CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAMS

CapitalCommunity College, GatewayCommunity College, NorwalkCommunity College, NaugatuckValleyCommunity College, Northwestern Community College, ThreeRiversCommunity College

THREE RIVERS COMMUNITY COLLEGE

Division of Nursing

Nursing 101

Introduction to Nursing Practice

Syllabus and Course Materials

Fall 2017

Welcome to Nursing!

NUR*101: INTRODUCTION TO NURSING PRACTICE

Course Prerequisites
BIO 211: Anatomy & Physiology I; BIO 212: Anatomy & Physiology II; ENG 101: English Composition

Course Co-requisites
BIO 235: Microbiology; PSY 111: General Psychology (or passed with required grades)

Course Components
Credits   8 credits
Hours   Classroom: 60 hours
                    Clinical: 180 hours

Course Description
The student will focus on concepts basic to nursing practice. Emphasis is placed on application of the nursing process, communication, and skill acquisition. Clinical and laboratory experiences offer opportunities to integrate theoretical principles and demonstrate caring and competence in beginning professional role development.

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

1. Identify principles of holism in providing basic nursing care to selected individuals.
2. Utilize the nursing process in planning care for individuals with basic health care needs.
3. Demonstrate safe use of scientific and quantitative principles and technology in providing basic nursing care to individuals.
4. Use basic communication in nurse-client interactions.
5. Identify learning needs for assigned individuals.
6. Utilize therapeutic interventions that consider the unique rights of individuals.
7. Identify the roles of various members of the health care team.
8. Demonstrate basic legal and ethical practice standards when providing care to selected individuals.
9. Exhibit growth in personal and professional roles in nursing.

Course Schedule

Lecture: Monday 9:30-11:30AM and 1:30-3:30PM Room A216.

Classroom Laboratory:
    Tuesday and Thursday 8:30 AM-4:00 PM Weeks 2–6, Room A218, A220 and as assigned

Clinical: Weeks 7–15 as assigned

Nursing Faculty and Staff

Director of Nursing and Allied Health:
Edith Ouellet, M.S.N, RN
Office: C245
Phone & Voicemail: 860 215-9460
E-mail: eouellet@trcc.commnet.edu

Educational Assistant to the Director:
 Rhonda Charette: 860 215-9301, C245, RCharrette@trcc.commnet.edu

Faculty:

Full-Time Team

Assistant Professor Krista Prendergast, M.S., R.N., CNE- Course Leader
kprendergast@trcc.commnet.edu
Office: C266
Phone & Voicemail: 860-215-9423

Professor Lillian Rafeldt, M.A., R.N., CNE
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Assistant Professor Cheryl Gilot, M.S.N., R.N.
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Office: C262
Phone & Voicemail: 860-215-9445

Assistant Professor Melissa Neill, M.S.N., R.N.
mneill@trcc.commnet.edu

Assistant Professor Jillian Zupan, M.S.N., R.N. (clinical only)
jzupan@trcc.commnet.edu
Office: C244
Phone & Voicemail: 860-215-9419

Part-Time Faculty
Jill Blain, M.S.N., R.N., adjunct clinical faculty
Karen Butterworth-Erban, M.S.N., R.N., adjunct clinical faculty
Teri Walsh, M.S.N., R.N., adjunct clinical faculty
Karen Barrett, M.S.N., R.N., adjunct clinical faculty

Nursing Lab Staff:
Sue Turner, M.S.N., R.N., Nursing Lab Coordinator
Office: A210
Phone & Voicemail: 860 215-9482
sturner@trcc.commnet.edu

Methods of Instruction

This course is team taught. Teaching and learning approaches include inquiry, reflection and integration through student preparation for class, lecture, discussion, case studies, demonstration, return demonstration, guest speakers, experiential exercises, small group activities, independent assignments, pre and post clinical conferences, clinical practice, and formative feedback. Electronic instruction, interactive video and simulations are also used. Blackboard Learn is used as a learning management tool. An additional learning tool is ePortfolio. Students may keep their ePortfolio account after graduation.

All students are required to maintain an online learning portfolio in Digication that uses the college template. Students will submit assignments into their portfolio which will guide their learning. The General Assessment and Nursing Department also take random samples for review in curriculum development. This process supports accreditation. Nursing and College accreditation are required for financial aid, easy entry into BSN programs and growth of the department and college.

