

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAMS

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

THREE RIVERS COMMUNITY COLLEGE

Nursing 101

Introduction to Nursing Practice

Syllabus and Course Materials

Fall 2010

Rev. 8/10 JCA

## **NUR 101: INTRODUCTION TO NURSING PRACTICE**

### **Course Prerequisites**

BIO 211: Anatomy & Physiology I

BIO 212: Anatomy & Physiology II

ENG 101: English Composition

BIO 235: Microbiology

PSY 111: General Psychology

### **Course Components**

Credits: 8 credits

Hours: Classroom: 60 hours

Clinical: 180 hours

### **Course Description**

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

### **Course Objectives**

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

1. Identify principles of holism in providing basic nursing care to selected individuals.
2. Utilize the nursing process in planning care for individuals with basic health care needs.
3. Demonstrate safe use of scientific and quantitative principles and technology in providing basic nursing care to individuals.
4. Use basic communication in nurse-client interactions.

5. Identify learning needs for assigned individuals.
6. Utilize therapeutic interventions that consider the unique rights of individuals.
7. Identify the roles of various members of the health care team.
8. Demonstrate basic legal and ethical practice standards when providing care to selected individuals.
9. Exhibit growth in personal and professional roles in nursing.

### **Course Schedule**

Lecture: Monday 8:30-10:30AM and 1:00-3:00PM

College Laboratory:

Tuesday and Thursday: 8:00 AM-3:00 PM  
for the first seven weeks of laboratory.

Clinical: As assigned

## **Methods of Instruction**

This course is team taught. Teaching modalities include lecture, discussion, 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 Vista and ePortfolio are used as learning management tools.

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

1. Berman, Snyder, Kozier & Erb, Fundamentals of Nursing, Concepts, Process and Practice (8th edition) Prentice Hall, 2007.

2. Smith, Duell, & Martin, Clinical Nursing Skills (7<sup>th</sup> edition) Prentice Hall, 2008.

3. Ackley, Nursing Diagnosis Handbook (9<sup>th</sup> edition) Saunders, 2010.

4. Smeltzer, S.C., & Bare, B. G. & Hinkle, J.L. & Cheever, K.H. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing* (12<sup>th</sup> ed.). Philadelphia: J.B. Lippincott/Williams and Wilkins

5. Deglin, Davis Drug Guide for Nurses (12<sup>th</sup> edition) F.A. Davis, 2011.

6. Pickar, Dosage Calculations, with CD, (8<sup>th</sup> edition) Delmar Publications, 2007 packaged with 3,2,1Calc.

7. Lehne, Pharmacology for Nursing Care, with CD (7th edition) Saunders, 2010.

8. Pagana, Mosby's Manual of Diagnostic and Lab Tests (4th edition) Mosby, 2010.

9. Varcarolis, Foundations of Psychiatric Mental Health Nursing (6th edition), Saunders, 2010

## **Optional:**

10. Lewis, Heitkemper, Dirksen, O'Brien, Bucher. *Medical Surgical Nursing: Assessment and Management of Clinical Problems, with CD, (7<sup>th</sup> edition) Mosby, 2007.* (available for use in the nursing skills laboratory/computer room).

11. Dillon, Nursing Health Assessment, with CD, (2<sup>nd</sup> edition) F.A. Davis, 2007.

12. Purnell & Paulanka, Guide to Culturally Competent Health Care F.A. Davis, 2005.

13. Sommers, Diseases & Disorders (3<sup>rd</sup> edition) F.A. Davis, 2007.

14. Quick Notes for Anatomy and Physiology (1<sup>st</sup> edition) F.A. Davis 2008.

## **Nursing Faculty and Staff**

**Director of Nursing and Allied Health:** Ellen Freeman, M.S.,  
CNE, RN, Professor  
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### **Educational Assistants to the Director:**

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**Faculty:** (voicemail) (E-mail) (Blackboard Vista email)

#### **Full-Time**

Judith Albright, M.S.N, RN, CWOCN, Coordinator  
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## **Full Time Faculty: Special Lecturer and ESL /Culture Facilitator:**

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### **Part-Time**

Jill Blain, M.S.N., R.N., adjunct clinical faculty  
Martha Healy, M.Ed., R.N., adjunct clinical faculty  
Susan Rosa, M.S.N., R.N., adjunct clinical faculty  
Patricia Zikorou, M.S.N., R.N., adjunct clinical faculty

## **Nursing Lab Tutors:**

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## **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.

### **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 Helene Fuld 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 N101 Course Shell on Blackboard Vista, 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* (5<sup>th</sup> ed.). Philadelphia: F.A. Davis.

### **Nursing Program College Facilities**

Faculty offices are located within C wing.  
The College lab is located in the A wing.

Computer labs are located within the nursing lab and throughout the campus (library and E wing).  
The Library is located in the C wing

### **Clinical Equipment**

Stethoscope  
Watch with second hand  
Bandage Scissors  
Black pen  
Note paper  
Assigned text  
Uniform  
ID Badge

### **Class Examinations**

Exam 1	Monday,	9/13/10	15%
Exam 2	Monday,	10/4/10	15%
Exam 3	Monday,	10/25/10	15%
Exam 4	Monday,	11/15/10	15%
Exam 5	Monday,	11/29/10	15%
Final Exam	Monday,	12/13/10	25%

Dosage Calculation Competency Thursday 9/28/10  
Pass/Fail (Must achieve a 90 to pass)

## Grading Policies

To pass Nursing 101 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 required clinical skills validations. Three (3) opportunities will be given to pass the skills verification. Students unable to meet critical criteria the second attempt will must attend mandatory remediation.

- **Evaluation activities reviewed:**

- **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 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 two hour final examination (with 100 questions) in Nursing 101. The exams will start at 8:30AM. Class will resume 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 0-6

## **Nursing Program Policy Handbook**

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

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

### **Attendance Policy**

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

### **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 (383-5257). 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 can be a cumulative make-up.

### **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 2009-2010 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, 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 (CLEW, Process Recording, Definition of Nursing, and Information Literacy Assignment) to ePortfolio. Students are reminded that classroom 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.

### **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 CT-CCNP 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 coordinator 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 begin one hour later. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. Preplanning and communication with your clinical instructor and course coordinator 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 886-0177. Postings may also be seen on the Three Rivers Web Page: [www.trcc.comnet.edu](http://www.trcc.comnet.edu) or via Blackboard Vista

### **UNIT OBJECTIVES**

#### **Contemporary Nursing Practice**

1. Describe the philosophy of the nursing program.
2. Identify the core values.
3. Explain the use of critical thinking related to the nursing process.
4. Discuss historical leaders in nursing
5. Discuss the role that caring plays in building a nurse client relationship

### **Core Values: Holism, Caring and Cultural Diversity in Nursing**

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

### **Health Protection and Safety**

1. Utilize the chain of infection to discuss client risk factors
2. Describe assessment data with inflammatory response vs. infectious response
3. Discuss interventions to prevent the transmission of pathogens

4. Compare medical and surgical asepsis
5. Demonstrate use of personal protective equipment in contact, droplet, and airborne isolation
6. Discuss rationale for standard precautions
7. Demonstrate correct technique for hand hygiene
8. Demonstrate correct application and removal of clean gloves
9. Identify the role of the Center for Disease Control in infection management and environmental safety
10. Discuss the nurse's role in early identification of data that might suggest epidemic or bioterrorism activity
11. Discuss risks to safety based on developmental stage, lifestyle, and pathophysiology
12. Discuss interventions to reduce physical hazards in the health care, home, and community environments

### **Vital signs**

1. Define vital signs
2. Describe factors that affect vital signs and accurate measurement of them
3. Identify peripheral pulse sites
4. Identify variations in vital signs according to age
5. Measure vital signs in an organized, accurate manner

### **Blood Glucose and Glycemic Control**

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

6. State the symptoms of hypoglycemia and hyperglycemia

### **Cardiopulmonary Function**

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

### **Skin Integrity and Wound Care**

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

### **Critical Thinking and the Nursing Process**

1. Discuss the use of critical thinking in clinical practice
2. Describe the relationship of critical thinking and problem solving to the nursing process

3. Describe the components of the nursing process
4. Identify the components of the assessment phase of the nursing process
5. Differentiate between subjective and objective data
6. Describe methods of data collection
7. Describe the purposes of physical assessment
8. Identify techniques used for physical assessment
9. Identify expected outcomes of physical assessment
10. Discuss variations in techniques and findings of physical assessment based on age
11. Compare frameworks for data organization
12. Discuss the process of data analysis and selection of a nursing diagnosis

### **Documentation and Reporting**

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

### **Communication**

1. Discuss the process of communication
2. Describe the modes of communication
3. Discuss factors that influence communication
4. Explain the four phases of the helping relationship
5. Describe effective group communication
6. Discuss the use of communication in each step of the nursing process

7. Describe effective communication techniques uses by health professionals

### **Stress and Coping**

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

### **Nutrition**

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

13. Discuss nursing interventions to treat clients with nutritional problems

### **Safe and Competent Practice Medication Administration**

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

### **Sleep, Comfort and Pain**

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

10. Differentiate tolerance, dependence, and addiction

### **Activity and Exercise**

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

### **Fluid and Electrolyte Balance**

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

### **Urinary Elimination**

1. List developmental, life-style, and other factors that influence the care of clients with urinary elimination dysfunction.
2. Describe and perform focused assessment of urinary elimination.
3. Identify nursing diagnoses that correctly define client problems related to elimination.

