



Practical Nursing I (PNN-603)

Course Information Basics

Semester Hours: Four Semester Hours
Semester and Year: Summer 2017
Location: Theory: MH107
Lab: MH104H
Meeting days and times: 06/12/2017-07/21/2017
Lecture: Monday, 09:50 AM-10:50 AM, MH107
Wednesday, 09:50 AM-1:20 PM, MH107
Friday, 09:50 AM-01:20 PM, MH107
Core Lab: Monday, 10:50 AM-12:50 PM, MH104H
College Lab: Tuesday, 8:00 AM-11:00 AM, OR
11:30 AM-2:30 PM, MH104H OR
Thursday, 9:50 AM-12:50 PM, MH104H

Time Commitment Expectations:

For every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying. Therefore, to help determine the course load most appropriate for you, use the formula:

4 credit hours (1 course) = 4 hours in class per week = 8–12 hours study time per week

Instructor Contact Information

Instructor: Holly Hendrikson, RN, BSN
Email: Holly.Hendrikson@niacc.edu
Phone: 641-422-4165
Office location: MH109F
Office hours: Monday, 1:30-3:30; Wednesday and Friday, 1:30-2:30

Preferred Method of Communication: Email or Office Phone

Expected Response Time:

Emails or phone calls receiving during office hours will be returned the same day.

Course Information Specifics

Course Description:

Prerequisite: Nurse Aide Certification

Co-Requisites: Body Structure and Function (HSC-150), Composition I (ENG-105). At least a C is required for support courses to progress in the PN program.

This course provides an orientation of the history of nursing, ethical and legal principles, dosage calculation, and the role of the practical nurse in the health community. Introduction to basic nursing assessments relating to safety and comfort while utilizing the nursing process to identify and meet client needs throughout the life span. Students will be instructed in documentation and communication skills. Instruction in implementation of medical asepsis and safety when performing basic nursing skills. Students will apply, practice, and demonstrate the skills taught in the college laboratory.

Learning Materials:

Timby: Fundamental Skills and Concepts in Patient Care, 10th edition, 2013

Pickar: Dosage Calculations, 9th edition, 2013

Doenges, Moorhouse, Geisser-Murr: Nurse's Pocket Guide, 14th edition, 2016

Academic Resources:

The Student Learning Center (SLC) provides a place for individual students or groups to study with resources close at hand. Students may drop in for help or make an appointment with an instructor or peer tutor for assistance in most subject areas. The SLC can assist students with study strategies, test taking tips, and note taking systems.

Testing Center

641-422-4237 OR

1-888-GO-NIACC, ext. 4237

Beem Center, Room 103

Testing Hours

Student Learning Center

641-422-4266 OR

1-888-GO-NIACC, ext. 4266

Beem Center, Room 103

Tutorial Hours

Monday-Thursday: 8:20 AM until 8:00 PM

Friday: 8:20 AM until 2:30 PM

Measurable Course Objectives:

PROGRAM OUTCOMES

1. Utilize the nursing process to identify and implement interventions related to physical, psychosocial, teaching needs, and support systems of the client.
2. Evaluate the client's response to nursing interventions and effects of medications administered.
3. Assist the registered nurse in monitoring, observing, reporting, and recording reactions to therapy using appropriate terminology.
4. Utilize problem-solving in prioritizing, individualizing, and assisting the registered nurse in the revision of the care plan to meet changing physical, social, and cultural needs to

- improve quality of care.
5. Demonstrate effective interpersonal communication with clients, families, and co-workers, including the delegation of activities of the unlicensed assistive personnel.
 6. Demonstrate characteristics of professionalism and accountability within the legal and ethical framework of the practical nurse.

