <li>8) Respiratory Infections</li> <li>9) Medication Use</li> <li>b. Patient Expectations</li> <li>c. Physical Examination</li> <li>d. Diagnostic Tests</li> <li>2. Nursing Diagnosis</li> <li>3. Planning               <ol style="list-style-type: none"> <li>a. Goals &amp; Outcomes</li> <li>b. Setting Priorities</li> </ol> </li> </ol>	

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|  | <ul style="list-style-type: none"><li>c. Collaborative Care</li></ul> <ul style="list-style-type: none"><li>4. Implementation<ul style="list-style-type: none"><li>a. Health Promotion</li><li>b. Acute Care</li><li>c. Restorative Care</li></ul></li><li>5. Evaluation<ul style="list-style-type: none"><li>a. Patient Care</li><li>b. Patient Expectations</li></ul></li></ul> |  |
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**Course Name: Fundamentals of Nursing in Health Care**

**Course Number: PNN-127**

**Course Department: Health Sciences**

**Course Term: FALL/SPRING**

**Last Revised by Department: 2017**

**Total Semester Hour(s) Credit: 5**

**Total Contact Hours per Semester: Lecture: 60 Lab: 30**

**Catalog Description:**

This course introduces the art and science of nursing practice. Professionalism, nursing roles, critical thinking, ethical and legal concepts are emphasized. The concepts of the nursing process, communication, safety, pharmacology, the health-illness continuum and cultural diversity are introduced. Skills and technology utilized in the routine care of adult clients in traditional health care settings are presented.

**Pre-requisites and/or Co-requisites:** **Pre-requisites:** Cardiopulmonary Resuscitation (CPR), Certified Nursing Assistant (CNA), BIO-168 Human Anatomy & Physiology I with lab. **Co-requisites:** HSC-112 Medical Terminology, PSY-121 Developmental Psychology, BIO-151 Nutrition, BIO-173 Human Anatomy & Physiology II with lab, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses.

**Textbooks Required:**

- Course syllabus
- Ackley & Ladwig, Nursing Diagnosis Handbook, 11th Edition, Mosby, 2016.
- Ehren, RNNotes, 4th Edition, F.A. Davis, 2014.
- Taber's Cyclopedic Medical Dictionary, 22nd Edition, F. A. Davis, 2016.
- Potter, Perry, Stockert, & Hall Essentials for Nursing Practice, 8th Edition, Elsevier, 2015.
- Potter, Perry, Stockert, & Hall Essentials for Nursing Practice Study Guide, 8th Edition, Elsevier, 2015.
- Deglin-Vallerand, Davis Drug Guide 15th Edition, F.A. Davis, 2016.
- ICCC Assessment Guide
- Hornvedt, Calculating Dosages Safely: A dimensional Analysis Approach, (Davis Plus), 2014

**Other Required Materials:**

- Mosby's Nursing Video Skills (Basic, Intermediate, & Advanced) 4<sup>th</sup> Edition DVD/DVD-ROM's (Required)

**Materials Required:**

- Basic Calculator for clinical and classwork-during testing a calculator will be provided (No cell phone calculators)
- Catheter Kits (straight and indwelling)
- Stethoscope and Sphygmomanometer
- Pen light, bandage scissors, gait belt
- Watch with a second hand
- Student Picture Identification name tag (Issued by Iowa Central) with no last name.

**Institutional Outcomes:**

Critical Thinking: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

Effective Communication: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

Personal Responsibility: Initiative to consistently meet or exceed stated expectations over time.

**Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results
2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates
3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements

**Course Outcomes:**

1. Utilize critical thinking in beginning the nursing process.
2. Practice basic nursing care skills in the laboratory setting.
3. Identify the levels of basic human needs and begin to recognize priorities.
4. Identify the values, attributes, behaviors, ethics and legal obligations appropriate to the practice of nursing.
5. Identify the nursing student's role as a provider of care.
6. Recognize the basic care needs of adults with common problems along the health-illness continuum.
7. Utilize basic therapeutic communication skills with the adult.

**Student Learning Outcomes:**

1. Obtain data from the patient, and patient's family, significant other, health care team member, and other sources:
  - Establish and/or add to a database.
  - Compare collected data to established norms.
  - Knowledge of basic communication theory and factors that influence therapeutic communication.
2. Implement nursing care to assist the patients in achieving their goals.
  - Carry out nursing interventions based on the established plan of nursing care.
  - Implement previously developed plan of care in an organized, systematic method.
3. Demonstrate nursing skills safely:
  - Document and/or report assessment, implementation of nursing interventions and patient response to care

4. Skills related to elimination:
  - Palpate full bladder
  - Auscultate bowel sounds
  - Irrigate catheter
  - Catheterize
  - Bowel and bladder training
  - Enema
  - Colostomy care
5. Skills related to specimen collection:
  - Collect and label specimens: urine, sputum, stool, cultures
  - Examine stool for occult blood
6. Skills related to administering medication:
  - Knowledge of effective pharmacologic and non-pharmacologic pain relief measures
  - Prepare and administer oral medications.
  - Prepare and administer intramuscular, subcutaneous medications
  - Prepare and administer intradermal medications
  - Prepare and administer vaginal and rectal medications
  - Prepare and administer eye and ear medications
  - Prepare and administer topical medications
  - Administer PRN medications
  - Dosage calculation
7. Skills related to wound care:
  - Wound assessment
  - Change sterile/unsterile dressings
  - Maintain drainage devices and systems

8. Skills related to hot and cold therapies:

- Apply hot and cold therapies.

9. Skills related to respiratory care:

- Administer oxygen
- Obtain pulse oximetry reading
- Humidifiers and nebulizers
- Oropharyngeal suctioning

10. Skills related to enteral nutrition

- providing enteral feeding

11. Skills related to miscellaneous categories:

- Knowledge of the functions, regulation, sources, and losses of body fluids, electrolytes and acid-base balance
- Knowledge of the functions and physiology of sleep and the variables that influence rest and sleep
- Knowledge of the developmental needs of older adults
- Pre- and post-operative care
- Follow infection control guidelines
- Follow standard precaution guidelines
- Follow hazardous materials disposal guidelines
- Verify identity of consumer
- Maintain patient confidentiality
- Use slings, binders, elastic bandages
- Implement pain management interventions
- Post mortem care

**Unit Objectives:**

Refer to Syllabus



**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook

**Department/Program Policies:**

See current Nursing Student Handbook

**Assessments:**

**a. Assessments:**

(Ongoing) Quizzes, homework, skills competency check-offs.

(Summative) Unit exams, comprehensive final exam, completion of non-proctored ATI Assessment and completion of proctored ATI Assessment.

Grades are configured by calculating the student's total points & dividing it by the total points possible in the course.

**b. Grading Policy/Scale:**

Grading Scale:

92 - 100%	A
84 - 91%	B
80 - 83%	C
70 - 79.99%	D
0 - 69%	F

**\*Please note that assessments are subject to change.**

**Non-discrimination statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement**

The Fundamentals of Nursing in Health Care course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.

**External Accreditation** None



**Course Name: Life Span Health Care**

**Course Number: PNN-621**

**Course Department: Health Sciences/Nursing Department**

**Course Term: Fall 2017**

**Last Revised by Department: January 2014**

**Total Semester Hour(s) Credit: 8.5 credits**

**Total Contact Hours per Semester:**

Lecture: 153 Lab: Clinical: Internship/Practicum:

**Catalog Description:** This course is designed for the beginning nursing student and introduces the health care needs of individuals and families. It presents content on the nurses' role in health promotion, maintenance and disease prevention while looking at the effects of the environment on the health of children, pregnancy, adults and the elderly. The focus is on common health problems associated with each body system and an introduction of pharmacology in the therapeutic management of disease.

**Pre-requisites and/or Co-requisites:** Pre-requisite: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II with Lab Co-requisite: PNN-622 Clinical Practicum 2.

**Textbook(s) Required:**

- Williams, L. & Hopper, P. Understanding Medical Surgical Nursing, F. A. Davis, 2015, 5<sup>th</sup> Edition ISBN: 13: 978-0-8036-4068-9
- Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Mosby Elsevier, 2014, 10<sup>th</sup> Edition ISBN: 978-0-323-08549-6
- Kee, J. Laboratory and Diagnostic Tests with Nursing Implications, 2014, 9<sup>th</sup> Edition ISBN: 13: 978-0-13-313905-1
- Hazard-Vallerand, A & Sanoski, C. Davis Drug Guide for Nurses, F. A. Davis, 2015, 14<sup>th</sup> Edition ISBN: 978-0-8036-3976-8
- Leifer, G. Introduction to Maternity and Pediatric Nursing, Elsevier-Saunders, 2015, 7<sup>th</sup> Edition ISBN: 978-1-4557-7015-1

- Kee, J., Hayes, E. & McCuiston, L. Pharmacology: A Patient-Centered Nursing Process Approach, Elsevier-Saunders, 2015, 8<sup>th</sup> Edition, ISBN: 978-1-4557-5148-8
- Horntvedt, T. Calculating Dosages Safely: A Dimensional Analysis Approach, F.A. Davis, 2015 ISBN: 978-0-8036-4459-5

**Access Code:**

- ATI access to PN and RN resources. Access code is provided in PNN-127 Fundamentals of Nursing in Health Care.

**Materials Required:**

- Remediation binder. This is started in PNN-127 Fundamentals of Nursing in Health Care.
- Basic calculator

**Suggested Materials:**

- ATI books

**Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

**Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement data
- ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.

Evaluation Criteria:

- Admissions data
  - Enrollment patterns
  - Transfer data
  - Graduation rates
3. Provide transferable education to allow students to continue their education at the associate degree level.
    - Evaluation Criteria
      - Follow-up studies of graduates
      - Validation agreements

### **Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to patients across the life span with common illnesses – along the Health-Illness Continuum.
2. Expand the knowledge of nursing care skills.
3. Apply the levels of basic human needs to patients across the Life Span.
4. Explore the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing as applied to common health-illness concerns.
5. Determine a plan to provide basic care to individuals of varying ages.
6. Utilize a basic knowledge of common health-illness concerns in determining the nursing care needs of various aged individuals.
7. Enlarge upon basic communication skills to include individuals across the life span.