4. Review and practice common nursing and collaborative interventions to promote adequate urinary elimination

### **Bowel Elimination**

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

### **Discharge Planning**

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

### **Communication, Teaching and Learning**

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

### **Sensory Perception**

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

### **Legal and Ethical Principals**

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

### **Introduction of Mental Illness and Defense Mechanisms**

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

### **Therapeutic Communication**

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

### **Spirituality**

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

### **Sexuality**

1. Define sexual health.
2. Identify specific measures that promote sexual health.
3. Identify personal biases and beliefs related to sexuality.
4. Discuss the role of the nurse in sexual health promotion and health screening.

5. Utilize the nursing process in caring for clients with reproductive and sexuality issues

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*Capital Community College, Gateway Community College, Norwalk Community College,  
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#### **Course Prerequisites**

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

#### **Course Corequisites**

BIO 235: Microbiology; PSY 111: General Psychology

#### **Course Components**

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

#### **Course Description**

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

#### **Course Objectives**

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

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

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
<p><b>2 hours</b> <b>8/26</b></p> <p><b>Multi-purpose Room</b></p> <p><b>Nancy Rymut</b></p>	<p><b><u>Unit : Contemporary Nursing Practice</u></b></p> <p>Discuss various definition of nursing</p> <p>Explain the use of critical thinking related to the nursing process.</p> <p>Discuss historical leaders in nursing</p> <p>Discuss educational preparation for professional nursing</p> <p>Discuss the role that caring plays in building a nurse client relationship</p> <p>Discuss contemporary roles of the registered nurse</p> <p>Describe the philosophy of the nursing program.</p> <p>Identify the core values of the nursing program</p>	<p>A. Caring: An Introduction to Nursing</p> <ol style="list-style-type: none"> <li>1. Definition of nursing</li> <li>2. Historical perspectives</li> </ol> <p>B. Holism: Societal influences on nursing</p> <p>C. Professionalism: The Role of the Nurse</p> <p>D. Safe and Competent Practice</p> <ol style="list-style-type: none"> <li>1. Nursing Education</li> <li>2. Nursing Practice <ol style="list-style-type: none"> <li>a. Nurse Practice Acts</li> <li>b. Practice Settings</li> <li>c. ANA Code of Ethics</li> </ol> </li> </ol> <p>E. Critical Thinking: Trends in Nursing</p> <p>F. Communication: Connecticut Community Colleges Nursing Program (CT-CCNP) Philosophy and Core Values</p>	<p><u>Classroom</u></p> <p>Assigned Readings K&amp;E Chapter 1,2</p> <p>Student Handbook</p> <ol style="list-style-type: none"> <li>A. Core Values</li> <li>B. Program Philosophy</li> </ol> <p>Formulate definition of nursing and post in ePortfolio</p> <p>Websites: <a href="http://www.cga.ct.gov/2007/pub/Chap378.htm">http://www.cga.ct.gov/2007/pub/Chap378.htm</a></p> <p><a href="http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx">http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx</a></p> <p><u>Nursing Skills Lab/Clinical</u></p> <p>Assigned Readings K&amp;E Chapter 31, p. 684-68, Chapter 33 and p.1263-1264 Smith, et. al Chapter 1, 7 (p.148-150) 8, 9 .and 763-765 Ackley, p. 906-907, 696-705, 339-346.</p> <p>Orientation to Lab, Blackboard /Vista, ProCalc, ePortfolio, Nursing Library Gateway,</p> <p>Orientation to the Role of the Nurse</p> <p>Research a cultural or age related aspect of hygiene and report in class in one week.</p>	<p>Exam One ePortfolio</p>

