

# **CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**

*Capital Community College, Gateway Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Three Rivers Community College*

## **NUR 102: FAMILY HEALTH NURSING**

### **Course Prerequisite**

NUR 101: Introduction to Nursing Practice; PSY 111: General Psychology; BIO\*235: Microbiology

### **Course Corequisite**

NUR 103: Pharmacology for Families Across the Life Span; PSY 201: Life span Development; SOC 101 Principles of Sociology

### **Course Components**

Credits: 8 credits      Hours:    Classroom: 60 hours +      Clinical: 180 hours

### **Course Description**

The student will focus on issues affecting the family, including childbearing, childrearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the perioperative period and the client experiencing orthopedic and simple genitourinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan.

### **Course Objectives**

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

1. Apply principles of holism in providing nursing care for individuals and/or families from diverse cultures across the lifespan.
2. Demonstrate application of the nursing process when providing nursing care to individuals and/or families across the lifespan.
3. Administer safe and competent care to individuals and/or families using evidence-based practice, quantitative reasoning, and technological competence.

4. Demonstrate effective communication when interacting with individuals, families, and members of the health care team.
5. Implement a basic teaching plan for individuals and/or families with a learning need across the life span.
6. Foster a caring environment by demonstrating respect for individuals and/or families across the life span.
7. Demonstrate a basic ability to function as a member of the health care team.
8. Exhibit accountability and responsibility when providing nursing care to the individual and families across the lifespan.
9. Assume responsibility for personal growth and professional role development.

**Unit Objectives:** refer to class outline

### **Course Schedule**

Lecture: Wednesdays 8:30-10:30AM and 12:30-2:30PM College Laboratory: 8:00 a.m. to 2:30 or 3 p.m. four days as noted on calendar. Two Day Clinical experience as assigned. Please note calendar and Blackboard for specifics of clinical experiences.

### **Methods of Instruction**

This course is team-taught. Teaching modalities include lecture, discussion, simulations, case studies, demonstration, return demonstration, guest speakers, experiential exercises, small group activities, and clinical practice. Computerized programmed instruction and interactive video and simulations are also used. Blackboard Learn and Digication are used as learning management tools. It is advised to direct questions on course content to the professor responsible for that content.

### **Required Textbooks: (All textbooks are used in subsequent courses)**

Ackley, B.J., & Ladwig, G.B. (2010). Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care (9th ed.). St. Louis, MI: Saunders/Elsevier. 978-0-323-07150-5

Durham, R., & Chapman, L, Maternal-newborn nursing the critical components of nursing care. Philadelphia: F.A. Davis Company, 20103. 978-0803637047

Hockenberry, M. J., & Wilson, D. (2013). Wong's essentials of pediatric nursing. St. Louis: Sauders/Elsevier

Lewis S. et al. (2011). Medical Surgical Nursing: Assessment and Management of Clinical Problems (8th ed.). St. Louis, MI: Mosby/Elsevier. 978-0-3230-6581-8

Pickar, G.D., & Abernethy, A.B. (2013). Dosage Calculations (9th ed.). Clifton Park, NY: Thomson/Delmar. 9781133707271

Potter, A. and Perry, P. (2013). Clinical Nursing Skills and Techniques (7th ed.). St. Louis, MI: Mosby/Elsevier. 9780323079334

Potter, P & Perry, A. (2013) Fundamentals of Nursing Enhanced Multimedia Edition (8th ed.) St. Louis MI: Mosby/Elsevier. 978-0-323-08867-1

Potter, P & Perry, A. (2011). Virtual Clinical Excursions for Fundamental of Nursing 7th Edition. St. Louis, MI: Mosby/Elsevier.

VanLeeuwen, A.M. & Poelhuis-Leth, D.J. (2011) Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications (4th ed.) Philadelphia, PA: F.A. Davis.5.

Varcarolis, E.M., Carson, V.B., & Shoemaker, M.C. (2013). Foundations of Psychiatric Mental Health Nursing: A Clinical Approach (7ed.). St. Louis, MI: Saunders/Elsevier. 978-1-4160-6667-5

Wilson (2013) Pearson Nurse's Drug Guide (2nd ed.). Upper Saddle River, NJ: Pearson. 9780132964890

#### Optional Textbooks:

Dillon (2007) Nursing Health Assessment (2nd ed.) Philadelphia, PA: F.A. Davis.

Lehne, R.A. (2015). Pharmacology for Nursing Care (9th ed.). St. Louis, MI: Mosby/Elsevier. 978-0-323-39593-9

Nugent and Vitale (2011) Fundamental Test Success (w/CD) (3rd ed.). Philadelphia, PA: F.A. Davis.

Purnell, L.D., & Paulanka, B.J. (2009). Guide to Culturally Competent Health Care (2nd ed.). Philadelphia, PA: F.A. Davis.

Tucker, S. (2011). Nutrition and Diet Therapy for Nurses. Upper Saddle, New Jersey: Pearson/Prentice Hall.

Sommers, M.S., & Johnson, S.A. (2011). Diseases and Disorders: A Nursing Therapeutics Manual (4th ed.). Philadelphia, PA: F.A. Davis.

Wilkinson, J.M. (2007). Nursing Process and Critical Thinking (4th ed.). Upper Saddle, New Jersey: Pearson/Prentice Hall.

Consider:

Mosby's Dictionary of Medicine, Nursing, and Health Professions, 8th ed, 2009( a new edition will be available in Oct. or Taber Cyclopedic Medical Dictionary (w/DVD) (2009) (21st ed.). Philadelphia, PA: F.A. Davis.

**Director of Nursing and Allied Health:**

Edith Ouellet, M.S.N., RN, Associate Professor. Office: D111

Phone & Voicemail: (860) 215-9460 E-mail: [euouellet@trcc.commnet.edu](mailto:euouellet@trcc.commnet.edu)

Rhonda Charette, Educational Assistant to the Director Office Phone: (860) 215-9301

E-mail: [rcharette@trcc.commnet.edu](mailto:rcharette@trcc.commnet.edu)

**Course Coordinator**

Anne Lamondy, M.S.N., R.N, Professor [alamondy@trcc.commnet.edu](mailto:alamondy@trcc.commnet.edu) Office: C212  
Faculty Offices Phone & Voicemail: 860-215-9447

**Full – Time Faculty**

Joan K. Graham, M.S.N., RN, CMSRN, CNE, Professor [jgraham@trcc.commnet.edu](mailto:jgraham@trcc.commnet.edu)

Office: C222 Faculty Offices Phone & Voicemail: (860) 215- 9431 Coordinator  
N102

Cynthia Arpin, M.S.N., R.N., Assistant Professor, [carpin@trcc.commnet.edu](mailto:carpin@trcc.commnet.edu) Office:  
C220 Faculty Offices Phone & Voicemail: (860) 215-9465

Patricia Colonghi, M.S.N.,R.N. Assistant Professor [pcolonghi@trcc.commnet.edu](mailto:pcolonghi@trcc.commnet.edu)  
Office: C242 Faculty Offices Phone & Voicemail: (860) 215-9477

**Part-Time Faculty:**

Judy Dollard, MSN, RN, Martha Healy, MS, RN, Kathleen Gauthier, MS, CNM,  
Charlene D'Angelo, MSN, RN

**Nursing Lab Tutors:**

Sue Turner, MSN, RN Educational Assistant Office Phone: (860) 215-9482  
[sturner@trcc.commnet.edu](mailto:sturner@trcc.commnet.edu) or BB Learn

Laurie Godaire, MSN, RN, CLN [lgodaire@trcc.commnet.edu](mailto:lgodaire@trcc.commnet.edu) or BB Learn

Kim Kobleski, MSN, RN [kkobleski@trcc.commnet.edu](mailto:kkobleski@trcc.commnet.edu) or BB Learn

## Faculty / Staff Availability

Students are encouraged to seek clarification with the course coordinator 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. All faculty, staff and peers look forward to your success and practice as a registered nurse. Please utilize your time and ours to develop your abilities to the fullest.

## Nursing Program College Facilities

Faculty offices are located within C wing second floor. The College lab is located in the A wing second floor. Computer labs are located within the nursing lab and throughout the campus (library and E wing). The Library is located in the C wing first floor.

## Nursing Program Clinical Facilities

William W. Backus Hospital, Norwich CT, Lawrence and Memorial Hospital, New London CT, St Francis Hospital and Medical Center, Hartford CT,

## Exams

- Test answer sheets will be distributed at 8:20 am, exam booklets at 8:30 am
- Students are required to complete the answer sheet as directed, which includes student name, **accurate Banner ID number** and correct alternate test designation.
- Students will have one hour to complete exams and 2 hours to complete the final exam
- Students may not leave the exam room for any reason and return to the exam
- All books, coats, backpacks, bags, etc. must be left in your car or placed in the front of the exam room. **Cells phones turned off.**
- Eating and/or drinking are not permitted during exams
- Students may not wear hats during exams
- For mathematical calculations, the school will provide calculators.
- Wooden #2 lead pencils are to be used, no mechanical pencils
- Anyone who looks at another student's exam or who is seen talking either to himself or herself or to someone else during the exam may receive a zero grade.
- Exam scores will be posted on Bb/Vista no sooner than 48 hours after the exam
- Tardy or absence
  - It is expected that all students will be present and punctual for exams.
  - **In the event that the student will be absent for personal illness, the student must notify the course coordinator prior to 8 a.m. on the morning of the exam.**
  - Planned absences for vacations are not valid reasons for missing an exam

- If warranted, one cumulative makeup exam will be offered at the end of the semester. Make up exams are graded on a raw score basis.

**Examination Schedule: All Are Taken in the Multipurpose Room (MPR)**

<b>Exams</b>	<b>Date</b>	<b>Weight</b>
Exam 1	2/10/16	15%
Exam 2	3/2/2016	15%
Exam 3	3/30/2016	15%
Exam 4	4/20/2016	15%
Exam 5	5/11/2016	15%
Final *	5/16/2016 Monday	25%
<b>*In order to take the final exam, you must bring documentation with your signature that you have completed course evaluations to the final exam.</b>		

Med Calculation Exam	A 216	Friday 1/29/16 Passing $\geq 90\%$
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**Grading Policies** : To pass Nursing 102 and progress in the nursing program a student must do **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.

- Pass clinical skills validations. Three (3) opportunities will be given to pass the skills verification. Students unable to pass critical criteria must attend mandatory remediation prior to a repeat attempt. 3<sup>rd</sup> attempt will be evaluated by full-time faculty.

### **Evaluations:**

**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**. A formative clinical evaluation form will be completed by the instructor and reviewed by the student at these times. Clinical performance is evaluated on the basis of how well the learner meets the objectives and achievements 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. Students will submit their Assessment Collection Tool and Nursing Care Plan as assigned. A summative evaluation will be completed and reviewed at the end of the semester.

- **Theory:** There will be five *50 minute exams* (with 30-50 questions on each exam) and one 2 hour cumulative final examination (with 100 questions) in Nursing 102. The exams will start at 8:30AM. Class will resume promptly at 9:30 a.m.
- **Weight:** 5 exams, each worth 15% = 75% of total grade. Final examination = 25% of total grade. The five exams plus the final = the letter grade in the course.
- The final course grade also requires a satisfactory evaluation for clinical performance and successful completion of the Med Math test and Clinical Validations.

