**Nursing Fundamentals N001**

**Student Learning Outcomes and Reading Assignments**

**Lecture: Mondays & Tuesdays 8:00am-10:20 am Room S140**



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| **Week 1** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| Monday  Introduction   1. Describe the conceptual framework of the EVC nursing curriculum. 2. Review the nursing policies and procedures outlined in the nursing student handbook. 3. Discuss the roles of the Associate Degree Graduate RN including HIPAA/confidentially and reporting abuse. 4. Analyze the concepts of physical safety within the health care setting. 5. Review math concepts and conversions 6. Identify mathematical principles necessary for safe medication administration.   **Content**:  Introduction   * EVC Nursing Model * Nursing Policies and Procedures * Overview of the Professional Roles of the Registered Nurse   Content continues on next page   * HIPAA/Confidentiality * Abuse Reporting   Physical Safety within the health care setting   * General Concepts   Mathematical Principles   * Conversions/Basic Formulas * Ratio & Proportion/Dimensional Analysis | N001 Syllabus  EVC Student Nursing Handbook  Nurse Practice Act  [www.rn.ca.gov](http://www.rn.ca.gov)  Potter & Perry  Chapters 1 & 2 Chapter 4 skim  and Pg. 65-68  Potter & Perry  Chapter 27  Touhy & Jett  Chapter 16 | ***STUDENTS MUST WEAR CLOSED TOE SHOES DURING ALL SKILLS LABS***  Standard Precautions: Hand washing  Vital Signs  Blood Pressure  Apical & Radial Pulses  Temperature  Respirations  Pulse Oximetry  Pain assessment  Height and Weight  Transfer Techniques  Moving a client in bed  Bed to Wheelchair  Bed to Gurney/Stretcher  Bed to BSC/Chair  Ambulation   * With assist * With walker * With cane * With Crutches | **ATI: Skills Modules (Only one post test due for ATI each week -See separate page)**  View  *HIPAA Module*  *Infection control* Module   * *Hand washing* * *Gloves*   *Vital Signs* Module  -View – all sections  *Ambulation, Transferring, & Range of Motion*  --View – all sections  **Potter & Perry**  *Standard Precautions (pg. 458)*  *Table 29-6*  *Hand Hygiene* (Skill 29-1)  *Transfer techniques Using Safe & Effective Transfer techniques Moving and Positioning patients in bed Skills* (39-1 and 28-1)  Fall precautions (27-1)  **Potter & Perry**  *Assisting with ambulation and use of canes, crutches, and walker* (pages 804-809)  ATI Software  Dosage Calculation  View: Medication Administration  Select from one of the following  ATI Dosage Calculation  *Ratio and Proportion 2.0*  *Or*  *Dimensional Analysis 2.0*  Or  *Desired over* *have* 2.0 | First three weeks of semester clinical days are on campus.  See schedule handed out at RN Boot Camp and listed on Canvas |

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| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **9/01/2020 Quiz 1**  Tuesday  Vital Signs   1. Discuss the physiological implications of vital signs. 2. Discuss the appropriate nursing care for alterations in vital signs. 3. Explain variations in acceptable vital sign values for the geriatric population 4. Explain variations in techniques for obtaining vital signs 5. Identify ranges of acceptable vital sign values in adults   Content:  Interpretation of Vital Signs   * Pulse sites * Clinical Implications * O2 Saturations * Pain assessment | Potter & Perry Chapter 30 | Vital Signs and Transfer techniques  Pulse sites | *ATI Skills Module View Vital Signs*  -View – all sections  **Potter & Perry**  *Assessing Temp, Pulse, Respiration, Blood Pressure, Measuring O2 Saturation with pulse oximetry* (Skills 30-1, 30-2, 30-3, 30 -4 and 30-5) | **Continue on campus schedule.**  Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.  Vital signs must be signed off by your assigned clinical instructor prior to starting clinical. |

