

Nursing Fundamentals N001

Student Learning Outcomes and Reading Assignments

Lecture: Mondays & Tuesdays 8:00am-10:15 am

Synchronous /Asynchronous on Zoom



* Reading Assignments in Perry & Potter Fundamentals of Nursing 10th ed.

Week 1				
Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
<p>Monday</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/confidentiality 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><u>Content:</u></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>Content continues on next page</p> <ul style="list-style-type: none"> HIPAA/Confidentiality Abuse Reporting 	<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. 68-69</p> <p><u>Potter & Perry</u> Chapter 27 <u>Touhy & Jett</u> Chapter 16</p>	<p><u>STUDENTS MUST WEAR CLOSED TOE 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 Ambulation</p> <ul style="list-style-type: none"> With assist With walker With cane With Crutches 	<p><u>ATI: Skills Modules (Only one post test due for ATI each week -See separate page on Canvas)</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 Table 28-6(pg. 438)</i> <i>Hand Hygiene (Skill 28.1)</i> <i>Transfer techniques Using Safe & Effective Transfer techniques Moving and Positioning patients in bed Skills</i> Skills (38.1, 38.2 and 39.1) Fall precautions Skill (27.1) <u>Potter & Perry</u> <i>Assisting with ambulation and use of canes, crutches, and walker (pgs. 796-801)</i></p>	<p>First three weeks of semester clinical days are on campus.(See separate schedule)</p> <p>See schedule handed out at Orientation and listed on Canvas *Subject to change*</p>

--	--	--	--	--

Physical Safety within the health care setting <ul style="list-style-type: none"> • General Concepts Mathematical Principles <ul style="list-style-type: none"> • Conversions/Basic Formulas • Ratio & Proportion/Dimensional Analysis 			ATI Software <u>Dosage Calculation 3.0</u> For your own practice Select from one of the following <u>ATI Dosage Calculation</u> <i>Ratio and Proportion 2.0</i> <i>Or</i> <i>Dimensional Analysis 2.0</i> <i>Or</i> <i>Desired over have 2.0</i>	
---	--	--	---	--

Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
Week 1 continued <hr/> 1/26/2021 Quiz 1 <hr/> Tuesday <u>Vital Signs</u> <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. 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 <ul style="list-style-type: none"> • Pulse sites • Clinical Implications • O₂ Saturations • Pain assessment 	Potter & Perry Chapter 29	Vital Signs and Transfer techniques Pulse sites	<u>ATI Skills Module View Vital Signs</u> -View – all sections Potter & Perry <i>Assessing Temp, Pulse, Respiration, Blood Pressure, Measuring O2 Saturation with pulse oximetry (Skills 29-1, 29-2, 29-3, 29 -4 and 29-5)</i>	Continue on campus schedule. Continue practicing vital signs; add in pulse sites, fall precautions, moving patients in bed, transfer techniques, body mechanics Vital signs must be signed off by your assigned clinical instructor prior to starting clinical. <hr/> <hr/>

Week 2 Monday and Tuesday Adult Health History (Due 2/9/21)	Reading	Lab Content	Assignments	Clinical
<u>Physical Assessment of the adult/geriatric client</u> <ol style="list-style-type: none"> Identify the purpose of the physical assessment. Differentiate the components of the head to toe assessment. Describe the appropriate use and technique of inspection, palpation, percussion and auscultation in the head to toe assessment. Describe the process of a head to toe assessment. Differentiate between objective and subjective data. 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>Potter &Perry Chapter 30 omit pages 572 (not responsible for internal exams ex. Female genitalia or breast exam)</p> <p><i>Review reading for basic understanding of concepts.</i></p>	<p>Aspiration Precautions Measuring Intake & Output Assisting with meals 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> <ul style="list-style-type: none"> <p>Begin Head to Toe Assessment check off</p>	<p><u>ATI Skills Modules</u> <u>Adult physical assessment</u> (All body systems)</p> <ul style="list-style-type: none"> <i>Assisting with feeding</i> View <i>Oral Hygiene</i> all (2) oral hygiene modules for information <p><u>Perry & Potter</u> <i>Aspiration Precautions</i> (Skill 45.1) pg 1130</p> <p><i>Bed making</i> (pp. 887-891) Box 40.16 <i>Performing Mouth Care for an Unconscious or debilitated pt.</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> <p>Head to toe assessment and check off</p>
		<ul style="list-style-type: none"> General Assessment Demonstrate basic head to toe physical assessment 		