### **The grading criteria are:**

A 93-100, A- 90-92,

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 74-76

D+ 67-69, D 64-66, F 0-65

**EVALUATIONS:** *The student must complete evaluations for the course, faculty, and*

*clinical instructor/s before grades will be released.*

**Nursing Program Policy Handbook:** The student is responsible for content in the **TRCC and Nursing Program Handbooks.** 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
- ☐ Professional conduct in classroom, lab and clinical
- ☐ Return if withdraw
- ☐ Inability to return under certain circumstances
- ☐ **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.
- ☐ **Test Make-Up Policy:** If you must be absent from a scheduled test due to illness or other emergency, contact the course coordinator by 8 a.m. on the morning of the test 860-215-9447. *Failure to do so may result in a failing grade for that test. Any 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.* Students with an approved absence from scheduled tests will be given an alternate form of the examination at a time and date toward the



later part of the semester. The make-up is cumulative.

□ **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 the 2013-2014 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 participate in class discussions, role-play, group presentations, simulations, material review and lab 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; Select CLEW(s), Reflection(s), Process Recording, and Geriatric nursing Assignment to *Digication*.

□ **Study Groups**

Students are encouraged to form study groups which can meet in the lab or at the groups' mutual location choice. Tutors within the nursing lab are available also during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently. Referrals may be made by faculty for lab and theory improvement. The Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly. Practice materials are within your N102 Course Shell on Blackboard Learn, Text book Web Sites and CDs / DVDs, material within the nursing laboratory and library. Sample exam questions can be found within these materials. Some students have recommended the following book for practice with first semester Nursing Exam Questions. It is available to use in our nursing laboratory.

- Nugent, P. A., & Vitale, B. A. (2008). *Test Success, Test-Taking Techniques for Beginning Nursing Students* (5th ed.). Philadelphia: F.A. Davis.

## **Classroom Behavior**

Demeanor is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave. Students are required to attend all class meetings. Tardiness and early leaves as well as absences have a direct impact on student learning.

## **GERIATRIC NURSING PRESENTATIONS:**

Each clinical group will deliver a presentation that covers a portion of the geriatric nursing care content, using real case scenarios from your medical/surgical nursing experiences. Each clinical group will receive a topic (TBD), and each presentation will be a maximum of 20-30 minutes. The presentations will take place during class time. Each student will have the opportunity to earn 2 points on the exam that includes the geriatric content.

Please refer to the syllabus and curriculum objectives. We will focus on topics such as ageism, functional assessments/ability, normal physiologic changes in aging, theories of aging (continuity, disengagement, and activity theory), psychosocial changes, polypharmacy, caregiver role-strain, and cognitive changes in aging. During weekly clinical assignments you apply this knowledge each time you provide nursing care to the older adult and their family.

## **LEARNING ACTIVITIES:**

Many of the classes require learning activities to be completed prior to attending class. It is expected that the required work be completed so students can fully participate in each class.

## **DIGICATION:**

All students are required to maintain a learning portfolio in Digication that uses the school template.

1.) **During your last week of clinical**, prepare a summative reflection (using the same reflective tool you use each week). Address each core value in regards to the entire semester experience. Reflect on the entire clinical semester

\*Once you have completed this work send **your clinical instructor** an invitation to your Digication account.

**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. Students who receive an *overall* unsatisfactory clinical grade at any time in the rotation will fail this course and receive a grade of F. Students who receive a clinical grade of Fail should consult the Student Handbook for CTCNP policies. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

**DISABILITIES STATEMENT:** If you have a hidden or visible disability which may require classroom or test-taking modifications please see the course leader as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough if you have a learning disability, ADD or ADHD, or Student Services for other physical disabilities. Please see the Three Rivers Community College Catalog for additional policies and information.

**CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:** When the college is closed for reasons of inclement weather, clinical experiences will also be canceled. When the college delays opening, clinical experiences will also have a later start time. 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 and the appropriate nursing unit. 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 on a recording at 860 215-9000, posted on the Three Rivers Web Page: [www.trcc.commnet.edu](http://www.trcc.commnet.edu), Blackboard Learn. *It is strongly encouraged you sign up for Early Alert (notification via email or text).*

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Last revised date: 12.16.2015

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
4 hours 1/27/16	<p><b><u>Unit I: Nursing care of the childbearing family</u></b></p> <p><b>Antepartal Nursing</b> Define and describe the terms that relate to pregnancy and its signs and symptoms</p> <p>Identify the physiological changes and the common discomforts that occur during pregnancy</p> <p>Identify the pertinent data needed for adequate health supervision of pregnancy</p> <p>Describe the care and management of gestational problems in pregnancy</p> <p>Apply the care and management of preexisting conditions to the context of pregnancy</p> <p>Identify nursing diagnoses appropriate for clients experiencing health deviations during pregnancy.</p> <p>Apply legal and ethical principles to the holistic care of antepartal clients</p>	<p>A. Critical Thinking: Nursing process applied to clients and families during the antepartum period.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family during the antepartum period</p> <ol style="list-style-type: none"> <li>1. Terminology related to pregnancy</li> <li>2. Calculation of pregnancy estimated date of confinement</li> <li>3. Signs and symptoms of pregnancy <ol style="list-style-type: none"> <li>a. Presumptive</li> <li>b. Probable</li> <li>c. Positive</li> <li>d. Diagnostic Aids <ol style="list-style-type: none"> <li>1) Pregnancy Tests</li> <li>2) Ultrasound</li> </ol> </li> </ol> </li> <li>4. Physiological Changes of Pregnancy <ol style="list-style-type: none"> <li>a. Anatomic and Metabolic <ol style="list-style-type: none"> <li>1) Uterine/cervical</li> <li>2) Abdominal wall</li> <li>3) Breast</li> <li>4) Weight Changes</li> </ol> </li> <li>b. Hormonal <ol style="list-style-type: none"> <li>1) Estrogen</li> <li>2) Progesterone</li> <li>3) Human Chorionic gonadotropin</li> <li>4) Placental Hormones</li> </ol> </li> <li>c. Systemic <ol style="list-style-type: none"> <li>1) Cardiovascular</li> </ol> </li> </ol> </li> </ol>	<p>Assigned Readings Durham &amp; Chapman (D&amp;C) Ch 4, 5, 6, &amp; 7 Lecture</p> <p>Discussion</p> <p>Dosage Calculation Testing</p> <p>Nursing Skills Lab- Fundal assessment &amp; Leopold's Maneuvers</p>	<p>Examination Clinical performance evaluation</p> <p>Clinical Learning Sim Chart</p> <p>Concept mapping</p> <p>Skills Validation: IVPB, catheterization, enteral tubes</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>2) Respiratory</li> <li>3) Gastro-intestinal</li> <li>4) Urinary</li> <li>5) Muscular-skeletal</li> <li>6) Integumentary</li>   <li>5. Interdisciplinary and Nursing Health Supervision During Pregnancy               <ul style="list-style-type: none"> <li>a. Assessment</li> <li>b. Screening/Fetal Wellbeing Tests</li> <li>c. Minor Discomforts</li> <li>d. Warning Signs</li> <li>e. Nutritional Counseling</li> <li>f. Childbirth Education</li> <li>g. Teratogens of Pregnancy</li> <li>h. Genetic Counseling</li> </ul> </li>   <li>6. Psychological Adaptation of Pregnancy               <ul style="list-style-type: none"> <li>a. Developmental Tasks</li> <li>b. Psychosocial Changes</li> </ul> </li>   <li>7. Complications of Pregnancy: Abortion, Cardiac Disease, HIV/AIDS, Diabetes in Pregnancy, Hypertensive Disorders, Hyperemesis Gravidarum, Incompetent Cervix, Ectopic Pregnancy, Gestational Trophoblastic Disease, Infectious Diseases, Placenta Previa, Rh Incompatibility               <ul style="list-style-type: none"> <li>a. Etiology</li> <li>b. Pathophysiology</li> <li>c. Clinical manifestations &amp; complications</li> <li>d. Diagnostic tests</li> <li>e. Cultural considerations</li> </ul> </li> </ul>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>f. Evidence based theory and principles</li> <li>g. Collaborative management: Treatment Modalities               <ul style="list-style-type: none"> <li>1) Medical</li> <li>2) Surgical</li> <li>3) Nutrition</li> <li>4) Pharmacological (NUR*103)</li> </ul> </li> <li>h. Health Promotion/Maintenance Restoration and/or Prevention</li> </ul> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>		
<b>4 hours 2/3/16</b>	<p><b>Intrapartal Nursing</b></p> <p>Examine maternal adaptation to the physiological and psychosocial stress of labor.</p> <p>Discuss nursing care for the laboring woman through each stage of labor.</p> <p>Compare various birthing options.</p> <p>Discuss the role of the nurse when caring for laboring women during birth related procedures</p> <p>Apply legal and ethical principles to the holistic care of laboring women</p>	<p>A. Critical Thinking Nursing process applied to Intrapartum clients and families</p> <p>B. Provision of safe, holistic, culturally competent care to intrapartum client and family</p> <ul style="list-style-type: none"> <li>1. Philosophy of Labor and delivery</li> <li>2. The P's of Labor</li> <li>3. Labor and delivery management:               <ul style="list-style-type: none"> <li>a. Basic Electronic Fetal/Uterine Monitoring</li> <li>b. Normal, spontaneous Vaginal Delivery (NSVD)</li> <li>c. Forceps/Vacuum Extraction</li> <li>d. Cesarean Section</li> </ul> </li> </ul>	<p><a href="#">Assigned Readings</a>  <a href="#">D&amp;C-Ch 8 &amp; 9</a>  <a href="#">Lecture</a></p> <p><a href="#">Discussion</a></p> <p><a href="#">Handouts</a></p> <p><a href="#">Videos</a></p> <p><a href="#">Nursing Skills Lab: Intrapartal/ Fetal Well-Being</a></p> <p><a href="#">Observational experience in clinical</a></p>	<p>Computer Program            Return Demonstration            Group Discussion            Maneuvers            Fetal Monitoring</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience            Sim Chart</p> <p>Concept mapping</p>