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| **Week 2** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days** |
| Tuesday  Oral Communication   1. Identify principles of therapeutic communication. 2. Identify barriers to effective communication. 3. Compare and contrast the phases of the Nurse-Client relationship. 4. Discuss the role that caring plays in building a nurse client relationship. 5. Recognize the significance of interviewing in the data collection process.   Lines of communication   1. Define collaboration of the nurse with selected health care team members. 2. Illustrate the Registered Nurse’s accountability to collaboration. 3. Discuss the appropriate lines of communications as a professional nurse.   Content:   * Nurse-client relationship/Interviewing * Chain of command/Define collaboration * Oral Care * Bedmaking | Potter & Perry  Chapter 7, 24 & 38  Touhy & Jett  Chapter 2 | Assisting with meals  Aspiration Precautions  Measuring Intake & Output  Oral Care   * Conscious Adult * Unconscious Adult   Bed Making   * Occupied * Unoccupied   Practice Math Questions  Continue to practice skills learned.  Completed vital sign check-off including apical pulse in skills lab.  **Must be checked off on vital signs in order to attend clinical by 9/23/20** | **ATI Skills Module**  Nutrition, Feeding, & Eating   * *Assisting with feeding*   View  *Oral Hygiene*   * all (2) oral hygiene modules for inofo   **Perry& Potter**  *Aspiration Precautions*  (Skill 45-1)  *Bed making* ( pp. 847-852 )  *Performing Mouth Care for an Unconscious or debilitated pt*.  (Skills 40-3) | **Continue with on campus schedule.**  Continue practicing skills from week one. Formal vital sign check-off.  SBAR  **Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.** |

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| **Week 3** | | |  |  | | |  | | |  |
| **Student Learning Outcomes (SLO) Lecture Content** | | | **Reading** | **Lab Content** | | | **Assignment** | | | **Clinical Days**  **Content** |
| **Monday and Tuesday**  **Adult Health History (Due 9/14/20)**  Physical Assessment of the adult/geriatric client   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.   Content   * Physical Assessment of adult/geriatric client * Basic assessment techniques * Oral Care * Bed making | | | Potter &Perry  Chapter 31 omit pages 589-594 (not responsible for internal exams ex. Female genitalia)  ***Review reading for basic understanding of concepts.*** | Bed baths   * Hair care * Shaving a client * Perineal care * Foley Care * Bedpans * Urinals   Begin Head to Toe Assessment check off   * General Assessment * Demonstrate basic head to toe physical assessment | | | **ATI Skills Modules**  *Adult physical assessment* ( All body systems)  *Personal Hygiene*  View all (4) Bathing modules  *Urinary catheter care*   * *Perineal catheter care* * *Applying a condom catheter*   **Perry and Potter**  *Bathing and Perineal Care*  Skill 40-1    **Math Exam (9/15/20)**  **Math Exam Must be passed with 100%** | | | **Continue on campus schedule.**  Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.  Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.  Head to toe assessment and check off |
| **Week 4**  **Student Learning Outcomes (SLO)**  Monday  Documentation   1. Analyze the components of the medical record. 2. Describe the relationship between data collection and data analysis. 3. Analyze the legal responsibilities of documentation within the nursing scope of practice. 4. Describe how to access BRN Website. 5. Define QSEN/Informatics   Content:  Use of abbreviations  Charting formats  Introduction to BRN Website  **Tuesday 9/22/20 Exam 1**  **Computer Room 0800-1030**  **Or Virtual on Canvas** | | **Reading**  **Potter & Perry**  **Chapter 26**  **Nurse Practice Act**  [**www.rn.ca.gov**](http://www.rn.ca.gov)  **QSEN web site**  **http://qsen.org/** | **Lab Content**  Transmission Based Precautions | | **Assignment**  **ATI Skills Modules**  **Be sure and review the documentation sections of this week’s ATI skills modules.**  :  **ATI Skills Modules** *Infection control*  View all (5) videos   * Gloves * Mask * Gowns * Hand Hygiene * Eyewear and Face shields   **Potter& Perry**  Isolation – Table 29-6 | | | **Clinical Orientation**  **Start clinical rotations**  **Day 1:**  Hospital orientation  Unit orientation  Scavenger Hunt  Clinical Instructor will discuss:   * Expectations for patient care * How to pick a patient * How to prep and begin prep on one patient.   Will need copy of clinical prep  **Day2:**  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 | | |
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| **Week 5** | **Reading** | **Lab Content** | **Asssignments** | **Clinical** |
| **Student Learning Outcomes (SLO) Bring Nursing Diagnosis book to class!**  **Lecture Content** |  |  |  |  |
| Monday & Tuesday  Nursing Process and Critical Thinking   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.   Content  Nursing Process/Critical Thinking   * Discuss Components * Sociocultural factors * Growth and Development * Application of cultural influences   Nursing Care Plan | Potter & Perry  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)  Ackley Nursing Diagnosis Handbook pgs. 1-17  (Sections 1, 2) | * Utilize the nursing process in caring for clients. * Apply the nursing process in the development of a nursing care plan utilizing critical thinking.   Content:   * Case scenarios to apply the nursing process | **ATI**  Ambulation, transferring and Range of Motion | **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. |