<p><b>3 hours</b></p> <p><b>8/26</b></p> <p><b>Multi-Purpose Room</b></p> <p><b>Lili Rafeldt &amp; Judy Albright</b></p>	<p><b><u>Unit : Health Protection and Safety</u></b></p> <p>Utilize the chain of infection to discuss client risk factors</p> <p>Describe assessment data with inflammatory response vs. infectious response</p> <p>Discuss interventions to prevent the transmission of pathogens</p> <p>Compare medical and surgical asepsis</p> <p>Demonstrate use of personal protective equipment in contact, droplet, and airborne isolation</p> <p>Discuss rationale for standard precautions</p> <p>Demonstrate correct technique for hand hygiene</p> <p>Demonstrate correct application and removal of clean gloves</p> <p>Identify the role of the Center for Disease Control in infection management and environmental safety</p> <p>Discuss the nurse's role in early identification of data that might suggest epidemic or bioterrorism activity</p> <p>Discuss risks to safety based on</p>	<p>A. Infection</p> <ol style="list-style-type: none"> <li>1. Normal body defenses</li> <li>2. Risk factors for infection</li> <li>3. Chain of infection</li> <li>4. Immunity <ol style="list-style-type: none"> <li>a. active</li> <li>b. passive</li> </ol> </li> <li>5. Use of the Nursing Process in infection control</li> </ol> <p>B. Safety</p> <ol style="list-style-type: none"> <li>1. Factors that affect safety <ol style="list-style-type: none"> <li>a. developmental / culture</li> <li>b. individual / pathophysiology</li> <li>c. environmental</li> </ol> </li> <li>2. Public safety and bioterrorism <ol style="list-style-type: none"> <li>a. chemical</li> <li>b. biological</li> <li>c. nuclear</li> </ol> </li> <li>3. Promoting safety in health care <ol style="list-style-type: none"> <li>a. JCAHO 2010 National Patient safety goals and sentinel events</li> <li>b. QSEN (Quality &amp; Safety Ed for Nurses)</li> <li>3. Nursing Process and safety <ol style="list-style-type: none"> <li>a. Assessment: risk assessment tools</li> <li>b. Diagnosing: risk for injury, risk for poisoning, deficient knowledge (accident prevention)</li> <li>c. planning and implementation: call bells, falls, burns, fire safety, reduction of electrical hazards, bed, chair monitoring devices and restraints</li> <li>d. evaluation: in clinical settings and the home</li> </ol> </li> </ol> </li> </ol>	<p><b>Classroom:</b></p> <p>Assigned Readings K&amp;E Chapter 31(asepsis) and 32 (safety) Smith, et. al Chapter 14 (infection control) and 7 (safety) (pages 134-155)</p> <p>Use the Center of Disease Control website to access guidelines for infection control. (See Nursing Library Gateway</p> <p>Complete the CT Hospital Association client orientation packet and posttest (CHA Test within Black board Vista)</p> <p>Review the QSEN link about pre-licensure knowledge, skills and values of safe nursing practice. <a href="http://www.qsen.org/ksas_prelicensure.php#safety">http://www.qsen.org/ksas_prelicensure.php#safety</a></p> <p>Review JCAHO 2010 National Patient Safety Goals for hospitals and long term care. Review sentinel event link. <a href="http://www.jointcommission.org/SentinelEvents/PolicyandProcedures/se_pp.htm">http://www.jointcommission.org/SentinelEvents/PolicyandProcedures/se_pp.htm</a></p> <p>Before class identify safe practices in your home. (See K&amp;E p.718-719)</p> <p>After class review Smith, et. al p. 148-151 and 1357-1358)</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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	<p>developmental stage, lifestyle, and pathophysiology</p> <p>Discuss interventions to reduce physical hazards in the health care, home, and community environments</p>	<p>C. Hygiene and the Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment <ol style="list-style-type: none"> <li>a. cultural and social practices</li> </ol> </li> <li>b. developmental needs</li> <li>c. assessment of skin, hair, nails, oral mucous membranes and teeth <ol style="list-style-type: none"> <li>2. Analysis</li> <li>3. Planning</li> <li>4. Implementation <ol style="list-style-type: none"> <li>a. bathing a client</li> <li>b. perineal care</li> <li>c. nail and foot care</li> <li>d. oral hygiene</li> <li>e. shaving and hair care</li> <li>f. care of contact lenses, eyeglasses, and hearing aids</li> <li>g. client environment</li> </ol> </li> </ol> </li> <li>5. Evaluation</li> </ol> <p>D. Bed making</p> <ol style="list-style-type: none"> <li>1. occupied</li> <li>2. unoccupied</li> <li>3. surgical</li> </ol>	<p><b>Clinical / Lab:</b></p> <p>Assigned Readings K&amp;E Chapter 33 Smith, et. al Chapter 14, 19 (p.648-651), 22 (p.763-765), 5 (p. 99-102) Ackley p.692-713.</p> <p>Application of Standard Precautions; hand washing, donning and removing clean gloves.</p> <p>Application of droplet, contact and airborne precautions; Personal Protective Equipment (PPE)</p> <p>Measuring Heights and Weights; converting to measurements. (also see Pickar Math Text and 321 Calc Computer Program)</p>	
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<p><b>3 hours</b></p> <p><b>8/27</b></p> <p><b>D 102</b></p> <p><b>Lili Rafeldt</b></p>	<p><b><u>Unit : Therapeutic and Professional Communication</u></b></p> <p>Identify the elements of effective communication</p> <p>Identify the different forms of communication</p> <p>Explain the nursing focus in each of the four phases communication</p> <p>Describe the importance of effective communication in the delivery of nursing care</p> <p>Identify behaviors and techniques that impact client/nurse communication</p> <p>Demonstrate communication techniques for healthcare professionals that enhance and promote client/nurse relationships and the delivery of holistic care</p> <p>Describe effective communication between healthcare professionals</p> <p>Identify nursing outcomes of effective and therapeutic communication</p> <p>Identify barriers to therapeutic communication</p> <p>Discuss the application of therapeutic communication techniques in each phase of the nursing process.</p>	<p>A. Elements of effective communication</p> <ol style="list-style-type: none"> <li>1. Sender</li> <li>2. Receiver</li> <li>3. Message</li> <li>4. Feedback</li> </ol> <p>B. Phases of Communication</p> <ol style="list-style-type: none"> <li>1. Pre-interaction <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>2. Introductory <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>3. Working <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> <li>4. Termination <ol style="list-style-type: none"> <li>a. Goals</li> <li>b. Focus</li> </ol> </li> </ol> <p>C. Characteristics of verbal communication</p> <ol style="list-style-type: none"> <li>1. Pace and Intonation</li> <li>2. Simplicity</li> <li>3. Clarity and brevity</li> <li>4. Timing and relevance</li> <li>5. Adaptability</li> <li>6. Credibility</li> <li>7. Humor</li> </ol> <p>D. Characteristics of nonverbal communication</p> <ol style="list-style-type: none"> <li>1. Reinforcement or contraction of verbal communication</li> <li>2. Personal Appearance</li> <li>3. Posture and Gait</li> <li>4. Facial Expression</li> <li>5. Gestures</li> </ol>	<p>Assigned Readings: K&amp;E Chapter 26 Smith, et. al Chapter 4 Ackley, pages 215-224</p> <p>Review preparation power point prior to class.</p> <p>Interpretation of picture story—predicting outcomes</p> <p>Discuss how communication has changed in the 21<sup>st</sup> century</p> <p>In small groups students will communicate non-verbally then discuss feelings.</p> <p>Discuss impact of language barriers and possible interventions.</p> <p>HIPAA principles</p> <p>Case Study: Communication Barriers.</p> <p>Reflective practice</p> <p>Case Studies/use of Process Recording Form</p> <p>Develop a Process Recording of a nurse/client interaction</p> <p>Use of SBAR, preconference preparation sheet</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p> <p>Clinical Process Recording(s)</p>
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	<p>Apply the nursing process to clients with specific barriers to effective communication</p>	<p>E. Factors influencing Communication</p> <ol style="list-style-type: none"> <li>1. Nature of relationship             <ol style="list-style-type: none"> <li>a. Social vs. professional</li> </ol> </li> <li>2. Level of trust</li> <li>3. Power differentials</li> <li>4. Individual factors: Client             <ol style="list-style-type: none"> <li>1. Developmental/Lifespan                 <ol style="list-style-type: none"> <li>i. Age/Stage</li> </ol> </li> <li>2. Socio-cultural                 <ol style="list-style-type: none"> <li>i. Language</li> <li>ii. Customs</li> <li>iii. Level of education</li> <li>iv. Attitudes, beliefs, values</li> </ol> </li> <li>3. Mood and emotional/mental state</li> <li>4. Personality Characteristics</li> <li>5. Physical health factors</li> <li>6. Pain/Comfort</li> </ol> </li> <li>5. Client perceptions</li> <li>6. Environmental factors             <ol style="list-style-type: none"> <li>1. Noise</li> <li>2. Privacy</li> <li>3. Distractions</li> </ol> </li> </ol> <p>F. Communication techniques that demonstrate and accomplish therapeutic communication:</p> <ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Acceptance</li> <li>3. Respect</li> <li>4. Clarification</li> <li>5. Support and Comfort</li> <li>6. Delivery of information</li> <li>7. Diversion</li> <li>8. Assistance with problem solving</li> <li>9. Assertiveness</li> </ol> <p>G. Barriers to effective communication</p> <ol style="list-style-type: none"> <li>1. Specific client communication problems</li> </ol>	<p>iClicker questions.</p> <p>After class Review Process Recording (See K&amp;E p.480-481) and content of unit. Utilizing principle of reviewing within 24 hours to increase recall, application and learning.</p> <p>Are you using a system of organization to retrieve content for easier application of learning in the future? Help is available in the nursing lab and through faculty too!</p>	
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		<ul style="list-style-type: none"> <li>a. Aphasia <ul style="list-style-type: none"> <li>i. Expressive</li> <li>ii. Receptive</li> </ul> </li> <li>b. Language Differenced</li> <li>c. Alterations in mental status <ul style="list-style-type: none"> <li>i. Confusion</li> <li>ii. Unresponsiveness</li> </ul> </li> </ul> <p>H. Communication as part of the phases of the nursing process</p> <ul style="list-style-type: none"> <li>1. Assessment</li> <li>2. Analysis/Diagnosis</li> <li>3. Planning</li> <li>4. Implementation</li> <li>5. Evaluation</li> </ul> <p>I. Desired outcomes for communication between nurse and client/families</p> <ul style="list-style-type: none"> <li>1. Value of Process Recordings for growth in communication skills</li> </ul> <p>J. Process, Structure and Outcomes of communication among health care providers</p> <ul style="list-style-type: none"> <li>a. SBAR <ul style="list-style-type: none"> <li>i. Situation-</li> <li>ii. Background-</li> <li>iii. Assessment-</li> <li>iv. Recommendation</li> </ul> </li> </ul>		
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<p><b>3 hours</b></p> <p><b>8/30</b></p> <p><b>Judy Albright</b></p> <p><b>All Lectures From now on In Room A 220</b></p>	<p><b><u>Unit : Vital signs</u></b></p> <p>Define vital signs</p> <p>Discuss risk factors, incidence, prevalence and significance of hypertension of hypertension</p> <p>Discuss the impact of hypertension on wellness</p> <p>Discuss the importance of early recognition and treatment of hypertension to wellness/health maintenance</p> <p>Discuss the basic goals of the treatment(s) for early stage hypertension</p> <p>Describe factors that affect vital signs and accurate measurement of them</p> <p>Identify peripheral pulse sites</p> <p>Identify variations in vital signs according to age</p> <p>Measure vital signs in an organized, accurate manner</p>	<p>A. Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Definition of Vital Signs</li> <li>2. Factors Affecting Vital Signs</li> </ol> <p>B. Implementing Safe and Competent Care: Accurate Assessment of Vital Signs</p> <ol style="list-style-type: none"> <li>1. Temperature</li> <li>2. Pulse</li> <li>3. Respiration</li> <li>4. Blood Pressure</li> <li>5. Oxygen Saturation</li> </ol> <p>C. Nursing Process related to Hypertension</p> <ol style="list-style-type: none"> <li>1. Risk Factors</li> <li>2. Incidence</li> <li>3. Prevalence</li> <li>4. Significance/impact on health status/wellness</li> <li>5. Importance of early recognition and treatment</li> <li>6. Goals of Treatment (i.e. Drug Therapy, diet, life style modification): <ol style="list-style-type: none"> <li>a. Decreasing peripheral resistance</li> <li>b. Decreasing blood volume</li> <li>c. Altering the strength and/or rate of cardiac contraction</li> </ol> </li> </ol>	<p><u>Classroom</u></p> <p>Assigned Readings:</p> <p>K&amp;E Chapter 29, 50, 51 Smith et. al, Chapter 10 Ackley, p. 118-124 Brunner: Chapter entitled “Assessment and Management of Patients with Hypertension” <b>(Chapter and page numbers not available yet for 11<sup>th</sup> edition at the time of this syllabus construction. Check with Judy Albright with questions)</b></p> <p>“Best Practice: Evidence Based Practice Information Sheets for Health Professionals” : Vol3, Issue3 1999 ISSN 1329-187 (See BB)</p> <p>Nursing Standard, “Failure to notice vital signs could have led to death of 41 patients”. Jul16 vol22no45,2008 (See BB)</p> <p>ED Nurse, “Chart all you do to assess vital signs” July 2009 (See BB)</p> <p>“My Nursing Lab” for vital signs skills help as needed</p> <p>Critical thinking/decision-making best measurement method for specific patient temperature.</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b></p> <p><b>8/30 2-3 PM</b></p> <p><b>8/31 8-9 AM</b></p> <p><b>Judy Albright</b></p>	<p><b><u>Unit : Oxygenation</u></b></p> <p>Describe normal assessment data related to oxygenation</p> <p>Explain factors that alter respiratory and cardiac function</p> <p>Describe assessment findings in clients with altered cardio-pulmonary function</p> <p>List appropriate nursing diagnoses for the client with cardiopulmonary dysfunction</p> <p>List nursing intervention that support respiratory and cardiac function</p> <p>Evaluate outcomes that define client progress in the promotion of cardiac and respiratory function</p>	<p>A. Factors that Affect Respiratory Function</p> <ol style="list-style-type: none"> <li>1. Alterations in respiratory function</li> <li>2. Developmental factors</li> <li>3. Lifestyle factors</li> </ol> <p>B. Assessment Data</p> <ol style="list-style-type: none"> <li>1. Physical exam</li> <li>2. Diagnostic data</li> </ol> <p>C. Nursing diagnoses and altered respiratory function</p> <p>D. Planning outcomes for a client with altered respiratory function</p> <p>E. Implementing Nursing Interventions</p> <p>F. Factors that Affect Cardiac Function</p> <ol style="list-style-type: none"> <li>1. Alterations in cardiac function</li> <li>2. Developmental factors</li> <li>3. Lifestyle factors</li> </ol> <p>G. Assessment Data</p> <ol style="list-style-type: none"> <li>1. Physical exam</li> <li>2. Diagnostic data</li> </ol> <p>H. Nursing diagnoses and altered cardiac function</p> <p>I. Planning outcomes for a client with altered cardiac function</p> <p>J. Implementing Nursing Interventions</p>	<p>Classroom</p> <p>Assigned Readings: K&amp;E Chapter 50 &amp; Chapter 51 Brunner, Chapter 21 Pagana, p.296-304 Hematocrit and Hemoglobin Ackley, p. 124-129</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Skill Validation</p> <p>Clinical performance evaluation</p>
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**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**  
*Capital Community College, Gateway Community College, Norwalk Community College,  
 Naugatuck Valley Community College, Three Rivers Community College*