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
		4. Nursing Care of the Client requiring OB Anesthesia/Analgesia <ol style="list-style-type: none"> <li>Pharmacological (NUR*103)</li> <li>Non-pharmacological</li> <li>Local Anesthesia (NUR*103)</li> <li>Regional Anesthesia (NUR*103)</li> <li>General Anesthesia (NUR*103)</li> </ol> C. Communication <ol style="list-style-type: none"> <li>Client and family education</li> <li>Community resources</li> </ol> D. Professionalism <ol style="list-style-type: none"> <li>Legal-ethical issues</li> <li>Role development</li> </ol>		
<b>1 hour 8:30- 9:30 2/10/16</b>	<b>Refer to test blueprint</b>	<b>Exam 1 MPR</b>		
<b>2 hours 2/17/16</b>	<b>Intrapartal Nursing: Complications of Labor</b>  Differentiate between the signs and symptoms, medical management and nursing care of the woman experiencing uterine problems during labor and delivery.  Evaluate the signs and symptoms, medical management and nursing care of the woman experiencing fetal problems during labor and delivery.	A. Provision of safe, holistic and culturally competent care to intrapartum client and family experiencing complications of labor <ol style="list-style-type: none"> <li>Premature Labor</li> <li>Premature Rupture of Membranes</li> <li>Dysfunctional Labor</li> <li>Precipitous Labor</li> <li>Umbilical Cord Abnormalities</li> <li>Persistent Posterior Position</li> <li>Breech Presentations</li> <li>Cephalo-Pelvic Disproportion</li> <li>Multiple Gestation</li> <li>Post-Date Pregnancies</li> <li>Amniotic Fluid Embolus</li> </ol>	Assigned Readings D&C – 10 & 11 Lecture  Discussion  Nursing Skills Lab	Clinical performance evaluation  Clinical Learning Experience Sim Chart  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss the signs and symptoms, medical management and nursing care of the woman experiencing amniotic fluid problems during labor and delivery.</p> <p>Apply legal and ethical principles to the holistic care of laboring women experiencing complications</p>	<p>12. Amniotic Fluid Variations 13. Placenta Abruptio 14. Uterine Rupture 15. Shoulder Dystocia</p> <p>B. Communication 1. Client and family education 2. Community Resources</p> <p>C. Professionalism 1. Legal-ethical issues 2. Role development</p>		
<b>3 hours 2/17/16 &amp; 2/24/16</b>	<p><b>Postpartum Nursing NI &amp; Complications</b> Discuss physiological changes, nursing assessments and nursing care during the post-partum period.</p> <p>Identify the psychosocial changes, nursing assessments and nursing care as women adapt to the stress of the post-partum period.</p> <p>Discuss care for the family experiencing situational psychosocial crisis during the postpartum period</p> <p>Apply legal and ethical principles to the holistic care of postpartum women and families</p>	<p>A. Critical Thinking: Nursing process applied to clients and families experiencing both normal and complications during the postpartum phase.</p> <p>B. Provision of safe, holistic, culturally competent care to client and family in the postpartum phase of child bearing.</p> <p><u>Normal Postpartum</u> 1. Physical Postpartum Changes 2. Nursing Care of the Postpartum Patient     a. Normal, spontaneous Vaginal Delivery (NSVD)     b. Post op Cesarean Section</p> <p>3. Psychological Postpartum Adjustments     a. Maternal/Family Role Adaptation</p> <p>4. Postpartum Blues/Depression     a. Etiology and Management     b. Pathophysiology</p>	<p><a href="#">Assigned Readings D&amp;C Ch – 11, 12, Lecture</a></p> <p><a href="#">Discussion</a></p> <p><a href="#">Nursing Skills Lab</a></p> <p><a href="#">Postpartum Assessment Simulation</a></p> <p><a href="#">Maternal Bereavement: Guest Speaker, Eva Sonn, RN and Leigh-Anne Sastre, BSN, RNC, CCE</a></p> <p><a href="#">Breastfeeding: Guest speaker, Kathy Mason, BS, RNC, IBCLC</a></p> <p><a href="#">Postpartum/Contraceptive Teaching</a></p> <p><a href="#">Case Study: Postpartum Depression</a></p> <p><a href="#">Provide nursing care to a postpartum client</a></p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>c. Clinical manifestations &amp; complications</li> <li>d. Cultural considerations</li> <li>e. Evidence based theory and principles</li> <li>f. Collaborative management: Treatment Modalities               <ul style="list-style-type: none"> <li>i. Medical</li> <li>ii. Nutrition</li> </ul> </li> <li>g. Promotion/Maintenance Restoration and/or Prevention               <ul style="list-style-type: none"> <li>i. Likelihood of reoccurrence during subsequent pregnancy</li> </ul> </li> </ul> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Role development               <ul style="list-style-type: none"> <li>a. Postpartum Teaching                   <ul style="list-style-type: none"> <li>i. Breast care</li> <li>ii. Perineal / Episiotomy care</li> <li>iii. Contraception (NUR*103)</li> <li>iv. Discharge instructions</li> </ul> </li> </ul> </li> <li>3. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> </ul>		
	Compare complications the post-partum woman may experience related to a situational crisis involving her circulatory status.	Postpartum Complications: Postpartum Hemorrhage <ul style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> </ul>		Clinical performance evaluation  Clinical Learning Experience Sim Chart

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
		<ol style="list-style-type: none"> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol>		Concept mapping
	Differentiate between complications the postpartum woman may experience when experiencing a situational crisis related to clotting mechanism or status.	<p>Postpartum Hypercoagulation: Thrombophlebitis, Pulmonary Embolism</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment modalities               <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Medical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol>		<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>
	Apply complications the post-partum woman may experience during a situational crisis involving her comfort-rest status to the need for alterations in care	<p>Hematoma/Lacerations: Cervical, Vaginal, Perineal</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> </ol>		<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention		Concept mapping
	Examine complications the postpartum woman may experience related to a situational crisis involving her immune status	Postpartum Infections: Pelvic, Breast  1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities a. Surgery b. Medical c. Nutrition d. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention	Assigned Readings  Lecture  Discussion  Nursing Skills Lab	Clinical performance evaluation  Clinical Learning Experience Sim Chart  Concept mapping
<b>3 hours 2/10/16</b>	<b>Neonatal Nursing</b>  Identify characteristics of the normal full term newborn.  Describe the nursing care of the normal full term newborn	A. Critical Thinking: Nursing process applied to clients and families who have given birth to a well or a special needs newborn	Assigned Readings: D&C ; Ch. 15 (normal newborn), Ch. 16 (discharge planning/teaching), Ch. 17 (high-risk newborn) Hockenberry; Ch 8 & 9 , pp 185-303  Lecture	Exams  Clinical performance evaluation  Clinical Learning Experience

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify characteristics of newborns with complications and special needs.</p> <p>Describe the nursing care of newborns with complications and nursing care.</p> <p>Apply legal and ethical principles to the holistic care of the neonate</p>	<p>B. Provision of safe, holistic, culturally competent care to client and family with a newborn infant</p> <p>Normal Full Term Newborn Characteristics of the Newborn</p> <p>Physiological Jaundice</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Nutrition</li> <li>c. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>Newborn with complications/special needs: Respiratory Distress Syndrome (RDS), cardiac conditions, alteration in Thermoregulation, Preterm Infant, Post-term Infant, Infant of a Diabetic Mother, Cleft lip/Palate, Genetic concerns: Down's Syndrome, Substance Abuse, Transient Tachypnea of Neonate (TTN), Necrotizing Enterocolitis (NEC)</p>	<p><a href="#">Discussion</a></p> <p><a href="#">Simulation/Case studies</a></p> <p><a href="#">Video: youtube-newborn assessment</a></p> <p><a href="#">Nursing Skills Lab: Newborn Assessment</a></p> <p><a href="#">Provide nursing care to a newborn</a></p>	<p>Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>Nursing Management of the Newborn with complications/special needs:</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests               <ol style="list-style-type: none"> <li>a. Genetic Concerns                   <ol style="list-style-type: none"> <li>1) Genetic Counseling</li> <li>2) Genetic Testing</li> </ol> </li> </ol> </li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Nutrition</li> <li>c. Pharmacological (NUR*103)</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>a. Client and family education</li> <li>b. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
<b>1 hours</b> <b>2/24/16</b>	<p><b><u>Unit II: Nursing care of the perioperative client</u></b></p> <p><b>Preoperative Nursing</b></p> <p>Describe the typical content of preoperative patient education programs</p>	<p>A. Critical Thinking: Nursing process applied to the preoperative client</p> <p>B. Provision of safe, holistic, culturally competent care to the preoperative client</p>	<p>Assigned Readings:            Lewis Chapter 18            Posted/Printed Articles            Potter's Fundamentals Book pp1254-1271            Potter's Skills 7<sup>th</sup> pp.938-947</p> <p>Lecture            Case Study</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience            Sim Chart</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Describe age specific, cultural and literacy sensitive approaches to preoperative patient education</p> <p>State the effects of stress on the surgical patient</p> <p>Discuss the various ways that surgery can be classified</p> <p>Describe factors affecting surgical outcome</p> <p>Discuss the nursing responsibilities in the pre-operative period</p> <p>Develop a plan of care for the pre-operative patient</p>	<p><u>Preoperative Nursing</u></p> <ol style="list-style-type: none"> <li>1. Patient perception of the surgical experience <ol style="list-style-type: none"> <li>a. Fear</li> <li>b. Readiness to learn/need to know</li> <li>c. Importance of the presence of the nurse</li> </ol> </li> <li>2. Need for Diagnostic testing and physical preparation</li> <li>3. Provision of client/family preoperative teaching, categories of information: <ol style="list-style-type: none"> <li>a. Health care relevant information (healthcare team members, expected events and their timing, pain management)</li> <li>b. Exercises to perform, or skill teaching (Cough/deep breathing, surgery specific, relaxation exercises)</li> <li>c. Psychosocial support (specific concerns of client, foster problem solving skills, importance of information seeking, need for post discharge support)</li> <li>d. Community resources (need for support and ability to access)</li> </ol> </li> </ol> <p>C. Communication: apply the principles of therapeutic communication during the preoperative period</p> <ol style="list-style-type: none"> <li>1. Methods of delivery of pre-op education <ol style="list-style-type: none"> <li>a. individual instruction by a nurse</li> <li>b. group instruction</li> </ol> </li> </ol>	<p>Discussion</p> <p>Simulation</p> <p>Video</p> <p>Observational Experience</p>	<p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>c. booklets and other audio visual materials</li> <li>2. Culturally determined values, beliefs, customs, and health-seeking behaviors can influence:               <ul style="list-style-type: none"> <li>a. Interpersonal communication</li> <li>b. Increased use of alternative medicine or other non-traditional interventions that may influence interventions</li> </ul> </li> <li>D. Professionalism               <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul> </li> </ul>		
<b>2 hours 2/24/16</b>	<p><b>Intraoperative Nursing</b></p> <p>Discuss the various members of the surgical team and their roles during surgery.</p> <p>Describe the surgical environment and the role of the nurse within that environment.</p> <p>Differentiate between the various types of anesthesia used during surgery.</p> <p>Describe surgical wound classification according to the Centers for Disease Control (CDC)</p> <p>Describe selected intraoperative risks and complications</p>	<ul style="list-style-type: none"> <li>A. Critical Thinking: Nursing process applied to the intraoperative client</li> <li>B. Provision of safe, holistic, culturally competent care to the intraoperative client</li> </ul> <p>Intraoperative Nursing</p> <ul style="list-style-type: none"> <li>1. Surgical Team</li> <li>2. Surgical Environment:</li> <li>3. Anesthesia               <ul style="list-style-type: none"> <li>a. General Anesthesia</li> <li>b. Regional Anesthesia</li> <li>c. Conscious Sedation</li> <li>d. Local Anesthesia</li> </ul> </li> <li>4. Risk of postoperative infection as measured by Surgical Wound Classification:               <ul style="list-style-type: none"> <li>a. Class I/ Clean wounds</li> <li>b. Class II/Clean-contaminated wounds</li> <li>c. Class III/Contaminated wounds</li> </ul> </li> </ul>	<p><a href="#">Assigned Readings;</a>  <a href="#">Lewis Chapter 19</a>  <a href="#">Potter's Fundamentals pp. 1271-1276</a></p> <p><a href="#">Posted/Printed Articles</a></p> <p><a href="#">Lecture</a></p> <p><a href="#">Case Study</a></p> <p><a href="#">Discussion</a></p> <p><a href="#">Simulation</a></p> <p><a href="#">Video</a></p> <p><a href="#">Observational Experience</a></p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience</p> <p>Sim Chart</p> <p>Concept mapping</p>

