

Nursing Fundamentals N001

Student Learning Outcomes and Reading Assignments

Lecture: Mondays & Tuesdays 8:00am-10:10am Room S140



Week 1				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Tuesday</p> <p><u>Introduction</u></p> <ol style="list-style-type: none"> Describe the conceptual framework of the EVC nursing curriculum. Review the nursing policies and procedures outlined in the nursing student handbook. Discuss the roles of the Associate Degree Graduate RN including HIPAA/confidentially and reporting abuse. Analyze the concepts of physical safety within the health care setting. Review math concepts and conversions Identify mathematical principles necessary for safe medication administration. <p>Content continued on next page</p> <p>Content:</p> <p>Introduction</p> <ul style="list-style-type: none"> EVC Nursing Model Nursing Policies and Procedures Overview of the Professional Roles of the Registered Nurse 	<p>N001 Syllabus</p> <p>EVC Student Nursing Handbook</p> <p>Nurse Practice Act www.rn.ca.gov</p> <p><u>Potter & Perry</u> Chapters 1 & 2 Chapter 4 skim and Pg. 61-64</p> <p><u>Potter & Perry</u> Chapter 27 <u>Touhy & Jett</u> Chapter 16</p> <p>assignments continued below</p>	<p><u>Students must WEAR CLOSED SHOES DURING ALL SKILLS LABS</u></p> <p>Standard Precautions: Hand washing Vital Signs Blood Pressure Apical & Radial Pulses Temperature Respirations Pulse Oximetry Pain assessment</p> <p>Height and Weight</p> <p>Transfer Techniques Moving a client in bed Bed to Wheelchair Bed to Gurney/Stretcher Bed to BSC/Chair</p> <p>Ambulation</p> <ul style="list-style-type: none"> With assist With walker With cane 	<p><u>ATI: Skills Modules</u></p> <p>View <u>HIPAA Module</u> <u>Infection control Module</u></p> <ul style="list-style-type: none"> Hand washing Gloves <p><u>Vital Signs Module</u> -View – all sections <u>Ambulation, Transferring, & Range of Motion</u> --View – all sections</p> <p><u>Potter & Perry</u> <i>Standard Precautions (pg. 458)</i> <i>Table 29-6</i> <i>Hand Hygiene (Skill 29-1)</i> <i>Vital Signs</i> <i>Assessing Temp, Pulse, Respiration, Blood Pressure, Measuring O2 Saturation with pulse oximetry (Skills 30-1, 30-2, 30-3, 30 -4 and 30-5)</i></p> <p><i>Transfer techniques Using Safe & Effective Transfer techniques Moving and Positioning patients in bed Skills (39-1 and 28-1)</i> Fall precautions (27-1)</p>	<p>First three weeks of semester clinical days are on campus.</p> <p>See schedule handed out at RN Boot Camp and listed on Canvas</p>

<p><u>Content:</u></p> <ul style="list-style-type: none"> • HIPAA/Confidentiality • Abuse Reporting <p>Physical Safety within the health care setting</p> <ul style="list-style-type: none"> • General Concepts <p>Mathematical Principles</p> <ul style="list-style-type: none"> • Conversions/Basic Formulas • Ratio & Proportion/Dimensional Analysis 			<p><u>Potter & Perry</u> <i>Assisting with ambulation and use of canes, crutches, and walker</i> (pages 804-809)</p> <p>ATI Software <u>Dosage Calculation</u> View: Medication Administration</p> <p>Select from one of the following</p> <p><u>ATI Dosage Calculation</u></p> <p><i>Ratio and Proportion 2.0</i> Or <i>Dimensional Analysis 2.0</i> Or <i>Desired over have 2.0</i></p>	
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Week 2				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<hr/> <p style="text-align: center;">9/10/2018 Quiz 1</p> <hr/> <p>Monday <u>Vital Signs</u></p> <ol style="list-style-type: none"> 1. Discuss the physiological implications of vital signs. 2. Discuss the appropriate nursing care for alterations in vital signs. 3. Discuss the evaluation of pulse sites. 4. Analyze clinical implications of stress. <p>Content: Interpretation of Vital Signs</p> <ul style="list-style-type: none"> • Pulse sites • Clinical Implications • O₂ Saturations • Pain assessment 	<p><u>Potter & Perry</u> Chapter 30</p>	<p>Continue Vital Signs and Transfer techniques</p> <p>Pulse sites</p> <p>Assisting with meals Aspiration Precautions Measuring Intake & Output</p> <p>Oral Care</p> <ul style="list-style-type: none"> • Conscious Adult • Unconscious Adult <p>Bed Making</p> <ul style="list-style-type: none"> • Occupied • Unoccupied <p>Practice Math Questions Continue to practice skills learned.</p>	<p><u>Vital Signs Module</u> -View – all sections</p> <p><i>Assessing Temp, Pulse, Respiration, Blood Pressure, Measuring O₂ Saturation with pulse oximetry (Skills 30-1, 30-2, 30-3, 30 -4 and 30-5)</i></p>	<p>Continue on campus schedule.</p> <p>Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.</p> <p>Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.</p> <hr/> <hr/>