Week 3	Reading	Lab	Assignments	Clinical
<p>Monday <u>Oral Communication</u></p> <ol style="list-style-type: none"> 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. <p>Lines of communication</p> <ol style="list-style-type: none"> 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. <p>Content:</p> <ul style="list-style-type: none"> • Nurse-client relationship/Interviewing • Chain of command/Define collaboration • Oral Care • Bedmaking 	<p><u>Potter & Perry</u> Chapter 7, 24 & 37</p> <p><u>Touhy & Jett</u> Chapter 2</p>	<p>Bed baths</p> <ul style="list-style-type: none"> • Hair care • Shaving a client • Perineal care • Foley Care • Bedpans <p>Urinals</p> <p>Completed vital sign check-off including apical pulse in skills lab. Must be checked off on vital signs in order to attend clinical by 2/11/21</p>	<p><u>ATI Skills Module</u> Nutrition, Feeding, & Eating <u>Personal Hygiene</u></p> <p>View all (4) Bathing modules</p> <p><u>Perry and Potter</u></p> <p><i>Bathing and Perineal Care</i></p> <p>Skill 40-1</p> <p><u>Urinary catheter care</u></p> <ul style="list-style-type: none"> • <i>Perineal catheter care</i> • <i>Applying a condom catheter</i> <p>(Skills 40-3)</p> <p>Math Exam (2/10/21)</p> <p>Math Exam Must be passed with 100%</p>	<p>Continue with on campus schedule.</p> <p>Continue practicing skills from week one. Formal vital sign check-off.</p> <p>SBAR</p> <hr/> <p>Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.</p> <hr/>

<p>Week 3 (cont.) <u>Student Learning Outcomes (SLO)</u></p> <p><u>Tuesday</u> <u>Documentation</u></p> <ol style="list-style-type: none">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 <p>Content:</p> <p> Use of abbreviations Charting formats Introduction to BRN Website</p>	<p><u>Reading</u></p> <p>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;">Week 4</p> <p>Monday 2/15/21- Holiday</p> <p>Tuesday 2/16/21 Exam 1 On Canvas using Proctorio 0800-1030</p>		<p style="text-align: center;"><u>Lab Content</u></p> <p>Transmission Based Precautions Table 28.6 pg. 438 Box 28.12, Boxy 28.13</p>	<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. : <u>ATI Skills Modules Infection control</u> 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></p> <p>Isolation -Table 28.6 (pg 438) and pg 440</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>

Week 5	Reading	Lab Content	Asssignments	Clinical
Student Learning Outcomes (SLO) Bring Nursing Diagnosis book to class! Lecture Content	<u>Reading</u>	<u>Lab Content</u>	<u>Assignment</u>	<u>Clinical Orientation</u>
Monday & Tuesday <u>Nursing Process and Critical Thinking</u> 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 <ul style="list-style-type: none"> Discuss Components Sociocultural factors Growth and Development Application of cultural influences Nursing Care Plan	<u>Potter & Perry</u> 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)	<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. Content: <ul style="list-style-type: none"> 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.