### **Course Objectives:**

1. Obtain data from the patient and patient's family, significant other, health care team members and other resources. (Graduate Outcome #1,2,3,4,5) (Student Learning Outcome #1,5,7)
  - Establish and/or add to a database.
  - Compare collected data to establish norms.
2. Identify actual or potential health problems based on assessment. (Graduate Outcome #1) (Student Learning Outcome #1)
  - Recognize change in status relating to basic needs, (oxygen nutrition, elimination, activity, and sleep) to safety, and to the psychosocial, cultural, and spiritual well-being of the patient.
3. Establish patient centered goals. (Graduate Outcome #1,3,4) (Student Learning Outcome #1,5,7)
  - Determine realistic goals with the patient for care.
4. Establish priorities of care. (Graduate Outcome #1,4) (Student Learning Outcome #1,3,5)
  - Establish priorities of care based on nursing assessment.
  - Identifies appropriate nursing diagnosis based on assessed health status.
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial, and developmental needs. (Graduate Outcome #1,2,4) (Student Learning Outcome #1,3,5,6)

- Contributes to the development of an individualized plan of nursing care.
- 6. Implement nursing care to assist the patients in achieving their goals. (Graduate Outcome #1) (Student Learning Outcome #1,4)
  - Carries out nursing interventions based on an established plan of nursing care.
  - Implements previously developed plan of care in an organized, systematic method.
- 7. Determine nursing skills safety. (Graduate Outcome #1,4,5,6) (Student Learning Outcome #2,3)
  - Participates in prescribed medical regime by preparing, assisting, and providing care to patients undergoing diagnostic and/or therapeutic procedures.
  - Document and/or report implemented nursing interventions.
  - Document and/or reports patient response to care.
    - Skills related to nutrition.
      - Take feedings: gravity and pump.
    - Skills related to elimination.
      - Ostomy care (skin care and appliances).
      - Colostomy irrigation.
    - Skills related to specimen collection.
      - Gastric analysis
    - Skills related to diagnostic testing.
      - Testing urine for glucose, acetone, and specific gravity.
      - Performing skin tests.
      - Testing blood glucose (capillary).
    - Skills related to assisting with diagnostic procedures.
      - Proctoscopy/Colonoscopy.
      - Pelvic and breast examination, pap smear.
      - Radiological preparation.
    - Skills related to administering IV solutions and blood.
      - Regulating IV flow.
      - Daily care of site and tubing.
    - Skills related to wound care.
      - Remove staples/sutures.
    - Skills related to respiratory care.
      - Using incentive spirometer.
      - Suctioning: pharyngeal, nasopharyngeal, endotracheal.
      - Tracheostomy: Suctioning, oxygen, trach care, and site of care.
      - Maintain chest-draining system.
    - Skills related to emergency measures.
      - Seizure protection.
      - Performing basic neurological assessments.
    - Skills related to miscellaneous categories.
      - Irrigating the NG tube.

- Recognizes drug, food, and fluid interactions.
- 8. Evaluate the patients' progress toward their goals and revise the care plan as needed. (Graduate Outcome #1) (Student Learning Outcome #1,6)
  - Evaluate plan of care using established criteria.

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook.

**Assessments:** All points are weighted equally and may include any of the following:

- Quizzes (announced and unannounced)
- Exams (online and paper)
- Papers
- Homework
- ATI Testing
- ATI Homework
- Presentations
- Projects (Individual and group)
- Skills Testing
- Attendance

*\*Please note that assessments are subject to change.*

Grading Policy/Scale:

92-100%	A
84-91 %	B
80-83%	C
70-79%	D
0-69%	F

### **Non-discrimination Statement:**

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S.

Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services:**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement:**

Life Span Health Care maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.





**Course Name: Clinical Practicum 2**

**Course Number: PNN-622**

**Course Department: Health Sciences/Nursing Department**

**Course Term: Fall 2017**

**Last Revised by Department: January 2014**

**Total Semester Hour(s) Credit: 4**

**Total Contact Hours per Semester:**

Lecture: Lab: Clinical: 180 Internship/Practicum:

**Catalog Description:** This course provides an opportunity for students to apply Life Span Health Care theory in the clinical setting with different age groups through the use of assessment, nursing diagnosis, planning, intervention and evaluation.

**Pre-requisites and/or Co-requisites:** Pre-requisite: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II with Lab Co-requisite: PNN-622 Clinical Practicum 2.

**Textbook(s) Required:**

- Ackley, B. & Ladwig, G. Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Mosby Elsevier, 2014, 10<sup>th</sup> Edition ISBN: 978-0-323-08549-6
- Kee, J. Laboratory and Diagnostic Tests with Nursing Implications, 2014, 9<sup>th</sup> Edition ISBN: 13: 978-0-13-313905-1
- Hazard-Vallerand, A & Sanoski, C. Davis Drug Guide for Nurses, F. A. Davis, 2015, 14<sup>th</sup> Edition ISBN: 978-0-8036-3976-8

**Access Code:** None required

**Materials Required:**

- Bandage scissors
- Pen light
- Basic Calculator
- Stethoscope

- Blood Pressure Cuff
- Watch with a second hand (No digital watches or Fitbits)
- Clinical paperwork as given out by the instructor at the start of the semester
- Uniform in compliance with Uniform Policy in the Nursing Student Handbook

### **Suggested Materials:**

- Williams, L. & Hopper, P. Understanding Medical Surgical Nursing, F. A. Davis, 2015, 5<sup>th</sup> Edition ISBN: 13: 978-0-8036-4068-9
- Leifer, G. Introduction to Maternity and Pediatric Nursing, Elsevier-Saunders, 2015, 7<sup>th</sup> Edition ISBN: 978-1-4557-7015-1
- Kee, J., Hayes, E. & McCuiston, L. Pharmacology: A Patient-Centered Nursing Process Approach, Elsevier-Saunders, 2015, 8<sup>th</sup> Edition, ISBN: 978-1-4557-5148-8
- All ATI resources and books.

### **Institutional Outcomes:**

**Critical Thinking:** The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

**Effective Communication:** Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

**Personal Responsibility:** Initiative to consistently meet or exceed stated expectations over time.

### **Department/Program Outcomes:**

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.

Evaluation Criteria:

- Passing rates on NCLEX exam
- Employer and student surveys
- Employment and placement date
- ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.

Evaluation Criteria:

- Admissions data
- Enrollment patterns
- Transfer data
- Graduation rates

3. Provide transferable education to allow students to continue their education at the associate degree level.

Evaluation Criteria

- Follow-up studies of graduates
- Validation agreements

**Student Learning Outcomes:**

1. Utilize critical thinking skills in applying the nursing process to patients across the life span with common illnesses – along the Health-Illness Continuum.
2. Expand the knowledge of nursing care skills.
3. Apply the levels of basic human needs to patients across the Life Span.
4. Explore the values, attributes, behaviors, ethics, and legal obligations appropriate to the practice of nursing as applied to common health-illness concerns.
5. Determine a plan to provide basic care to individuals of varying ages.
6. Utilize a basic knowledge of common health-illness concerns in determining the nursing care needs of various aged individuals.
7. Enlarge upon basic communication skills to include individuals across the life span.

**Course Objectives:**

1. Obtain data from the patient and patient's family, significant other, health care team members and other resources. (Graduate Outcome #1,2,3,4,5) (Student Learning Outcome #1,5,7)
  - Establish and/or add to a database.
  - Compare collected data to establish norms.
2. Identify actual or potential health problems based on assessment. (Graduate Outcome #1) (Student Learning Outcome #1)
  - Recognize change in status relating to basic needs, (oxygen nutrition, elimination, activity, and sleep) to safety, and to the psychosocial, cultural, and spiritual well-being of the patient.
3. Establish patient centered goals. (Graduate Outcome #1,3,4) (Student Learning Outcome #1,5,7)
  - Determine realistic goals with the patient for care.
4. Establish priorities of care. (Graduate Outcome #1,4) (Student Learning Outcome #1,3,5)
  - Establish priorities of care based on nursing assessment.
  - Identifies appropriate nursing diagnosis based on assessed health status.
5. Develop nursing interventions that relate to the patient's cultural and spiritual beliefs and physiological, psychosocial, and developmental needs. (Graduate Outcome #1,2,4) (Student Learning Outcome #1,3,5,6)
  - Contributes to the development of an individualized plan of nursing care.
6. Implement nursing care to assist the patients in achieving their goals. (Graduate Outcome #1) (Student Learning Outcome #1,4)
  - Carries out nursing interventions based on an established plan of nursing care.

- Implements previously developed plan of care in an organized, systematic method.
7. Determine nursing skills safety. (Graduate Outcome #1,4,5,6) (Student Learning Outcome #2,3)
- Participates in prescribed medical regime by preparing, assisting, and providing care to patients undergoing diagnostic and/or therapeutic procedures.
  - Document and/or report implemented nursing interventions.
  - Document and/or reports patient response to care.
    - Skills related to nutrition.
      - Take feedings: gravity and pump.
    - Skills related to elimination.
      - Ostomy care (skin care and appliances).
      - Colostomy irrigation.
    - Skills related to specimen collection.
      - Gastric analysis
    - Skills related to diagnostic testing.
      - Testing urine for glucose, acetone, and specific gravity.
      - Performing skin tests.
      - Testing blood glucose (capillary).
    - Skills related to assisting with diagnostic procedures.
      - Proctoscopy/Colonoscopy.
      - Pelvic and breast examination, pap smear.
      - Radiological preparation.
    - Skills related to administering IV solutions and blood.
      - Regulating IV flow.
      - Daily care of site and tubing.
    - Skills related to wound care.
      - Remove staples/sutures.
    - Skills related to respiratory care.
      - Using incentive spirometer.
      - Suctioning: pharyngeal, nasopharyngeal, endotracheal.
      - Tracheostomy: Suctioning, oxygen, trach care, and site of care.
      - Maintain chest-draining system.
    - Skills related to emergency measures.
      - Seizure protection.
      - Performing basic neurological assessments.
    - Skills related to miscellaneous categories.
      - Irrigating the NG tube.
      - Recognizes drug, food, and fluid interactions.
8. Evaluate the patients' progress toward their goals and revise the care plan as needed. (Graduate Outcome #1) (Student Learning Outcome #1,6)
- Evaluate plan of care using established criteria.

**College Procedures:** All college-wide procedures are located in the Iowa Central Community College Student Handbook.

**Assessments:** All points are weighted equally and may include any of the following:

- Rubrics
- Clinical Homework
- Participation
- Skills Testing
- Attendance

*\*Please note that assessments are subject to change.*

**Grading Policy/Scale:**

92-100%	A
84-91 %	B
80-83%	C
70-79%	D
0-69%	F

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### **Disability/Accommodation Services:**

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**Bias-Free Classroom Statement:**

Clinical Practicum 2 maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.