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
		<ul style="list-style-type: none"> <li>d. Class IV/Dirty or infected wounds</li> <li>5. Other Intraoperative Risks/Complications               <ul style="list-style-type: none"> <li>a. Risk of Injury from                   <ul style="list-style-type: none"> <li>(1) transport</li> <li>(2) surgical positioning</li> <li>(3) hazardous substances and equipment (laser, cautery, radiation, chemicals)</li> </ul> </li> <li>b. Alteration in body temperature                   <ul style="list-style-type: none"> <li>(1) Hypothermia</li> <li>(2) Hyperthermia and Malignant Hyperthermia</li> </ul> </li> <li>c. Risk for Alteration in fluid balance                   <ul style="list-style-type: none"> <li>(1) Autologous blood donation</li> <li>(2) Bloodless surgery</li> </ul> </li> </ul> </li> <li>C. Communication: apply the principles of therapeutic communication during the preoperative period</li> <li>D. Professionalism               <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul> </li> </ul>		
<b>1 hour 8:30- 9:30 3/2/16</b>	<b>Refer to the exam blueprint</b>	<b>Exam 2 MPR</b>		
<b>3 hours 3/2/16</b>	<b>Postoperative Nursing</b>  Describe the responsibilities of the PACU nurse in the prevention and recognition of complications.	A. Critical Thinking: Nursing process applied to the postoperative client	Lewis Chapter 20 pp. 366 – 381 Potter's Fundamentals pp. 1276 - 1295	



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify common postoperative complications</p> <p>Discuss the management of common postoperative complications</p> <p>Use the nursing process in caring for clients in the postoperative period.</p> <p>Describe key nursing assessment and care parameters common for all postoperative patients</p> <p>Describe the gerontological considerations related to the post-operative management of clients</p>	<p>B. Provision of safe, holistic, culturally competent care to the intraoperative client</p> <p>Postoperative Nursing</p> <ol style="list-style-type: none"> <li>1. Post anesthesia (PACU) Assessment (ABC) <ol style="list-style-type: none"> <li>a. Airway: (A &amp; B) <ol style="list-style-type: none"> <li>1. Obstruction</li> <li>2. Hypoxia</li> <li>3. Aspiration</li> </ol> </li> <li>b. Alteration in body temperature(C)</li> <li>c. Nausea and Vomiting</li> <li>d. Fluid balance (C)</li> <li>e. Pain assessment</li> </ol> </li> <li>2. Postoperative nursing care principles <ol style="list-style-type: none"> <li>a. Pain management</li> <li>b. Early mobility</li> <li>c. Circulatory function</li> <li>d. Pulmonary toilet</li> <li>e. Urinary Function</li> <li>f. Gastrointestinal Function</li> </ol> </li> <li>3. Management of postoperative complications <ol style="list-style-type: none"> <li>a. Hemorrhage <ol style="list-style-type: none"> <li>1. Hypovolemic Shock <ol style="list-style-type: none"> <li>i. Prevention Identify Early.</li> <li>ii. Clinical Manifestations</li> </ol> </li> <li>2. Collaborative Management <ol style="list-style-type: none"> <li>i. Medical/Pharmacologic (NUR*103)</li> <li>ii. Surgical</li> <li>iii. Nursing Management</li> </ol> </li> </ol> </li> <li>b. Anaphylaxis <ol style="list-style-type: none"> <li>1. Anaphylactic Shock <ol style="list-style-type: none"> <li>i. Prevention Identify Early.</li> <li>ii. Clinical Manifestations</li> </ol> </li> </ol> </li> </ol> </li> </ol>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		2. Collaborative Management i. Medical/Pharmacologic (NUR*103) ii. Nursing Management c. Ileus d. Atelectasis e. Deep Vein Thrombosis (DVT) f. Complications of wound healing 1. dehiscence 2. evisceration 3. infection 4. Gerontologic Considerations a. Mental Status b. Pain  C. Communication: apply the principles of therapeutic communication during the preoperative period  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>1 hour</b>  <b>3/9/16</b>	<b>Anemia</b> Compare and contrast pathophysiology and clinical manifestations of anemia.  Summarize the nursing care of the client experiencing anemia	A. Critical Thinking: Nursing process applied to clients with anemia B. Provision of safe, holistic, culturally competent care to clients with anemia.  <u>Anemia:</u> I. Anemia due to blood loss II. Anemia due to impaired blood production III. Anemia due to destruction of RBC  1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications	Assigned readings: <a href="#">Lewis pp. 632-647</a> <a href="#">Review anatomy and physiology of RBCs</a>  <a href="#">Case Study: come to class prepared to answer questions on anemia</a>  <a href="#">Posted/Printed Articles</a>  <a href="#">Provide nursing care to a client with anemia</a>	Clinical performance evaluation  Clinical Learning Experience Sim Chart  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		4. Diagnostic tests and procedures: 5. Evidence based theory and principles 6. Collaborative management: Treatment modalities: a. Nutrition b. Pharmacological 7. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
1 hour 3/9/16	<b>Unit VI: Bariatrics: Care of clients with medically significant obesity</b>  Describe health implications for the morbidly obese client.  Compare and contrast the Bariatrics surgical techniques utilized for the morbidly obese individual.  Utilize the nursing process to develop a holistic plan of care for clients following Bariatric surgery.	A. Critical Thinking: Nursing process applied to clients with morbid obesity.  B. Provision of safe, holistic, culturally competent care to clients with morbid obesity.  <u>Bariatrics</u> 1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests and procedures 5. Cultural considerations 6. Evidence based theory and Principles 7. Collaborative management: Treatment modalities: a. Surgery	Assigned readings; Lewis pp. 916-920  Potter's Skills pp 314 – 316  Posted/Printed Articles  Provide nursing care to a client with a disturbance in gastrointestinal function	Clinical performance evaluation  Clinical Learning Experience Sim Chart  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		b. Medical c. Rehabilitative d. Nutrition e. Pharmacological 8. Health Promotion/Maintenance Restoration and/or Prevention  C. Communication 1. Client and family education 2. Community resources  D. Professionalism 1. Legal-ethical issues 2. Role development		
<b>4 hours</b>  <b>3/9/16</b> <b>&amp;</b> <b>3/16/16</b>	<b>Unit V: Pediatric Nursing Principles of Pediatric Nursing</b>  Describe the philosophy and goals of pediatric nursing  Discuss the significance of family in the care of pediatric clients  Identify health- promotional activities essential for normal growth and development in the pediatric population  List the major components of a pediatric history and physical exam  Explain how children differ from adults in their response to illness and hospitalization  Discuss pediatric illness as a family stressor	A. Critical Thinking: Nursing process applied to the care of the pediatric client and family 1. Trends in pediatric care Health promotion and the pediatric client 2. Family characteristics 3. Cultural influences on the pediatric client and family 4. Parenting styles a. Child-rearing philosophies b. Discipline 5. Principles of growth and development a. Cephalocaudal b. Proximodistal c. Simple to complex d. General to specific 6. Application of theories of growth and development a. Cognitive: Piaget b. Psychosocial: Erikson c. Moral: Kohlberg d. Psychosexual: Freud 7. Physical Assessment a. History	<b>Assigned Readings:</b> <b>Fundamentals text:</b> Ch 12 139-156 <b>Hockenberry;</b> <b>Ch1 pp1-15, Ch 3 &amp; 4 pp 23-63,</b> <b>Ch 6 &amp; 7 pp 86-184, Ch 10 pp 308-353, Ch 12 pp 378-406, Ch 13 pp 407-421, Ch 15 pp 457-475, Ch 16 pp 476-497, Ch 21 pp 621-634, Ch 22 pp 639, 665-672(med admin)</b> <b>Common conditions</b> <b>Tonsillitis and Adenoiditis</b> <b>Ch 23 pp 715-716</b> <b>AOM/OME</b> <b>Ch 23 pp 717-719</b> <b>Gastroenteritis/Dehydration</b> <b>Ch 24 pp 762-778</b> <b>Appendicitis Ch 24 pp 785-788</b> <b>Pyloric Stenosis</b> <b>805-809</b> <b>Appendix A (p 1120) &amp;C (p 1138)</b> <b>Lecture</b>  <b>Discussion</b>	Clinical performance evaluation  Clinical Learning Experience  Sim Chart  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Discuss the principles and techniques for administering medications and IV fluids to children</p> <p>Describe communication strategies that assist nurses in working effectively with children</p> <p>Describe legal issues unique to children and families</p> <p>Discuss care of children with common pediatric illnesses</p>	<ul style="list-style-type: none"> <li>b. Vital signs</li> <li>c. Anthropometric measurement</li> <li>d. Growth charts</li> <li>e. Nutrition</li> <li>8. Developmental Assessment               <ul style="list-style-type: none"> <li>a. Denver Developmental Screening Test II (DDST-II)</li> <li>b. Play as an indicator</li> </ul> </li> <li>9. The Hospitalized child               <ul style="list-style-type: none"> <li>a. Preparation for elective hospitalization</li> <li>b. Emergency hospitalization</li> <li>c. Stressors associated with illness and hospitalization</li> </ul> </li> <li>10. Preparing children for procedures               <ul style="list-style-type: none"> <li>a. Physical preparation</li> <li>b. Verbal preparation</li> <li>c. Coping with pain</li> <li>d. Use of play as a coping mechanism</li> </ul> </li> <li>11. Administering medication to children               <ul style="list-style-type: none"> <li>a. Administering oral medication</li> <li>b. Administering injections</li> <li>c. Principles of IV fluid administration</li> </ul> </li> <li>B. Communication with the pediatric client and family               <ul style="list-style-type: none"> <li>1. Communication strategies                   <ul style="list-style-type: none"> <li>a. Developmental principles</li> <li>a. Cultural considerations</li> </ul> </li> <li>2. Parental education                   <ul style="list-style-type: none"> <li>a. Safety</li> <li>b. Anticipatory guidance</li> </ul> </li> </ul> </li> <li>C. Professionalism               <ul style="list-style-type: none"> <li>1. Consent for care</li> <li>2. The nurse as a child advocate</li> </ul> </li> <li>12. Mandatory reporting laws</li> </ul>	<p><a href="#">Video</a></p>	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours 3/16/16	<b>Common Pediatric Conditions</b> Describe nursing care and management when caring for the child with common pediatric conditions.	<p>A. Critical Thinking: Nursing process applied to the care of the pediatric client and family with <u>Common Pediatric Conditions</u>: Gastroenteritis, Appendicitis, Otitis Media, conditions affecting the tonsils and adenoids, Pyloric Stenosis, Care of the Child with Developmental Needs Provision of safe, holistic, culturally competent care to the pediatric client and family with <u>Common Pediatric Conditions</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>B. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>C. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p><a href="#">Assigned Readings: See above</a></p> <p><a href="#">Lecture</a></p> <p><a href="#">Discussion</a></p> <p><a href="#">Simulation</a></p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3/30/16 8:30-9:30	<b>Refer to the exam blueprint</b>	<b>Exam 3 MPR</b>		
5 hours 3/30/16 & 4/6/16	<p><b><u>Unit IV Nursing care of the client with select orthopedic conditions</u></b></p> <p>Identify nursing care delivery for the pediatric client with orthopedic problems</p> <p>Describe the nursing care for the client with a fracture.</p> <p>Discuss medical management and nursing care for the client with a fractured hip.</p> <p>Discuss nursing care delivery for the client with arthritis.</p> <p>Compare and contrast the management of osteoarthritis and rheumatoid arthritis</p> <p>Describe the nursing care for the client with reconstructive joint replacement</p> <p>Discuss nursing care delivery for the client with osteomyelitis</p> <p>Discuss nursing care delivery for the client with amputation.</p> <p>Address nursing care for the client with complications of orthopedic procedures</p>	<p>A. Critical Thinking: Nursing process applied to a client with an orthopedic condition</p> <p>B. Provision of safe, holistic, culturally competent care to a client with an orthopedic condition</p> <p><u>Common Pediatric orthopedic conditions: Congenital Hip dysplasia, scoliosis, club foot</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p><u>Fracture</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> </ol>	<p><a href="#">Review Chapter 62</a></p> <p><a href="#">We will start with fractures first. Review Anatomy &amp; Physiology (A&amp;P)</a></p> <p><a href="#">Readings: Lewis pp. 1511-1523, 1525-1528, 1530-1534, 1539-1542, 1553-1557, 1561-1579</a></p> <p><a href="#">Posted/Printed Articles</a></p> <p><a href="#">Assigned Readings: Hochenberry pp. 1028-1029, 1068-1071, 1071-1072, 1076-1079</a></p> <p><a href="#">Lecture</a></p> <p><a href="#">Discussion</a></p> <p><a href="#">Case Studies</a></p> <p><a href="#">Provide nursing care to a client with an orthopedic conditions</a></p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ol style="list-style-type: none"> <li>3. Clinical manifestations &amp; complications               <ol style="list-style-type: none"> <li>a. Fat embolism</li> <li>b. Compartment syndrome</li> <li>c. Volkman's contracture</li> </ol> </li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p><u>Osteoarthritis and Rheumatoid Arthritis</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical                   <ol style="list-style-type: none"> <li>(1) Joint Replacement Surgery</li> </ol> </li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p><u>Other orthopedic disorders:</u></p>		