COURSE OUTCOMES

At the completion of this course, the student will be able to:

1. Describe the historical development of the practice of nursing and current definitions of nursing.
2. Differentiate between health and illness.
3. Identify the roles and responsibilities of various health team members.
4. Apply ethical and legal principles to nursing practice.
5. Demonstrate knowledge and application of standard precautions and medical asepsis.
6. Demonstrate effective communication skills.
7. Demonstrate proficiency in identified competencies.
8. Describe caring behaviors enhancing the nurse-client relationship.
9. Identify measures to promote personal hygiene and comfort.
10. Identify the steps of the nursing process.
11. Utilize principles of proper body mechanics.
12. Differentiate between the normal and abnormal range of vital signs.
13. Identify signs and symptoms of common fluid imbalances.
14. Identify measures to promote nutrition, fluid balance, and elimination.
15. Demonstrate measures to promote client safety.

College Lab Outcomes

ASSESSMENT

1. Assesses and identifies normal assessment findings related to specific skill testing.
2. Reports and records pertinent assessments using appropriate terminology.

PLANNING

1. Cooperates with other team members by appropriately assisting others with skills testing and sharing of educational opportunities.
2. Demonstrates adequate preparation for college lab.

IMPLEMENTATION

1. Demonstrates integration of basic concepts of medical asepsis when performing skills in college lab.
2. Implements appropriate psychomotor skills safely to meet client=s needs.
3. Demonstrates effective interpersonal relationships with peers and faculty in clinical lab setting.

4. Maintains self-direction for optimum performance.
5. Provides emotional support to peers acting as client during skills testing: Identifies self, addresses others by preferred name, explains procedures, appropriate conversation directed at the client, and considers the comfort of the client.
6. Demonstrates good use of time in planning and executing work.

EVALUATION

1. Evaluates client=s response to nursing interventions.

MEMBER OF DISCIPLINE

1. Evaluates own abilities and limitations realistically.
2. Accepts responsibility for attendance and written work.
3. Demonstrates an accepting attitude toward peers and faculty.
4. Demonstrates appropriate attire and grooming.
5. Maintains a professional manner that reflects the nursing code of ethics.
6. Demonstrates ability to adapt to stressful situations.

An “Unsatisfactory” rating in any of the listed college lab outcomes will result in an “Unsatisfactory” clinical evaluation for the given term.

Course Units:

See Practical Nursing I syllabus for listing of course units.

Course Calendar:

College lab schedules and a topical outline with classroom schedules are provided with the course orientation information.

Grading:

In order to satisfactorily complete this course, the student must obtain a “C” or better grade of the total accumulated points. The grading scale is as follows:

92 - 100 percent	=	A
85 - 91.99 percent	=	B
77 - 84.99 percent	=	C
69 - 76.99 percent	=	D
68.99 percent or below	=	F

Students must satisfactorily complete the clinical laboratory portion of this course. An unsatisfactory college lab experience for this course will result in an automatic “D” for this course, regardless of the grade earned in theory. See the Practical Nursing Student Handbook for policies regarding probation, withdrawal, and readmission.

Pharmacology Requirements

Regarding math and pharmacology components of the Practical Nursing curriculum:

1. All students will take a math test during the summer school session.
2. Those students who do not pass this math test with a 80 percent score are required to make an appointment in the Student Learning Center at the beginning of the Fall Semester to review math skills. Students must demonstrate safe administration of medications in the clinical area to pass the clinical portion of the program. This includes passing the dosage calculation test the fall semester with an 85 percent by the third attempt to proceed in Practical Nursing II and to perform medication administration in the clinical setting.

Attendance and Tardiness Policy:

College lab attendance is required. College lab provides a mean of gaining experience and an opportunity to assess performance. Timeliness is also expected. Excessive absenteeism and/or tardiness can be a reason for an unsatisfactory clinical rating.

Students who are absent more than one time from college lab will be placed on probation. (Remember that 2 tardies equals 1 absence.)

Late Work Policy:

An incomplete grade will be assigned to students for any required assignments not turned in. An Incomplete will also be given to the student who has not returned materials loaned to them during the course.

Classroom Policies:

See Practical Nursing Student Handbook.

Class Recording and Social Media Policies:

Students may not bring cell phones into the clinical setting in any facility. This policy applies to the preceptorship in Practical Nursing III, as well.