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| **Week 6** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday**  Musculoskeletal System/Hazards of Immobility   1. Describes the functions of the muscular skeletal system in the regulation of movement. 2. Describes the sequence of a muscular skeletal assessment. 3. Discuss the changes in physiological and psychological function associated with mobility and immobility. 4. Assess for correct and impaired body alignment. 5. Discuss hazards of immobility. 6. Describe transfer techniques. 7. Discuss the use of crutches and other assistive devices 8. Discuss the safety factors associated with the application of restraints   Content  Movement  Pathological Influences on Mobility   * History * Assess Alignment- Inspection, Palpation * Immobility * Physiological Assessment * Psychosocial Assessment * Developmental Assessment * General Principles of Body Mechanics * Health Promotion and Maintenance   Restraints  **Tuesday**  Physical Assessment of the Integumentary system of the Adult/geriatric client.   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   Content:  Isolation/Infection control/MAT Bathing/Hygiene | Potter & Perry  Chapter 39 & 28  Potter & Perry  Chapter 31, (pages  544-552)  Chapter 29 (pages 442-466),  Chapter 40  Lewis (FYI)  Chapter 22  Touhy & Jett  Chapter 14 | Nursing Assessment-Musculoskeletal System   * Passive ROM * Correct/Safe use of crutches   Restraints   * Application * Removal * Documentation   Skin Assessment – continued:   * 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. | **Potter & Perry** Applying Restraints (Skill 27-  **Potter& Perry**  Skin Assessment Box 48-4 &. Skill 48-1 | **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.  Assessments (emphasis on integumentary & Muscular skeletal systems)  Prep sheet for assigned client completed prior to arriving at clinical. |
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| **Week 7** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday & Tuesday**  **Clinical Record 1 Due in Lecture 0800**  **October 12, 2020**  **Introduction to Medication Administration**   1. Differentiate between pharmacokinetic drug interactions and pharmacodynamic drug interactions, including ethnoicodynamics 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. | Potter & Perry  Chapter 32 (pages 609-652)  Adams & Urban  (bring book to class)  Chapters 1-6  ATI software *Pharmacology Made Easy -*  Introduction Module (15 subsections )  Potter & Perry Pgs. 467-483  **Bring Pharmacology book to class!** | * **Review Math Contract** * **Must pass with 100% accuracy**   **Begin Oral Medication Check off**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **All Students must successfully pass the math exam by**  **Week 7**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | ATI Software Review – Dosage Calculation  **ATI – Skills modules**   * *Medication administration 1,2,& 3*     **Potter & Perry**  *Administering Medications*  *Skills 32-1, 32-2, 32-5*  *Box 32-16, 32-17, 32-18, 32-19* | **Day 1 & 2**  Care of one client, including care provided during week 6. Student continues to perform head to toe assessment, and morning care charting using hospital forms.  *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)* |

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| **Week 7**  **Continued** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| 1. Discuss factors that commonly cause medication errors. 2. Describes the legal responsibilities associated with documentation for routine and PRN medication administration within the scope of “Nurse Practice Acts.” | Content Introduction to Medication Administration  Pharmacokinetics   * Absorption * Distribution * Metabolism * Excretion   Pharmacodynamics   * Therapeutic effect * Synergistic effect * Side effects/Adverse effects   Routes of Administration   * Types of Orders * Administration * 8 rights * Legal Issues * Documentation of Medications |  |  |  |