Week 2	Reading	Lab Content	Assignment	Clinical Days
<p>Tuesday <u>Oral Communication</u></p> <ol style="list-style-type: none"> Identify principles of therapeutic communication. Identify barriers to effective communication. Compare and contrast the phases of the Nurse-Client relationship. Discuss the role that caring plays in building a nurse client relationship. Recognize the significance of interviewing in the data collection process. <p>Lines of communication</p> <ol style="list-style-type: none"> Define collaboration of the nurse with selected health care team members. Illustrate the Registered Nurse's accountability to collaboration. Discuss the appropriate lines of communications as a professional nurse. <p>Content:</p> <ul style="list-style-type: none"> Nurse-client relationship/Interviewing Chain of command/Define collaboration 	<p><u>Potter & Perry</u> Chapter 7, 24 & 38</p> <p><u>Touhy & Jett</u> Chapter 2</p>	<p>Completed vital sign check-off including apical pulse in skills lab.</p> <p>Must be checked off on vital signs in order to attend clinical by 9/26/18</p> <p>Continue to practice skills learned.</p> <p>Assisting with meals</p> <p>Aspiration Precautions</p> <p>Measuring Intake & Output</p>	<p><u>Nutrition, Feeding, & Eating</u></p> <ul style="list-style-type: none"> Assisting with feeding <p>View – all (2) oral hygiene info</p> <p><u>Perry, & Potter</u> <i>Aspiration Precautions</i> (Skill 45-1)</p> <p><i>Bed making (pp. 847-852)</i></p> <p><u>ATI Skills Module</u> <i>Oral Hygiene</i> <i>Performing Mouth Care for an Unconscious or debilitated pt.</i> (Skills 40-3)</p> <p>Tuesday 9/11/18 ATI Critical Thinking Assessment</p>	<p>Continue with on campus schedule.</p> <p>Continue practicing skills from week one and two. Formal vital sign check-off.</p> <hr/> <p>Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.</p>

Week 3				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday and Tuesday Quiz 2 (9/18/18)</p> <p><u>Physical Assessment of the adult/geriatric client</u></p> <ol style="list-style-type: none"> 1. Identify the purpose of the physical assessment. 2. Differentiate the components of the head to toe assessment. 3. Describe the appropriate use and technique of inspection, palpation, percussion and auscultation in the head to toe assessment. 4. Describe the process of a head to toe assessment. 5. Differentiate between objective and subjective data. 6. Analyze the significance of physical assessments in the nursing process. <p>Content</p> <ul style="list-style-type: none"> • Physical Assessment of adult/geriatric client • Basic assessment techniques • Oral Care • Bed making 	<p><u>Potter & Perry</u> <u>Chapter 31 omit</u> <u>pages 589-594</u> <u>(not responsible</u> <u>for internal exams</u> <u>ex. Female</u> <u>genitalia)</u> <u>Review reading</u> <u>for basic</u> <u>understanding of</u> <u>concepts.</u></p>	<p>Bed baths</p> <ul style="list-style-type: none"> • Hair care • Shaving a client • Perineal care • Foley Care • Bedpans • Urinals <p>Continue Vital Signs and Transfer techniques Pulse sites</p> <p>Oral Care</p> <ul style="list-style-type: none"> • Conscious Adult • Unconscious Adult <p>Bed Making</p> <ul style="list-style-type: none"> • Occupied • Unoccupied <p>Practice Math Questions Continue to practice skills learned.</p>	<p><u>ATI Skills Modules</u> <u>Personal Hygiene</u> View all (4) Bathing modules <u>Urinary catheter care</u></p> <ul style="list-style-type: none"> • <i>Perineal catheter care</i> • <i>Applying a condom catheter</i> <p><u>ATI Skills Module</u> <u>Adult physical assessment</u> (All body systems)</p> <p>Math Exam (9/18/18) Math Exam Must be passed with 100%</p>	<p>Continue on campus schedule.</p> <p>Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.</p> <p>Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.</p> <p>SBAR</p>