**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**8/31 & 9/2**

**Lili Rafeldt**

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

<b>Part A: Introduction CT-CCNP Core Values</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Identify course content, core values, (Critical Thinking, Safe and Competent Practice, Holism, Caring, Communication, Professionalism) and course outcomes.	Review CT-CCNP Student Handbook and NUR*101 Syllabus and Topical Outline through "search for game."
2. Discuss professional role of the registered nurse.  3. Identify value of self assessment and reflection: Observing, Interpreting, Judging, Planning  4. State the importance of organization, holism, caring and life long learning as they relate to nursing.	Apply communication skills to a role-playing situation with a classmate. Explore:  a. previous hospital experience  b. foreign language skills  c. ethnic-cultural  d. feelings re: nursing  e. interest in nursing

<p>5. Define information literacy, technological literacy and evidence based practice (EBP).</p> <p>a. Identify differences between information and technological literacy.</p> <p>6. Demonstrate use of technologic resources.</p> <p>7. Identify 5 elements to evaluate web sites.</p> <p>8. Discuss how Information Literacy and Technological Literacy support EBP.</p>	<p>In a computer lab access and utilize resources within Blackboard Vista, ePortfolio, the Nursing Library Gateway <i>my Nursing Lab and my Neighborhood</i></p> <p>Discuss Evidence Based Practice (EBP)</p> <p>Complete CINAHL and Health and Wellness Search related to nursing and the Politics of Food.</p>
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<b>Part B: Medical Asepsis and Precautions</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate principles of basic medical asepsis:               <ol style="list-style-type: none"> <li>a. Hand washing with water and Hand hygiene with waterless antiseptic agents</li> <li>b. Donning and removing clean gloves.</li> </ol> </li> <li>2. Identify clinical settings where basic medical asepsis would be applied.</li> </ol>	<p>View video clip from CDC.</p> <p>Utilize “Glo-Germs” and a black light to validate students’ hand hygiene / washing techniques.</p> <p>Utilize iClicker questions to develop clinical reasoning skills when applying hand hygiene theory.</p>
<ol style="list-style-type: none"> <li>3. Discuss the importance of standard and transmission based precautions.</li> <li>4. Identify clinical situations when personal protective equipment (PPE) is used:               <ol style="list-style-type: none"> <li>a. Gloves</li> <li>b. Masks</li> <li>c. Eye Protection</li> <li>d. Gowns</li> <li>e. Exposure</li> </ol> </li> <li>5. Demonstrate competence related to OSHA standards</li> </ol>	<p>Students rotate between client stations requiring identification of PPEs to be used and demonstration of use for clients with: MRSA, C-diff, VREM, Chicken Pox, other.</p> <p>Utilize OSHA standard manual to identify safe, competent actions in the work place.</p> <p>Review content in <i>my Nursing Lab</i></p>

**Part C: Hygiene, Intake and Output, Nutrition and Feeding**

<p>1. Demonstrate clinical application to maintain the client's personal hygiene:</p> <ul style="list-style-type: none"><li>a. provision of privacy</li><li>b. bathing</li><li>c. mouth, foot and hair care</li><li>d. bony prominences</li><li>e. use of compression devices to prevent venous stasis and emboli formation</li></ul> <p>2. Apply principles of bed making:</p> <ul style="list-style-type: none"><li>a. Occupied</li><li>b. Unoccupied</li><li>c. Orthopedic bed</li></ul> <p>3. Differentiate when to make an occupied or unoccupied bed</p> <p>4. Demonstrate safe and competent practice when applying principles of body mechanics during bed making</p>	<p>Panel presentation of multiple clients' hygiene AM and PM care.</p> <p>Demonstrate ADL care for a client who has total hip precautions ordered.</p> <p>Utilize iClicker questions to develop clinical reasoning skills when applying hygiene and bed making theory.</p> <p>Rotation through multiple client simulation stations with assigned care to complete at each client setting.</p> <p>Critique colleagues' techniques in body mechanics when making a bed using the "Mirror-Map" approach.</p> <p>Simulation experience.</p>
<p>5. Implement principles of intake and output accurately:</p>	<p>Multiple stations with clinical scenarios. Students complete Intake &amp; Output (I&amp;O) documentation for each simulation and submit for review by peer and</p>

<ul style="list-style-type: none"><li>a. Metric system conversion</li><li>b. Measuring intake</li><li>c. Calculate intake</li><li>d. Document intake</li><li>e. Measuring output</li><li>f. Calculate output</li><li>g. Document output</li></ul>	<p>instructor.</p> <p>Dosage Calculation Text and 3-2-1 Calc! Metric conversion problems for practice.</p>
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**Part D: Assignment to be completed prior to Lab 1**

Note: A, B and C must be completed before lab & D & E are to be completed in Lab.

**Read the following prior to coming to class:**

CT-CCNP Student Handbook and N101 Syllabus and Topical Outline, K&E Chapter 33,

Smith, et.al. Chapter 14, 19 (pp.648-651), Chapter 22 (pp.763-765), Chapter 5 (pp.99-102)

Ackley pp. 692-713

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

A. Read Smith, Duell and Martin's *Clinical Nursing Skills* chapters related to bed making, bed bath, and standard precautions.

B. Identify three common themes related to client care in the text.

a.

b.

c.