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| **Week 8**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday Exam 2 (October 19, 2020)**  **Exam 2 Computer Lab 8:00am-10:00am**  **Tuesday**  Ethical/Legal applications of the role of the associate nursing student.   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.   Application of the role of the associate nursing student   * Underlying ethical principles * Nursing code of Ethics * Accountability/ * Responsibility * Client Bill of Rights   + Advocacy   + Malpractice/negligence   + Nurse Practice Act * Scope of Practice * Collaboration with members of the health care team | Potter & Perry  Chapter 22 & 23  BRN Website:  www.rn.ca.gov | Medication skills sign off continues | **ATI- Practice Assessment- Nutrition** | **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.  **Health Care Team Member Presentations in Clinical Conference**  **Midterm evaluations**  **Turn in completed midterm Self-Evaluation into clinical instructor at end of second clinical day.** |
| **Week 9 Student learning outcomes (SLO) Lecture Content**  **Monday**  Care of the Client with alterations in Oxygenation   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  * Respiratory Physiology * Factors affecting oxygenation * Alterations in respiratory function * Environmental exposures * Oxygen Delivery systems * Oxygen toxicity   Medications-antitussive | ReadingPotter & Perry Chapter 41 (Omit pages 907-926)  Lewis – Chapter 25 Adams & Urban Chapter 45    Touhy & Jett  Chapter 22 (FYI) | **Lab Content**  Cardiac & Respiratory Assessments  Placement of nasal cannula, oxygen mask, and non- rebreather mask.  May begin medication check off on injections per clinical  Instructor. | **Assignment**  **ATI Skills Modules** View all of the modules listed under oxygen therapy   * Respiratory Assessment   **Potter & Perry**  *Applying a nasal cannula or oxygen mask*  Skill: 41-9  **ATI – Un-proctored Practice Assessment-Fundamentals** | **Clinical Days Content**  Continue as in previous weeks.  Focus on lab test interpretation. Continue to practice assessments (emphasis on cardiac and respiratory systems), time management, and documentation.  Prep sheet for assigned client completed prior to arriving at clinical. |
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| **Continue Week 9** |  |  |  |  |

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| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Student Learning Outcomes (SLO) Lecture Content**  **Tuesday - Quiz #2 (October 27, 2020)**  Nursing Care of the adult/geriatric client with cardiac disorders   1. Describe the function of the cardiac system. 2. Evaluate the cardiac system assessment data. 3. Describe the components and sequence of a cardiac assessment. 4. Apply the nursing process to a client who is experiencing a cardiac disorder. 5. Alterations in cardiac function  * 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 | Potter & Perry Chapter 30 (pgs. 571-580) Lewis Chapter 31 (22 pages) |  | **Potter & Perry**  *Assessing Apical and Radial Pulses*  Skill: 30-2 | 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. |