Required Textbooks: All textbooks are used in subsequent courses

Bundle (four books) available through TRCC Bookstore:

Lewis S. et al. (2017). Medical Surgical Nursing: Assessment and Management of Clinical Problems (10th ed.). St. Louis, MO: Elsevier.
978-0-323-06581-8

Potter, P & Perry, A. (2017). Fundamentals of Nursing (9thed.) St. Louis MO: Elsevier.
978-0-323-32740-4

Perry, A. & Potter, P. (2018). Clinical Nursing Skills and Techniques (9th ed.). St. Louis, MO: Elsevier.
978-0-323-40069-5

Vacarolis, E.M., Carson, V.B., & Shoemaker, M.C. (2013). Foundations of Psychiatric Mental Health Nursing: A Clinical Approach (7th ed.). St. Louis, MO: Elsevier.
978-1-416-06667-5

Please note: ISBN number is for single copy text only, not for the bundle. Bundle saves money. Bundle has a separate ISBN number and is available through TRCC bookstore only.

Nugent, P.M. & Vitale, B.A. (2015). Fundamentals Success A Q&A Review Applying Critical Thinking to Test Taking (4th ed.) Philadelphia, PA: FA Davis.
978-0-803-64414-4

Ackley, B.J., & Ladwig, G.B. (2016). Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care (11th ed.). St. Louis, MI: Saunders/Elsevier.
978-0-323-32224-9

Vallerand, A.H., & Sanoski, C.A. (2017). Davis's Drug Guide for Nurses (15th ed.). Philadelphia: FA Davis.
978-0-8036-5705-2

Van Leeuwen, A. M. (2015). Davis' Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications (7th ed.). Philadelphia: FA Davis.
978-0-803-64405-2

Pickar, G.D., & Abernethy, A.B. (2013). Dosage Calculations (9th ed.). Clifton Park, NY: Thomson/Delmar.
978-1-133-70727-1

Nursing 101 Tote Bag. Contents are used throughout the 4 semesters on Lab Days. Purchase through the TRCC Bookstore.

In lieu of a textbook; you will be provided with online access and/or a hard copy of *ATI RN Pharmacology for Nurses* to work in conjunction with PME (Pharmacology Made Easy).

ATI Testing and Resources are utilized during the semester. Access code supplied by nursing department.

Optional Textbooks: No assignments will be given in these texts. They are for your information only.

Purnell, L.D., & Paulanka, B.J. Guide to Culturally Competent Health Care (3rd ed.). Philadelphia, PA: F.A. Davis.

Sommers, M.S., & Johnson, S.A. Diseases and Disorders: A Nursing Therapeutics Manual (5th ed.). Philadelphia, PA: F.A. Davis.

Vallerand, A. Nurses Med Deck (15th ed.). Philadelphia, PA: F.A. Davis.

Other company Drug Cards for use in clinical setting

Dudek, Nutrition Essentials for Nursing Practice (8th ed.)

Dillon, Nursing Health Assessment Pocket Guide (3rd ed)

Faculty / Staff Availability

Students are encouraged to seek clarification with the course leader as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. For course questions please contact course leader.

Study Groups

Students are encouraged to form study groups which can meet in the lab or at another mutually convenient location. Tutors within the nursing lab are available during posted hours of the Nursing Laboratory. Be proactive in your learning and seek help independently. The Nursing Lab and Nursing Tutors are in place to promote success and retention. Use these learning opportunities weekly.

Practice materials are available through supplements of your texts, in the course website on Blackboard, Evolve, and CDs / DVDs, material within the nursing laboratory and the Learning Resource Center (LRC). Sample exam questions can be found within these materials. Students may use the following in the Nursing Laboratory to improve test taking skills.

Nursing Program College Facilities

Faculty offices are located within C wing.
The Nursing laboratory is located in A218.
Computer labs are located in the nursing lab A212 and throughout the campus (library and E wing).
The Learning Resource Center is located in the C wing, ground floor.