Week 6 Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
<p>Monday <u>Musculoskeletal System/Hazards of Immobility</u></p> <ol style="list-style-type: none"> 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 <p>Content Movement Pathological Influences on Mobility</p> <ul style="list-style-type: none"> • History • Assess Alignment- Inspection, Palpation • Immobility • Physiological Assessment • Psychosocial Assessment • Developmental Assessment • General Principles of Body Mechanics • Health Promotion and Maintenance <p>Restraints</p>	<p><u>Potter & Perry</u> Chapter 38 & 39</p>	<p>Nursing Assessment- Musculoskeletal System</p> <ul style="list-style-type: none"> • Passive ROM • Correct/Safe use of crutches <p>Restraints</p> <ul style="list-style-type: none"> • Application • Removal • Documentation 	<p>Potter & Perry Applying Restraints (Skill 27.2 pg 414)</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. Assessments (emphasis on integumentary & Muscular skeletal systems)</p> <p>Prep sheet for assigned client completed prior to arriving at clinical.</p>

Tuesday <u>Physical Assessment of the Integumentary system of the Adult/geriatric client.</u> 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 Infection. 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	<u>Potter & Perry</u> Chapter 30, (pgs. 527-536) Chapter 28 (pg. 422-443) Chapter 40 <u>Lewis (FYI)</u> Chapter 22 <u>Touhy & Jett</u> Chapter 14	Skin Assessment – continued: <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. 	<u>Potter& Perry</u> Skin Assessment Table 48.3 pg. 1244 . Skill 48.1 pg 1272	

Week 7				
Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
<p>Monday & Tuesday</p> <hr/> <p>Clinical Record 1 Due 0800 March 8, 2021</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 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. 	<p><u>Potter & Perry</u> Chapter 31(pgs. 590-636)</p> <p><u>Adams & Urban</u> (bring book to class) Chapters 1-6</p> <p><u>ATI software Pharmacology Made Easy - Introduction</u> Module (15 subsections)</p> <p>Bring Pharmacology book to class!</p>	<p>Begin Oral Medication Check off</p> <hr/> <ul style="list-style-type: none"> • Review Math Contract <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> <p><u>Potter & Perry</u> <i>Administering Medications</i> Skills 31-1,31-2, 31-5 Box 31-16, 31-17, 31-18, 31-19</p>	<p>Day 1 & 2</p> <p>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.</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	Reading	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><u>Content</u> Introduction to Medication Administration Pharmacokinetics</p> <ul style="list-style-type: none"> • Absorption • Distribution • Metabolism • Excretion Pharmacodynamics <ul style="list-style-type: none"> • Therapeutic effect • Synergistic effect • Side effects/Adverse effects Routes of Administration <ul style="list-style-type: none"> • Types of Orders • Administration • 8 rights • Legal Issues • Documentation of Medications 				

<p style="text-align: center;">Week 8 Student Learning Outcomes (SLO) Lecture Content</p>	<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Lab Content</p>	<p style="text-align: center;">Assignment</p>	<p style="text-align: center;">Clinical Days Content</p>
<p><u>Monday Exam 2 (March 15, 2021)</u> Exam 2 (On Canvas using Proctorio) 8:00am-10:00am</p> <p>Tuesday <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 	<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><u>Midterm evaluations</u> Turn in completed midterm Self-Evaluation into clinical instructor at end of second clinical day.</p>

<p>malpractice.</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				
--	--	--	--	--

Week 9

Student learning outcomes (SLO)

Lecture Content

Monday - Quiz #2 (March 22, 2021)

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

Reading

Potter & Perry

Chapter 30 (pgs. 554-562)

Lewis

Chapter 31
(22 pages)

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

Potter & Perry

Assessing Apical and Radial Pulses in Chap 30

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.