<p style="text-align: center;"><u>Week 4</u> <u>Student Learning Outcomes (SLO)</u></p> <p>Monday <u>Documentation</u></p> <ol style="list-style-type: none"> Analyze the components of the medical record. Describe the relationship between data collection and data analysis. Analyze the legal responsibilities of documentation within the nursing scope of practice. Describe how to access BRN Website. Define QSEN/Informatics <p style="text-align: center;">Content: Use of abbreviations Charting formats Introduction to BRN Website</p>	<p><u>Readings</u> Potter & Perry Chapter 26</p> <p>Nurse Practice Act www.rn.ca.gov</p> <p>QSEN web site http://qsen.org/</p>	<p style="text-align: center;"><u>Lab Content</u></p> <p>Continue to practice Skin Assessment</p> <ul style="list-style-type: none"> General Assessment Demonstrate basic head to toe physical assessment Utilize the nursing process in caring for clients. Apply the nursing process in the development of a nursing care plan utilizing critical thinking skills learned 	<p style="text-align: center;"><u>Assignment</u></p> <p>ATI Skills Modules Be sure and review the documentation sections of this week's ATI skills modules.</p> <p>: <u>ATI Skills Modules Infection control</u></p> <p>View all (5) videos</p> <ul style="list-style-type: none"> Gloves Mask Gowns Hand Hygiene Eyewear and Face shields <p><u>Potter & Perry</u> Isolation – Box 29-11</p>	<p style="text-align: center;"><u>Clinical Orientation</u></p> <p>Start clinical rotations <u>Day 1:</u> Hospital orientation Unit orientation Scavenger Hunt Clinical Instructor will discuss:</p> <ul style="list-style-type: none"> Expectations for patient care How to pick a patient How to prep and begin prep on one patient. <p>Will need copy of clinical prep</p> <p><u>Day2:</u> First day of patient care (will be paired with another classmate) will have prepared your own. prep sheet prior to arriving to second day of clinical</p>
<p>Week 4 Tuesday (9/25/18)</p> <p>Exam 1 Computer Room 8:00am-10:00a</p>	<p style="text-align: center;">EXAM</p> <hr/> <p style="text-align: center;">Covers content to this point</p>		<p style="text-align: center;">Exam 1</p>	

Week 5	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Student Learning Outcomes (SLO) Bring Nursing Diagnosis book to class! Lecture Content</p>				
Monday & Tuesday				
<p><u>Nursing Process and Critical Thinking</u></p> <ol style="list-style-type: none"> 1. Discuss the phases of the nursing process. 2. Apply the nursing process in the development of a nursing care plan. 3. Discuss the skills and attitudes of critical thinking. 4. Illustrate elements of critical thinking. 5. Discuss the relationship between the nursing process and critical thinking. 6. Analyze sociocultural factors utilizing the nursing process. 7. Analyze growth and development factors utilizing the nursing process. 8. Discuss cultural awareness. <p>Content Nursing Process/Critical Thinking</p> <ul style="list-style-type: none"> • Discuss Components • Sociocultural factors • Growth and Development • Application of cultural influences <p>Nursing Care Plan Case Study</p>	<p><u>Potter & Perry</u> Review Chapter 7, Read Chapters 9 and 15-20 Review Chapters 6, and 10-14 (these chapters will be helpful when writing your clinical record</p> <p>Ackley Nursing Diagnosis Handbook pgs 1-17 (Sections 1, 2)</p>	<ul style="list-style-type: none"> • Utilize the nursing process in caring for clients. • Apply the nursing process in the development of a nursing care plan utilizing critical thinking. <p>Content:</p> <ul style="list-style-type: none"> • Case scenarios to apply the nursing process 	<p>ATI <i>Ambulation, Transferring, and Range of Motion – Be sure and view the “Accepted practice section” in the same module</i></p> <p><u>Potter & Perry Applying Restraints (Skill 27-2)</u></p>	<p>Day 1 & 2</p> <p>Full clinical days. Hospital patient care (1 client per student) including vital signs, interviewing patient, morning care (bed bath, bed change, elimination needs) Legal documentation of Vital signs. Prep sheet for assigned client completed prior to arriving at clinical.</p>

<ul style="list-style-type: none"> • Physiological Assessment • Psychosocial Assessment • Developmental Assessment • General Principles of Body Mechanics • Health Promotion and Maintenance <p>Restraints</p> <p>Tuesday <u>Physical Assessment of the Integumentary system of the Adult/geriatric client.</u></p> <ol style="list-style-type: none"> 1. Discuss the role of the Integumentary system in a client. 2. Discuss the steps that constitute a nursing assessment of the Integumentary System. 3. Identify nursing interventions to prevent alteration in the Integumentary system. 4. Discuss Infection Control. 5. Review of Body Defenses. 6. Discuss the Chain of Injection. 7. Implementation of Medical Aseptic Technique (MAT). 8. Differentiate types of isolation. 9. Discuss hygiene care of the adult/geriatric client. 10. Define bacterial infections: E. Coli, C-diff, MRSA, VRE & ESBL <p>Content: Isolation/Infection control/MAT Bathing/Hygiene</p>	<p><u>Lewis (FYI)</u> Chapter 23</p> <p><u>Touhy & Jett</u> Chapter 14</p>	<p>Skin Assessment – continued:</p> <ul style="list-style-type: none"> • General Assessment Practice basic head to toe physical assessment • Utilize the nursing process in caring for clients. • Apply the nursing process in the development of a nursing care plan utilizing critical thinking. 		