Class Examinations

Exam 1	Monday,	9/11/17	15%
Exam 2	Monday,	9/25/17	15%
Exam 3	Monday,	10/16/17	15%
Exam 4	Monday,	11/6/17	15%
Exam 5	Monday,	12/4/17	15%
Final Exam	Tuesday,	12/12/17	25%

Dosage Calculation Competency: Thursday 9/21/17
      Pass/Fail (Must achieve a 90% to pass)

Grading Policies

To pass Nursing 101 and progress in the nursing program a student must achieve **ALL** of the following:
- Earn at least a 74 average in the theoretical portion of the course. Test items are drawn from ALL content of the course; theory, lab, clinical and math.
- Pass the clinical component of the course in a satisfactory manner.
- Pass Dosage Calculation Competency with 90% accuracy. Students may use calculators provided by the college for all exams involving drug calculations. A student may not administer medications until s/he has successfully passed the dosage calculation examination. A student will be given three (3) attempts to pass the dosage calculation examination. A student who fails the dosage calculation examination must participate in remediation before taking the next examination. A student who fails the third (3rd) examination will be

withdrawn from the nursing course and dismissed from the nursing program. See Nursing Student Handbook.

- Pass required clinical skills validations. Three (3) opportunities will be given to pass the clinical skills validation. Students unable to meet validation criteria must attend mandatory remediation before repeat attempts to validate required clinical skills. Students who are unable to satisfactorily meet validation criteria upon the third attempt will be dismissed from the nursing program as a clinical failure. See Nursing Student Handbook.

- **Evaluation activities:**

  o **Clinical:** A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. The Formative Clinical Evaluation Form will be completed by the instructor and reviewed and signed by the student at each weekly meeting. Clinical performance is evaluated according to the objectives identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and documentation. A summative evaluation will be completed, reviewed, and signed at the end of the semester.

  o **Theory:** There will be five 50 minute exams (40-50 questions each) and one two hour final examination (80 to 100 questions). The exams will start at 9:30 AM or as assigned. Class will resume at 10:30 a.m. on exam days.

  o **Weight:** Each exam is worth 15% of the theory grade for 75% of total grade.   Final examination = 25% of total grade. The five exams plus the final = the letter grade in the course.

  o **In order to pass the course students are required to receive a satisfactory clinical evaluation, pass the math test as previously stated, and pass required clinical skills validations.**

  Grading Scale:
-     A   93-100   A- 90-92
-     B+ 87-89   B   83-86   B- 80-82
-     C+ 77-79   C   74-76   C- 70-73
-     D+ 67-69   D   64-66
-     F   63.4 or less.

Nursing Program Policy Handbook

Refer to the Nursing Program Policy Handbook for detailed information regarding:

- Missed Exams
- Clinical Evaluations
- College Labs
- Attendance
- Required Clinical Equipment
- Professional Appearance in the Clinical Sites
- Return if withdraw
- Inability to return under certain circumstances

Please note: Changes may be made to the schedule if needed.

Attendance Policy

Students are expected to attend each lecture, classroom laboratory and clinical experience. It is the student's responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience. All clinical absences are to be made up as per the Nursing Program Policy Handbook. Uniform is required for both college laboratory clinical experiences and clinical experiences at health care agencies. See Nursing Program Policy Handbook for uniform requirements.

Clinical Absenteeism Policy

The student who is absent for one clinical day will receive a CPIP. A second clinical absence will result in the student being placed on clinical warning. To be successful in the course, the student must earn removal from clinical warning status by having no further clinical absences the remainder of the semester.

If the student has more than 2 absences, the student will not be able to meet the clinical objectives resulting in a clinical failure, thereby, failing the course (please see the student nursing handbook). Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

If there are greater than one absence in a specialty area, the student will be unable to meet the clinical and course objectives resulting in a clinical failure, thereby, failing the course. Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

Test Make-Up Policy

If you must be absent from a scheduled test due to **personal** illness or other emergency, contact the course leader, Krista Prendergast (860) 215-9423, by 8:30AM on the morning of the test. Failure to do so may result in a failing grade for that test. Any absent student taking a make-up examination will have 15 points subtracted from the examination grade unless **documentation** of extenuating circumstances has been provided and approved prior to the start of the make-up exam.

Students with an approved absence from scheduled tests will be given an alternate examination. The make-up will be cumulative and determined by the course leader and full-time faculty and administered at the end of the semester.

Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed." Consequences are delineated in the College Catalog.

Additional Expected Activity Requirements

Students are expected to engage in class discussions, role-play, material review and lab simulation and practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other. Students will be expected to submit work to ePortfolio and Digication as assigned. Netiquette and HIPAA policies are required to be used for all postings within the electronic tools.