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| **Week 10**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday & Tuesday**  Nursing care of the surgical client   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. 10. 10. Discuss Surgical Aseptic Technique (SAT) and its application. | Potter & Perry Chapter 50  Lewis Chapters 17, 18, & 19  Adams & Urban Chapters 26  Touhy & Jett Chapter 13  **Content:**  Nursing care of the surgical client   * Pre-op * Post-op * Sleep/rest   + Sedatives   + Hypnotics * Anesthesia * Conscious sedation * Informed consent * Application of the Principles of SAT | Continue with injections Post op exercises TCDB Incentive Spirometer TEDS/SCDS Application of sterile gloves Foley catheter insertion  (Bring your skills kits to lab) | **ATI Skills Modules**   * *Surgical Asepsis*   **Potter & Perry** *Demonstrating Post –op. exercises* Skills 50-1  *Procedure Guide lines – Applying SCD’s and*  *Applying Antiembolitic Elastic stockings Box 28-7*  **Potter & Perry**  *Preparing a sterile field.* Skill 29-2  *Open Gloving* Skill 29-5  *Inserting straight or indwelling urinary catheter* Skill 46-2 | Continue with skills, practicing assessments.  (Emphasis on pre and post op clients)  Prep sheet for assigned client completed prior to arriving at clinical. |
| **Week 11** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
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| **­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Clinical Record #2 Due**  **Beginning of class 0800**  **(November 9, 2020)** Monday Nursing care of the adult and geriatric client with alteration in the GI system**:**   1. Describe the structure and function of the gastrointestinal tract. 2. Describe the component and sequence of a gastrointestinal assessment 3. Compare the assessment findings and nursing interventions of a client who presents with alteration in bowel elimination. 4. Analyze the relationship of alteration in GI assessment with fluid and electrolyte abnormalities. 5. Discuss the rationale for administering laxatives and cathartics. 6. Explain the action, rationale and nursing implication of administering GI medications such as Laxatives and Cathartics. 7. Understand the use of enemas in client with alteration in elimination. 8. Discuss the rationale for placement of a Nasogastric tube. 9. Describes the safety measures and appropriate procedures for the administration of medications via NG, GT & JT tube. 10. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations GI elimination   Content: Physical assessment🡪 Nursing care of the client with alterations of the Gastric intestinal system   * Review anatomy and physiology * GI terminology * GI assessment   + N/V/D   + Constipation   + Impaction * GI Meds * NG for suction, meds, feeding. * Safety implications for NG, JT, & GT med administration   + Laxatives   + Cathartics   Physical assessment🡪 GI system TuesdayNutrition Flyer presentation due in classNovember 10, 2020Nutrition assessment  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.   Content:   * Nutrition  Influencing factors * Dietary guidelines * Dietary needs   + Vitamins & mineral supplements   + Hospital diets   + NG tube and JT feedings and complications | Potter & Perry Chapter 47,  Pgs. 1149-1153, 1154-1166 Review chapter 31,pg 586-589  Adams & Urban Chapter 58 (FYI) Chapter 60, Pages 1024-1030  ATI Pharmacology Made Easy  GI System ReadingPotter & Perry Chapter 45  Adams & Urban  Chapter 61 & 62  ( **except** pages 1068-1069)  ATI Nutrition Book | * 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 * Demonstrate the correct procedure for administering a medication enema   Complete Assessment and care of GT and JT sites  **Lab Content**  Demonstrate NG feeding via Kangaroo pump | **­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Clinical Record #2 Due**  **November 9, 2020**  **ATI Skills Modules**  *Urinary catheter care*   * Inserting an indwelling retention catheter – female * Removing of an indwelling retention catheter – female * Inserting and removing a straight catheter – male  Potter & Perry  45.1 (Aspiration precautions) 45.3 (G. I. tube feedings) 47.1 (Administering a cleansing enema)  47.2 (Inserting and maintaining a NG tube)  Practice NG tube insertion, feeding through NG,NG,GT tube, Set up feeding pump, medication through NG tube  Insertion of ureteral catheters, sterile technique  **Assignment**  **ATI Skills Modules**  ***Enteral Tube Feedings* – view all** Perry & Potter Box 32-14 Administering medications through enteral tubes , pg. 636 Assignment **Nutrition Flyer presentation due in class**  **November 10, 2020** | Continue with skills, practicing assessments.  Assessment emphasis (GI)  Prep sheet for assigned client completed prior to arriving at clinical.   * Reminder: Begin trending RBC’s, HCTs & WBC’s on lab sheets   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation on hospital flow sheets or computers (with instructors’ supervision)  **Simulation assignments begin this week**  **Clinical Day Content**  Continue Clinical Days |