Week 7				11
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday & Tuesday</p> <hr/> <p>Clinical Record 1 Due in Lecture 0800 October 15, 2018</p> <hr/> <p><u>Introduction to Medication Administration</u></p> <ol style="list-style-type: none"> 1. Differentiate between pharmacokinetic drug interactions and pharmacodynamic drug interactions, including ethnocodynamics and food interactions. 2. Describe the pharmacodynamic interactions additive, synergistic, and antagonistic. 3. Describes the physiological mechanism of medication action including absorption, distribution, metabolism, and excretion of medications. 4. Discuss the student's responsibilities including documentation during the administration of medications (8 rights) including assessing for adverse reactions and side effects. 5. Utilizes the nursing process to develop an individualized nursing care plan for a client requiring medication. 	<p>Potter & Perry Chapter 32 (pages 609-652)</p> <p>Adams & Urban (bring book to class) Chapters 1-6</p> <p><u>ATI software Pharmacology Made Easy - Introduction Module (15 subsections)</u> <u>Potter & Perry</u> Pgs. 467-483</p> <p>Bring Pharmacology book to class!</p>	<ul style="list-style-type: none"> • Review Math Contract • Must pass with 100% accuracy <p>Begin Oral Medication Check off</p> <hr/> <p>All Students must successfully pass the math exam by Week 7</p> <hr/>	<p><u>ATI Software Review – Dosage Calculation</u></p> <p><u>ATI – Skills modules</u></p> <ul style="list-style-type: none"> • <i>Medication administration 1,2, & 3</i> • <i>Surgical Asepsis (view all sections)</i> <p><u>Potter & Perry</u> <i>Administering Medications Skills 32-1, 32-2, 32-5</i> <i>Box 32-16, 32-17, 32-18, 32-19</i></p>	<p>Day 1 & 2</p> <p>Care of one client, including care provided during week 6. Student continues to practice head to toe assessment, continues to practice assessment and morning care charting using hospital forms.</p> <p><i>Students that have passed math exam and have been checked off on oral medication may administer medications per clinical instructor (with clinical instructor at the bedside during the complete medication process)</i></p>

Week 7 Continued				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>6. Discuss factors that commonly cause medication errors.</p> <p>7. Describes the legal responsibilities associated with documentation for routine and PRN medication administration within the scope of “Nurse Practice Acts.”</p> <p>8. Discuss Surgical Aseptic Technique (SAT) and its application.</p>	<p><u>Content</u> Introduction to Medication Administration Pharmacokinetics</p> <ul style="list-style-type: none"> • Absorption • Distribution • Metabolism • Excretion <p>Pharmacodynamics</p> <ul style="list-style-type: none"> • Therapeutic effect • Synergistic effect • Side effects/Adverse effects <p>Routes of Administration</p> <ul style="list-style-type: none"> • Types of Orders • Administration • 8 rights • Legal Issues • Documentation of Medications <p>Surgical Asepsis – Principles & Application</p>			

Week 8				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday <u>Ethical/Legal applications of the role of the associate nursing student.</u></p> <ol style="list-style-type: none"> 1. Apply ethical principles to nursing practice. 2. Describe how the nurse practice act affects professional nursing in the state of California. 3. Describe how standards of care drive policy and procedure development and minimize liability at the point of care. 4. Describe the role of the Board of Registered Nursing. 5. Describe the role of the Registered Nurse as a patient advocate. 6. Analyze how patient rights direct patient care. 7. Differentiate between negligence and malpractice. 	<p><u>Potter & Perry</u> Chapter 22 & 23</p> <p>BRN Website: www.rn.ca.gov</p>	<p>Medication skills sign off continues</p>	<p>ATI- Practice Assessment-Nutrition</p>	<p>Day 1 & 2 Full clinical days. Hospital patient care (1 client per student) including vital signs, interviewing patient, morning care (bed bath, bed change, elimination needs) Legal documentation of Vital signs. Prep sheet for assigned client completed prior to arriving at clinical.</p> <hr/> <p style="text-align: center;">Health Care Team Member Presentations in Clinical Conference</p> <hr/> <p style="text-align: center;">Midterm evaluations Turn in completed midterm Self-Evaluation into clinical instructor at end of second clinical day.</p>