C. The nurse is assigned a client who is HIV positive. How would she/he modify her care?

D. Identify the dates of all exams.

E. Access the Nursing Information Gateway Library Site and explore the resources.

[http://www.trcc.commnet.edu/library/guides/Resources/Resource\\_guides/Nursing\\_3.htm](http://www.trcc.commnet.edu/library/guides/Resources/Resource_guides/Nursing_3.htm)

**During and after Lab:**

- F. Interview a classmate.
  - a. Role play an interview by introducing yourself
  - b. Describe the purpose of interview.
  - c. Ask the following questions:
    - ❑ Reason for choosing nursing.
    - ❑ Describe what you have done to prepare yourself for nursing school.
    - ❑ Something unusual or interesting about yourself.
  - d. After the interview, introduce the classmate to the class and provide the information shared in the interview. The introduction should be brief. You are presenting the main ideas obtained from your interview.
- G. Discuss the CT-CCNP Student Handbook, N101 Syllabus, Topical Outline and Lab/Clinical Outcomes. Identify Blackboard Vista Supports. Send an email via Blackboard.
- H. Identify ePortfolio. Review concepts of reflection and assessment.
- I. Tour the lab, review concepts of simulation learning and meet SimMan—Identify procedures for sign up and help within the lab.
- J. Assist with basic hygiene and ADL care
- K. Measure fluids provided in the lab demonstration and document intake and output accordingly

Intake

Item	Amount
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Output

Item	Amount
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L. Complete hand washing and application of principles of precautions.

M. Review resources, unit material and organize learning material.

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**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

9/7

Judy Albright

<b><i>Vital Signs</i></b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Discuss and implement principles of measuring a client's vital signs.	<p><b><u>Assigned Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Smith, et. al Chapter 10, 12, 13 and 7 (p.156-169)</li> <li>• (<a href="http://www.mynursinglab.com">www.mynursinglab.com</a>) for schedule of assigned videos.</li> </ul> <p><u>Role Play:</u></p> <ul style="list-style-type: none"> <li>• Small group work to practice assessing vital signs.</li> <li>• Practice on Vital Sim and Simman</li> </ul> <p><u>Small group discussion:</u> What factors would affect how you asses TPR and BP in different client situations?</p> <ul style="list-style-type: none"> <li>• Utilize Critical Thinking to discuss variations in v/s and possible causes.</li> </ul> <p><u>Practice:</u></p> <ul style="list-style-type: none"> <li>• Obtaining blood pressure with a manual and electronic</li> </ul>
2. Demonstrate recording vital signs.	
3. Accurately obtain a temperature <ul style="list-style-type: none"> <li>a. Identify locations for measuring temperature on a client</li> <li>b. Demonstrate measuring body temperature.</li> </ul>	
4. Accurately obtain a pulse <ul style="list-style-type: none"> <li>a. Discuss locations for measuring pulses on a client</li> <li>b. Describe apical and pulse points</li> <li>c. Demonstrate measuring an apical pulse on a classmate</li> </ul>	
5. Accurately obtain a respiratory rate. <ul style="list-style-type: none"> <li>a. Demonstrate measuring a respiratory rate on a classmate</li> </ul>	
6. Accurately obtain a blood pressure <ul style="list-style-type: none"> <li>a. Discuss systolic and diastolic readings</li> <li>b. Discuss cuffs and appropriate application of cuff</li> <li>c. Demonstrate measuring a blood pressure</li> </ul>	

device

- Documentation of vital signs on graphs; narrative notes and flow sheets.
- Lab is open for hands on practice with Vital Sim and each other as needed to master the skill of accurate vital sign measurement for Validation.

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

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**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**9/9**

**Judy Albright**

<b>Nursing care of clients requiring respiratory support</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Discuss the principles of oxygen therapy.	Examine oxygen administration equipment: <ul style="list-style-type: none"> <li>• Flow meter</li> <li>• Nasal canula</li> <li>• Simple oxygen masks</li> <li>• Venting masks</li> <li>• Apply respiratory apparatus to mannequin in lab</li> </ul> Position classmate for maximum respiratory benefit in bed, chair  Case study: <ul style="list-style-type: none"> <li>• Small group work to discuss the care of client receiving oxygen therapy, including safety measures.</li> </ul>
2. Distinguish between different types of oxygen delivery systems.	
3. Discuss the principles of incentive spirometry.	

<b>Nursing Care of Clients in support of urinary and bowel elimination</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>  <u><b>Required readings:</b></u> Smith et al. p. 232-234, Review: 236-239, p.678-693, p.756-769, p.811-837 Ackley, 387-391 Pagana, p. 217-226
1. Discuss principles of maintaining optimal urinary and bowel function.	Role play: <ul style="list-style-type: none"> <li>• Placing client on standard bedpan</li> <li>• Fracture pan</li> <li>• Positioning client for an enema</li> <li>• Applying and removing condom catheter on mannequin.</li> </ul> Practice using test strips for selected types of specimens: <ul style="list-style-type: none"> <li>• Occult blood</li> <li>• Urine dipstick</li> </ul>
2. Discuss care of the client with complications related to urinary and bowel elimination.	
3. Discuss devices used to assist client with urinary and bowel elimination.	
4. Discuss nursing care for a client with an external condom catheter.	
5. Discuss nursing care for a client with an indwelling urinary catheter.	
6. Demonstrate placing and removing a bedpan.	

7. Discuss procedure for administering an enema.	
8. Discuss procedure for collecting urine and fecal specimens.	
9. Test selected urine and fecal specimens: occult blood; urine dipstick.	

<b>1 Hour 9/13 Rooms A220 and A216</b>	<b>Exam One:</b> A-Ke Room A216 Kl-Z Room A220	See Test Blueprint (Posted on BlackBoard)
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<b>1 hour 9/13  Lili Rafeldt</b>	<u><b>Unit : Stress and Coping</b></u>  Discuss the concept of physiologic adaptation to stress.  Discuss models of stress used to predict individual responses  Compare the effects of short-term stress vs. long-term stress  Describe the physiologic and psychological responses to stress	A. Stress and physiologic adaptation 1. Mechanisms of adaptation 2. Limitations of physiologic adaptation  B. Theoretical Models of Stress 1. Stimulus-based model 2. Response-based model 3. Adaptation model 4. Transaction-based model  C. Adaptation and response to stress 1. Physiologic responses 2. Psychologic responses 3. Responses based on developmental factors 4. Responses based on cognitive level 5. Responses based on emotional level  D. The Nursing Process Related to Stress and Coping	<u><b>Classroom</b></u> Assigned Readings K&E Chapter 42 Smith, et. al Chapter 17 Brunner Chapter 6 Ackley, p. 267-270, 273-280, 284-287. 788-791  Discuss sources of stress for the nursing student.  Discuss strategies to decrease stress.  Play “Ball of Wool” Game to highlight stress relief mechanisms.  Surprise activity	Exam  Clinical performance evaluation  CLEW / NCP and reflections
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<p><b>2 hrs 9/13</b></p> <p><b>Lili Rafeldt</b></p>	<p><b><u>Unit : Activity and Exercise</u></b></p> <p>Discuss the benefits of exercise on physiological and psychological functioning</p> <p>Demonstrate the principles of body mechanics</p> <p>Describe/demonstrate active and passive range of motion exercises</p> <p>Describe/demonstrate safe practices when positioning, moving, lifting, and ambulating clients</p> <p>Discuss the causes and hazards of immobility on body systems</p> <p>List nursing interventions for an immobilized client</p>	<p>A. Normal Movement and Exercise</p> <p>B. Range-of-Motion Exercises</p> <ol style="list-style-type: none"> <li>1. Active ROM</li> <li>2. Passive ROM</li> </ol> <p>C. Factors Affecting Body Alignment and Activity</p> <ol style="list-style-type: none"> <li>1. Growth and development</li> <li>2. Nutrition</li> <li>3. Personal values and attitudes</li> <li>4. External factors</li> <li>5. Prescribed limitation</li> </ol> <p>D. Effects of Immobility</p> <ol style="list-style-type: none"> <li>1. Musculoskeletal system</li> <li>2. Cardiovascular system</li> <li>3. Respiratory system</li> <li>4. Metabolic system</li> <li>5. Urinary system</li> <li>6. Gastrointestinal system</li> <li>7. Integumentary system</li> <li>8. Psychoneurologic system</li> </ol> <p>E. Nursing Process and Activity</p> <ol style="list-style-type: none"> <li>1. Assessment data <ol style="list-style-type: none"> <li>a. alignment</li> <li>b. gait</li> <li>c. joint appearance and movement</li> <li>d. limitations and capabilities for movement</li> <li>e. muscle mass and strength</li> <li>f. activity tolerance</li> </ol> </li> <li>2. Diagnosis</li> <li>3. Planning</li> <li>4. Implementation <ol style="list-style-type: none"> <li>a. body mechanics</li> <li>b. positioning clients</li> <li>c. moving and turning clients</li> </ol> </li> </ol>	<p><u>Assigned Readings:</u> K&amp;E Chapter 44 (Focus for class p.1104-1127, 1157-1160 Review: Smith, et.al., Chapter 12 and 13 Ackley, p. 118-124, 61 Review of lab content r/t mobility</p> <p>Crawley, Y. (2008). Mechanical thromboprophylaxis in the perioperative setting. <i>MEDSURG Nursing</i>, 17(3), 177-182. Retrieved from CINAHL with Full Text database.</p> <p>See Blackboard for additional information r/t search of evidence based practice articles.</p> <p>In class:</p> <p>Case Studies: Client with a mobility problem and Client with complications of immobility</p> <p>Video: the assessment of the musculoskeletal system.</p> <p>Application of safe movement and transfer algorithms</p> <p>Immobility Performance</p> <p>iClicker question time</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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		<ul style="list-style-type: none"><li>d. transferring clients</li><li>e. ambulating clients</li><li>5. Evaluating</li></ul>	<p>After class application:</p> <p>Reinforce content in laboratory</p> <p>Observe a client working with a Physical Therapist in the clinical setting.</p>	
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**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**9/14**