Digication Statement

All students are required to maintain a learning portfolio in Digication that uses the Three Rivers College Template.

Students are reminded that classroom demeanor is a vital part of participation. Practice common courtesy and recognize each person's right to learn in an atmosphere conducive to the learning experience. These same behavioral standards are required when using social networking or social media accounts. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave. Students are required to attend all classes. Tardiness and early leaves as well as absences have a direct impact on student learning.

WITHDRAWAL POLICY:

Students may withdraw, **in writing**, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog for withdrawal and readmission policies.

DISABILITIES STATEMENT:

If you have a disability that may influence your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. (Before the course starts is best.) Please note that accommodations cannot be provided until you provide written authorization from a DSP. Contact Advising and Counseling Services at (860) 215-9017 for further information. Table below provides contact information for College Disability Service Providers.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	• Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities

Elizabeth Willcox, Advisor (860) 215-9289 Room A113	• Medical Disabilities • Mobility Disabilities • Sensory Disability

Please see the Three Rivers Community College Catalog for additional policies and information.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:
"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be cancelled. When the college delays opening, clinical experiences will begin one hour later. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. Preplanning and communication with your clinical instructor and course leader is important. The College Student Handbook and Catalog lists radio stations announcing cancellations. There also will be a notice of delays or cancellation through the Early Alert Notification system. Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard. You can sign up for the Early Alert Notification System through the Three Rivers Community College web page.

UNIT OBJECTIVES

Contemporary Nursing Practice
1. Discuss various definition of nursing
2. Explain the use of critical thinking related to the nursing process.
3. Discuss historical leaders in nursing
4. Discuss educational preparation for professional nursing
5. Discuss the role that caring plays in building a nurse patient relationship
6. Discuss contemporary roles of the registered nurse
7. Describe the philosophy of the nursing program.
8. Identify the core values of the nursing program

Core Values: Holism, Caring and Cultural Diversity in Nursing
1. Discuss the relationships between health, wellness, illness, and disease
2. Explain the concept of health promotion
3. Discuss the concept of holism as it relates to nursing practice
4. Describe the variables influencing health beliefs and health practices
5. Describe health promotion for the individual and the community
6. Discuss the concept of caring
7. Describe client's perceptions of caring behaviors in a nurse
8. Describe how nurses demonstrate caring behaviors in practice
9. Discuss the nursing process and critical thinking as they relate to caring
10. Discuss demographic trends on health and nursing
11. Discuss health disparities as they relate to culture and ethnic diversity
12. Describe the core competencies of culturally sensitive nursing care
13. Use cultural assessment to plan culturally competent care

Health Protection and Safety
1. Utilize the chain of infection to discuss patient risk factors
2. Describe assessment data with inflammatory response vs. infectious response
3. Discuss interventions to prevent the transmission of pathogens
4. Compare medical and surgical asepsis
5. Demonstrate use of personal protective equipment in contact, droplet, and airborne isolation
6. Discuss rationale for standard precautions
7. Demonstrate correct technique for hand hygiene
8. Demonstrate correct application and removal of clean gloves
9. Identify the role of the Center for Disease Control in infection management and environmental safety
10. Discuss the nurse's role in early identification of data that suggests epidemic or bioterrorism activity
11. Discuss risks to safety based on developmental stage, lifestyle, and pathophysiology
12. Discuss interventions to reduce physical hazards in the health care, home, and community environments

Vital signs
1. Define vital signs
2. Discuss risk factors, incidence, prevalence and significance of hypertension of hypertension
3. Discuss the impact of hypertension on wellness
4. Discuss the importance of early recognition and treatment of hypertension to wellness/health maintenance
5. Discuss the basic goals of the treatment(s) for early stage hypertension
6. Describe factors that affect vital signs and accurate measurement of them
7. Identify peripheral pulse sites
8. Identify variations in vital signs according to age
9. Measure vital signs in an organized, accurate manner

Blood Glucose and Glycemic Control
1. Differentiate between Type I and Type II diabetes
2. Identify the diagnostic and clinical significance of blood glucose monitoring
3. Discuss appropriate equipment for blood glucose monitoring
4. Compare insulin types and schedules for diabetes management
5. Identify the role of oral hypoglycemic agents in diabetic therapy
6. State the symptoms of hypoglycemia and hyperglycemia