Students are prohibited from false, defamatory, discriminatory or harassing communication concerning events and situations associated with the College and clinical agencies. This pertains to all verbal or written communication including, but not limited to, social media.

Confidentiality pertains to all verbal and written communication including, but not limited to, social media. Students view information only on their assigned client. Students may not print client records from any clinical site computer unless authorized by the instructor.

Academic Integrity Policy:

According to the Student Conduct Code, (see the NIACC Student Handbook, found at <http://www.niacc.edu/student-life/>) academic dishonesty, including but not limited to:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records shall be subject to disciplinary procedures.

If cheating on any test or assignment is determined, the score for that test or assignment will be nullified. Refer to the policy for testing and test review provided with the orientation information.

Course Specific Safety Procedures:

See Practical Nursing Student Handbook.

Disclaimer Statement:

Practical Nursing faculty reserves the right to alter this course's syllabus, policies, grading scale, texts, and calendar as needed at any time during the semester. Students will be alerted to any changes

Program Leader Information:

Program Leader: Laurie DeGroot, RN, MSN
Email: Laurie.DeGroot@niacc.edu
Phone: 641-422-4322

Technical Support:

NIACC's Helpdesk can help with technical problems related to NIACC passwords, logging in to lab computers, MyNIACC, E-mail, Canvas (online course management system), NIACC wireless, WebAdvisor, lab computers, office computers for staff, software issues, and more. NIACC Technology Services does not repair nor support personal computers. For many problems you may get the fastest results if you call our toll-free number below (24 hours – seven days per week).

On campus: 641-422-4357 Toll free: 866-614-5020 helpdesk@niacc.edu

[Technology Support Access](#)

<http://www.niacc.edu/student-life/technology-services/help-desk/>

College Policies

If you have questions regarding issues like grade appeals, grievance policies, and academic probation, refer to the NIACC Student Handbook, which can be accessed at

[Student Life](#)

<http://www.niacc.edu/student-life/>.

NONDISCRIMINATION POLICY

It is the policy of North Iowa Area Community College to not discriminate on the basis of race, color, national origin, sex (including pregnancy), disability, age, sexual orientation, gender identity, genetic information, creed, religion, actual or potential parental, family or marital status or veteran's status in its programs, activities or employment practices as required by the Iowa Code sections 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), 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 Shelly Schmit, EEO/AA Officer, 500 College Drive, Mason City, IA 50401 or via telephone at 641-422-4211. Inquiries may also be directed to 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 SERVICES

North Iowa Area Community College strives to provide an accessible environment for students, faculty, and staff. A student needing accommodations should register with NIACC Disability Services and speak to Lisa Vance, the Disability Services Counselor, in the Student Access Office, AB106. For additional information, contact us at 1-888-466-4222, Ext. 4413, and ask for a brochure regarding Disability Services or to request a meeting with the Disability Services Counselor. You may also contact Lisa Vance directly at 641-422-4296 or vancelis@niacc.edu, or the [disabilities website](#).

<http://www.niacc.edu/student-life/disability-services/>.

If you have concerns regarding equal access to NIACC's services, programs, and activities you may contact NIACC Disability Services or learn more about filing a grievance at the [grievance-procedures website](#)

<http://www.niacc.edu/student-life/disability-services/policies-procedures/grievance-procedure/>.

A Disability Services Student Handbook can be found on our website at [disability services student handbook](#) (full link below) or can be provided in hard copy (or an alternate format), upon request, and lists contact information for NIACC's ADA Coordinator and ADA Compliance Officer, along with other helpful information.

<http://www.niacc.edu/student-life/disability-services/disability-services-student-handbook/>

INCLEMENT WEATHER: Here is the [inclement-weather information on the website](#) (full link below). NIACCAlerts is a free service that alerts you immediately when a decision is made to close campus or delay classes due to weather conditions. This is your best and most accurate means of communication. Sign up here for [NIACC Alerts](#).