**Lili Rafeldt**

**\*Note to students: Assigned reading and videos to be completed prior to laboratory attendance.**

<b>Part A: Body Mechanics</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Utilize principles of safe body mechanics while: <ul style="list-style-type: none"><li>a. Ambulating a client</li><li>b. Turning and positioning a client</li><li>c. Transferring a client</li><li>d. Lifting a client</li></ul>	<b><u>Assigned Readings:</u></b> <ul style="list-style-type: none"><li>• Please check “My Nursing Lab” online (<a href="http://www.mynursinglab.com">www.mynursinglab.com</a>) for schedule of assigned videos.</li><li>• Review readings and theory content from 9/13</li></ul> <b><u>Role play:</u></b> <ul style="list-style-type: none"><li>• Ambulating and transferring a client</li><li>• Turning, positioning and lifting a client</li><li>• Performing Range of Motion</li></ul> <b><u>Small group discussion:</u></b> <ul style="list-style-type: none"><li>• Types of client alarm systems</li></ul> <b><u>Practice:</u></b> <ul style="list-style-type: none"><li>• Applying and removing restraints using algorithms</li></ul>

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**On Campus Clinical Laboratory**

**9/16**

**Nancy Rymut**

**\*Note to students: Assigned reading and videos to be completed prior to laboratory attendance.**

<b>Part A: Head to Toe Assessment</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Discuss the purposes of physical assessment.	Reading assignments
2. Interview client to obtain health history applying principles of therapeutic communication	Kozier Chapter 30 Smith Chapter 11
3. Discuss the four examination techniques used during physical assessment.	Brunner Chapter 5 Nursing Skills DVD
4. Assist in positioning the client for each phase of the physical examination.	Handout of performance check list
5. Use proper equipment to perform the physical assessment.	Online video: How to Try This: Fall Risk Assessment
6. Begin assessment with general survey of the client to include: a. Overall appearance and body position	Lab simulation

<ul style="list-style-type: none"> <li>b. Pain/distress level (if any)</li> <li>c. Mood/behavior</li> </ul>	
<p>7. Perform a basic Neurological assessment to include:</p> <ul style="list-style-type: none"> <li>a. Facial symmetry</li> <li>b. Level of consciousness (A&amp;Ox3)</li> <li>c. Ability to follow commands</li> </ul>	
<p>8. Perform a basic Cardiovascular assessment to include:</p> <ul style="list-style-type: none"> <li>a. Vital signs (including apical pulse)</li> <li>b. Skin color, temperature, and moisture</li> <li>c. Capillary refill</li> <li>d. Peripheral edema, pedal pulses, and Homan's sign</li> </ul>	
<p>9. Perform a basic Respiratory assessment to include:</p> <ul style="list-style-type: none"> <li>a. Chest shape and symmetry</li> <li>b. Respiratory rate and effort</li> <li>c. Use of oxygen therapy (type and amount)</li> <li>d. Lung auscultation (anterior and posterior)</li> <li>e. Oxygenation saturation measurement</li> </ul>	

<p>10. Perform a basic Gastrointestinal assessment to include:</p> <ul style="list-style-type: none"> <li>a. Type and tolerance of diet, presence/absence of nausea, vomiting, belching, bloating, diarrhea, or constipation</li> <li>b. Date of last BM, passing flatus</li> <li>c. Abdominal assessment (inspection, auscultation, palpation)</li> <li>d. Presence of feeding tube</li> </ul>	
<p>11. Perform a basic Urological/fluid balance assessment to include:</p> <ul style="list-style-type: none"> <li>a. Oral mucous membranes/tongue</li> <li>b. Skin turgor</li> <li>c. Presence of intravenous fluid</li> <li>d. Elimination pattern (frequency, volume, symptoms of dysuria, presence of indwelling catheter/tube)</li> <li>e. Intake and output for past 24 hours</li> <li>f. Daily weights (if indicated)</li> </ul>	
<p>12. Perform a basic Integumentary assessment to include:</p> <ul style="list-style-type: none"> <li>a. Skin color, temperature, moisture</li> <li>b. Presence/absence of redness, edema, or lesions over</li> </ul>	

<p>pressure areas (sacrum, hips, elbows, heels, ankles)</p> <p>c. Presence/absence of rashes or excoriations especially in skin folds (under breasts, abdominal and groin folds)</p> <p>d. Presence of wounds or dressings</p>	
<p>13. Perform a basic Musculoskeletal/Safety assessment to include:</p> <p>a. Upper extremity sensation &amp; mobility (ability to perform hygiene and feeding)</p> <p>b. Lower extremity sensation &amp; mobility (ability to reposition in bed, transfer OOB, and ambulate with or without assistive devices)</p> <p>c. Use of artificial sensory devices (eyeglasses, hearing aids, dentures)</p> <p>d. Client safety protocols (fall risk, aspiration risk, bed in low position, bed wheels locked, side rails up, call light in reach, clean &amp; uncluttered environment)</p>	
<p>14. Document assessment findings.</p>	
<p>15. Communicate abnormal findings to appropriate member of health care team.</p>	