<p>Application of the role of the associate nursing student</p> <ul style="list-style-type: none"> • Underlying ethical principles • Nursing code of Ethics • Accountability/ • Responsibility • Client Bill of Rights <ul style="list-style-type: none"> ○ Advocacy ○ Malpractice/negligence ○ Nurse Practice Act • Scope of Practice • Collaboration with members of the health care team <p><u>Tuesday Exam 2 (October 23, 2018)</u> Exam 2 Computer Lab 8:00am-10:00am</p>				

Week 9				
<p>Monday - Quiz #3 (October 29, 2018)</p> <p>Student learning Outcomes (SLO) Lecture Content</p> <p><u>Nursing Care of the adult/geriatric client with cardiac disorders</u></p> <ol style="list-style-type: none"> Describe the function of the cardiac system. Evaluate the cardiac system assessment data. Describe the components and sequence of a cardiac assessment. Apply the nursing process to a client who is experiencing a cardiac disorder. Alterations in cardiac function <ul style="list-style-type: none"> Structure and Function of the Cardiovascular System Factors Influencing Cardiac Function Heart Assessment Inspection and Palpation Auscultation Vascular System Diagnostic Studies of the Cardiovascular System 	<p>Assignment</p> <p><u>Potter & Perry</u> Chapter 30 (pgs. 571-580)</p> <p><u>Lewis</u> Chapter 31 (22 pages)</p>	<p>Lab Content</p> <p>Cardiac & Respiratory Assessments</p> <p>Placement of nasal cannula, oxygen mask, and non-rebreather mask.</p> <p>May begin medication check off on injections per clinical Instructor.</p>	<p>Assignment</p> <p><u>ATI Skills Modules</u> <u>Adult Physical Assessment</u> – Review</p> <ul style="list-style-type: none"> cardiac assessment <p><u>Potter & Perry</u> <i>Assessing Apical and Radial Pulses</i> Skill: 30-2</p> <p>ATI – Unproctored Practice Assessment-Fundamentals</p>	<p>Clinical Days Content</p> <p>Continue as in previous weeks. Focus on lab test interpretation. Continue to practice assessments (emphasis on cardiac and respiratory systems), time management, and documentation.</p> <p>Prep sheet for assigned client completed prior to arriving at clinical.</p>

Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Tuesday <u>Care of the Client with alterations in Oxygenation</u></p> <ol style="list-style-type: none"> 1. Distinguish between the structures and functions of the respiratory tract. 2. Describe the indication for oxygen therapy 3. Describe safety precautions associated with the indication for oxygen saturation monitoring 4. Utilize the nursing process to assess, identify nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in oxygenation 5. Describe the nursing responsibilities when administering anti-tussive, expectorant, and mucolytic medications <p>Content</p> <ul style="list-style-type: none"> • Respiratory Physiology • Factors affecting oxygenation • Alterations in respiratory function • Environmental exposures • Oxygen Delivery systems • Oxygen toxicity • Medications-antitussives 	<p><u>Potter & Perry</u> Chapter 41 Omit pages 907-926</p> <p><u>Lewis</u> – Chapter 25</p> <p><u>Adams & Urban</u> Chapter 45</p> <p><u>Touhy & Jett</u> Chapter 22 (FYI)</p>		<p><u>ATI Skills Modules</u> View all of the modules listed under oxygen therapy <i>Assessment</i> -</p> <ul style="list-style-type: none"> • Respiratory Assessment <p><u>Potter & Perry</u> <i>Applying a nasal cannula or oxygen mask</i> Skill: 41-9</p>	<p>Continue as in previous weeks. Focus on lab test interpretation. Continue to practice assessments Prep sheet for assigned client completed prior to arriving at clinical.</p>

Week 10 Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday & Tuesday</p> <p><u>Nursing care of the surgical client</u></p> <ol style="list-style-type: none"> 1. Describes the nursing /legal responsibilities for a client in preparation for, during, and following surgery and conscious sedation. 2. Differentiate between classifications of surgery. Explain the rationale and legal ramifications of informed consent. 3. Explain the nurse’s role in the operating room. 4. Differentiate between anesthesia and conscious sedation. 5. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a preoperative and postoperative client. 6. Discuss common postoperative complications: paralytic ileus, atelectasis, emboli and the rationale for nursing interventions. 7. Explain the difference and similarities in caring for ambulatory surgery versus inpatient surgical patients. 8. Describes the indications for the use of sedatives and hypnotics. 9. Describe non-pharmacological interventions to promote sleep and rest. 	<p><u>Potter & Perry</u> Chapter 50 <u>Lewis</u> Chapters 17, 18, & 19 <u>Adams & Urban</u> Chapters 26 <u>Touhy & Jett</u> Chapter 13 Content: Nursing care of the surgical client</p> <ul style="list-style-type: none"> • Pre-op • Post-op • Sleep/rest <ul style="list-style-type: none"> ○ Sedatives ○ Hypnotics • Anesthesia • Conscious sedation • Informed consent • Application of the Principles of SAT 	<p>Continue with injections Post op exercises TCDB Incentive Spirometer TEDS/SCDS Application of sterile gloves Foley catheter insertion (Bring your skills kits to lab)</p>	<p><u>ATI Skills Modules</u></p> <ul style="list-style-type: none"> • <i>Surgical asepsis</i> -review <p><u>Potter & Perry</u> <i>Demonstrating Post –op. exercises Skills 50-1</i> <i>Procedure Guide lines – Applying SCD’s and Applying Antiembolitic Elastic stockings Box 28-7</i></p>	<p>Continue with skills, practicing assessments. (Emphasis on pre and post op clients)</p> <p>Prep sheet for assigned client completed prior to arriving at clinical.</p>