<http://www.niacc.edu/about/campus-safety/niaccalerts/>

<http://www.niacc.edu/about/campus-safety/inclement-weather/>

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
<u>INTRODUCTION TO CLASS AND LAB</u>				
1. Discuss overview and objectives of the course.	1. Orientation a. Class b. Lab c. Objectives		Review objectives, handbook, lab expectations, syllabus, and schedule	
<u>NURSING FOUNDATIONS</u>				
1. Identify four nursing theorists and their theories of nursing.	1. Evaluation of Nursing Theorists a. Nightingale b. Henderson c. Orem d. Roy	Timby: Chapter 1 <u>Written Assignment:</u> Personal Requirements/Student Survey-Self Assessment Lab: Review Timby: pp. 156-159, 389-398	Worksheet: History of Nursing Theorist	Video: A Timby Watch and Learn Assessment@ Practice Therapeutic Communication during assessment performance Documentation of assessment findings
2. Describe the history of nursing and three changes that have occurred in the definitions of nursing.	2. History of Nursing			
3. List three objectives of nursing care and identify four basic skills required of nurses.	3. Objectives of Nursing Skills Skills Basic to Nursing			
4. Identify three components that provide a basis for nursing skills.	4. Basis for Nursing Skills			
5. Define six professional behaviors essential to nursing practice.	5. Professionalism		Case Studies	Review of College Lab objectives and evaluation form
<u>CULTURE AND ETHNICITY; THE NURSE-CLIENT RELATIONSHIP; CLIENT TEACHING</u>				
1. Discuss the purpose of the nurse-client relationship.	1. Nurse-client relationship	Timby: Chs. 6, 7, 8		
2. Discuss characteristics of the nurse-client relationship.	2. Six defining characteristics			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
3. Define culture and its influences in relationships.	3. Cultural sensitivity		Handout: Name the Communication Technique	
4. List five characteristics of culturally sensitive nursing.	4. Characteristics of culturally sensitive nursing care			
5. Discuss three phases of a nurse-client relationship.	5. The nurse-client relationship			
6. Differentiate between verbal and nonverbal communication.	6. Verbal and nonverbal communication			
7. Differentiate between therapeutic and non-therapeutic communication.	7. Communication a. Therapeutic communication b. Non-therapeutic communication			
8. Discuss the three learning styles which must be a part of client teaching.	8. Learning Styles a. Oral/Written b. Affective c. Psychomotor			
9. Give examples of techniques which address the various learning styles.	9. Techniques for effective teaching			
<u>HEALTH AND ILLNESS: HOMEOSTASIS, ADAPTATION AND STRESS</u>				
1. Discuss wellness, wholism, and therapeutic relationship to holistic health care.	1. Values associated with health a. Basic needs b. Spiritual care c. Cultural care			
2. Describe stress and adaptation in relation to illness.	2. Stress adaptation a. Stressors b. Physiologic response c. Psychologic response d. Adaptation	Timby: Chs. 4, 5		Perform Head-to-Toe Assessment
3. Identify four trends that affect attitudes for health promotion.	3. Trends in health promotion			
4. Differentiate the terms health, wellness, and illness and explain the concept of the health-illness continuum, including identification of the basic physical and psychosocial needs of man.	4. Health-Illness Continuum a. Wellness b. Illness			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
5. Identify the various members of the health care team.	5. The health care team			
6. Discuss the various methods of administering client care.	6. Patterns for administering client care			
<u>THE NURSING PROCESS</u>				
1. Define the nursing process and seven of its characteristics.	1. The nursing process	Timby: Ch. 2	Identify subjective and objective data	Documentation on a care plan to correlate with the head-to-toe assessment data.