| **Week 12**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday Exam #3 (Nov. 16, 2020)**  **Computer Lab 8am – 10am**  Tuesday  Care of the client with alteration in the neurological system.   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.  Week 13Student Learning Outcomes (SLO) Lecture Content Term Paper Due Nov. 23, 2020  Monday  Care of the adult and geriatric client with  alteration in the GU system     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).   Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in urinary elimination. | Potter & Perry Chapter 31  Review Pg. 598-606  Chapter 49  Touhy & Jett  Chapter 23 (FYI)  **Reading content**  Potter & Perry  Chapter 46  Lewis et al.  Chapter 44  Touhy & Jett  Chapter 12 | Nursing Assessment   * Neurological System * Places client in correct body alignment, log rolling * Glasgow and PERRLA * Blink, Gag & Swallow   Seizure Precautions  **Lab**  Catch up week | **ATI Skills Modules**  ***Enemas* – view all**  **Assignment**  **Term Paper Due**  **(November 23, 2020) 0800 beginning of class** | **Clinical Days:** Continue with skills, practicing assessment, medications & documentation (emphasis on Neurological system)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Clinical Days Content**  **Clinical Days:** Continue with skills, practicing assessment, medications & documentation (emphasis on GU system) |
| **Tuesday**  Teaching Learning and care of the adult/geriatric  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.  Content continued   * Motivation to learn * Ability to learn   Factors that facilitate/inhibit learning   * Providing Education/Focus on older adult | Potter & Perry Chapter 25  Content continued   * Learning Theories * Domains of Learning * Basic Learning Principles * Motivation to learn * Ability to learn   Factors that facilitate/inhibit learning   * Providing Education/Focus on older adult |  |  |  |
| **Week 14**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Tuesday , Quiz #3 December 1, 2020**  Monday & Tuesday  Nursing care of the adult and \*geriatric client with body fluid and electrolyte disturbances**:**   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**. (Continue to next page)** 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. 9. Discuss hyper, hypo, and isotonic IV solution   Content continued   1. Discuss assessments for common complications associated with IV therapy.   Content:  Nursing care of the client with body fluid and electrolyte disturbances.   * Distribution of body fluids * Electrolytes: Na/K   + Hyper   + Hypo   + Medications * Review homeostatic mechanisms regulating fluid volume * Disturbances in fluid volume   + Dehydration   + Fluid overload * Laboratory data   + CBC   + Chemistry   + UA * Discontinuing IV | Lewis  Chapter 16, pages 270-286 & 292-293  Touhy & Jett  pp. 130-134 | Differentiate between hyper, hypo, and isotonic IV solutions  Assessment of an IV site  Discontinue IV site/Saline Lock.  **Tuesday (December 1, 2020)**  **ATI Nutrition**  **1030-1230 ATI**  **Exam Room** | ATI Skills Modules *Intravenous Therapy*   * Discontinuing a peripheral IV- No post test | Continue delivering safe, quality care to your clients.  Continue to practice assessments, time management, and documentation.  (emphasis fluids & electrolytes)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Lab specimen discussions completed |
| **Week 15** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| Monday & Tuesday  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Tuesday Quiz # 4 (December 8, 2020)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pharmacological and Nonpharmacolgicalinterventions for nursing care of the adult and geriatric client in discomfort and pain.   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*.* | Potter & Perry Chapter 44  Adams & Urban  Chapter 25  Touhy & Jett  Chapter 18 | Pain & Culture Pain Assessment PCA Pump  Documentation of a full body assessment in the clinical setting.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Tuesday (12/8/20)**  ­­­­­­­­­­­ATI  Fundamentals  **N001**  **1030-1230**  **Computer Lab**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Potter & Perry Procedural Guidelines - Massage Box 44-11 | Day 1 & Day 2  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  Documentation on hospital flow sheets or computers (with instructors’ supervision) |
| **Week 16** |  |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Lab Content** | **Assignment** | **Clinical Days**  **Content** |
| **Monday**  Nursing care of the dying client:   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.   Content  Nursing care of the client at the end of life   * Physiological signs of death * Cultural aspects * Legal aspects   + Advance directives   Organ donation | Loss Readings:  Potter & Perry  Chapters 36, 37  Touhy & Jett  Chapter 28 | No Lab | **Potter & Perry**  *Procedural guideline – Care of the body after death*  Box 37-11 | **FINAL EVALUATIONS**  **To be arranged with clinical instructor**  No clinical |
| **Tuesday**  **Final Exam December 15, 2020**  **Computer room 8:00am-10:20 am** |  |  |  |  |