Cardiopulmonary Function
1. Explain factors that alter respiratory and cardiac function
2. Describe assessment findings in patients with altered cardio-pulmonary function
3. List appropriate nursing diagnoses for the patient with cardiopulmonary dysfunction
4. List nursing intervention that support respiratory and cardiac function
5. Evaluate outcomes that define patient progress in the promotion of cardiac and respiratory function

Skin Integrity and Wound Care
1. Discuss the physiologic process of normal wound healing
2. Discuss complication of normal wound healing
3. Identify risk factors that contribute to pressure ulcer formation
4. Discuss staging criteria for pressure ulcers
5. Describe wound assessment criteria
6. List nursing diagnoses associated with impaired skin integrity
7. Discuss interventions for wound management including mechanism of action of wound care dressings
8. Describe evaluation criteria for a client with impaired skin integrity

Critical Thinking and the Nursing Process
1. Discuss the use of critical thinking in clinical practice
2. Describe the relationship of critical thinking and problem solving to the nursing process
3. Describe the components of the nursing process
4. Identify the components of the assessment phase of the nursing process
5. Differentiate between subjective and objective data
6. Describe methods of data collection
7. Describe the purposes of physical assessment
8. Identify techniques used for physical assessment
9. Identify expected outcomes of physical assessment
10. Discuss variations in techniques and findings of physical assessment based on age
11. Compare frameworks for data organization
12. Discuss the process of data analysis and selection of a nursing diagnosis

Documentation and Reporting
1. Discuss the purpose of a health care record

2. Compare and contrast different documentation methods
3. Discuss documentation needs of various health care settings
4. Discuss legal aspects of documentation
5. Relate the nursing process to documentation on the patient record
6. Describe the guidelines for effective reporting

Professional Communication
1. Identify the elements of effective communication
2. Identify the different forms of communication
3. Explain the nursing focus in each of the four phases communication
4. Describe the importance of effective communication in the delivery of nursing care
5. Identify behaviors and techniques that impact patient/nurse communication
6. Demonstrate communication techniques for healthcare professionals that enhance and promote patient/nurse relationships and the delivery of holistic care
7. Describe effective communication between healthcare professionals
8. Identify nursing outcomes of effective and therapeutic communication
9. Identify barriers to therapeutic communication
10. Discuss the application of therapeutic communication techniques in each phase of the nursing process.
11. Apply the nursing process to patient with specific barriers to effective communication

Stress and Coping
1. Discuss the concept of physiologic adaptation to stress.
2. Discuss models of stress used to predict individual responses
3. Compare the effects of short-term stress vs. long-term stress
4. Describe the physiologic and psychological responses to stress

Nutrition
1. Describe the role of the diet in promoting health.
2. Identify components of the recommended dietary allowances (RDA), basic four food groups and exchange lists.
3. Describe the functions of proteins in health and in illness.
4. Describe risks associated to Lipids.
5. Discuss energy balance.
6. Discuss alternative therapies as they relate to nutrition.
7. Discuss ways in which information on food labels may help in food selection.
8. Discuss body weight and body mass standards.
9. Discuss essential components and purposes of nutritional assessment.
10. Identify risk factors for and clinical signs of malnutrition.
11. Identify factors influencing nutrition.
12. Describe nursing interventions to promote optimal nutrition
13. Discuss nursing interventions to treat patients with nutritional problems

Safe and Competent Practice Medication Administration
1. Define selected terms related to the administration of medications.
2. Describe the legal aspects of administering medications.
3. Describe various routes of medication administration.
4. Identify factors affecting medications actions.
5. Review systems of measure in medication administration.
6. State rights of medication administration.
7. Identify implications associated with drug therapy in the older adult.
8. Review various medication administration routes.
9. Describe sites used for subcutaneous and intramuscular injections.
10. Review documentation of medication administration
11. Identify parts of a medication order

Sleep, Comfort and Pain

1. Describe variations in sleep patterns across the lifespan
2. Explain factors that affect sleep
3. Describe common sleep disorders
4. Discuss interventions to promote sleep
5. Describe developmental and cultural factors that affect the pain experience
6. Discuss guidelines for selecting and individualizing pain therapies
7. Discuss use of non-pharmacological pain therapies
8. Discuss pharmacologic interventions for pain
9. Compare and contrast barriers to pain relief as they relate to nurses and patients
10. Differentiate tolerance, dependence, and addiction