Course Syllabus	
Course Name: Selected Clinical Nursing Course Number: PNN-811 Course Department: Health Sciences Course Term: Spring & Summer Revised: 2017	
Room: AST-215	Day: Refer to your schedule      Time: Refer to your schedule  Time
Course Start Date/End: Refer to your schedule	
Instructor: Jen Leffler, RN, MSN & Sara Carlson, RN, MSN	Office Location: Jen- AST-201C Sara- AST-201B
E-mail Address: leffler@iowacentral.edu Carlson_s@iowacentral.edu	Office Hours:      Posted outside office
Phone: Jen: (515) 574-1310 or (800) 362-2793 x 1310 Sara: (515) 574-1317      or (800) 362-2793 x 1317	

Total Semester Hour(s) Credit: 1

Total Contact Hours per Semester:

Lecture: 18 (50 minute)

1. Catalog Description:

This course is designed to assist the practical nursing student to understand common adult health problems with emphasis on the nursing process and pharmacology.

2. Pre-requisites/Co-requisites:

**Pre-requisites:** PNN-127 Fundamentals of Nursing Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medical Administration for Nurses, PSY-121

Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-151 Nutrition, HSC-112 Medical Terminology, BIO-173 Human Anatomy & Physiology II w/lab, PNN-621 Life Span Health Care, & PNN-622 Clinical Practicum 2.

**Co-requisites:** PNN-311 PN Issues & Trends & PNN-731 Clinical Practicum.

3. Textbook Required:

- Selected Clinical Nursing syllabus
- Eyles, M.: Mosby's Comprehensive Review of Practical Nursing, 17<sup>th</sup> Edition, 2014
- Assessment Technologies Institute Testing (A.T.I.) Texts

4. Materials Required: Basic calculator, ScanTron sheets

5. Institutional Outcomes:

1. *Critical Thinking*: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.
2. *Effective Communication*: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.
3. *Personal Responsibility*: Initiative to consistently meet or exceed stated expectations over time.

6. Program Outcomes:

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results
2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates



3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements
7. Student Learning Outcomes:
  1. Prepare for success in the NCLEX-PN state licensure examination
8. Student Objectives:
  1. Refer to Unit Objectives/Outcomes in syllabus
9. College Procedures:
  1. Administrative Withdrawal Process

An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. After you miss 25% of the course meetings, you will be administratively withdrawn from this course and a “W” will appear on your transcript. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.
  2. Children in the Classroom: Students are not allowed to bring children into the classrooms, labs, shops, or hallways during class times.
  3. Weather policy: In the event of extreme weather conditions necessitating closing the college, the following radio stations will be asked to announce the closing, starting at 6 am for day classes and 4 pm for evening classes: KVFD, KUEL, KKEZ, KIAQ, KQWC, KTPR, KHBT, KTLB, KAYL, and KDLS. Instructors may make final decisions on make-ups due to inclement weather. The final decision to attend college classes can only be made by the individual based on his or her specific extenuating circumstances that may make it hazardous for him or her to travel. Students are encouraged to sign up for Iowa Central cancellations and weather alerts sent to their cell phone through Triton Pass.
  4. Course withdrawal procedure:
    1. The student will submit the withdrawal request online. This is located in WebAdvisor.

2. The instructor immediately receives an email telling him/her that the student has requested the drop.
  3. The instructor will go into WebAdvisor and approve or deny the request.
  4. If the instructor does not respond immediately, he/she will receive an email each night until the request is approved or denied.
  5. If the instructor does not respond after two working days, the department chair will receive an email saying the instructor has not responded to the request yet.
  6. Once the request is approved, the Student Records Office will withdraw the student based on the date the student submitted the request.
5. Class cancellation: Class cancellations will be posted on Triton Pass and emailed to students. Cancellations, including campus closings, are also available as text messages through Triton Alert.

#### 10. Grade Appeal Process:

1. Students who believe a course grade they have received is inaccurate may seek an appeal. Please refer to the Student Handbook for more specific information.

#### 11. Special Populations/Accommodations:

1. Students who feel they may need academic accommodations should contact the Coordinator of Special Needs early in the semester. The Coordinator will verify documentation and coordinate appropriate and reasonable accommodations. Students must obtain a new accommodation notification each semester.

For information contact:  
Academic Resource Center  
515-574-1045

#### 12. Department/Program Policies: (Refer to the Student Nursing Handbook)

Iowa Board of Nursing Policy: All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the Iowa Board of Nursing.
  2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
  3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
- (Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2)

- If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255.

13. Course Specific Policies:

- a. Course Syllabus Agreement: While enrolled in this course the student agrees to the policies in the syllabus which includes “Student Policy Acknowledgement Form” signed by all students
- b. Communication: Please feel free at any time to contact me at any time with questions or concerns (refer to my office phone number and email).
- c. Personal Responsibility:
  - The College requires that attendance be taken in every class. It is the student’s responsibility to contact the instructor of an absence prior to class. If a student misses a class, they are to get notes from another classmate. We will be setting up partners in class in the event of any absence, you will contact one of your classmates to obtain any handouts/ information provided.
- d. Classroom Management and Behavior:
  - **Cell phones and/or pagers will OFF and placed on your desk table face down during class.** Failure to do so will result in a deduction of **5 points** from your total points instantly.
  - If a student leaves the classroom to receive a phone call, you may not return to class until there is a break.
  - If a student is late to class and lecture/exam has started, you will need to wait in the hall until break and then come into the classroom. This is to decrease disruptions in the classroom. If you are late for an exam, you will need to arrange a different time to take the exam and the 10% deduction will apply per student handbook.
  - When a classmate or instructor is participating in classroom discussion, please be respectful by listening and not talking. This also applies to when the instructor is lecturing. If you have a question during lecture, write it down and if I had not answered it by the end of class, I will be happy to answer any questions at that time.
  - You may eat or drink in the classroom *except* during an exam or in the lab area. If you spill anything, please clean it up and dispose of your containers in the garbage.

e. Participation/Attendance Policy:

- Please notify me by email or phone if you will be absent or late.
- It is expected that students participate in classroom/lab activities. Points may be awarded at the discretion of the instructor.

Preparing for a career in nursing means meeting standards set by the profession. Any student enrolled at Iowa Central Community College in either the Practical Nursing or Associate Degree Nursing program will be entering a profession with a stated code of ethics. Students will fail a course or be subject to other disciplinary action when the academic, clinical or personal performance is determined to be inconsistent with the responsibility and accountability for guarding patient safety. As a professional program, it is the responsibility of the faculty to determine if action is indicated.

Students who enroll accept the college's policies, regulations, and operational procedures. Student behavior, which after due process is found to be disruptive to classes or to destroy the rights of others or property, may result in disciplinary probation, suspension and/or withdrawal from a nursing course.

All students are expected to display professional behavior with instructors, staff, other students and individuals in the clinical and classroom settings. Students are also expected to communicate with others respectfully and in a non-threatening manner.

Examples of professional conduct and respect for others includes:

- Active participation in class activities.
- Offering assistance to others without prompting.
- Speaking to others in a calm, courteous, polite manner.
- Cooperating in group projects.
- Encouraging others.
- Listening quietly and attentively in class or post conference.
- Being quiet during testing.

Examples of unprofessional conduct and disrespect for others includes:

- Arriving late to class/clinical or leaving class/clinical when class/clinical is still in session.
- Making comments that are rude or sarcastic.
- Displaying hostility.
- Invading the personal space of others.
- Talking to classmates during lecture, AV presentations, and clinical conferences.
- Using cell phones during class – text messaging, receiving and/or making phone calls.
- Using profanity anywhere on campus or at clinical sites.
- Using confrontational words or body language.
- Following a student in their car, home, etc. uninvited.
- Appearing at another individual's home, etc. uninvited.
- Threatening or stalking another individual.
- Lying.
- Persistent judgmental errors in performance of care.
- Use of patient's medications for self or family.
- Illegal gain and distribution of drugs.
- Use of illegal drugs or alcohol before or during class or clinical learning activities.
- Failure to respect policies of health agencies used for clinical learning.
- Violation of HIPPA

f. Assessments: Exam/Quizzes

**Testing Policies will be followed as discussed in class.**

● Make-up exams are taken at the Library. Please arrange the time with me. If an exam is **not** taken during the scheduled class time, **10% will be deducted** from the exam score before it is corrected. Students missing exams due to an Iowa Central sponsored activity will not receive the 10% deduction. If you do not make-up the exam in one week after returning to class, you will receive a "0".

● The instructor has the option of providing another format of the exam to be made-up. It could be short answer or essay.

- If you leave the classroom during the exam, the exam will be turned in to the instructor and considered finished. You may not leave the classroom and return to complete.

**●During an examination:**

- all bags, caps/hats/coats, keys will be placed in the front of the room-or-the designated area.
- all cell phones will be placed in the designated area—IT MUST BE OFF or you will earn a deduction of 5 points>>>>>DO NOT PUT THEM IN YOUR BAG
- You will leave the cell phone in the designated area until all have completed the exam

- g. Grading Policy/Scale:  
Students must earn 80% (non round-up) in order to pass this course.

\*Please note that assessments are subject to change

92%-100% = A  
84%-91% = B  
80%-83% = C  
70%-79.99%= D  
69% & lower = F

- h. Late Work Policy: No late work will be accepted in this course unless otherwise designated.
- i. Standards for Written Work: All assignments are to be typed using correct grammar, punctuation and spelling as instructions provided.

Students are responsible for keeping track of grades and seeking assistance as necessary. Student's grades will be accessed through Triton Pass. The student may access the instructor's grade book for individual grades at any time from any computer. Students must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program.

j. Scholastic Honesty Policy:

Scholastic dishonesty will not be tolerated in this course. Iowa Central has policies-see the *Student Nursing Handbook*.

k. Teaching Philosophy:

Students are responsible for their own learning by reading the assigned text, completing the assigned written homework, and being accountable for your own outcomes. The instructor role is to facilitate your learning. If you have questions or concerns about your grades, study skills, or need clarification of lecture, please make an appointment with me, stop by my office, call my office, or email me.

l. Computer Considerations:

The college computers have "Microsoft Word". "Works" and other programs may not open unless you save the file as a rich text format or .rtf file. Excuses about disks or printers are not acceptable. Complete your work early and this will not be a problem.

m. Miscellaneous:

Review *IC Student Handbook* for specific dates of special events, entertainment, holidays, breaks, weather announcements, figuring GPA, etc.