<p><b>4 hours</b> <b>9/20</b></p> <p><b>Lili Rafeldt</b></p>	<p><b><u>Unit: Critical thinking and the Nursing Process</u></b></p> <p>Discuss the use of critical thinking in clinical practice</p> <p>Describe the relationship of critical thinking and problem solving to the nursing process</p> <p>Describe the components of the nursing process</p> <p>Identify the components of the assessment phase of the nursing process</p> <p>Differentiate between subjective and objective data</p> <p>Describe methods of data collection</p> <p>Identify Erik Erickson's stages of development as an approach to the psychosocial assessment of clients</p> <p>Describe the purposes of physical assessment</p> <p>Identify techniques used for physical assessment</p> <p>Identify expected outcomes of physical assessment</p> <p>Discuss variations in techniques and findings of physical assessment based on age</p> <p>Compare frameworks for data</p>	<p>A. Critical thinking</p> <ol style="list-style-type: none"> <li>1. Problem-solving</li> <li>2. Clinical decision-making</li> <li>3. Nursing process overview</li> </ol> <p>B. Assessment</p> <ol style="list-style-type: none"> <li>1. Data collection</li> <li>2. Types of data</li> <li>3. Sources of data</li> <li>4. Methods of data collection</li> <li>5. Organization of data</li> <li>6. Confidentiality / HIPAA</li> </ol> <p>C. Diagnosis</p> <ol style="list-style-type: none"> <li>1. Analysis of data</li> <li>2. Use of defining characteristics</li> <li>3. Types of nursing diagnosis</li> <li>4. NANDA nursing diagnosis</li> <li>5. Three-part diagnostic statement for actual diagnoses</li> <li>6. Two-part diagnostic statement for risk for diagnoses</li> </ol> <p>D. Planning</p> <ol style="list-style-type: none"> <li>1. Types of care plans <ol style="list-style-type: none"> <li>a. Collaborative care plans/Critical Pathways</li> <li>b. Standardized care plans</li> <li>c. Individualized care plans</li> </ol> </li> <li>2. Priority setting</li> <li>3. Writing over all goals and expected outcome statements</li> </ol> <p>a. Short-term vs. long-term outcomes</p> <ol style="list-style-type: none"> <li>4. Types of nursing interventions</li> <li>5. Evidence based practice</li> <li>6. Working with the client</li> </ol>	<p><u>Assigned Readings:</u> <u>K&amp;E Chapter 10, 11, 12, 13, 14</u> <u>Smith, et. al Chapter 2</u> <u>Ackley, p. 2-123 and 906-908</u></p> <p><u>Review power point prior to class.</u></p> <p><b><u>Activities:</u></b> Content presentation Video clips of critical thinking and nursing process <a href="http://www.youtube.com/watch?v=xrVF8D8axGI&amp;feature=related">http://www.youtube.com/watch?v=xrVF8D8axGI&amp;feature=related</a></p> <p>Case study Jeopardy iClicker questions which:</p> <p>Demonstrate Critical thinking using examples of:</p> <ol style="list-style-type: none"> <li>1. Evidence Based Practice through Nursing Process</li> <li>2. Holistic Nursing View with Functional Health Pattern Framework as a Sample</li> <li>3. Holistic Nursing View with a Framework through a Systems' Review</li> <li>4. Clinical Reasoning Rubric</li> <li>5. Application of Erickson (Developmental theorist)</li> </ol> <p>Use classroom examples to identify subjective vs. objective data.</p> <p>Use classroom examples to identify correctly written goals. Identify independent, dependent and interdependent nursing interventions.</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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	<p>organization</p> <p>Discuss the process of data analysis and selection of a nursing diagnosis</p> <p>Identify the components of a diagnostic statement</p> <p>List advantages and disadvantages of a taxonomy of nursing diagnoses</p> <p>Describe the use of defining characteristics and etiology in individualizing a nursing diagnosis</p> <p>Differentiate between a nursing diagnosis and a medical diagnosis</p> <p>Identify the activities that take place in the planning phase of the nursing process</p> <p>Discuss the process of priority setting</p> <p>Describe the guidelines for writing goals</p> <p>Discuss the process of selecting nursing interventions</p> <p><b><u>Compare a concept map to a nursing care plan</u></b></p> <p>Discuss the skills necessary in implementing nursing interventions</p> <p>Describe the evaluation phase of the nursing process</p>	<p>7. Individualizing client interventions</p> <p>E. Implementation</p> <ol style="list-style-type: none"> <li>1. Skills needed for implementation</li> <li>2. Safe and Competent Practice</li> <li>3. Compliance with principles of HIPAA</li> <li>4. Cultural sensitivity</li> <li>5. Individualized client care</li> </ol> <p>F. Evaluation</p> <ol style="list-style-type: none"> <li>1. Collecting data</li> <li>2. Comparing data with expected goals and outcomes</li> <li>3. Identifying if goal and outcomes are met, not met or partially met</li> <li>4. Reflection and revision of care if client goal and outcomes are not met</li> <li>5. Evaluating the quality of nursing care <ol style="list-style-type: none"> <li>a. Quality Assurance (QA)</li> <li>b. Quality Improvement (QI)</li> <li>c. Nursing audit</li> </ol> </li> <li>6. Documentation and reporting</li> <li>7. Reflecting on use of the nursing process</li> </ol>	<p>Develop nursing care plan. Compare linear format with a concept map.</p> <p>Compare school framework for data collection and nursing care plans with clinical setting forms.</p> <p>After class complete an Information Literacy Assignment related to Nursing and the Politics of Food (college learning community theme of the year.) Practice application using search engines for evidence based practice. Put into ePortfolio.</p>	
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**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**9/21**

**Lili Rafeldt**

**\*Note to students: Assigned reading and videos to be completed prior to laboratory attendance.**

<b>The Nursing Process</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Discuss the use of critical thinking in clinical practice.	Case study assignment from Nursing Process theory class – students to complete nursing assessment pages 1- 5 of CLEW in preparation for lab  Faculty instruction and small group discussion to complete pages 6-8 of CLEW  Simulation experience
2. Describe the components of the nursing process.	
3. Review assigned case study to collect data needed to complete Clinical Learning Experience Workbook Component (CLEW): Nursing Assessment.	
4. Use assigned case study to collect data needed to complete CLEW: Laboratory and Diagnostic Studies, Medication Therapy, Pathophysiology Map.	
5. Use appropriate references/resources to complete lab rationales for abnormal values, medication information, and pathophysiology map on CLEW form.	

6. Complete CLEW: data analysis page.	
7. Complete CLEW: nursing care plan page.	
8. Verbalize understanding of how to complete CLEW: reflection on the clinical learning experience page.	

**9/23 Laboratory Validations (Judy Albright):**

**PPE, VS, Head to Toe Assessment**

**See Schedule and validation forms that are posted on Blackboard.**

**Will be in Nursing Lab room: A 216**

<p><b>4 hours</b> <b>9/27</b></p>	<p><b><u>Unit : Safe and Competent Practice Medication Administration</u></b></p>	<p>A. Providing safe, holistic, culturally competent nursing care</p> <ol style="list-style-type: none"> <li>1. Pharmacology <ol style="list-style-type: none"> <li>a. Medications</li> <li>b. Therapeutics</li> </ol> </li> <li>2. Classification of therapeutics</li> <li>3. Prescription and over the counter (OTC) drugs</li> <li>4. Drug regulations and standards <ol style="list-style-type: none"> <li>a. FDA stages of approval for therapeutic and biologic drugs</li> </ol> </li> </ol> <p>B. Critical thinking: classifications of drugs</p> <ol style="list-style-type: none"> <li>1. Pharmacologic , therapeutic <ol style="list-style-type: none"> <li>a. Chemical</li> <li>b. Generic</li> <li>c. Trade name</li> </ol> </li> <li>2. Brand names vs. generic equivalents</li> <li>3. Controlled substances and drug schedules</li> </ol> <p>C. Critical thinking: pharmacokinetics</p> <ol style="list-style-type: none"> <li>1. Passage of drugs through plasma membranes <ol style="list-style-type: none"> <li>a. Absorption</li> <li>b. Distribution</li> <li>c. Metabolism</li> <li>d. Excretion</li> </ol> </li> <li>2. Plasma concentration of therapeutic response</li> <li>3. Half-life and duration of drug action</li> <li>4. Loading and maintenance doses</li> </ol> <p>D. Critical thinking: pharmacodynamics</p> <ol style="list-style-type: none"> <li>1. Inter-client variability</li> <li>2. Therapeutic index and drug safety</li> <li>3. Graded dose response and therapeutic response</li> </ol>	<p>Read the following: Kozier, Chapter 35 Smith, Chapter 18 Lehne, Chapters 1-8, 11 Davis Drug Guide- How to Use the Davis Drug Guide</p> <p>Bring Davis Drug to Class</p> <p>Skills video</p>	<p>E xam CLEW Clinical performance evaluation Nursing skill lab performance</p>
<p><b>Nancy Rymut</b></p>	<p>Define selected terms related to the administration of medications.</p> <p>Describe the legal aspects of administering medications.</p> <p>Describe various routes of medication administration.</p> <p>Identify factors affecting medications actions.</p> <p>Review systems of measure in medication administration.</p> <p>State rights of medication administration.</p> <p>Identify implications associated with drug therapy in the older adult.</p> <p>Review various medication administration routes.</p> <p>Describe sites used for subcutaneous and intramuscular injections.</p> <p>Review documentation of medication administration</p> <p>Identify parts of a medication order</p>			

		<ul style="list-style-type: none"> <li>4. Potency and efficacy</li> <li>5. Cellular receptors</li> </ul> <p>E. Critical thinking: drug-drug interactions</p> <ul style="list-style-type: none"> <li>1. Consequences</li> <li>2. Basic mechanisms <ul style="list-style-type: none"> <li>a. Physical attributes</li> <li>b. Pathophysiology</li> <li>c. Renal, hepatic function</li> <li>d. Acid-base balance</li> <li>e. Electrolyte imbalance</li> </ul> </li> <li>3. Clinical significance of drug-food interactions</li> <li>4. Drug tolerance</li> <li>5. Placebo effect</li> </ul> <p>F. Safe and Competent Practice: medication delivery</p> <ul style="list-style-type: none"> <li>1. Nursing implications of medication administrations (eg checks and rights)</li> <li>2. Parts of a medication order</li> <li>3. Routes of administration</li> <li>4. Documentation of medications administration</li> <li>5. Verbal vs. telephone orders</li> </ul>		
<p><b>1 hour</b>  <b>8-9 AM</b>  <b>9/28</b>  <b>Lili</b>  <b>Rafeldt</b></p>	<p><b>Metrology Test</b>  <b>In room A 220</b></p>			

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**NUR\*101: Introduction to Nursing Practice**  
**On Campus Clinical Laboratory**  
**9/28 & 9/30**  
**Nancy Rymut**