Week 11				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p style="text-align: center;">Clinical Record #2 Due Beginning of class 0800 (November 13, 2018)</p> <hr/> <p>Tuesday <u>Nursing care of the adult and geriatric client with alteration in the GI system:</u></p> <ol style="list-style-type: none"> Describe the structure and function of the gastrointestinal tract. Describe the component and sequence of a gastrointestinal assessment Compare the assessment findings and nursing interventions of a client who presents with alteration in bowel elimination. Analyze the relationship of alteration in GI assessment with fluid and electrolyte abnormalities. Discuss the rationale for administering laxatives and cathartics. Explain the action, rationale and nursing implication of administering GI medications such as Laxatives and Cathartics. Understand the use of enemas in client with alteration in elimination. Discuss the rationale for placement of a Nasogastric tube. 	<p><u>Potter & Perry</u> Chapter 47, Pgs. 1149-1153, 1154-1166 Review chapter 31,pg 586-589 <u>Adams & Urban</u> Chapter 58 (FYI) Chapter 63, Pages 1024-1030</p> <p><u>ATI Pharmacology Made Easy GI System</u></p>	<ul style="list-style-type: none"> Demonstrate a gastrointestinal assessment Demonstrate the correct procedure for insertion of a Nasogastric tube Demonstrate the use of NG suction. Demonstrate the correct procedure for medication administration through a NGT, GT, or JT <ul style="list-style-type: none"> Demonstrate the correct procedure for administering a medication enema <p>Complete Assessment and care of GT and JT sites</p>	<p style="text-align: center;">Clinical Record #2 Due November 13, 2018</p> <p><u>ATI Skills Modules</u> <u>Urinary catheter care</u></p> <ul style="list-style-type: none"> <u>Inserting an indwelling retention catheter – female</u> <u>Removing of an indwelling retention catheter – female</u> <u>Inserting and removing a straight catheter – male</u> <p><u>Potter & Perry</u> <u>Inserting a straight or indwelling catheter Skill 46-2</u></p> <p><u>Potter & Perry</u> 45.1 (Aspiration precautions) 45.3 (G. I. tube feedings) 47.1 (Administering a cleansing enema) 47.2 (Inserting and maintaining a NG tube)</p>	<p>Continue with skills, practicing assessments. Assessment emphasis (GI)</p> <p>Prep sheet for assigned client completed prior to arriving at clinical.</p> <ul style="list-style-type: none"> Reminder: Begin trending RBC's, HCTs & WBC's on lab sheets <hr/> <p style="text-align: center;"><u>Documentation on hospital flow sheets or computers (with instructors' supervision)</u></p> <hr/> <p>Simulation assignments begin this week</p>

<p>9. Describes the safety measures and appropriate procedures for the administration of medications via NG, GT & JT tube.</p> <p>10. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations GI elimination</p> <p>Content:</p> <p>Physical assessment → Nursing care of the client with alterations of the Gastric intestinal system</p> <ul style="list-style-type: none"> • Review anatomy and physiology • GI terminology • GI assessment <ul style="list-style-type: none"> ○ N/V/D ○ Constipation ○ Impaction • GI Meds • NG for suction, meds, feeding. • Safety implications for NG, JT, & GT med administration <ul style="list-style-type: none"> ○ Laxatives ○ Cathartics <p>Physical assessment → GI system</p> <hr/>			<p>Practice NG tube insertion, feeding through NG,NG,GT tube, Set up feeding pump, medication through NG tube</p> <p>Insertion of ureteral catheters, sterile technique</p>	
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Week 12 Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	<u>ATI Skills Modules</u> <u>Enteral Tube Feedings</u> – view all <u>Enemas</u> – view all	Clinical
<p>Monday</p> <p><u>Nutrition assessment</u></p> <ol style="list-style-type: none"> 1. Describes the major nutrients needed to promote healing. 2. Describes factors that influence nutritional intake including health status, cultural beliefs, developmental level, and LOC. 3. Lists the dietary guidelines. 4. Describes the composition and indication for selected hospital diets. 5. Describes how to address and correct common complications associated with tube feedings. 6. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in nutrition. <p>Content:</p> <ul style="list-style-type: none"> ○ Nutrition <ul style="list-style-type: none"> ○ Influencing factors ○ Dietary guidelines ○ Dietary needs <ul style="list-style-type: none"> ○ Vitamins & mineral supplements ○ Hospital diets ○ NG, GT, JT feeds/complications 	<p><u>Potter & Perry</u> Chapter 45</p> <p><u>Adams & Urban</u> Chapter 61 & 62 (except pages 1068-1069)</p> <p>ATI Nutrition Book</p>	<p>Demonstrate NG feeding via Kangaroo pump</p>	<p>Assignment</p> <p>Nutrition Flyer presentation due in class November 19, 2018</p>	<p>Simulation continues this week</p> <p>Continue Clinical Days</p>
<p><u>Tuesday Exam #3 (Nov. 20, 2018)</u> Computer Lab 8am – 10am</p>				