			<u>Assignment</u>	<u>Clinical Days Content</u>
Continue Week 9				
Student Learning Outcomes (SLO) Lecture Content		<u>Lab Content</u>	<u>ATI Skills Modules</u>	As above
Tuesday	<u>Reading</u>	As above	_View all of the modules listed under oxygen therapy <ul style="list-style-type: none"> • Respiratory Assessment 	
<u>Care of the Client with alterations in Oxygenation</u>				
<ul style="list-style-type: none"> • Distinguish between the structures and functions of the respiratory tract. • Describe the indication for oxygen therapy • Describe safety precautions associated with the indication for oxygen saturation monitoring • Utilize the nursing process to assess, identify nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in oxygenation • Describe the nursing responsibilities when administering anti-tussive, expectorant, and mucolytic medications • Factors affecting oxygenation • Alterations in respiratory function • Environmental exposures • Oxygen Delivery systems • Oxygen toxicity 	<u>Potter & Perry</u> Chapter 41 (Omit pages 947-971) <u>Lewis</u> – Chapter 25 <u>Adams & Urban</u> Chapter 45 <u>Touhy & Jett</u> Chapter 22 (FYI)		<u>Potter & Perry</u> <i>Applying a nasal cannula or oxygen mask</i> Box 41.9 pg 941 <u>ATI – Un-proctored Practice Assessment-Fundamentals</u>	

Week 10 Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
Monday & Tuesday <u>Nursing care of the surgical client</u> 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. 8. 10. Discuss Surgical Aseptic Technique (SAT) and its application.	<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 <u>Potter & Perry</u> Pgs. 467-483 </p> <p> Content: Nursing care of the surgical client <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> <u>ATI Skills Modules</u> • <i>Surgical Asepsis</i> </p> <p> <u>Potter & Perry</u> <i>Demonstrating Post –op. exercises Skills 50.1</i> <i>Applying SCD's and Applying Antiembolitic Elastic stockings Box 39.8</i> </p> <p> <u>Potter & Perry</u> <i>Preparing a sterile field. Skill 28.2 pg 453</i> </p> <p> <i>Open Gloving Skill 28.4 pg 460</i> Apply sterile technique to <i>Inserting straight or indwelling urinary catheter Skill 46.2 pg 1181</i> </p>	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
<p align="center">Clinical Record #2 Due April 12, 2021</p> <hr/> <p>Monday <u>Nursing care of the adult and geriatric client with alteration in the GI system:</u></p> <ol style="list-style-type: none"> 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. 	<p><u>Potter & Perry</u> Chapter 47, Pgs. 1198-1229</p> <p>Review Chap. 30 pg. 566-569) <u>Adams & Urban</u> Pharmacology of Diarrhea</p> <p><u>ATI Pharmacology Made Easy</u> GI System</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 align="center">Clinical Record #2 April 12, 2021</p> <p><u>ATI Skills Modules</u> <i>Urinary catheter care</i></p> <ul style="list-style-type: none"> • Inserting an indwelling retention catheter – female • Removing of an indwelling retention catheter – female • Inserting and removing a straight catheter – male <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 align="center"><u>Documentation on hospital flow sheets or computers (with instructors' supervision)</u></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: 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>			<p>Practice NG tube insertion, feeding through NG,NG,GT tube, Set up feeding pump, medication through NG tube</p> <p>Insertion of urethral catheters, sterile technique</p>	
<p>Tuesday Quiz April 13, 2021</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 	<p>Reading</p> <p><u>Potter & Perry</u> Chapter 45 <u>Adams & Urban</u> Chapter 61 & 62 (except pages 1068-1069)</p> <p>ATI Nutrition Book</p>	<p>Lab Content</p> <p>Demonstrate NG feeding via Kangaroo pump</p>	<p>Assignment</p> <p><u>ATI Skills Modules</u> <u>Enteral Tube Feedings</u> – view all</p> <p>Perry & Potter Administering medications through enteral tubes Box 31-14 pg. (pg 617)</p>	<p>Clinical Day Content</p> <p>Continue Clinical Days</p>