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<u>Gout, Osteoporosis, Lyme Disease, osteomyelitis</u>  1. Etiology 2. Pathophysiology 3. Clinical manifestations & complications 4. Diagnostic tests 5. Cultural considerations 6. Evidence based theory and principles 7. Collaborative management: Treatment Modalities a. Medical b. Nutrition c. Pharmacological d. Surgical/amputation 8. Health Promotion/Maintenance and Restoration and or Prevention  C. Communication 1. Client and family education 2. Community Resources  D. Professionalism 1. Legal-Ethical issues 2. Role Development		
2 hours 4/6/16	<b>Unit III: Principles of Geriatric Nursing &amp; Cognitive Disorders</b>  Differentiate between the clinical presentations of delirium and dementia.  Discuss the nursing care of the client with delirium  Discuss the nursing care of the client with dementia.	A. Critical Thinking: Nursing process applied to a geriatric and cognitively impaired client  B. Provision of safe, holistic, culturally competent care to a cognitively impaired client  <u>Delirium</u> 1. Etiology 2. Pathophysiology	Assigned Readings: Lewis; Ch. 5 pp. 61-78, Ch. 60 pp. 1443-1462 Potter & Perry; Ch 10, pg 122 (Box 10-3) & pg 126 (Box 10-6) Ch. 14, pp. 171-191 Perry & Potter; pp. 1102-1103 (teaching medication self-administration)  Lecture	

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Describe the characteristic behaviors and stages of Alzheimer's Disease.</p> <p>Discuss diagnosis, medical treatment and nursing care of the client with Alzheimer's disease.</p>	<ol style="list-style-type: none"> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. assurance of a safe environment</li> <li>b. Medical</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention               <ol style="list-style-type: none"> <li>a. Nutrition</li> <li>b. Pharmacological</li> </ol> </li> </ol> <p><u>Dementia: Alzheimer's</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Nutrition</li> <li>c. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role Development</li> </ol>	<p>Class Presentation/Discussion</p> <p>Mini Mental Status</p> <p>Simulation</p> <p>Electronic resources:  <a href="http://consultgerim.org/">http://consultgerim.org/</a> </p>	

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
<b>4 hours</b> <b>4/13/16</b>	<p><b>Principles of Geriatric Nursing: Nursing Care of the Geriatric Client</b></p> <p>Discuss adult aging theories in relation to wellness and illness.</p> <p>Outline common changes and adaptations occurring in the older adult.</p> <p>Identify myths and stereotypes that alter perceptions about aging persons in our society.</p> <p>Describe health care needs of the aging population in a variety of healthcare settings</p> <p>Discuss the impact of illness, hospitalization and institutionalization on the independent functioning of the older adult.</p>	<p>A. Critical Thinking: Nursing process applied to a geriatric client</p> <p>B. Provision of safe, holistic, culturally competent care to a geriatric client</p> <ol style="list-style-type: none"> <li>1. Psychosocial Aging <ol style="list-style-type: none"> <li>a. Activity Theory</li> <li>b. Disengagement Theory</li> <li>c. Continuity Theory</li> </ol> </li> <li>2. Assessment of Older Adult <ol style="list-style-type: none"> <li>a. Primary Aging</li> <li>b. Secondary Aging</li> <li>c. Functional Assessment of Older Adult</li> </ol> </li> <li>3. Common concerns <ol style="list-style-type: none"> <li>a. Physiological changes of aging</li> <li>b. Psychosocial changes of aging</li> <li>c. Disengagement theory</li> <li>d. Activity Theory</li> <li>e. Continuity Theory</li> </ol> </li> <li>4. Physiological changes affecting pharmacokinetics; issue of polypharmacy in geriatric population</li> <li>5. Settings for the delivery of care. <ol style="list-style-type: none"> <li>a. Community settings</li> <li>b. Assisted Living</li> <li>c. Long-term</li> <li>d. Sub-acute/Rehab</li> <li>e. Acute</li> </ol> </li> </ol>		<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
1 hour 4/20/16 8:30-9:30	Refer to the exam blueprint	Exam 4 MPR		
1 hour 4/20/16	<p><b><u>Unit VIII: Nursing care of the client with a Sexually Transmitted Illness</u></b></p> <p>Identify risk factors, signs and symptoms and learning needs related to vaginal infections and sexually transmitted diseases</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients with sexually transmitted illnesses</p> <p>B. Provision of safe, holistic, culturally competent care to with sexually transmitted illnesses</p> <p><u>Sexually Transmitted Illnesses:</u>  <u>Gonorrhea, Syphilis, Chlamydia,</u>  <u>Herpes Genitalis, Trichomoniasis,</u>  <u>Condylomata Acuminata,</u>  <u>Humanpapilloma virus (HPV)</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol>	<p>Assigned Readings Lewis Ch 53</p> <p>Lecture</p> <p>Discussion</p> <p>Case Study: Nursing Care for the client with sexually transmitted illness</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		C. Communication <ol style="list-style-type: none"> <li>Client and family education</li> <li>Community resources</li> </ol> D. Professionalism <ol style="list-style-type: none"> <li>Legal-ethical issues</li> <li>Role development</li> </ol>		
<b>2 hours</b> <b>4/20/16</b>	<b><u>Unit IX: Nursing care of the gynecology client</u></b>  Address life cycle changes of women.  Describe common health screening tests for women.  Identify factors that can influence the health of the female reproductive system.  Describe the components associated with the physical assessment, including routine health screening test of the female reproductive system  Identify tests that a commonly used to diagnose dysfunctions of the reproductive system.  List nursing diagnoses appropriate to women with gynecologic disorders.  Discuss the role of the nurse and the use of the nursing process when caring for clients with common gynecological disorders.	A. Critical Thinking: Nursing process applied to the care of clients with gynecological disorders  B. Provision of safe, holistic, culturally competent care to with gynecological disorders <ol style="list-style-type: none"> <li>Menstrual Cycle               <ol style="list-style-type: none"> <li>Normal</li> <li>Deviations of Normal</li> </ol> </li> <li>Taking a gynecological history               <ol style="list-style-type: none"> <li>Demographic Data</li> <li>Personal &amp; Family History</li> <li>GYN History</li> <li>STD History</li> <li>Diet</li> <li>Stressors</li> <li>Support System</li> </ol> </li> <li>Physical Assessment               <ol style="list-style-type: none"> <li>Breast Exam</li> <li>Abdominal Exam</li> <li>External Genitalia</li> <li>Pelvic Exam</li> <li>Bimanual Exam</li> <li>Rectovaginal Exam</li> </ol> </li> <li>Diagnostic Assessment               <ol style="list-style-type: none"> <li>Laboratory tests</li> <li>Radiographic studies</li> <li>Endoscopic studies</li> </ol> </li> </ol>	<b>Assigned Readings</b>  Lewis Ch 51-p. 1289-98, 1300-05, Ch 1306-11, up to Breast cancer & Ch 54. <b>Lecture</b>  <b>Discussion</b>  <b>Nursing Skills Lab: Self Breast Examination</b>  <b>Case Study: Menopause</b>  <b>Provide nursing care to a gynecology client</b>	Clinical performance evaluation  Clinical Learning Experience Sim Chart  Concept mapping

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<ul style="list-style-type: none"> <li>d. Biopsy</li> <li>e. Other diagnostic studies</li> </ul> <p><u>Disorders affecting women's health: Pre-Menstrual Syndrome, Menstrual Irregularities, Menopause, Benign Breast Disorders, Endometriosis, Vaginitis, Uterine Prolapse, Cystocele or Rectocele, Toxic Shock Syndrome</u></p> <ul style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities               <ul style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ul> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ul> <p>C. Communication</p> <ul style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ul> <p>D. Professionalism</p> <ul style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ul>		
2 hours 4/27/16	<b><u>Unit VII: Nursing care of the client with select genitourinary conditions</u></b>	A. Critical Thinking: Nursing process applied to the clients experiencing genitourinary conditions	<b>Assigned Readings:</b> Lewis review A & P Chapter 45 pp. 1064-1071, 1076-1081, 1307-1314, 1321-1322	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Use the nursing process as a framework when caring for patients with commonly occurring urinary system problems.</p> <p>Identify common laboratory and diagnostic tests used to determine urinary system dysfunction.</p>	<p>B. Provision of safe, holistic, culturally competent care to clients experiencing genitor-urinary conditions  <u>Urinary Tract Infections, Urolithiasis, Kidney Surgery, Benign Prostatic Hypertrophy</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management:  Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> </ol> <p>C. Health Promotion/Maintenance  Restoration and/or Prevention  Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Lecture; case study. Complete assignment prior to coming to class</p> <p>Discussion</p> <p>Provide nursing care to a client experiencing a genitor-urinary condition</p>	<p>Sim Chart</p> <p>Concept mapping</p>
2 hours 4/27/16	<p><b><u>Unit X: Nursing care of the family experiencing violence</u></b></p> <p>Discuss the differences between physical violence, sexual violence, emotional violence and neglect</p> <p>Describe common characteristics of the abused and abusers</p>	<p>A. Critical Thinking: Nursing process applied to the care of clients/families experiencing violence and neglect</p> <p>B. Provision of safe, holistic, culturally competent care to clients/families experiencing violence and neglect</p> <p><u>Violence: Spousal Abuse, Elder Abuse, Child Abuse, Sexual Assault</u></p>	<p>Assigned Readings:  Varcarolis Chapter 26 &amp; 27</p> <p>Lecture- guest</p> <p>Discussion  Video</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience  Sim Chart</p> <p>Concept mapping</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify stressors and predictors of family violence.</p> <p>Discuss safety plans for victims of family violence</p> <p>Describe phases of rape-trauma syndrome and common reactions during each phase.</p> <p>Discuss the role of the nurse when caring for the abused client</p> <p>Describe the role of the nurse as an advocate in incidences of family violence</p> <p>Describe how the role of the nurse varies in the care of clients that are victims of different types of violence, abuse and neglect</p>	<ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations &amp; complications</li> <li>4. Diagnostic tests</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management: Treatment Modalities <ol style="list-style-type: none"> <li>a. Medical</li> <li>b. Surgical</li> <li>c. Nutrition</li> <li>d. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>		
2 hours 5/4/16	<p><b><u>Unit XI: Nursing care of the client and family experiencing death</u></b></p> <p>Identify the stages of grieving.</p> <p>Identify clinical symptoms of grief and factors affecting a grief response</p> <p>Identify measures that facilitate the grieving process</p>	<p>A. Critical Thinking: Nursing process applied to a dying client</p> <p>B. Provision of safe, holistic, culturally competent care to a dying client</p> <ol style="list-style-type: none"> <li>1. Palliative Care</li> <li>2. Clinical manifestations &amp; complications</li> <li>3. Cultural considerations</li> <li>4. Evidence based theory and principles</li> <li>5. Grief and Bereavement</li> </ol>	<p>Assigned Readings: Lewis; Ch. 11 pp 153-166 Potter &amp; Perry; pp 708-730 Perry &amp; Potter; Ch. 16 pp. 403-419 AV; Frontline documentary: <a href="#">“Facing Death”</a></p> <p>Lecture</p> <p>Discussion</p> <p>Nursing Skills Lab: Simulation</p>	<p>Clinical performance evaluation</p> <p>Clinical Learning Experience Sim Chart</p> <p>Concept mapping</p>



WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>List clinical signs of impending and actual death</p> <p>Identify the nurse's legal responsibilities regarding client death</p> <p>Discuss the role of the nursing when caring for the dying client.</p>	<p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Provide nursing care to a terminally ill client</p>	
2 hours 5/4/16	<p><b><u>Unit XII: Nursing Care of The Client with a Psychiatric/Mental Health Disorder</u></b></p> <p><b><u>Adult Psychiatric Conditions: Anxiety, Somatoform, Factitious and Dissociative Disorders</u></b></p> <p>Describe the DSM-IV-TR-evaluation system for classification of mental disorders.</p> <p>Identify adaptive and maladaptive coping through identification and understanding of defense mechanisms.</p> <p>Identify theories of anxiety disorders</p> <p>Identify basic characteristics of medical anxiety disorders</p> <p>Discuss assessment when providing care to people with anxiety and anxiety disorders</p>	<p>A. Critical Thinking: Nursing process applied to a client with a psychiatric/mental health disorder</p> <ol style="list-style-type: none"> <li>1. Introduction to the DSM-IV-TR and its use in psychiatric/mental health nursing <ol style="list-style-type: none"> <li>a. Axis</li> <li>b. Global Function Index</li> </ol> </li> <li>2. The role of defense mechanisms in client coping <ol style="list-style-type: none"> <li>a. Adaptive</li> <li>b. Maladaptive</li> </ol> </li> </ol> <p>B. Provision of safe, holistic, culturally competent care to a client with a psychiatric disorder</p> <ol style="list-style-type: none"> <li>1. Anxiety Disorders <ol style="list-style-type: none"> <li>a. Etiology</li> <li>b. Pathophysiology</li> <li>c. Clinical manifestations &amp; complications</li> <li>d. Diagnostic tests</li> <li>e. Cultural considerations</li> <li>f. Evidence based theory and principles of management</li> </ol> </li> </ol>	<p>Assigned Readings:</p> <p>Varcarolis: Chapter 12 and 22</p> <p>Lecture</p> <p>Discussion</p> <p>Recommended Films: to be provided during lecture</p>	Exam

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>Identify nursing diagnoses and outcomes for people with anxiety disorders</p> <p>Describe manifestation of the somatoform, factitious and dissociative disorders</p>	<p><u>Generalized Anxiety Disorder, Panic Disorders, Phobias, Social Anxiety Disorders, OCD, PTSD</u></p> <ol style="list-style-type: none"> <li>2. Somatoform Disorders/Somatization               <ol style="list-style-type: none"> <li>a. symptoms of unmet needs</li> <li>b. Importance of secondary gains</li> <li>c. Impact on healthcare system</li> <li>g. Evidence based theory and principles of management</li> </ol> </li> <li>3. Factitious Disorders               <ol style="list-style-type: none"> <li>a. Prototype: Munchausen Syndrome and Munchausen Syndrome by Proxy</li> <li>h. Evidence based theory and principles of management</li> </ol> </li> <li>4. Dissociative Disorders               <ol style="list-style-type: none"> <li>a. Define Dissociation</li> <li>b. Prototypes: Dissociative Fugue and Dissociative Identity Disorder</li> <li>i. Evidence based theory and principles of management</li> </ol> </li> <li>C. Communication               <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> </li> <li>D. Professionalism               <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol> </li> </ol>		
<b>1 hour</b> <b>5/11/16</b> <b>8:30-</b> <b>9:30</b>	<b>Refer to the exam blueprint</b>	<b>Exam 5 MPR</b>		

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
3 Hours 5/11/16	<p><b><u>Adult Psychiatric Conditions: Mood Disorders</u></b></p> <p>Compare and contrast the symptoms of the different forms of mood disorders and thought disorders across the lifespan.</p> <p>Correlate recommended treatment modalities with the major types of mood disorders.</p> <p>Describe appropriate nursing interventions for behaviors associated with mood disorders.</p>	<p>A. Critical Thinking: Nursing process applied to clients experiencing mood disorders</p> <p>B. Provision of safe, holistic, culturally competent care to clients with mood disorders</p> <p><u>Mood Disorders, Depression, Postpartum Depression with Psychotic Features, Bipolar Disorder, Suicide</u></p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Pathophysiology</li> <li>3. Clinical manifestations and complications</li> <li>4. Diagnostic evaluation DSM IV</li> <li>5. Cultural considerations</li> <li>6. Evidence based theory and principles</li> <li>7. Collaborative management Treatment modalities               <ol style="list-style-type: none"> <li>a. Surgical</li> <li>b. Medical</li> <li>c. Rehabilitative</li> <li>d. Nutrition</li> <li>e. Pharmacological</li> </ol> </li> <li>8. Health Promotion/Maintenance Restoration and/or Prevention</li> </ol> <p>C. Communication</p> <ol style="list-style-type: none"> <li>1. Client and family education</li> <li>2. Community resources</li> </ol> <p>D. Professionalism</p> <ol style="list-style-type: none"> <li>1. Legal-ethical issues</li> <li>2. Role development</li> </ol>	<p>Assigned readings; Varcarolis Chapter 13, 14, 24</p> <p>Handouts</p> <p>Nurse-Client Communication Skills:</p> <ol style="list-style-type: none"> <li>a. Mood Disorders</li> </ol> <p>Provide nursing care to a client experiencing mood disorders NUR*203</p> <p>Role play Communication skills with the psychiatric clients</p> <p>Tape: Hearing Voices (Lab NUR*201)</p> <p>Suicide Assessment</p> <p>Process recording workshop in preparation for psychiatric nursing clinical experience in NUR 203</p> <p>Concept mapping</p>	Exam

<b>WEEK HOURS</b>	<b>UNIT OBJECTIVES</b>	<b>CONTENT</b>	<b>SUGGESTED LEARNING EXPERIENCES</b>	<b>EVALUATION</b>
<b>Final Exam 2 hours</b>	<b>Monday 5/16/16 8:30 to 10:30am</b>	<b>Final Exam MPR</b>		

**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**

*Capital Community College, Gateway Community College,  
Naugatuck Valley Community College, Northwestern Connecticut Community College,  
Norwalk Community College, Three Rivers Community College*

**NUR\* 102: Family Health Nursing  
Laboratory Topics Schedule**

**Obstetrical/Pediatric Nursing Topics**

Lab Topic	Time
Breastfeeding (1 hour theory)	1 hour
Newborn Assessment and Care	2.5 hours
Postpartum Assessment/Care	1.5 hour
Child Birth Education (i.e. Lamaze)	1 hour
<b>TOTAL</b>	<b>6</b>

**Combined Nursing Topics**

Lab Topic	Time
Urinary Catheterization Content (includes CBI)	1.5 hour
Urinary Catheterization Practice	1.5 hours
IVPB Content	2 hours
IVPB Practice	1 hour
Medication Calculation Testing or Support	1 hour
<b>VALIDATIONS IVPB &amp; CATHETERIZATION</b>	<b>2</b>
<b>TOTAL</b>	<b>9.0</b>

**Medical/Surgical Topics**

Lab Topic	Time
Blood Transfusion	1.5 hours
Surgical Assessment	1.5 hour
Decompression Tubes Content Indications, placement, patency, Enteral Tube Medication Administration and Practice	2.0 hours
PCA/Epidural pumps	1 hour
Ortho Lab/Disorders of the Musculoskeletal System	1 hour
<b>VALIDATION: ENTERAL MED ADMINISTRATION</b>	<b>1 hour</b>
<b>TOTAL</b>	<b>8.0</b>
<i>Floating Hour to be applied at faculty team discretion</i>	<b>1.0</b>
<b>NURSING 102 TOTAL LAB HOURS</b>	<b>24</b>

## Combined Nursing Topics

### NUR\*102: Family Health Nursing

On Campus Clinical Laboratory: Care of Breastfeeding Clients (1 hour)

**\*Note to students:** assigned readings to be completed prior to laboratory attendance

Nursing Care of Breastfeeding Clients	
Learning Objectives Upon completion of the Learning Laboratory the student will be able to:	Suggested Learning Activities
<ol style="list-style-type: none"><li>1. Discuss breastfeeding readiness and indications of infant hunger</li><li>2. Describe signs that baby is getting enough milk</li><li>3. Identify steps to ensure correct breastfeeding latch</li><li>4. Discuss and demonstrate various infant holding positions to promote comfort, support and ease of breastfeeding</li><li>5. Apply the nursing process to breastfeeding issues</li><li>6. Identify benefits for both mother and baby related to breastfeeding.</li></ol>	<p>Review handouts/readings/videos related to breastfeeding</p> <p>Guest speaker</p> <p>Demonstration of various breastfeeding techniques</p>

**Combined Nursing Topics**  
**NUR\*102: Family Health Nursing**

**On Campus Clinical Laboratory: Nursing Care and Assessment of Newborns (2.5hours)**

**\*Note to students: assigned readings to be completed prior to laboratory attendance**

<b>Nursing Assessment and Care of Newborns</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"><li>1. Identify normal newborn reflexes</li><li>2. Review the correct techniques for administration of newborn medications including routes, sites and equipment needed</li><li>3. Describe the components of a complete newborn exam including normal variants vs. abnormal findings</li><li>4. Describe care of the newborn following circumcision</li><li>5. Review the components of a baby bath</li><li>6. Discuss the variety of formulas and nipples used for bottle fed babies.</li><li>7. Discuss ways to keep newborns safe from abduction and SIDs prevention</li></ol>	<p>Review handouts/readings/videos related to newborn assessment and care</p> <p>Demonstration and practice with return demonstration of newborn assessment using newborn manikins/Sim Baby</p> <p>Critical Thinking scenario and small group discussion: newborn care</p> <p>Guest speaker</p> <p>Case Study</p>

**Combined Nursing Topics**  
**NUR\*102: Family Health Nursing**

**On Campus Clinical Laboratory: Nursing Care and Assessment of the Postpartum Client (1.5 hours)**

**\*Note to students: assigned readings to be completed prior to laboratory attendance**

<b>Nursing Assessment and Care of the Postpartum Client</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"><li>1. Describe a systematic “Bubble” assessment of a postpartum client<ol style="list-style-type: none"><li>a. Breast</li><li>b. Uterus/fundus</li><li>c. Bladder</li><li>d. Bowel</li><li>e. Lochia</li><li>f. Episiotomy, Emotional</li></ol></li><li>2. Describe routine care of the mother who has delivered her infant vaginally vs. cesarean section</li></ol>	<p>Review handouts/readings/videos related to postpartum assessment and care</p> <p>Student practice a return demonstration of a postpartum assessment</p> <p>Critical Thinking scenario and small group discussion</p> <p>Case Study</p> <p>Guest speaker</p> <p>Readings: D&amp;C Ch 12, Ch 11 pp.305, Ch 13</p>