2. List and describe the five steps in the nursing process in the order in which they are performed, as well as seven characteristics of the nursing process.	2. The Nursing Process a. Assessing the client's health status b. Identification of the client's health problems c. Planning the client's nursing care d. Implementing the plan e. Evaluating the results of nursing care	Application Exercise	Name the assessment technique used Correlate medical diagnosis with corresponding nursing diagnosis	
<u>ASEPSIS AND INFECTION CONTROL</u>				
1. Define terms.	1. Terms a. Microorganisms b. Pathogens and nonpathogens c. Aseptic technique d. Asepsis e. Infectious process	Timby: Chs. 10 and 22 Worksheet: A Medical Asepsis Terminology@ Lab: Review Timby: pp. 156-162, 481-482		Demonstration of medical asepsis with head to toe assessment Evaluation of non-sterile glove removal and hand-washing
2. List five conditions necessary to support growth of microorganisms.	2. Characteristics of microorganisms		Worksheet: Chain of Infection	
3. List six examples of natural body defenses that protect individuals from acquiring infections.	3. Natural body defenses			
4. List five factors that increase the potential for acquiring infection.	4. Factors that weaken defenses			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
5. Describe the cycle that explains how microorganisms are spread.	5. The infectious process cycle		Handouts: AStandard Precautions@, AVRE and MRSA@	Practice and demonstration of Isolation, removal of PPE
6. Differentiate between medical and surgical asepsis.	6. Description of asepsis		Types of isolations and PPE	
7. Discuss nursing practices of medical asepsis including examples in grooming, everyday living and client care.	7. Common practices of medical asepsis including examples			
8. List major principles of surgical asepsis and four examples of using surgical asepsis in nursing practice.	8. Principles of surgical asepsis Common practices involving surgical asepsis			
9. Identify three types of latex allergies and select appropriate interventions to prevent allergic reactions.	9. Latex allergies a. Types of latex allergies b. Risk groups c. Equipment with latex d. Prevention			
<u>BODY MECHANICS, POSITIONING AND MOVING; MECHANICAL IMMOBILIZATION</u>				
1. Identify characteristics of good posture in a standing, sitting, or lying position.	1. Maintaining good posture	Timby: Chs. 23, 24, 25, 26 Lab: PTA Student Workshop, pp. 511-518		Demonstration of ambulation, walking with cane, walking with crutches, walking with walker. Evaluation of above
2. List seven basic principles of good body mechanics	2. Principles of body mechanics			
3. Identify four benefits of good posture and proper body mechanics.	3. Benefits of posture and body mechanics			
4. Name and describe six common client positions.	4. Client positions a. Supine b. Lateral c. Lateral oblique d. Prone e. Sims f. Fowler=s			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
5. Identify six positioning devices used for safety and comfort and the purpose of each.	5. Positioning devices a. Bedboard b. Turning sheets c. Hand roll d. Trapeze e. Sandbags f. Specialty beds			
6. Discuss at least five general guidelines that apply to transferring clients.	6. Guidelines to ensure client and caregiver safety a. Gait belts b. Walkers c. Canes d. Crutches			
7. List ten signs and symptoms associated with immobility.	7. Risks of immobility			Demonstrate ROM, Positioning, and adaptive devices. Evaluation of above
8. Identify five ways to prevent complications of immobility.	8. Prevention of complications a. Turning and positioning the client b. Deep breathing c. Nutrition and fluid intake d. Promoting elimination e. Skin care			
9. Describe the major range of motion exercise.	9. Maintaining joint mobility			
10. Discuss the use of antiembolism stockings and continue passive motion machines in the inactive client.	10. Antiembolism stockings Passive motion machines			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
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VITAL SIGNS