Review *Student Nursing Handbook for clinical dress code*. No body piercing except for one small earring in each ear lobe. Hair is to be up and off the shoulders, no crayon color hair, and no jewelry except wedding or engagement rings. The dress code is an area that is graded in your clinical proficiency. Refer to all of the dress code requirements in your handbook.

Our Health Science secretary will **NOT** make personal copies for students. Copies can be made at the Bookstore or Academic Resource Center for 10 cents/copy.

## **College Procedures:**

**Administrative Withdrawal:** An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. You will be notified via Iowa Central email and Triton Alerts when you have missed 15%, 20%, and 25%. It is your responsibility to check email and signup for Triton Alerts. After you miss 25% of scheduled class meetings, you will be administratively withdrawn from this course. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

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It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.



***FYI: from the Iowa Board of Nursing (IBON):***

The NCLEX Exam Application asks the question “Have you ever pled guilty to, or been convicted of, a criminal offense, other than a minor traffic violation?” (Include deferred judgments) This must be answered honestly and the exam applicants will need to submit with the examination application photocopies of court records: i.e. trial information, judgment entry and sentencing order. Again the board staff will not answer any questions regarding an individual’s past criminal history and whether they would or would not be able to be licensed. This decision is determined at the time the individual has graduated from a nursing program and has applied to take the licensing exam. The board staff continues to have phone calls from prospective nursing students concerning criminal convictions and licensure. As a reminder, The Iowa Board of Nursing will not be able to answer questions on whether an individual can be licensed if they have certain criminal convictions. All convictions will be reviewed at the time an applicant seeks licensure

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT I: OB/NEWBORN</b></p> <p>A. Identify common terms in Maternity care.</p> <p>B. Discuss diagnostic tests/procedures common in obstetric care.</p> <p>C. Describe anatomy of reproduction and physiology of fetus.</p> <p>D. List signs of pregnancy &amp; the interventions used for discomforts of pregnancy.</p> <p>E. Describe potential complications of pregnancy.</p> <p>F. Describe common methods of assessing fetal status during intrapartum.</p>	<p>A. Common terminology in maternity nursing</p> <p>B. Diagnostic tests/procedures in obstetrics</p> <p>C. Anatomy/Physiology of reproduction/fetus</p> <p>D. Antepartum</p> <ol style="list-style-type: none"> <li>1. Presumptive signs</li> <li>2. Probable signs</li> <li>3. Positive signs</li> <li>4. Discomforts of pregnancy</li> </ol> <p>E. Abnormal antepartal conditions</p> <ol style="list-style-type: none"> <li>1. Hypertension</li> <li>2. Hyperemesis gravidarum</li> <li>3. Hemorrhagic Conditions</li> <li>4. Infectious Conditions</li> <li>5. Diabetes mellitus</li> </ol> <p>F. Intrapartum</p> <ol style="list-style-type: none"> <li>1. Passenger</li> <li>2. Presentation</li> <li>3. Position</li> <li>4. Powers</li> </ol>	<p>Review: Mosby's PN Review text Chapter 7 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 106-107 Female Reproductive System &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Differentiate among the four stages of labor.</p> <p>Describe the nurse's role when caring for the patient during labor and delivery.</p> <p>H. Discuss common abnormal conditions of intrapartum.</p> <p>I. List and describe the points of assessment and nursing care on a postpartum woman.</p> <p>J. Discuss abnormal postpartum conditions; including causes, signs and symptoms, and treatments.</p> <p>K. Describe the normal characteristics of the newborn.</p> <p>L. Describe how to perform newborn care.</p>	<p>G. The process of labor and delivery and nursing care.</p> <ol style="list-style-type: none"> <li>1. First stage</li> <li>2. Second stage</li> <li>3. Third stage</li> <li>4. Fourth stage</li> </ol> <p>H. Abnormal intrapartum</p> <ol style="list-style-type: none"> <li>1. Dystocia</li> <li>2. Prolapsed cord</li> <li>3. Multiple pregnancies</li> <li>4. Induction of labor</li> <li>5. Operative procedures</li> </ol> <p>I. Normal postpartum</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Nursing care</li> </ol> <p>J. Abnormal postpartum</p> <ol style="list-style-type: none"> <li>1. Infection</li> <li>2. Hemorrhage</li> </ol> <p>K. Normal newborn</p> <ol style="list-style-type: none"> <li>1. Immediate care</li> <li>2. Assessment</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>M. Discuss abnormal conditions of the newborn.</p> <p>N. Describe family planning methods and teaching.</p> <p>O. Discuss common medications for the child bearing woman.</p>	<p>G. Abnormal newborn</p> <ol style="list-style-type: none"> <li>1. Premature newborn</li> <li>2. Respiratory distress</li> <li>3. Birth injuries</li> <li>4. Infections</li> <li>5. Congenital malformations</li> <li>6. Hemolytic disease</li> <li>7. Infants of Diabetic Mothers</li> </ol> <p>H. Family planning</p> <ol style="list-style-type: none"> <li>1. Oral contraceptives</li> <li>2. IUD</li> <li>3. Condoms</li> <li>4. Injections</li> <li>5. Implants</li> <li>6. Sterilization</li> </ol> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Fertility</li> <li>2. Contraceptives</li> <li>3. Oxytocic</li> <li>4. Uterine Relaxants</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT II: PEDIATRICS</b></p> <p>A. Identify physical and psychosocial developmental tasks for children from 1 month through 1 year.</p> <p>B. Describe disorders of infancy including symptoms and treatments/nursing interventions.</p>	<p>A. Infant</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of infancy               <ol style="list-style-type: none"> <li>a. Failure To Thrive (FTT)</li> <li>b. Upper Respiratory infections</li> <li>c. Acute Otitis Media</li> <li>d. Respiratory Syncytial Virus (RSV)</li> <li>e. Viral pneumonia</li> <li>f. Infectious gastroenteritis</li> <li>g. Hypertrophic pyloric stenosis</li> <li>h. Febrile seizures</li> <li>i. Meningitis</li> <li>j. Infantile eczema</li> <li>k. Impetigo</li> <li>l. Cleft lip and palate</li> <li>m. Gastroesophageal Reflux (GER)</li> <li>n. Hirschsprung's disease</li> <li>o. Omphalocele</li> <li>p. Imperforate anus</li> <li>q. Esophageal atresia</li> <li>r. Intussusception</li> <li>s. Hydrocephalus</li> <li>t. Down's syndrome</li> <li>u. Epispadias/Hypospadias</li> <li>v. Cryptorchidism</li> <li>w. Wilm's tumor</li> <li>x. Club foot</li> <li>y. Hip Dysplasia</li> <li>z. Congenital heart defects</li> </ol> </li> </ol>	<p>Review: Mosby's PN Review text Chapter 8 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 86-87 Pediatric Drug Administration &amp; Chapter Review Questions</p> <p>Review Developmental Stages and Milestones</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>C. Identify physical and psychosocial development tasks for the toddler.</p> <p>D. Describe disorders of toddlers including symptoms and treatments/nursing interventions.</p> <p>E. Identify physical and psychosocial developmental tasks for the preschool child.</p> <p>F. Describe disorders of preschoolers including symptoms and treatments/nursing interventions.</p>	<p>aa. Sickle cell anemia bb. Hypopituitarism cc. Congenital hypothyroidism dd. Sudden Infant Death Syndrome (SIDS)</p> <p>B. Toddler Hood</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of the toddler               <ol style="list-style-type: none"> <li>a. Epiglottitis</li> <li>b. Cystic fibrosis</li> <li>c. Kawasaki disease</li> <li>d. Celiac disease</li> <li>e. Strabismus</li> <li>f. Amblyopia</li> <li>g. Cerebral palsy</li> <li>h. Accidents</li> </ol> </li> </ol> <p>C. Preschool child</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of the preschool-child               <ol style="list-style-type: none"> <li>a. Tonsillitis/Adenoiditis</li> <li>b. Nephrotic Syndrome</li> <li>c. Acute glomerulonephritis</li> <li>d. Hemophilia</li> <li>e. Leukemia</li> <li>f. Muscular Dystrophy</li> <li>g. Attention-Deficit Hyperactivity Disorder (ADHD)</li> </ol> </li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Identify physical and psychosocial developmental tasks or the school-aged child.</p> <p>H. Describe disorder of the school-aged child including symptoms and treatments/nursing interventions.</p> <p>I. Identify physical and psychosocial developmental tasks of adolescence.</p> <p>J. Describe disorders of adolescence including symptoms and treatments/nursing interventions.</p>	<p>D. School aged child</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of school-aged child               <ol style="list-style-type: none"> <li>a. Asthma</li> <li>b. Allergic rhinitis</li> <li>c. Appendicitis</li> <li>d. Pinworms</li> <li>e. Epilepsy</li> <li>f. Scoliosis</li> <li>g. Ringworm</li> <li>h. Pediculosis</li> <li>i. Hives</li> <li>j. Rheumatic fever</li> <li>k. Diabetes mellitus</li> </ol> </li> </ol> <p>E. Adolescence</p> <ol style="list-style-type: none"> <li>1. Normal growth and development</li> <li>2. Disorders of adolescence               <ol style="list-style-type: none"> <li>a. Substance abuse</li> <li>b. Suicide</li> <li>c. Anorexia Nervosa/Bulimia</li> <li>d. Crohn's disease</li> <li>e. Mononucleosis</li> <li>f. Acne vulgaris</li> <li>g. Acquired Immunodeficiency Syndrome (AIDs)</li> </ol> </li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>K. Describe characteristics of battered children and their parents.</p> <p>L. Discuss poisonings in children, assessment and treatment.</p> <p>M. Discuss the care of the hospitalized child.</p> <p>N. Review math calculations for administering medications to children.</p> <p>O. Describe procedure for giving oral and parenteral medications.</p>	<p>F. Battered Child Syndrome</p> <p>G. Poisonings</p> <p>H. Hospitalized child</p> <p>I. Medication administration</p> <ol style="list-style-type: none"> <li>1. Pediatric dosage calculations</li> <li>2. Oral medication</li> <li>3. Injections</li> </ol>	