**Combined Nursing Topics**  
**NUR\*102: Family Health Nursing**

**On Campus Clinical Laboratory: Care of Clients Requiring Urinary Catheterization (1.5 hours)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Part A: Nursing Care of Clients Requiring Urinary Catheterization</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<p>7. Describe the indications for urinary catheterization, such as:.</p> <ol style="list-style-type: none"> <li>measuring residual urine volume</li> <li>urinary retention</li> </ol> <p>8. Describe the procedure for assessing post void residual urine using straight catheterization</p> <p>9. State the advantages of using a bladder scanner to assess urine volume.</p> <ol style="list-style-type: none"> <li>Relate the steps for assessing bladder urine volume using a bladder scanner.</li> </ol> <p>10. Describe the nursing assessments that should be done prior to catheterizing a client</p> <p>11. Describe nursing considerations related to catheterization of a female vs. a male client</p> <p>12. Describe the procedural differences between straight and indwelling catheterization</p> <p>13. Identify the equipment needed to perform urinary catheterization</p> <p>14. Compare and contrast the different types of urinary catheters</p> <p>15. State expected outcomes following completion of the procedure</p> <p>16. Discuss key principles related to urinary catheterization</p>	<p>Review handouts/readings/videos related to urinary catheterization.</p> <p>Review handouts/readings/videos related to bladder scanning</p> <p>Faculty demonstration of urinary catheterization and removal of indwelling catheter.</p> <p>Student practice on SimMan®: insertion of indwelling catheter, removal of catheter.</p> <p>Review of validation performance checklist for urinary catheterization.</p> <p>Critical thinking exercise and small group discussion: urinary catheterization</p>

### Combined Nursing Topics

<p>17. Demonstrate aseptic technique during catheterization and related procedures using laboratory simulation models.</p> <p>18. Discuss the risks and potential complications associated with catheterization, and the nursing interventions to prevent them</p> <p>19. Discuss client teaching related to urinary catheterization</p> <p>20. Demonstrate collection of a urine specimen from a continuous bladder drainage system.</p> <p>21. Review/Discuss routine catheter care and the procedure for removal of an indwelling catheter (NUR*101)</p>	
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## Combined Nursing Topics

<b>Part B: Nursing Care of Clients Requiring Continuous Bladder Irrigation (CBI) and Open Intermittent Catheter Irrigation</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Discuss the indications and purposes of urinary bladder and catheter irrigation.</li> <li>2. Describe the indications for closed continuous (CBI) vs. open catheter (Intermittent) irrigation</li> <li>3. List the equipment needed to perform closed continuous and open intermittent irrigation.</li> <li>4. Describe the nursing assessments related to catheter irrigation.</li> <li>5. State the expected outcomes following completion of the procedure</li> <li>6. List the steps required for performing closed continuous bladder irrigation.</li> <li>7. List the steps required for performing open intermittent catheter irrigation.</li> <li>8. Describe nursing considerations related to the prevention of infection when performing catheter irrigation.</li> </ol>	<p>Review readings/handouts/videos related to CBI and open intermittent catheter irrigation.</p> <p>Demonstration and practice setting up a CBI and performing open intermittent catheter irrigation.</p> <p>Critical thinking exercise and small group discussion: bladder irrigation.</p>

**Combined Nursing Topics**  
**Competency Assessment/Validation:**  
**Insertion of an Indwelling Urinary Catheter**

**Competency Assessment/Validation:**  
**Insertion of an Indwelling Urinary Catheter for a Female Client**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Psychomotor Skill</b> <i>(Note: specific skills may vary slightly in accordance with equipment or facility protocol)</i>	S/U
<b>Part I: Preparation for Catheterization</b>	
1. Check M.D. order	
2. Gather equipment for catheterization <ul style="list-style-type: none"> <li>a. Correct catheterization kit (Straight or Foley) and correct catheter size</li> <li>b. Extra pair of sterile gloves, extra sterile catheter or kit of correct size and type</li> <li>c. Bath blanket and linen protector</li> </ul>	
3. Identify patient and explain procedure	
4. Wash hands	
5. Provide privacy	
6. Raise height of bed	
7. Position patient in dorsal recumbent position with knees flexed	
8. Drape patient with bath blanket	
9. Cleanse perineum prn and identify anatomical landmarks	
<b>Part II: Getting the Field Ready</b>	
1. Open catheter kit	
2. Place outer plastic wrap at end of bed for waste disposal	
3. Place catheter set on bed between patient's legs	
4. Open outer wrap using principles of sterile technique	
5. Using sterile technique place sterile drape, plastic side down, under buttocks	
6. Don sterile gloves	
7. Place fenestrated drape over perineum maintaining sterility	
8. Organize equipment in order of use <ul style="list-style-type: none"> <li>a. Place cotton balls/swabs, antiseptic solution, and lubricant closest to patient</li> <li>b. Pour antiseptic over cotton balls or open packet with swabs</li> <li>c. Test catheter balloon for leaks (unless manufacturer does not recommend )</li> <li>d. Pull back fluid to deflate balloon but leave syringe attached to lumen</li> <li>e. Squirt lubricant onto tray</li> <li>f. Lubricate tip of catheter 2 inches</li> </ul>	
<b>Part III: Inserting Catheter</b>	
1. Separate the labia minora with your non-dominant hand to expose urethral meatus	
2. Cleanse meatus, using downward strokes (front to back) <ul style="list-style-type: none"> <li>a. Far labial fold first</li> <li>b. Near labial fold next</li> <li>c. Over center of meatus last</li> </ul>	
3. Pick up catheter (3in. from tip) with dominant hand	
4. Ask patient to bear down gently as if to void	
5. Insert catheter 2-3 in. or until urine flows: when urine is seen, advance 1-2 in.	

### Combined Nursing Topics

6. Release labia and hold catheter in place with non-dominant hand	
7. Inflate balloon with recommended amount of sterile water and tug gently	
8. Allow bladder to empty	
9. Attach end of catheter to end of tubing on urinary drainage device if not pre-attached	
10. Remove gloves and wash hands	
11. Follow hospital protocol regarding securing catheter to leg (use clean gloves)	
<b>Part IV: Patient Assessment and Documentation</b>	
1. Assess color, clarity, odor, and amount of urine obtained	
2. Cleanse patient's perineum (insure that patient is clean and dry)	
3. Remove drapes	
4. Perform Documentation per facility protocol	

Lab Referral\_\_\_\_\_ Comments: \_\_\_\_\_

\_\_\_\_\_

Dates Remediated/Comments: \_\_\_\_\_

\_\_\_\_\_

Validating Instructor \_\_\_\_\_ Date:\_\_\_\_\_

**Combined Nursing Topics**  
**NUR\*102: Family Health Nursing**

**On Campus Clinical Laboratory: Intravenous Piggy Back Administration (IVPB) (2 hours)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Nursing Care of Clients requiring Intravenous Administration Medication</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Discuss the indications and methods of administration for IV piggy back (IVPB) medications.</li> <li>2. Demonstrate safe and competent practice during IV piggyback medication administration               <ol style="list-style-type: none"> <li>a. Assessment of client allergies</li> <li>b. Calculation of correct dose</li> <li>c. Verification of medication compatibility</li> <li>d. Maintenance of aseptic technique during preparation and administration of IV medications</li> <li>e. Accurate reconstitution of IVPB medication</li> <li>f. Regulation of infusion at prescribed rate</li> <li>g. Assessment of client response to IVPB medication</li> </ol> </li> <li>3. Relate potential complications associated with IVPB medication administration.</li> <li>4. Demonstrate correct technique for saline lock med/intermittent infusion device administration (i.e. S-A-S)</li> </ol>	<p>Review of handouts/readings/videos related to IV piggyback medication administration.</p> <p>Demonstration and practice of preparing IV medication for administration via piggyback and saline lock/intermittent infusion device.</p> <p>Small group work-return demonstration (calculate dose, mix medication in mini bag, calculate infusion rate, back prime secondary line) utilizing laboratory equipment</p> <p>Practice IV medication reconstitution and calculation of piggyback drip rates.</p> <p>Critical Thinking Exercise with small group discussion Case study: client scenarios</p> <p>Review IVPB Validation Performance checklist</p>
<ol style="list-style-type: none"> <li>5. Discuss principles related to the administration of Intravenous medication/additives via a primary solution (i.e. Potassium, multivitamins)</li> </ol>	<p>Demonstration and practice of adding medication to primary IV solution.</p>
<ol style="list-style-type: none"> <li>6. Demonstrate the procedure for administering IV medication utilizing an infusion pump</li> </ol>	<p>Small group work-return demonstration utilizing laboratory equipment</p>

## Combined Nursing Topics

### Competency Assessment/Validation: Administration of Piggyback Medication via Secondary Line (IVPB)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Psychomotor Skill</b> <i>(Note: specific skills may vary in accordance with equipment or facility protocol)</i>	<b>S/U</b>
1. Washes hands	
2. Obtains ordered medication and does three checks against M.D. order on MAR	
3. Verbalizes checking compatibility of medication with primary solution/additives	
4. Gathers appropriate equipment <ul style="list-style-type: none"> <li>a. Inspects solution for clarity, color, expiration date.</li> <li>b. Selects appropriate tubing and dates tubing per facility protocol</li> </ul>	
5. Clamps secondary tubing and spikes IVPB bag	
6. Calculates drip rate precisely	
7. Properly identifies client and explains procedure	
8. Washes hands and gathers gloves	
9. Dons gloves and assesses IV site for: <ul style="list-style-type: none"> <li>a. changes in temperature</li> <li>b. edema</li> <li>c. leakage</li> <li>d. color (pallor, redness)</li> <li>e. pain or tenderness</li> </ul>	
10. Cleanses upper Y-port on primary tubing with alcohol wipe and attaches secondary set	
11. Purges air from secondary tubing by back priming (i.e. lowers IVPB below level of Primary bag)	
12. Closes roller clamp on secondary tubing and hangs IVPB bag on pole	
13. Lowers primary bag on hanger	
14. Opens secondary tubing clamp completely	
15. Sets rate using primary line clamp, adjusted to within 5 gtts of correct rate	
16. Rechecks site to verify no infiltration, pain, leakage	
17. Verbalizes need to recheck site and rate again in 5-10 min	
18. Maintains principles of asepsis throughout procedure	
19. Documents per facility policy	