(Assessment of Vital Signs)

Temperature

1. Summarize briefly the physiology that is involved with maintaining normal temperature.	1. Body Temperature	Timby: Ch. 12	Video: "Timby Vital Signs"@	Demonstration of TPR, BP and peripheral pulses Evaluation of TPR and BP
2. Identify five factors that influence body temperature.	2. Common factors influencing body temperature		Worksheet: Metric Conversions: F° to C°, Pounds to Kilograms, Inches to Centimeters@	Practice assessing BP, pulse on simulation model
3. Identify normal body temperature.	3. Normal body temperatures			
4. Discuss the signs and symptoms associated with hyperthermia <u>vs.</u> those associated with hypothermia.	4. Elevated body temperature Subnormal body temperature	Lab: Timby: pp. 212-226		
5. List four commonly used sites for obtaining the temperature.	5. Selecting a site for obtaining body temperature			

Pulse

6. Summarize briefly the physiology involved with maintaining normal pulse rates.	6. The pulse	Lab: Timby: pp. 201-202	Vital Signs Review	
7. Identify normal pulse rates, rhythm, and volume.	7. Assessment <ol style="list-style-type: none"> a. Normal pulse rates b. The rhythm of the pulse c. The volume of the pulse 			
8. Discuss factors that influence pulse rates.	8. Common factors that influence pulse rates			
9. Differentiate between tachycardia and bradycardia.	9. Pulse rates			
10. Discuss the apical pulse site and the peripheral sites and their comparison.	10. Selecting a pulse rate The apical pulse rate The apical-radial pulse rate			Assessing Apical Pulse, Listen Sounds Tutor

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
<u>Respirations</u>				
11. Discuss the physiology of respiration.	11. Respirations			
12. Compare normal respiratory rates with tachypnea and bradypnea.	12. Respiratory rates			
13. Define the six common terms used in describing abnormal breathing.	13. Characteristics of breathing			
<u>Blood Pressure</u>				
14. Discuss the physiology of blood pressure.	14. Blood pressure			Practice with BP arm, simulation model
15. Identify common factors that can influence blood pressure.	15. Common factors influencing blood pressure			
16. Differentiate between normal, hypertension, and hypotension.	16. Normal and abnormal high blood pressure			
<u>COMFORT, REST AND SLEEP: SAFETY</u>				
1. Define environment and comfort.	1. The environment	Timby: Chs. 18 and 19		Practice and evaluation of pain assessment tools, scales
2. Describe a comfortable, attractive and practical client room.	2. The client's room			
3. List the equipment normally found in a client's room and identify its usage.	3. Furnishings in the client's room			
4. Describe modifications in client environment which promote comfort.	4. Modifying the environment			
5. Describe the positive effects sleep has on physiologic processes.	5. Role of sleep in providing comfort			
6. Identify ten factors which affect the quantity and quality of sleep one experiences.	6. Contribution to client comfort and rest		Case study	

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
7. Describe common sleep disorders.	7. Sleep disorders a. Insomnia b. Narcolepsy c. Sleep Apnea d. Parasomnias			
8. Discuss age related factors which contribute to risk and/or injury.	8. Factors a. Young adults b. Middle aged adults c. Older adults			
9. Identify four responsibilities of nursing to prevent accidents and manage emergency situations.	9. Safety a. Fall prevention b. Oxygen safety c. Electrical safety d. Fire prevention and evaluation plans e. Disaster plans f. Environmental hazardous materials		Morse Fall Risk Assessment	Care Plan form
<u>HYGIENE</u>				
1. List four reasons for bathing and identify four methods of bathing a client.	1. Caring for healthy skin Providing for a bath or shower Partial bath Tepid sponging	Timby: Ch. 17		
2. Discuss the components of healthy skin, mucous membranes, teeth, hair, and nails.	2. Structure and functions of the skin and mucous membranes Assessment of the skin and related structures		Handouts: ABraden Scale@ and ASkin Assessment Sheet@	
3. Identify the components of the bathing procedure.	3. Perineal care Backrub Showering Oral care Care of the eyes and nose Nails Hair			
4. Discuss methods of providing personal hygiene in selected situations.	4. Suggested measures for hygiene in selected situations a. Unconscious client b. Diabetic c. Elderly			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
<u>NUTRITION</u>				
1. List example of cultural influence on food and eating habits.	1. Culture and eating habits	Timby: Ch. 15 Lab: Timby: pp. 302-304	Video: ACleansing Enema@ , AOstomy Care@	Demonstration of enema and ostomy care on simulation model.
2. Describe the basic nutritional needs of man.	2. Human nutritional needs			
3. Identify the basic food groups in the food pyramid.	3. Basic food groups			
4. List information used in a nutritional assessment.	4. Nutritional assessment			
5. Identify suggestions helpful in weight loss and gain.	5. Promoting weight gain or loss			
6. Discuss problems that commonly influence eating.	6. Common problems that influence eating			
7. List acceptable ways of providing food for clients including alternate methods.	7. Providing food for clients Alternate methods of providing nourishment			
<u>FLUID AND CHEMICAL BALANCE</u>				
1. List the chief functions and sources of body water and ways in which the body normally loses water.	1. Understanding fluid balance	Timby: Ch. 16	Handout: Intake/Output@	CAI - Introduction to Fluid and Electrolyte Balance
2. Identify assessment techniques to detect fluid imbalances.	2. Assessing fluid balance a. Performing physical assessments b. Height and weight measurement c. Intake and output	Lab: Timby: pp. 329-330		
3. Discuss common fluid imbalances and ways to correct these imbalances.	3. Fluid imbalances a. Fluid retention b. Dehydration c. Correcting fluid imbalances			
4. Review math skills for accurate fluid assessment and administration.	4. Math skills a. Systems of measurement b. Conversions			CAI: Math Review for Dosage Calculation, Systems of Measurement, and Conversions