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT III: THE PATIENT WITH CARDIOVASCULAR DISTURBANCES</b></p> <p>A. Review the Anatomy &amp; Physiology of the Circulatory System.</p> <p>B. Describe diagnostic tests used to evaluate cardiovascular disease.</p> <p>C. Discuss nursing assessments of the cardiovascular system.</p> <p>D. Differentiate between arteriosclerosis and atherosclerosis.</p> <p>E. Identify similarities and differences in symptoms and management of angina and infarction.</p> <p>F. Define hypertension and discuss general treatment and teaching.</p> <p>G. Describe causes, symptoms, treatment, and nursing care for the patient with congestive heart failure.</p> <p>H. Discuss inflammatory disease of the heart.</p>	<p>A. Anatomy and physiology of the Circulatory System</p> <p>B. Diagnostic cardiovascular tests/methods</p> <p>C. Nursing assessment of the cardiovascular system</p> <p>D. Medical disease of cardiovascular system</p> <ol style="list-style-type: none"> <li>1. Arteriosclerosis and atherosclerosis</li> <li>2. Angina pectoris</li> <li>3. Hypertension</li> <li>4. Myocardial infarction</li> <li>5. Heart failure</li> <li>6. Valvular conditions</li> <li>7. Inflammatory disorders</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 192-211 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 99-103 Cardiovascular System &amp; Chapter Review Questions</p> <p>Review lab values</p> <p>Review IV Math Calculations</p> <p>Document cardiovascular assessment and care appropriate for patient with cardiovascular disorder.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>I. Describe etiology, symptoms, treatment, and nursing management of various peripheral vascular disorders.</p> <p>J. Describe nursing assessment and diagnostic tests associated with hematologic conditions.</p> <p>K. Compare and contrast anemias caused by RBC destruction and inadequate production.</p> <p>L. Describe basic nursing care of patients with blood disorders.</p> <p>M. Discuss care of patients with HIV/AIDs.</p>	<p>E. Peripheral vascular disorders</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Diagnostic tests</li> <li>3. Arteriosclerosis obliterans</li> <li>4. Buerger's disease</li> <li>5. Raynaud's disease</li> <li>6. Aneurysms</li> <li>7. Phlebitis and thrombophlebitis</li> <li>8. Embolism</li> <li>9. Varicose veins</li> </ol> <p>F. Hematologic conditions</p> <ol style="list-style-type: none"> <li>1. Nursing assessment</li> <li>2. Diagnostic tests</li> <li>3. Anemia</li> <li>4. Leukemia</li> <li>5. AIDs</li> <li>6. Lymphoma</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
N. Discuss medications that affect the cardiovascular system.	G. Medications <ol style="list-style-type: none"> <li>1. Antianginals</li> <li>2. Vasodilators</li> <li>3. Antihypertensives</li> <li>4. Diuretics</li> <li>5. Cardiac glycosides</li> <li>6. Antidysrhythmics</li> <li>7. Anticoagulants</li> <li>8. Antihyperlipidemics</li> <li>9. Anemia treatment</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT IV: THE PATIENT WITH RESPIRATORY SYSTEMS DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the Respiratory System.</p> <p>B. Describe pertinent nursing assessments of the respiratory system.</p> <p>C. Identify respiratory diagnostic tests &amp; nursing implications.</p> <p>D. Describe etiology, symptoms and management of common acute respiratory infections.</p> <p>E. Describe common disorders of the nose including . symptoms, and nursing interventions.</p> <p>F. Compare and contrast pneumothorax, hemothorax related nursing implications.</p> <p>G. Describe nursing care of a patient with a chest tube.</p> <p>H. Discuss etiology, treatment, and nursing interventions of cancer of the larynx.</p> <p>I. Explain predisposing factors, communicability, symptoms, treatment, and nursing care for the patient with tuberculosis.</p>	<p>A. A &amp; P of respiratory system</p> <p>B. Nursing assessments of respiratory system</p> <p>C. Diagnostic tests of the respiratory system</p> <p>D. Acute respiratory system disorders</p> <ol style="list-style-type: none"> <li>1. Sinusitis</li> <li>2. Epistaxis</li> <li>3. Deviated septum</li> <li>4. Polyps</li> <li>5. Laryngitis</li> <li>6. Pneumonia</li> <li>7. Pleurisy</li> <li>8. Pneumothorax/Hemothorax</li> <li>9. Influenza</li> </ol> <p>E. Chronic respiratory system disorders</p> <ol style="list-style-type: none"> <li>1. Cancer of the larynx</li> <li>2. Pulmonary Tuberculosis</li> <li>3. COPD</li> <li>4. Asthma</li> <li>5. Chronic bronchitis</li> <li>6. Emphysema</li> <li>7. Lung cancer</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 182-194 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 98-99 &amp; 112 Respiratory System &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 34-36 Measures to meet Oxygen Needs &amp; Chapter Review Questions</p> <p>Review: Chest Tube Drainage, Oxygen Administration, Mantoux Test Assessing Lung Sounds ABG Evaluation</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Discuss etiology, symptoms, treatment, nursing care and rehabilitation of persons with asthma, chronic bronchitis, and emphysema.</p> <p>K. Discuss etiology, symptoms, prevention, and treatment of cancer of the lung.</p> <p>L. Discuss medications that affect the respiratory system.</p> <p>M. Discuss safety factors related to the administration of oxygen.</p> <p>N. Discuss the use of inhalers and nebulizer treatment.</p>	<p>8. Obstructive Sleep Apnea</p> <p>9. Severe Acute Respiratory Syndrome (SARS)</p> <p>F. Medications/Respiratory treatment</p> <ol style="list-style-type: none"> <li>1. Antihistamines</li> <li>2. Nasal Decongestants</li> <li>3. Expectorants</li> <li>4. Antitussives</li> <li>5. Mucolytics</li> <li>6. Bronchodilators</li> <li>7. Oxygen</li> <li>8. Inhalers/Nebulizers</li> <li>9. Suctioning</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT V: THE PATIENT WITH A GASTROINTESTINAL DISORDER</b></p> <p>A. Review the Anatomy &amp; Physiology of the G.I. System.</p> <p>B. Discuss nursing assessments of the G.I. system.</p> <p>C. Explain diagnostic procedures and the associated nursing implications related to the G.I. system.</p> <p>D. Describe etiology, symptoms, medical and nursing management of common esophageal disorders.</p> <p>E. Describe etiology, symptoms, medical and nursing management of common gastric disorders.</p> <p>F. Describe etiology, symptoms, and management of common intestinal disorders.</p>	<p>A. A &amp; P of gastrointestinal system</p> <p>B. Nursing assessment of the G.I. system</p> <p>C. Diagnostic tests of the G.I. system</p> <p>D. Disorders of the G.I. system</p> <ol style="list-style-type: none"> <li>1. Esophageal <ol style="list-style-type: none"> <li>a. Esophagitis</li> <li>b. Esophageal varices</li> </ol> </li> <li>2. Gastric <ol style="list-style-type: none"> <li>a. Hiatal hernia</li> <li>b. Gastritis</li> <li>c. Cancer of the stomach</li> <li>d. Peptic ulcers</li> </ol> </li> <li>3. Intestinal <ol style="list-style-type: none"> <li>a. Obstruction</li> <li>b. Crohn's disease</li> <li>c. Ulcerative colitis</li> <li>d. Diverticulosis/Diverticulitis</li> <li>e. Colon/rectal cancer and polyps</li> <li>f. Hemorrhoids</li> <li>g. Hernia</li> </ol> </li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 211-225 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 103-105 Gastrointestinal System &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 32-33, 34-36 Measures to meet Nutritional, Bowel Elimination, and Gastrointestinal Needs &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>G. Discuss symptoms, medical treatment and nursing Implications for common disorders of the accessory digestive organs.</p> <p>H. Describe etiology, symptoms, medical and nursing management of common infections of G.I. system.</p> <p>I. Describe reasons and procedures for special therapeutic measures related to G.I. disorders.</p> <p>J. Discuss medications that affect the G.I. system.</p>	<p>E. Disorders of the accessory digestive organs</p> <ol style="list-style-type: none"> <li>1. Cholelithiasis/Cholecystitis</li> <li>2. Hepatitis</li> <li>3. Cirrhosis</li> <li>4. Pancreatitis</li> <li>5. Cancer of the pancreas</li> </ol> <p>F. Infection of the G.I. system</p> <ol style="list-style-type: none"> <li>1. Appendicitis</li> <li>2. Peritonitis</li> </ol> <p>G. Digestive System Therapies</p> <ol style="list-style-type: none"> <li>1. Gastrointestinal decompression</li> <li>2. Enemas</li> <li>3. Digital removal of feces</li> <li>4. Colostomy irrigation</li> <li>5. Tube feeding/gastrostomy tubes</li> </ol> <p>H. Medications</p> <ol style="list-style-type: none"> <li>1. Antacids</li> <li>2. Histamine H2 blockers</li> <li>3. Antiemetics</li> <li>4. Antidiarrheals</li> <li>5. Laxatives/Stools softeners</li> <li>6. Motility drugs</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VI: ENDOCRINE SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the Endocrine System &amp; describe the appropriate nursing assessments for the endocrine system.</p> <p>B. Discuss diagnostic test related to endocrine system.</p> <p>C. Discuss medications that affect the endocrine system.</p> <p>D. Differentiate between hyperpituitarism and hypopituitarism including signs and symptoms, treatments, and nursing interventions.</p> <p>E. Discuss etiology, symptoms, diagnosis, treatment and nursing implications for disorders of the thyroid.</p> <p>F. Identify diagnostic tests for thyroid disorders and related nursing responsibilities.</p> <p>G. Differentiate between hyperparathyroidism and hypoparathyroidism including signs and symptoms, treatments and nursing interventions.</p> <p>H. Discuss etiology, classification, symptoms, diagnosis, treatment, and nursing implications of diabetes mellitus.</p> <p>I. Compare diabetic coma and insulin shock including signs and symptoms, treatments and nursing interventions.</p>	<p>A. Assessment of Endocrine System</p> <p>B. Diagnostic Endocrine Tests</p> <p>C. Medications for the Endocrine System</p> <p>D. Disorders of the Pituitary Gland</p> <ol style="list-style-type: none"> <li>Hyperpituitarism</li> <li>Hypopituitarism</li> </ol> <p>E. Disorders of the thyroid gland</p> <ol style="list-style-type: none"> <li>Hyperthyroidism (Grave's Disease)</li> <li>Hypothyroidism</li> <li>Cancer of the thyroid</li> </ol> <p>F. Disorders of the parathyroid gland</p> <ol style="list-style-type: none"> <li>Hyperparathyroidism</li> <li>Hypoparathyroidism</li> </ol> <p>G. Care of the patient with disorders of the pancreas</p> <ol style="list-style-type: none"> <li>Diabetes Mellitus</li> <li>Diabetic coma</li> <li>Hyperglycemic Hyperosmolar Nonketotic Coma (HHNC)</li> <li>Hypoglycemia (Insulin Shock)</li> <li>Diabetes Insipidus</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 235-245, 512-513 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 105-106,108-110 Endocrine System &amp; Diabetes Mellitus &amp; Chapter Review Questions</p> <p>Review: Mixing Insulin, Insulin Injection Sites &amp; Technique Sliding Scale Insulin, Glucometer Math Calculations</p>