Lab Referral\_\_\_\_\_ Comments: \_\_\_\_\_

Dates Remediated/Comments: \_\_\_\_\_

Validating Instructor \_\_\_\_\_ Date: \_\_\_\_\_

## Medical/Surgical Topics

### NUR\*102: Family Health Nursing

**On Campus Clinical Laboratory: Administration of Blood/Blood Product Transfusions (1.5 hours)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Nursing Care of Clients requiring Blood/Blood Products Transfusion/Administration</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"><li>1. Relate the indications and therapeutic purposes for transfusion therapy.</li><li>2. Discuss the advantages of autologous transfusions.</li><li>3. Describe blood typing systems and their use in determining compatibility of blood components.</li><li>4. Describe the principles of safe transfusion administration.</li><li>5. Demonstrate safe and competent practice when monitoring transfusions:<ol style="list-style-type: none"><li>a. Client assessment pre-transfusion</li><li>b. Pre-administration protocol</li><li>c. Client identification</li><li>d. Client monitoring</li><li>e. Documentation</li></ol></li><li>6. Compare and contrast the different types of transfusion reactions.</li><li>7. Discuss the prevention and nursing management of transfusion reactions.</li></ol>	<p>Lecture/Discussion</p> <p>Review of handouts/readings/videos related to blood transfusion.</p> <p>Review of equipment related to blood transfusion.</p> <p>Faculty demonstration of preparing PRBC's for administration.</p> <p>Practice calculating drip rates to ensure timely administration of transfusion.</p> <p>Practice monitoring of blood transfusion.</p> <p>Critical Thinking Exercise/Case Studies/ small group discussion related to the key factors in blood/blood products administration</p>



**Medical/Surgical Topics**  
**NUR\*102: Family Health Nursing**  
**On Campus Clinical Laboratory: Surgical Assessment (1.5 hours)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Nursing Care of the Surgical Client</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Describe the <i>initial</i> nursing assessment of the client received from the Post Anesthesia Care Unit (PACU) such as:               <ol style="list-style-type: none"> <li>a. Airway assessment and positioning for maximal air exchange.</li> <li>b. Circulatory Assessment (vital signs, physical assessment)</li> <li>c. Level of Consciousness/ sedation</li> <li>d. Assessment of Comfort/ Pain Management</li> </ol> </li> <li>2. Identify the components of a generalized post-op client nursing assessment</li> <li>3. Demonstrate preparation of the bedside unit for the client returning from surgery.</li> <li>4. Discuss the rationale and teaching considerations for post-operative clients such as:               <ol style="list-style-type: none"> <li>a. Incentive Spirometry (IS)</li> <li>b. Leg Exercises/Intermittent Compression Devices (i.e.Venodynes)</li> <li>c. Pain Management</li> <li>d. Early mobility</li> </ol> </li> <li>5. Describe special considerations for the surgical dressing change</li> <li>6. Discuss nursing interventions that promote resumption of client's baseline function and prevent post-op complications.</li> </ol>	<p>Review of readings/handouts/videos related to post-operative nursing assessment and care.</p> <p>Return demonstration of securing airway</p> <p>Practice utilizing devices for incentive spirometry and oxygen saturation.</p> <p>Role play instructing a client in post-op exercises.</p> <p>Case study/ critical thinking exercise with small group discussion.</p> <p>Develop a care plan for a post-op client.</p> <p>Case study-Small group discussion of post op day #2, development of atelectasis and decreasing oxygen saturation</p>

**Medical/Surgical Topics**  
**NUR\*102: Family Health Nursing**  
**On Campus Clinical Laboratory:**

**Nursing Care of Clients with Decompression Tubes; Enteral Tube Medication Administration (2 hours)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Part A: Nursing Care of Clients with Decompression Tubes</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Differentiate between the various types of enteral tubes (i.e. PEG, NGT, jejunal, gastrostomy)</li> <li>2. Describe the different types of tubes used for gastric decompression.</li> <li>3. State the purposes of a Nasogastric (NG) tube.</li> <li>4. Discuss the procedure for insertion of an NG tube.</li> <li>5. Discuss expected outcomes following completion of the procedure.</li> <li>6. Describe the evidence based procedure for verifying placement of an NG tube</li> <li>7. Describe nursing management of the client with an NG tube to include               <ol style="list-style-type: none"> <li>a. the use of suction,</li> <li>b. NG Tube irrigation,</li> <li>c. evaluating NG tube output</li> <li>d. NG tube removal</li> </ol> </li> </ol>	<p>Review readings/handouts/videos on NG tube for decompression.</p> <p>Student practice: setting up for NGT insertion.</p> <p>Faculty demonstration and student practice:</p> <ol style="list-style-type: none"> <li>1. verifying tube placement</li> <li>2. anchoring tube</li> <li>3. irrigating tube</li> <li>4. attaching tube to suction</li> <li>5. measuring tube output</li> </ol> <p>Critical thinking exercise/case study: client with an NG tube (NGT)</p>

## Medical/Surgical Topics

<b>Part B: Enteral Tube Medication Administration</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Describe nursing assessments related to medication administration via enteral tubes</li> <li>2. Demonstrate techniques for assessing placement of enteral tubes prior to medication administration</li> <li>3. List the steps of the procedure for administration of medications via an enteral tube.</li> <li>4. Discuss nursing considerations related to administration of medications via enteral tubes such as:               <ol style="list-style-type: none"> <li>a. Medications contraindicated for enteral administration</li> <li>b. Contraindications to crushing of certain medications</li> <li>c. Implications for medication incompatibilities such as:                   <ol style="list-style-type: none"> <li>i. Clamping between medications</li> </ol> </li> </ol> </li> <li>5. Discuss measures to prevent complications when administering medications via an enteral tube such as:               <ol style="list-style-type: none"> <li>a. Dislodging of tube</li> <li>b. Clogging of tube</li> </ol> </li> <li>6. State expected client outcomes following completion of medication administration via an enteral tube</li> </ol>	<p>Review of readings/handouts/videos for medication administration via enteral tubes</p> <p>Faculty demonstration and student practice of procedure.</p> <p>Critical thinking exercise/ case study with small group discussion.</p> <p>Review of validation performance checklist for medication administration via enteral tubes.</p>

**Medical/Surgical Topics**  
**Competency Assessment/Validation:**  
**Medication Administration via an Enteral Tube**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Psychomotor Skill (Note: specific skills may vary in accordance with equipment or facility protocol)</b>	<b>S/U</b>
1. Gathers supplies (60 mL catheter tip syringe)	
2. Prepares medication per procedure using MAR, 6 Rights, Checks 2 forms of identity	
3. Obtains liquid form or crushes meds <ul style="list-style-type: none"> <li>a. Verbalizes verification that medication is crushable</li> <li>b. Verbalize to dilute crushed medication with 30 mL water</li> </ul>	
4. Assess that tube is securely taped or fastened	
5. Places towel under work area	
6. Places patient in high fowler's position	
7. Dons clean gloves	
8. Disconnects tube from feeding or suction or removes plug <ul style="list-style-type: none"> <li>a. Holds tube up above level of stomach</li> <li>b. Pinches tube or uses Lopez valve to prevent backflow and leaking</li> </ul>	
9. Confirms tube placement: checks markings, checks aspirate color and pH <ul style="list-style-type: none"> <li>a. Draw up 30 mL of air into 60 mL syringe</li> <li>b. Attach to end of feeding tube</li> <li>c. Flush tube with 30 mL of air before attempts to aspirate fluid</li> <li>d. Draw back on syringe slowly-obtaining 5-10 mL of gastric aspirate</li> <li>e. Gently mix aspirate in syringe</li> <li>f. Measure pH-dipping the pH strip into fluid or by applying few drops of fluid to the strip-comparing with the color on the chart provided by manufacturer               <ul style="list-style-type: none"> <li>i. Gastric contents &lt; 4, tube feeding pH usually 5 or greater, ph of pleural fluid from the tracheobronchial tree is generally &gt; 6</li> </ul> </li> </ul>	
10. Verbalizes how to aspirate for residual if feeding <ul style="list-style-type: none"> <li>a. Return aspirated contents unless excessive amount (usually &gt; 100cc)</li> </ul>	
11. Flushes with 30 mL of warm water	
12. Removes plunger of syringe <ul style="list-style-type: none"> <li>a. Pinches/kinks gastric tube</li> <li>b. Places end of syringe into gastric tube</li> </ul>	
13. Administers meds by gravity, pours each med separately, flushes with 10 mL H <sub>2</sub> O between each med	
14. After last medication flushes with 30-60 mL H <sub>2</sub> O	
15. Pinches gastric tube, removes syringe and inserts clamp or connects to tube feeding. Do not reconnect to suction for 60 minutes	
16. Positions client with HOB elevated 30-45 degrees for 1 hour	
17. Records total amount of fluid given	
18. Verbalizes how to irrigate a nasogastric tube to suction using 30 mL normal saline	

Lab Referral \_\_\_\_\_ Comments: \_\_\_\_\_

Dates Remediated/Comments: \_\_\_\_\_

Validating Instructor \_\_\_\_\_ Date: \_\_\_\_\_

**Medical/Surgical Topics**  
**NUR\*102: Family Health Nursing**  
**On Campus Clinical Laboratory:**

**Pain Management: Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA) (1 hour)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Nursing Care of Clients with Epidural or Patient Controlled Analgesia (PCA)</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
1. Describe patient controlled analgesia and the different modalities used to provide it.	Review of readings/handouts/videos related to care of the client receiving PCA/epidural pain management.
2. Discuss the evidence to support the advantages of PCA and epidural analgesia (evidenced based practice)	Review of readings/handouts/videos related to epidural catheter management
3. Identify clients who would be candidates for PCA/epidural pain management.	Review of equipment used in providing PCA and epidural pain management.
4. State the agents (i.e. opioids) commonly used for PCA and epidural pain management.	Discuss nursing implications related to client teaching and safety with PCA and epidural.
5. Discuss concerns / safety issues related to PCA / epidural use.	Case study/ critical thinking exercise and small group discussion related to the care of clients receiving PCA/epidural pain management.
6. Discuss principles and safety features of PCA / epidural pump operation.	
7. Describe the process for client activation of PCA devices	
8. Describe safe and competent nursing care of the client receiving PCA/ epidural analgesia	
a. Design a nursing care plan for the client receiving PCA/ epidural analgesia to include but not be limited to:	
i. nursing assessments to monitor client response to PCA/epidural analgesia	
ii. nursing assessments to monitor the safety of the client receiving PCA/ epidural analgesia	

### Medical/Surgical Topics

iii. nursing interventions for the client receiving PCA/ epidural analgesia	
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**Medical/Surgical Topics**  
**NUR\*102: Family Health Nursing**

**Orthopedics Lab: Nursing Care of Clients with Disorders of the Musculoskeletal System (1 hour)**

**\*Note to students: assigned readings and videos to be completed prior to laboratory attendance**

<b>Nursing Care of Clients with Disorders of the Musculoskeletal System</b>	
<b>Learning Objectives</b> Upon completion of the Learning Laboratory the student will be able to:	<b>Suggested Learning Activities</b>
<ol style="list-style-type: none"><li>1. Discuss nursing considerations related to mobilizing clients with joint replacements and hip fractures.</li><li>2. Relate the principles and rationale of hip precautions and their importance in preventing postoperative dislocation.</li><li>3. Describe quad and glut setting exercises.</li><li>4. Compare and contrast the different weight bearing status orders commonly seen with post-operative orthopedic clients.</li><li>5. Discuss the fitting and use of ambulatory devices appropriate for a client's weight bearing status.</li><li>6. Describe functional assist levels and their implications for safely mobilizing the post-op orthopedic client.</li><li>7. Review the equipment used in the care of clients with fractured hip and major joint replacements.</li><li>8. Relate the purposes, types, complications, and nursing care of the patient in a cast.</li><li>9. Plan and implement care for the patient in a cast.</li></ol>	<p>Power point presentation by guest expert physical therapist.</p> <p>Demonstration of mobilization techniques and hip precautions by physical therapist.</p> <p>Discussion and question and answer session with physical therapist.</p> <p>Student practice of mobilization techniques on peers.</p>