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
<u>URINARY ELIMINATION</u>				
1. Explain how urine is formed and eliminated.	1. Understanding urinary structures and function Factors that influence urinary elimination	Timby: Ch. 30		Demonstration and evaluation of urine specimen collection: 24 hour, catheter, midstream
2. Discuss at least six alterations in normal urinary elimination.	2. Assessing urinary function			
3. Describe how to toilet a client.	3. Toileting the client			
4. Identify common nursing measures used in dealing with client's with urinary incontinence and urinary retention.	4. Managing incontinence			
5. List and describe methods of obtaining a urine specimen.	5. Obtaining urine specimens			
<u>BOWEL ELIMINATION</u>				
1. Describe the functions of the structures involved with the elimination of stool.	1. Reviewing bowel elimination	Timby: Ch. 31		
2. List five factors that affect bowel elimination.	2. Understanding factors affecting bowel elimination	Lab: Timby: pp. 720-728		
3. Describe assessment of bowel function and list nursing methods of relieving common alterations.	3. Bowel function a. Assessing bowel elimination b. Identifying and relieving common alterations in bowel elimination			
4. Differentiate between a colostomy and an ileostomy and list the nursing care involved in caring for an ostomy client.	4. Ostomy care a. Ostomy types b. Changing an appliance c. Irrigating a colostomy d. Draining a continent ostomy e. Assessment of ostomy		Video: A Ostomy Care@	
5. Identify the correct method of obtaining a stool specimen.	5. Obtaining a stool specimen			

OBJECTIVES	CONTENT	STUDENT PREPARATION	IN CLASS ACTIVITY	LAB EXPERIENCES
<u>LEGAL AND ETHICAL ASPECTS OF NURSING</u>				
1. Define appropriate terms for this material.	1. Glossary	Timby: Ch. 3		
2. Discuss laws that control and protect nurses.	2. Good Samaritan Law			
3. Discuss purpose of the Nurse Practice Act and how it is implemented.	3. Definition of the role of nurses			
4. Discuss the Bill of rights and at least three key ethical principles.	4. Ethical principles a. Confidentiality b. Informed consent c. Autonomy			
5. Discuss the Code of Ethics for nurses and how various ethical dilemmas and issues are to be handled in the best interest of the client.	5. Ethics a. Code of Ethics b. Code for Nurses c. Ethical Dilemmas d. Ethical Issues e. Ethics Committees			
6. Discuss at least four ethical issues nurses confront today.	6. Ethical issues a. Allocation of scarce resource b. Abortion c. Assisted suicide d. Care of the AIDS client			
7. Discuss the value of malpractice insurance for the nurse.	7. Selecting liability insurance			

OBJECTIVES

CONTENT

STUDENT PREPARATION

IN CLASS ACTIVITY

LAB EXPERIENCES

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/>.