Activity and Exercise
1. Discuss the benefits of exercise on physiologic and psychological functioning
2. Demonstrate the principles of body mechanics
3. Describe/demonstrate active and passive range of motion exercises
4. Describe/demonstrate safe practices when positioning, moving, lifting, and ambulating clients
5. Discuss the causes and hazards of immobility on body systems
6. List nursing interventions for an immobilized patient

Fluid and Electrolyte Balance
1. Identify factors that influence normal body F&E balance. Collect assessment data of F&E balance
2. Identify nursing diagnosis and actions to care for the patient with fluid and electrolyte imbalances.
3. Describe acid base balance and the role of the buffer systems.
4. Identify nursing diagnosis and actions to care for the patient with an acid base imbalance

Urinary Elimination
1. List developmental, life-style, & factors that influence the care of patients with urinary elimination dysfunction.
2. Describe and perform focused assessment of urinary elimination.
3. Identify nursing diagnoses that correctly define patient problems related to elimination.
4. Review and practice common nursing and collaborative interventions to promote adequate urinary elimination

Bowel Elimination
1. Describe factors which influence bowel elimination.
2. Describe normal and abnormal characteristics of feces.
3. Identify common causes and effects of selected bowel elimination problems.
4. Identify interventions which maintain normal bowel elimination.
5. Develop nursing diagnosis and care of the patient with altered bowel elimination.

Discharge Planning
1. Describe the process of assisting the patient in Discharge Planning.
2. Identify the nurse's role in preparing the client for discharge.
3. Describe the coordination between different agencies a patient may use after hospital discharge.

Communication, Teaching and Learning
1. Identify the role of the nursing patient teaching.
2. Describe the domains of learning.
3. Identify basic learning principles.
4. Identify factors that affect
5. Identify ways to assess the learning needs of the patient.
6. Describe an environment that promotes learning.
7. Identify methods to evaluate learning.
8. Develop nursing diagnosis & plan of care reflecting the learning needs of a patient.
9. Discuss teaching strategies to assist patients of various cultures

Sensory Perception

1. Describe factors influencing sensory function.
2. Identify clinical symptoms of sensory overload or deprivation
3. Describe the components when assessing a patient's sensory function.
4. Develop a nursing plan of care for the patient with impaired sensory function.

Legal and Ethical Principals
1. Compare the concepts of ethics, moral and values.
2. Identify ethical principles.
3. Discuss various legal regulations that influence nursing practice.
4. Describe the legal considerations regarding: confidentiality, documentation, medical records.
5. Describe the legal controls governing the practice of nursing.

Introduction of Mental Illness and Defense Mechanisms
1. Describe the differences between mental health and mental illness.
2. Discuss how culture influences attitudes toward mental health and illness
3. Describe the DSM-IV-TR evaluation system for classification of mental disorders.
4. Discuss the ethical issues relevant to psychiatric nursing.
5. Discuss legal issues relevant to psychiatric nursing.
6. Discuss common defense mechanisms used and state the purpose of each.
7. Review the history of nursing practice related to the mentally ill patient

Therapeutic Communication
1. Discuss therapeutic feedback.
2. Review the process of therapeutic communication.
3. Distinguish factors that influence communication.
4. Identify factors that contribute to effective communication.
5. Discuss the assessment of nonverbal communication.
6. Describe the phases of therapeutic communication.
7. Compare and contrast social vs. therapeutic interactions.
8. Describe therapeutic communication techniques.
9. Describe active listening

Spirituality
1. Define concepts of spirituality as it relates to nursing care.
2. Identify characteristics of spiritual health. Identify factors associated with spiritual distress and manifestations.
3. Describe spiritual development across the lifespan.
4. Assess the spiritual needs of the patient and plan care.
5. Review interventions to support the patients' spiritual beliefs
6. Identify desired outcomes for evaluating the patients' spiritual health.

Sexuality
1. Define sexual health.
2. Identify specific measures that promote sexual health.
3. Identify personal biases and beliefs related to sexuality.
4. Discuss the role of the nurse in sexual health promotion and health screening.
5. Utilize the nursing process in caring for patients with reproductive and sexuality issues