Week 13				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday <u>Care of the client with alteration in the neurological system.</u></p> <ol style="list-style-type: none"> 1. Describe the function of the neurological system. 2. Identifies the sequence of a neurological assessment. 3. Describe essential techniques for assisting clients to promote and maintain senses. 4. Includes; Glasgow Coma Scale, cranial nerve assessment and care of the client on seizure precautions. <p>Tuesday <u>Care of the adult and geriatric client with alteration in the GU system</u></p> <ol style="list-style-type: none"> 1. Describes the structures and function of the GU system. 2. Describes the components of a urinalysis. 3. Describes the pathophysiological implications of an abnormal urinalysis. 4. Describe common diagnostic tests for the GU system 5. Describes the components and sequence of a GU assessment. 6. Discuss the rationale for straight and indwelling catheters (males & females). 	<p>Term Paper Due Nov. 26, 2018</p> <p><u>Potter & Perry</u> Chapter 31 Review Pg. 598-606 Chapter 49</p> <p><u>Touhy & Jett</u> Chapter 23 (FYI)</p> <p><u>Potter & Perry</u> Chapter 46 <u>Lewis et al.</u> Chapter 44 <u>Touhy & Jett</u> Chapter 12</p>	<p>Nursing Assessment</p> <ul style="list-style-type: none"> • Neurological System • Places client in correct body alignment, log rolling • Glasgow and PERRLA • Blink, Gag & Swallow <p>Seizure Precautions</p>	<p>Term Paper Due (November 26, 2018) 0800 beginning of class</p> <p><u>ATI Skills Modules</u> <u>Urinary catheter care</u></p> <ul style="list-style-type: none"> • Inserting and indwelling retention catheter-female • Removing of an indwelling retention catheter-female • Inserting and removing a straight catheter-male 	<p>Clinical Days: Continue with skills, practicing assessment, medications & documentation (emphasis on GU system)</p> <hr/>

Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in urinary elimination.				
Week 14				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Tuesday , Quiz #4 December 4th Monday & Tuesday</p> <p><u>Nursing care of the adult and *geriatric client with body fluid and electrolyte disturbances:</u></p> <ol style="list-style-type: none"> 1. Describe the distribution, composition, movement and regulation of body fluids. 2. Describe the regulation and movement of major electrolytes: Na and K. 3. Describe common disturbances in fluid and electrolytes. 4. Compare and contrast fluid dehydration and fluid overload. 5. Compare and contrast hypo and hyper K and Na. 6. Identify the variables affecting normal fluid and electrolyte balance. 7. Describe laboratory studies associated with fluid and electrolyte imbalances. 8. Utilizes the nursing process to assess identify, plan and implement, and evaluate care of the adult and geriatric clients with fluid and electrolyte imbalances. 	<p><u>Lewis</u> Chapter 16, pages 270-286 & 292-293</p> <p><u>Touhy & Jett</u> pp. 130-134</p>	<p>Differentiate between hyper, hypo, and isotonic IV solutions</p> <p>Assessment of an IV site</p> <p>Discontinue IV site/Saline Lock.</p> <hr/> <p>Tuesday (December 4, 2018) ATI Nutrition 1030-1230 ATI LE 232-Library</p>	<p><u>ATI Skills Modules</u> <u>Intravenous Therapy</u></p> <ul style="list-style-type: none"> • Discontinuing a peripheral IV- No post test 	<p>Continue delivering safe, quality care to your clients. Continue to practice assessments, time management, and documentation. (emphasis fluids & electrolytes)</p> <hr/> <ul style="list-style-type: none"> • Lab specimen discussions completed