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Describe HHNC, Hypoglycemia(Insulin Shock) and Diabetes Insipidus.</p> <p>K. Discuss disorders of the adrenal glands including etiology, symptoms, diagnosis, treatment, and nursing implications.</p> <p>L. Compare the action of epinephrine with that of norepinephrine.</p>	<p>H. Disorders of the adrenal gland</p> <ol style="list-style-type: none"> <li>1. Addison's disease</li> <li>2. Cushing's syndrome</li> </ol> <p>I. Disorders of adrenal medulla</p> <ol style="list-style-type: none"> <li>1. Pheochromocytoma</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VII: THE PATIENT WITH INTEGUMENTARY DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the integumentary system.</p> <p>B. Describe the appropriate nursing assessments for the integumentary system.</p> <p>C. Differentiate between contact dermatitis and psoriasis, including signs and symptoms, treatments, and nursing interventions.</p> <p>D. Explain the differences between Herpes Simplex and Herpes Zoster.</p> <p>E. Describe common classifications of tumors of the skin and the treatments.</p> <p>F. Explain descriptions of burns and treatments and grafts.</p> <p>G. Review medications that affect the integumentary system.</p>	<p>A. Anatomy and physiology of the Integumentary System</p> <p>B. Assessment of the integumentary system</p> <p>C. Disorders of the integumentary system</p> <ol style="list-style-type: none"> <li>1. Contact dermatitis</li> <li>2. Psoriasis</li> <li>3. Herpes Simplex Type 1</li> <li>4. Herpes Zoster</li> <li>5. Neoplasms</li> <li>6. Burns</li> </ol> <p>D. Medications for the skin</p> <ol style="list-style-type: none"> <li>1. Topicals</li> <li>2. Antiviral agents</li> <li>3. Corticosteroids</li> <li>4. Antifungals</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 266-271, &amp; 507-508 (Burn Emergencies) &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 112-113 &amp; Chapter Review Questions</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT VIII: MUSCULOSKELETAL</b></p> <p>A. Review the Anatomy &amp; Physiology of the Skeletal System.</p> <p>B. Review the Anatomy &amp; Physiology of the Muscular System.</p> <p>C. Identify the major nursing assessments of the musculoskeletal system.</p> <p>D. Discuss nursing care for the patient with a cast of traction.</p> <p>E. Differentiate between a sprain and a dislocation.</p> <p>F. Describe diagnostic tests related to MS system.</p> <p>G. Describe similarities and differences of rheumatoid arthritis and osteoarthritis including symptoms, treatment and nursing care.</p> <p>H. Discuss symptoms, treatment and nursing care of gout.</p> <p>I. Discuss inflammatory conditions of MS system.</p> <p>J. Differentiate between various conditions that cause bones to soften and bone mass to decrease.</p> <p>K. Describe signs and symptoms, treatment and nursing interventions for a patient with a herniated disk.</p>	<p>A. A &amp; P of the Skeletal System</p> <p>B. A &amp; P of the Muscular System</p> <p>C. Nursing Assessment of the M/S System</p> <p>D. Diagnostic Tests/Methods</p> <p>E. Major Medical Diagnoses</p> <ol style="list-style-type: none"> <li>1. Rheumatoid Arthritis</li> <li>2. Osteoarthritis</li> <li>3. Gout</li> <li>4. Degenerative Joint Disease</li> <li>5. Muscular Dystrophy</li> <li>6. Systemic Lupus Erythematosus</li> <li>7. Scleroderma</li> <li>8. Osteomyelitis</li> <li>9. Osteoporosis</li> <li>10. Osteogenic Sarcoma</li> <li>11. Fibromyalgia Syndrome (FMS)</li> <li>12. Paget's Disease</li> <li>13. Herniated Disc</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 171-182, &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 87-93 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 40-42 Measures to meet Activity, Exercise, &amp; Pain Relief Needs &amp; Chapter Review Questions</p> <p>Review: ROM Transfer Techniques Ted Hose Positioning Crutches/walker Cane Perform neurovascular assessment IM injection sites</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>L. Describe and discuss symptoms, etiology, diagnosis, treatment and nursing care of fractures.</p> <p>M. Describe nursing care of the patient with hip and/or knee replacement.</p> <p>N. Discuss arthroplasty of a joint.</p> <p>O. Discuss basic nursing care, aspects of rehabilitation, and emotional support needed by the patient with an amputation.</p> <p>P. Describe medications that affect the MS system.</p>	<p>12. Fractures</p> <p>13. Fractured Hip</p> <p>14. Arthroplasty</p> <p>15. Amputation</p> <p>F. Medications</p> <p>1. NSAID</p> <p>2. Analgesics</p> <p>3. Skeletal muscle relaxants</p>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT IX: RENAL SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the renal system.</p> <p>B. Discuss nursing assessments of the renal system.</p> <p>C. Describe diagnostic tests related to renal system.</p> <p>D. Identify and discuss etiology, symptoms, diagnosis, treatment, and nursing implications of common infections of the urinary system.</p> <p>E. Discuss special considerations for the patient with renal system obstruction with regards to symptoms, diagnosis and treatment.</p> <p>F. Differentiate between acute and chronic renal failure with regards to symptoms, diagnosis and treatment.</p> <p>G. Discuss nursing care with regards to dialysis.</p>	<p>A. A &amp; P of the renal system</p> <p>B. Nursing assessment of the renal system</p> <p>C. Diagnostic tests of the renal system</p> <p>D. Care of the patient with renal infectious disorders</p> <ol style="list-style-type: none"> <li>1. Cystitis</li> <li>2. Urethritis</li> <li>3. Pyelonephritis</li> </ol> <p>E. Care of the patient with renal system obstructions</p> <ol style="list-style-type: none"> <li>1. Renal calculi</li> <li>2. Hydronephrosis</li> <li>3. Bladder tumors</li> <li>4. Urinary diversion</li> <li>5. Kidney tumor</li> </ol> <p>F. Renal Failure</p> <ol style="list-style-type: none"> <li>1. Acute</li> <li>2. Chronic</li> </ol> <p>G. Dialysis</p> <ol style="list-style-type: none"> <li>1. Peritoneal dialysis</li> <li>2. Hemodialysis</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 245-256 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 110-112 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 37-39 Measures to meet Urinary Elimination Needs &amp; Chapter Review Questions</p> <p>Review: Catheter &amp; Perineal Care Catheterization Continuous Bladder Irrigation Specimen Collection Sterile technique</p> <p>Document urinary assessment and care appropriate for a patient with urinary disease.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>H. Identify patient problems associated with kidney transplant.</p> <p>I. Identify specific antibiotics, antispasmodics, and antiseptics used to treat urinary problems.</p>	<p>H. Kidney transplant</p> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. Antispasmodics</li> <li>3. Urinary antiseptics</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT X: REPRODUCTIVE SYSTEM</b></p> <p>A. Review the Anatomy &amp; Physiology of the male reproductive System.</p> <p>B. Discuss symptoms, medical treatment and nursing implications for disorders of the male reproductive system.</p> <p>C. Discuss patient teaching with regards to early detection of testicular cancer.</p> <p>D. Review A &amp; P of the female reproductive system.</p> <p>E. Identify subjective and objective data that describes assessments of the female reproductive system.</p> <p>F. List diagnostic tests utilized to assess the female reproductive system.</p> <p>G. Differentiate between various menstrual abnormalities describing signs and symptoms, treatments and nursing interventions.</p> <p>H. Identify and discuss etiology, symptoms, diagnosis, . treatment, and nursing implications of common infections of the reproductive system.</p>	<p>A. A &amp; P of the male reproductive system</p> <p>B. Male genitourinary system disorders</p> <ol style="list-style-type: none"> <li>1. Hyperphasia (BPH)</li> <li>2. Cancer of the prostate</li> <li>3. Hydrocele</li> <li>4. Cancer of the testes               <ol style="list-style-type: none"> <li>a. Testicular self-examination</li> </ol> </li> </ol> <p>C. A &amp; P of female reproductive system</p> <p>D. Nursing Assessment of female reproductive system</p> <p>E. Diagnostic tests</p> <p>Menstrual abnormalities</p> <ol style="list-style-type: none"> <li>1. Dysmenorrhea</li> <li>2. Premenstrual Syndrome (PMS)</li> <li>3. Amenorrhea</li> <li>4. Menorrhagia</li> <li>5. Metorrhagia</li> </ol> <p>Female reproductive infections</p> <ol style="list-style-type: none"> <li>1. Vaginitis</li> <li>2. Pelvic inflammatory disease</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 253-267 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 106-107 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 49 Measures for Vaginal Care &amp; Chapter Review Questions</p> <p>Review: Testicular Self-Examination</p> <p>Document reproductive assessment and care appropriate for patient with reproductive disorders</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>I. Describe etiology, symptoms, diagnostic measures, treatment and nursing implications of uterine disorders.</p> <p>J. Differentiate between fibrocystic breast disease and cancer with regards to symptoms, diagnosis and treatment.</p> <p>K. Discuss patient teaching with regards to early detection and prevention of breast disease.</p> <p>L. Define Paget's disease and its treatment.</p> <p>M. Discuss medications that affect the female and male reproductive system.</p>	<p>3. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> <li>Syphilis</li> <li>Gonorrhea</li> <li>Herpes Genitalis</li> <li>Chlamydia Trachomatis</li> <li>Condylomata Acuminata</li> <li>Trichomoniasis/Candidiasis</li> </ol> <p>H. Female reproductive disorders</p> <ol style="list-style-type: none"> <li>Uterine cancer</li> <li>Uterine Fibroid tumors</li> <li>Endometriosis</li> <li>Vaginal Fistula</li> <li>Prolapsed uterus</li> <li>Cystocele and Rectocele</li> <li>Ovarian tumors</li> <li>Cancer of the cervix</li> <li>Bartholin's cysts</li> </ol> <p>I. Breast disorders</p> <ol style="list-style-type: none"> <li>Fibrocystic disease</li> <li>Cancer</li> <li>Breast self-examination</li> <li>Paget's disease</li> </ol> <p>J. Female and male reproduction medications</p> <ol style="list-style-type: none"> <li>Hormones</li> </ol>	



UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT XI: THE PATIENT WITH A NERVOUS SYSTEM DISORDER</b></p> <p>A. Review the Anatomy &amp; Physiology of the Neurological System</p> <p>B. Identify the cranial nerves and their function.</p> <p>C. Describe assessment and documentation of neurologic system.</p> <p>D. List diagnostic tests for the patient with a neurologic disorder.</p> <p>E. Identify problems and nursing care for patient and family with neurological disorders.</p> <p>F. Describe signs and symptoms, treatment, and nursing interventions to decrease increased intracranial pressure.</p> <p>G. Describe nursing measures specific to the care of a patient with a convulsive disorder.</p> <p>H. Compare and contrast signs and symptoms, nursing care, and rehabilitation of a patient with TIA vs CVA.</p> <p>I. Describe signs and symptoms and the nursing interventions of a patient with a brain tumor.</p>	<p>A. A &amp; P of Neurological system</p> <p>B. Cranial nerves</p> <p>C. Nursing assessment of neurologic system</p> <p>D. Diagnostic tests</p> <p>E. Patient problems/care with neurologic disorder</p> <p>F. Major medical neurological disorders</p> <ol style="list-style-type: none"> <li>1. Increased intracranial pressure</li> <li>2. Convulsive disorders</li> <li>3. Transient ischemic attacks (TIAs)</li> <li>4. Cerebrovascular Accident (CVA)</li> <li>5. Brain tumor</li> <li>6. Head injuries</li> <li>7. Multiple sclerosis</li> <li>8. Parkinson's disease</li> <li>9. Amyotrophic lateral sclerosis (ALS)</li> </ol>	<p>Mosby's PN Review text Chapter 5- pp. 225-234 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 87-98 &amp; Chapter Review Questions</p> <p>Review Neuro Assessment Complete Neurovascular Check Sheet</p> <p>Document neurological assessment and care appropriate for a patient with neurological disorder.</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>J. Define various types of head injuries.</p> <p>K. Contrast nursing measures provided for the multiple sclerosis patient and the patient with amyotrophic lateral sclerosis.</p> <p>L. Discuss signs and symptoms, treatments and nursing interventions for Parkinson's Disease.</p> <p>M. Discuss spinal dysfunction, causes, and specific nursing measures.</p> <p>N. Discuss medications that affect the nervous system.</p>	<p>G. Spinal cord impairment</p> <ol style="list-style-type: none"> <li>1. Spinal cord lesions</li> <li>2. Spinal cord injuries</li> </ol> <p>H. Central nervous system medications</p> <ol style="list-style-type: none"> <li>1. Antidepressants</li> <li>2. Anticonvulsants</li> <li>3. Antiparkinson's</li> <li>4. Sedatives</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p><b>UNIT XII: THE PATIENT WITH EYE, EAR, NOSE, DISORDERS</b></p> <p>A. Review the Anatomy &amp; Physiology of the visual system.</p> <p>B. Discuss nursing assessments of the visual system.</p> <p>C. Describe diagnostic tests related to the visual system.</p> <p>D. Discuss common eye disorders and associated nursing care.</p> <p>E. Discuss etiology, symptoms and treatment of cataracts.</p> <p>F. Describe etiology, symptoms and treatment of glaucoma.</p> <p>G. Describe etiology, symptoms and treatment of a detached retina.</p> <p>H. Review the Anatomy &amp; Physiology of the Auditory system.</p> <p>I. Discuss nursing assessments of the Auditory system.</p> <p>J. Describe diagnostic tests related to the auditory system.</p>	<p>A. A &amp; P of the visual system</p> <p>B. Nursing assessment of the eyes</p> <p>C. Diagnostic tests of the eyes</p> <p>D. Eye disorders</p> <ol style="list-style-type: none"> <li>1. Low vision</li> <li>2. Blindness</li> <li>3. Refractive disorders</li> <li>4. Conjunctivitis</li> <li>5. Cataracts</li> <li>6. Glaucoma</li> <li>7. Detached retina</li> </ol> <p>E. A &amp; P of the Auditory system</p> <p>F. Nursing assessment of the ears</p> <p>G. Diagnostic tests of the ears</p>	<p>Mosby's PN Review text Chapter 5- pp. 271-276 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text Pharmacology: pp. 107 &amp; Chapter Review Questions</p> <p>Mosby's PN Review text pp. 47-48 Measures for Eye, Ear, &amp; Throat Disorders &amp; Chapter Review Questions</p> <p>Review: Abbreviations, eye gtts, ointment, ear gtts, nose gtts, ear irrigations, Insert/Remove contact lens</p>

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<p>K. Discuss common ear disorders and associated nursing care.</p> <p>L. Describe medications that affect the visual system.</p> <p>M. Describe appropriate eye treatments and eye irrigation.</p>	<p>H. Ear disorders</p> <ol style="list-style-type: none"> <li>1. Meniere's Syndrome</li> <li>2. Mastoiditis</li> <li>3. Otosclerosis</li> </ol> <p>I. Medications</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. Mydriatics</li> <li>3. Miotics</li> </ol> <p>J. Eye</p> <ol style="list-style-type: none"> <li>1. Treatments</li> <li>2. Irrigations</li> </ol>	

UNIT OBJECTIVES/ OUTCOMES	CONTENTS	LEARNING ACTIVITIES/ASSESSMENT
<b>UNIT XIII: THE PATIENT WITH MENTAL HEALTH DISORDERS</b>  A. Review therapeutic communication techniques.  B. Describe various mental disturbances, their assessment data and interventions.  C. Describe dementia with aging adults.  D. Review Kubler-Ross stages of death and dying.  E. Describe the common components in all crisis situations.  F. List risk factors for suicide and interventions in suicide prevention  G. Review treatment modalities in mental disorders.  H. Review medications used to treat psychiatric related disorders.	A. Communication  B. Mental Disturbances <ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Phobias</li> <li>3. Obsessive Compulsive Disorder</li> <li>4. Thought Disorders</li> <li>5. Affective Disorders <ol style="list-style-type: none"> <li>a. Depressive disorders</li> <li>b. Bipolar disorders</li> </ol> </li> <li>6. Eating disorders</li> <li>7. Personality disorders</li> </ol> C. Organic Brain Disorders  D. Death & Dying  E. Crisis  F. Suicide  G. Treatment Modalities <ol style="list-style-type: none"> <li>1. Psychotherapy</li> <li>2. Electroconvulsive Therapy (ECT)</li> </ol> H. Medications <ol style="list-style-type: none"> <li>1. Antidepressant drugs</li> <li>2. Antipsychotic drugs</li> <li>3. Antimanic drugs</li> <li>4. Stimulants</li> <li>5. Appetite suppressants</li> </ol>	Mosby's PN Review text Chapter 6 pp. 314-335 & Chapter Review Questions  Mosby's PN Review text Pharmacology: pp. 92-96 & Chapter Review Questions  Mosby's PN Review text pp. 51 Caring for the Dying & Chapter Review Questions



Course Syllabus	
Course Name: PN Issues & Trends Course Number: PNN-311 Course Department: Health Sciences Course Term: Spring & Summer Revised: 2016	
Room:	Day: Time:
Course Start Date/End:	
Instructor:	Office Location:
E-mail Address:	Office Hours: <b>Posted outside office</b>
Phone:	

Total Semester Hour(s) Credit: 1

Total Contact Hours per Semester:

Lecture: 18 (50 minute)

1. Catalog Description:

This course is designed to assist the practical nursing student to develop an awareness and understanding of responsibilities to self and career. The course content includes historical perspectives, ethical and legal considerations, professional organizations, leadership skills, career opportunity review, health resources and career responsibilities.

2. Pre-requisites/Co-requisites:

**Pre-requisites:** PNN-127 Fundamentals of Nursing Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medical Administration for Nurses, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-151 Nutrition, HSC-112 Medical Terminology, BIO-173 Human Anatomy & Physiology II w/lab, PNN-621 Life Span Health Care, & PNN-622 Clinical Practicum 2.

**Co-requisites:** PNN-811 Selected Clinical & PNN-731 Clinical Practicum.

3. Textbook Required:

- see required textbooks in syllabus

4. Materials Required: Basic calculator, ScanTron sheets

5. Institutional Outcomes:

1. *Critical Thinking:* The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.
2. *Effective Communication:* Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.
3. *Personal Responsibility:* Initiative to consistently meet or exceed stated expectations over time.

6. Program Outcomes:

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.
  - a. Evaluation Criteria:
    - Passing rates on NCLEX exam
    - Employer and student surveys
    - Employment and placement data
    - ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.
  - a. Evaluation Criteria:
    - Admissions data
    - Enrollment patterns
    - Transfer data
    - Graduation rates
3. Provide transferable education to allow students to continue their education at the associate degree level.
  - a. Evaluation Criteria
    - Follow-up studies of graduates
    - Validation agreements
7. Course Outcomes:
  1. Examine critical thinking skills in applying the essential components of each phase of the nursing process to a multiple patient assignment.
  2. Determine nursing care skills appropriate for patients with common health-illness concerns.
  3. Relate basic human needs in caring for a multiple patient assignments.
  4. Analyze the values, attributes, behaviors, ethics, and legal obligations appropriate to the entry level practical nurse.
  5. Correlate beginning nursing skills in providing care to a multiple patient assignment with basic health needs.
  6. Formulate nursing care to individuals with common problems along the health-illness continuum.
  7. Associate basic therapeutic communication skills to individuals across the life span.
8. Student Outcomes:
  1. Refer to Unit Objectives/Outcomes in syllabus
9. College Procedures:
  1. Administrative Withdrawal Process
 

An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. After you miss 25% of the course meetings, you will be administratively withdrawn from this course and a "W" will appear on your transcript. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.
  2. Children in the Classroom: Students are not allowed to bring children into the classrooms, labs, shops, or hallways during class times.