<p>complications associated with tube feedings.</p> <p>6. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in nutrition.</p> <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 tube and JT feedings and complications 				
<p style="text-align: center;">Week 12</p> <p>Student Learning Outcomes (SLO)</p> <p>Lecture Content</p>	Reading	Lab Content	Assignment	Clinical Days Content
<p><u>Monday</u></p> <p>Exam #3 (April 19, 2021)</p> <p>8am – 10am (Proctorio on Canvas)</p> <p><u>Tuesday</u></p> <p><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><u>Potter & Perry</u> Chapter 30 pgs. 580-586</p> <p>Chapter 49</p> <p><u>Touhy & Jett</u> Chapter 23 (FYI)</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><u>ATI Skills Modules</u></p> <p><u>Enemas</u> – view all</p> <p>Perry and Potter Skill 47.1</p>	<p>Clinical Days: Continue with skills, practicing assessment, medications & documentation (emphasis on Neurological system)</p>

<p style="text-align: center;">Week 13</p> <p>Student Learning Outcomes (SLO) <u>Lecture Content</u> Term Paper Due April 26, 2021 Monday <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>Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in urinary elimination.</p>	<p><u>Reading content</u></p> <p><u>Potter & Perry</u> Chapter 46 <u>Lewis et al.</u> Chapter 44 <u>Touhy & Jett</u> Chapter 12</p>	<p><u>Lab</u></p> <p>Catch up week</p>	<p><u>Assignment</u></p> <p>Term Paper Due (April 26, 2021) 0800 beginning of class</p>	<p><u>Clinical Days Content</u></p> <p>Clinical Days: Continue with skills, practicing assessment, medications & documentation (emphasis on GU system)</p>
<p><u>Tuesday</u> <u>Teaching Learning and care of the adult/geriatric</u></p> <ol style="list-style-type: none"> 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 	<p><u>Potter & Perry</u> Chapter 25</p> <p>Content continued</p> <ul style="list-style-type: none"> • Learning Theories • Domains of Learning 			

<p>to learn from those that determine the ability to learn.</p> <p>6. Compare and contrast the nursing and teaching process.</p> <p>7. Describe ways to incorporate teaching with routine nursing care.</p> <p>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 	<ul style="list-style-type: none"> • 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>Week 14</p> <p>Student Learning Outcomes (SLO)</p> <p>Lecture Content</p>	<p>Reading</p>	<p>Lab Content</p>	<p>Assignment</p>	<p>Clinical Days Content</p>
<p><u>Tuesday , Quiz #3 December 1, 2020</u></p> <p><u>Monday & Tuesday</u></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. 	<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 (April 27, 2021 Un-proctored Nutrition test due</p>	<p><u>ATI Skills Modules</u></p> <p><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>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> <p>9. Discuss hyper, hypo, and isotonic IV solution</p> <p>Content continued</p> <p>10. Discuss assessments for common complications associated with IV therapy.</p> <p>Content:</p> <p>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	Reading	Lab Content	Assignment	Clinical Days Content
<p>Monday & Tuesday</p> <hr/> <p>Tuesday Quiz # 4 (December 8, 2020)</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><i>Adams & Urban</i> 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>5/11/2021 ATI Fundamentals</p> <p>1030-1230 (ATI site proctored exams using Proctorio)</p> <hr/> <p>—</p>	<p><u>Potter & Perry</u> Procedural Guidelines - Massage Box 44-11</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</p> <p>Prep sheets</p> <p><u>Documentation on hospital flow sheets or computers (with instructors' supervision)</u></p>

Week 16				
Student Learning Outcomes (SLO) Lecture Content	Reading	Lab Content	Assignment	Clinical Days Content
<p><u>Monday</u></p> <p><u>Nursing care of the dying client:</u></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</p> <p>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></p> <p><u>Potter & Perry</u> Chapters 35 and 36</p> <p><u>Touhy & Jett</u> Chapter 28</p>	No Lab	<p><u>Potter & Perry</u> <i>Procedural guideline – Care of the body after death</i> Box 36-11</p>	<p><u>FINAL EVALUATIONS</u></p> <p>To be arranged with clinical instructor</p> <p>No clinical</p>
<p>Tuesday (On Canvas using Proctorio) Final Exam May 18, 2021 8:00am-10:30 am</p>				