<p>9. Discuss hyper, hypo, and isotonic IV solutions. Continued on next page</p> <p>Content continued</p> <p>10. Discuss assessments for common complications associated with IV therapy. Content: Nursing care of the client with body fluid and electrolyte disturbances.</p> <ul style="list-style-type: none"> • Distribution of body fluids • Electrolytes: Na/K <ul style="list-style-type: none"> ○ Hyper ○ Hypo ○ Medications • Review homeostatic mechanisms regulating fluid volume • Disturbances in fluid volume <ul style="list-style-type: none"> ○ Dehydration ○ Fluid overload • Laboratory data <ul style="list-style-type: none"> ○ CBC ○ Chemistry ○ UA • Discontinuing IV 				

Week 15				
Student Learning Outcomes (SLO) Lecture Content	Assignment	Lab Content	Assignment	Clinical Days Content
<p>Monday & Tuesday</p> <hr/> <p>Monday Quiz # 5 (Tuesday 12/11/18)</p> <hr/> <p><u>Pharmacological and Nonpharmacological interventions for nursing care of the adult and geriatric client in discomfort and pain.</u></p> <ol style="list-style-type: none"> 1. Explain how the physiology of pain relates to the selection of interventions for pain relief. 2. Describes guidelines for selecting and individualizing comfort and pain interventions. 3. Describes non-pharmacological measure for pain relief and supportive comfort measures. 4. Describes the implications for opioid analgesics, nonopioids, and NSAIDs use. 5. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing discomfort or pain. 6. Explain how cultural factors influence the pain experience. 	<p><u>Potter & Perry</u> Chapter 44</p> <p><u>Adams & Urban</u> Chapter 25</p> <p><u>Touhy & Jett</u> Chapter 18</p>	<p>Pain & Culture Pain Assessment PCA Pump Documentation of a full body assessment in the clinical setting.</p> <hr/> <p>Tuesday (12/11/18) ATI Fundamentals N001 1030-1230 Computer Lab</p> <hr/> <p>—</p>	<p><u>Potter & Perry</u> Procedural Guidelines - Massage Box 44-11</p> <p><u>Potter & Perry</u> <i>Procedural guideline – Care of the body after death</i> Box 37-11</p>	<p>Day 1 & Day 2</p> <p>Care of one to two clients at instructor’s discretion including care provided during wk 14 + full head to toe assessment with documentation, Foley catheter insertion, and enema administration Prep sheets <u>Documentation on hospital flow sheets or computers (with instructors’ supervision)</u></p>

Week 16				
Student Learning Outcomes (SLO) Lecture Content	Assignment	• Lab Content	Assignment	Clinical Days Content
<p><u>Monday</u> Nursing care of the dying client:</p> <ol style="list-style-type: none"> 1. Discuss the physiological signs of death 2. Describe and compare the phases of grieving. 3. Discuss cultural aspects to the care of a dying client. 4. Discuss how the concept of “spirituality” can assist client facings loss. 5. Develop a nursing care plan for a client or family experiencing loss and grief. 6. Discuss the use of advance directives in the care of your client. 7. Discuss the legal aspects of organ donation. 8. Discuss principles of palliative care. 9. Discuss components of post mortem care of a client. <p>Content Nursing care of the client at the end of life</p> <ul style="list-style-type: none"> • Physiological signs of death • Cultural aspects • Legal aspects <ul style="list-style-type: none"> ○ Advance directives <p>Organ donation</p>	<p><u>Loss Readings:</u> <u>Potter & Perry</u> Chapters 36, 37</p> <p><u>Touhy & Jett</u> Chapter 28</p>	No Lab		<p><u>FINAL EVALUATIONS</u></p> <p>To be arranged with clinical instructor</p> <p>No clinical</p>

<p><u>Monday</u> <u>Teaching Learning and care of the adult/geriatric</u> 1. Describe the similarities and differences between teaching and learning. 2. Identify the role of the nurse in client education. 3. Describe the domains of learning. 4. Identify basic learning principles. 5. Differentiate factors that determine the readiness to learn from those that determine the ability to learn. 6. Compare and contrast the nursing and teaching process. 7. Describe ways to incorporate teaching with routine nursing care. 8. Evaluate methods of evaluating learning.</p> <p>Content continued</p> <ul style="list-style-type: none"> • Motivation to learn • Ability to learn <p>Factors that facilitate/inhibit learning</p> <ul style="list-style-type: none"> • Providing Education/Focus on older adult 	<p><u>Potter & Perry</u> Chapter 25</p> <p>Content continued</p> <ul style="list-style-type: none"> • Learning Theories • Domains of Learning • Basic Learning Principles • Motivation to learn • Ability to learn <p>Factors that facilitate/inhibit learning</p> <ul style="list-style-type: none"> • Providing Education/Focus on older adult 			
<p>Tuesday Final Exam December 18, 2018 Computer room 8:00am-10:30 am</p>				