3. Weather policy: In the event of extreme weather conditions necessitating closing the college, the following radio stations will be asked to announce the closing, starting at 6 am for day classes and 4 pm for evening classes: KVFD, KUEL, KKEZ, KIAQ, KQWC, KTPR, KHBT, KTLB, KAYL, and KDLS. Instructors may make final decisions on make-ups due to inclement weather. The final decision to attend college classes can only be made by the individual based on his or her specific extenuating circumstances that may make it hazardous for him or her to travel. Students are encouraged to sign up for Iowa Central cancellations and weather alerts sent to their cell phone through Triton Pass.
4. Course withdrawal procedure:
  1. The student will submit the withdrawal request online. This is located in WebAdvisor.
  2. The instructor immediately receives an email telling him/her that the student has requested the drop.
  3. The instructor will go into WebAdvisor and approve or deny the request.
  4. If the instructor does not respond immediately, he/she will receive an email each night until the request is approved or denied.
  5. If the instructor does not respond after two working days, the department chair will receive an email saying the instructor has not responded to the request yet.
  6. Once the request is approved, the Student Records Office will withdraw the student based on the date the student submitted the request.
5. Class cancellation: Class cancellations will be posted on Triton Pass and emailed to students. Cancellations, including campus closings, are also available as text messages through Triton Alert.

10. Grade Appeal Process:

1. Students who believe a course grade they have received is inaccurate may seek an appeal. Please refer to the Student Handbook for more specific information.

11. Special Assistance:

Iowa Central Community College offers a wide variety of individual help for students. We have academic assistance in the Academic Resource Center & Student Support Services/TRIO programs, a licensed counselor, a school nurse and services to help students map and achieve goals. These services are free of charge and available to all Iowa Central students:

- Academic Resource Center (ARC): 515.574.1045
- Counselor: 515.574.1051
- Triton Enrichment Center: 515.574.1192
- Nurse: 515.574.1047
- Student Support Services/TRIO: 515.574.1165

If you may need an accommodation based on the impact of a disability, please contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center and can be reached by calling 515.574.1045. For online information about accommodations, please go to <http://www.iowacentral.edu/arc>.

#### 11. Department/Program Policies: (Refer to the Student Nursing Handbook)

Iowa Board of Nursing Policy: All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the Iowa Board of Nursing.
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.  
(Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2)

- If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255.

#### 12. Course Specific Policies:

- a. Course Syllabus Agreement: While enrolled in this course the student agrees to the policies in the syllabus which includes "Student Policy Acknowledgement Form" signed by all students
- b. Communication: Please feel free at any time to contact me at any time with questions or concerns (refer to my office phone number and email).
- c. Personal Responsibility:
  - The College requires that attendance be taken in every class. It is the student's responsibility to contact the instructor of an absence prior to class. If a student misses a class, they are to get notes from another classmate. We will

be setting up partners in class in the event of any absence, you will contact one of your classmates to obtain any handouts/ information provided.

d. Classroom Management and Behavior:

- **Cell phones and/or pagers will OFF and placed on your desk table face down during class.** Failure to do so will result in a deduction of **5 points** from your total points instantly.
- If a student leaves the classroom to receive a phone call, you may not return to class until there is a break.
- If a student is late to class and lecture/exam has started, you will need to wait in the hall until break and then come into the classroom. This is to decrease disruptions in the classroom. I
- If you are late for an exam, you will need to arrange a different time to take the exam and the 10% deduction will apply per student handbook.
- When a classmate or instructor is participating in classroom discussion, please be respectful by listening and not talking. This also applies to when the instructor is lecturing. If you have a question during lecture, write it down and if I had not answered it by the end of class, I will be happy to answer any questions at that time.
- You may eat or drink in the classroom *except* during an exam or in the lab area. If you spill anything, please clean it up and dispose of your containers in the garbage.

e. Participation/Attendance Policy:

- Please notify me by email or phone if you will be absent or late.
- It is expected that students participate in classroom/lab activities. Points may be awarded at the discretion of the instructor.

Preparing for a career in nursing means meeting standards set by the profession. Any student enrolled at Iowa Central Community College in either the Practical Nursing or Associate Degree Nursing program will be entering a profession with a stated code of ethics. Students will fail a course or be subject to other disciplinary action when the academic, clinical or personal performance is determined to be inconsistent with the responsibility and accountability for guarding patient safety. As a professional program, it is the responsibility of the faculty to determine if action is indicated.

Students who enroll accept the college's policies, regulations, and operational procedures. Student behavior, which after due process is found to be disruptive to classes or to destroy the rights of others or property, may result in disciplinary probation, suspension and/or withdrawal from a nursing course.

All students are expected to display professional behavior with instructors, staff, other students and individuals in the clinical and classroom settings. Students are also expected to communicate with others respectfully and in a non-threatening manner.

Examples of professional conduct and respect for others includes:

- Active participation in class activities.
- Offering assistance to others without prompting.
- Speaking to others in a calm, courteous, polite manner.
- Cooperating in group projects.
- Encouraging others.
- Listening quietly and attentively in class or post conference.
- Being quiet during testing.

Examples of unprofessional conduct and disrespect for others includes:

- Arriving late to class/clinical or leaving class/clinical when class/clinical is still in session.
- Making comments that are rude or sarcastic.
- Displaying hostility.
- Invading the personal space of others.
- Talking to classmates during lecture, AV presentations, and clinical conferences.
- Using cell phones during class – text messaging, receiving and/or making phone calls.
- Using profanity anywhere on campus or at clinical sites.
- Using confrontational words or body language.
- Following a student in their car, home, etc. uninvited.
- Appearing at another individual's home, etc. uninvited.
- Threatening or stalking another individual.
- Lying.
- Persistent judgmental errors in performance of care.
- Use of patient's medications for self or family.
- Illegal gain and distribution of drugs.
- Use of illegal drugs or alcohol before or during class or clinical learning activities.
- Failure to respect policies of health agencies used for clinical learning.
- Violation of HIPPA

f. Assessments: Exam/Quizzes

**Testing Policies will be followed as discussed in class.**

●Make-up exams are taken at the Library. Please arrange the time with me. If an exam is **not** taken during the scheduled class time, **10% will be deducted** from the exam score before it is corrected. Students missing exams due to an Iowa Central sponsored activity will not receive the 10% deduction. If you do not make-up the exam in one week after returning to class, you will receive a “0”.

●The instructor has the option of providing another format of the exam to be made-up. It could be short answer or essay.

●If you leave the classroom during the exam, the exam will be turned in to the instructor and considered finished. You may not leave the classroom and return to complete.

●**During an examination:**

- all bags, caps/hats/coats, keys will be placed in the front of the room-or-the designated area.
- all cell phones will be placed in the designated area—IT MUST BE OFF or you will earn a deduction of 5 points>>>>DO NOT PUT THEM IN YOUR BAG
- You will leave the cell phone in the designated area until all have completed the exam

g. Grading Policy/Scale:

**Students must earn 80% (no round-up) in order to pass this course.**

\*Please note that assessments are subject to change

92%-100% = A  
84%-91% = B  
80%-83% = C  
70%-79.99%= D  
69% & lower = F

h. Late Work Policy: No late work will be accepted in this course unless otherwise designated.

- i. Standards for Written Work: All assignments are to be typed using correct grammar, punctuation and spelling as instructions provided.

Students are responsible for keeping track of grades and seeking assistance as necessary. Student's grades will be accessed through Triton Pass. The student may access the instructor's grade book for individual grades at any time from any computer.

Students must maintain a 2.0 GPA to continue in the Associate Degree Nursing Program.

- j. Scholastic Honesty Policy:

Scholastic dishonesty will not be tolerated in this course. Iowa Central has policies-see the *Student Nursing Handbook*.

- k. Teaching Philosophy:

Students are responsible for their own learning by reading the assigned text, completing the assigned written homework, and being accountable for your own outcomes. The instructor role is to facilitate your learning. If you have questions or concerns about your grades, study skills, or need clarification of lecture, please make an appointment with me, stop by my office, call my office, or email me.

- l. Computer Considerations:

The college computers have "Microsoft Word". "Works" and other programs may not open unless you save the file as a rich text format or .rtf file.

Excuses about disks or printers are not acceptable. Complete your work early and this will not be a problem.

- m. Miscellaneous:

Review *IC Student Handbook* for specific dates of special events, entertainment, holidays, breaks, weather announcements, figuring GPA, etc.

Review *Student Nursing Handbook for clinical dress code*. No body piercing except for one small earring in each ear lobe. Hair is to be up and off the shoulders, no crayon color hair, and no jewelry except wedding or

engagement rings. The dress code is an area that is graded in your clinical proficiency. Refer to all of the dress code requirements in your handbook.

Our Health Science secretary will **NOT** make personal copies for students.

Copies can be made at the Bookstore or Academic Resource Center for 10 cents/copy.

## **College Procedures:**

**Administrative Withdrawal:** An expectation of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. You will be notified via Iowa Central email and Triton Alerts when you have missed 15%, 20%, and 25%. It is your responsibility to check email and signup for Triton Alerts. After you miss 25% of scheduled class meetings, you will be administratively withdrawn from this course. You have the right to appeal the withdrawal to the Vice President of Instruction. Administrative withdrawal may have academic, scholarship, financial aid, and/or housing implications. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

## **Americans with Disabilities Act (Nondiscrimination) Statement:**

As required by the Department of Education, it is the policy of Iowa Central Community College not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, or age in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational

Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Individuals having questions or complaints related to compliance with this policy should contact the Vice President of Enrollment Management and Student Development or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.

***FYI: from the Iowa Board of Nursing (IBON):***

The NCLEX Exam Application asks the question “Have you ever pled guilty to, or been convicted of, a criminal offense, other than a minor traffic violation?” (Include deferred judgments) This must be answered honestly and the exam applicants will need to submit with the examination application photocopies of court records: i.e. trial information, judgment entry and sentencing order. Again the board staff will not answer any questions regarding an individual's past criminal history and whether they would or would not be able to be licensed. This decision is determined at the time the individual has graduated from a nursing program and has applied to take the licensing exam. The board staff continues to have phone calls from prospective nursing students concerning criminal convictions and licensure. As a reminder, The Iowa Board of Nursing will not be able to answer questions on whether an individual can be licensed if they have certain criminal convictions. All convictions will be reviewed at the time an applicant seeks licensure



## **PNN-206 Medication Administration for Nurses Student Contract**

I, \_\_\_\_\_ have read the syllabus and understand the course and institutional policies. I understand that failure to comply with these policies could affect my success in this course. I have had an opportunity to ask any questions I may have had and am satisfied with the answers I received.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This workforce solution is funded by the IHUM Consortium which is 100% financed through a \$15,000,000 grant from the U.S. Department of Labor's Employment & Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