**\*Note to students: Assigned reading and videos to be completed prior to laboratory attendance.**

<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Learning Activities:</b>
1. Discuss the principles of medication administration <ul style="list-style-type: none"> <li>a. Legal aspects</li> <li>b. Ten “rights” of medication administration</li> </ul>	Read the following:  Kozier Chapter 35  Smith Chapter 18  Lehne, Chapter 2
2. Discuss different medication dispensing systems <ul style="list-style-type: none"> <li>a. Unit dose</li> <li>b. Medication cart</li> <li>c. Computerized dispensing systems</li> </ul>	Davis Drug Guide: Table: Injection sites  Complete dosage calculation problems as assigned
3. Discuss principles of administering oral/sublingual medications	Simulation: administration of non-injectable medications

<ul style="list-style-type: none"> <li>a. Ascertaining correct dosing</li> <li>b. Inspecting &amp; opening unit dose packaging</li> <li>c. Pouring liquid medication</li> </ul>	<p>Demonstrate injection sites on simulation model</p> <p>Practice subcutaneous and intramuscular injections</p>
<ul style="list-style-type: none"> <li>4. Discuss principles of injectable medication administration <ul style="list-style-type: none"> <li>a. Identify parts of the syringe</li> <li>b. Discuss needle gauges</li> <li>c. Safety aspects related to sharps materials</li> <li>d. Pre-filled unit dose syringe systems</li> </ul> </li> <li>5. Prepare &amp; administer parenteral medications <ul style="list-style-type: none"> <li>a. Draw medications from vial &amp; ampules</li> <li>b. Discuss principles of reconstituting a powdered medication</li> <li>c. Demonstrate reconstituting a powdered medication</li> <li>d. Discuss the principles of combining medications in one Syringe</li> </ul> </li> <li>6. Discuss principles of selecting sites for injectable medications</li> </ul>	<p>Practice mixing insulin</p> <p>Medication worksheets</p>

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| <ul style="list-style-type: none"><li>a. Identify locations for SQ &amp; ID injections</li><li>b. Identify locations for administration of IM injections</li><li>c. Identify bony landmarks for IM injections</li></ul> <p>7. Discuss nursing considerations when administering anti-coagulants &amp; insulin SQ</p> <p>8. Discuss other routes of medication administration</p> <ul style="list-style-type: none"><li>a. Inhalation</li><li>b. Transdermal</li><li>c. Skin – Ointments/creams/lotions</li><li>d. Eye, ear, nose, rectal, vaginal</li></ul> <p>9. Discuss aspects of charting medications</p> <ul style="list-style-type: none"><li>a. Legal aspects</li><li>b. Written record</li><li>c. Computerized record</li><li>d. Bar code</li></ul> |  |
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<p><b>1 hour</b> <b>10/4</b> <b>8:30-9:30</b></p>	<p><b>Exam 2</b> Same room assignments as Exam 1</p>	<p>See Test Blueprint</p>		
<p><b>3 hours</b> <b>10/4</b> <b>Nancy Rymut</b></p>	<p><b><u>Unit : Fluid and Electrolyte Balance</u></b> Identify factors that influence normal body fluid and electrolyte balance.  Collect assessment data of fluid and electrolyte balance.  Identify nursing diagnosis and actions to care for the client with fluid and electrolyte imbalances.  Describe acid base balance and the role of the buffer systems.  Identify nursing diagnosis and actions to care for the client with an acid base imbalance</p>	<p>A. Critical thinking: Body Fluids  1. Composition  2. Regulation  a. Intake and Output  b. Homeostasis  c. Fluid volume deficit  d. Fluid excess  1. Third spacing  2. Evaluation of edema  B. Safe and Competent Care: electrolytes  1. Distribution  2. Regulation  3. Imbalances: hyper, hypo  a. Potassium  b. Chloride  c. Sodium  d. Magnesium  e. Calcium  f. Phosphate  4. Acid-base Balance  a. Hydrogen  b. Carbon dioxide  c. Sodium bicarbonate</p>	<p>Read the following: Brunner, Chapter 14 Kozier, Chapter 52  Bring iClicker to class  Case study</p>	<p>Exam Nursing skill lab performance Clinical performance evaluation CLEW</p>

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

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

**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**10/5**

**Nancy Rymut**

**\*Note to students: Assigned reading and videos to be completed prior to laboratory attendance.**

<b>Part A: Principles of intravenous therapy</b>	
<b>Upon completion of the Learning Laboratory the student will be able to:</b>	<b>Suggested Learning Activities:</b>
<ol style="list-style-type: none"><li>1. Discuss principles of IV therapy<ol style="list-style-type: none"><li>a. Types of solutions<ol style="list-style-type: none"><li>i. Hypertonic</li><li>ii. Hypotonic</li><li>iii. Isotonic</li></ol></li><li>b. Types of tubings</li></ol></li><li>2. Compare and contrast clinical scenarios where different solutions would be administered in a safe and competent manner.</li></ol>	<p>Read the following: Kozier Chapter 35, 52 Smith Chapter 28</p> <p>Complete calculation of IV drip rates as assigned</p> <p>Practice setting up gravity IV</p> <p>Practice regulating gravity drip rate as ordered using micro and marco</p>

<p>3. Calculate IV drip rates using various drip factors.</p>	<p>drip tubing</p>
<p>4. Demonstrate hanging an IV</p> <ul style="list-style-type: none"> <li>a. Maintenance of asepsis</li> <li>b. Spike and prime IV tubing</li> <li>c. Complete IV bag and tubing labels</li> <li>d. Regulate the IV drip rate</li> </ul>	<p>Skills DVD</p>
<p>5. Discuss principles of electronic infusion devices (i.e. IV pumps) .</p> <p>6. Compare and contrast safe use of gravity IVs and electronic Infusion devices.</p> <p>7. Demonstrate use:</p> <ul style="list-style-type: none"> <li>a. Electronic or Gravity infusion</li> <li>b. Setting up system</li> </ul>	<p>Practice using IV pump</p>

**On Campus Clinical Laboratory**  
**10/5**  
**Judy Albright**

<ol style="list-style-type: none"> <li>1. Discuss principles of surgical asepsis.</li> <li>2. Compare and contrast differences between medical and surgical asepsis.</li> </ol>	<p><b>Required readings for Lab and Lecture:</b></p> <p>K&amp;E Chapter 36</p> <p>Smith Chapter 25</p>
<ol style="list-style-type: none"> <li>3. Review types of dressings and associated procedures:             <ol style="list-style-type: none"> <li>a. wet to dry dressings</li> <li>b. dry sterile dressing</li> <li>c. vacuum dressings</li> <li>d. other types (Chart Kozier and Erb, page 923)</li> <li>e. associated procedures:                 <ol style="list-style-type: none"> <li>i. wound irrigation and packing</li> <li>ii. wound culture</li> <li>iii. Montgomery straps</li> </ol> </li> </ol> </li> <li>4. Identify appropriate use of types of dressings in the clinical setting.</li> <li>5. Utilize evidence from literature to support practice.</li> <li>6. Demonstrate critical thinking when choosing a type of dressing in</li> </ol>	<p>Complete a written assessment on a wound model or photograph</p> <p>Select dressings based on a product formulary and wound characteristics</p> <p>Practice using hemovac, Jackson Pratt and wound vac materials</p> <p>Perform a dry sterile dressing change</p> <p>Perform a clean wet to dry packing of a chronic wound</p> <p>Stage pressure ulcers as presented in photos with descriptions</p>

various client scenarios.	
7. Differentiate between various wound drainage devices <ul style="list-style-type: none"><li>a. Penrose</li><li>b. Hemovac</li><li>c. Jackson Pratt</li><li>d. Wound VAC</li></ul>	
8. Identify clinical rationales for drainage of wounds.	
9. Demonstrate sterile technique <ul style="list-style-type: none"><li>a. Don and remove sterile gloves using surgical aseptic technique</li><li>b. Open sterile gauze packages using surgical aseptic technique</li><li>c. Apply sterile dressing.</li></ul>	
10. Discuss legal aspects of client documentation related to wound care.	
11. Document for a client needing wound care utilizing the nursing process.	

<p>12. Differentiate care of a pressure ulcer in comparison to a surgical wound.</p> <p>13. Identify assessment, diagnosis, planning, implementation and evaluation strategies which are the same and those that are different.</p> <p>14. Identify risk factors for development of pressure wounds and plans to deter development of the same</p>	

<p><b>1 hour 10/7 8-9 AM</b></p> <p><b>Nancy Rymut</b></p>	<p><b><u>Unit : Blood Glucose and Glycemic Control</u></b></p> <p>Differentiate between Type 1 and Type 2 diabetes</p> <p>Discuss general physiologic changes that can occur in clients with diabetes (i.e. macrovascular and microvascular)</p> <p>Identify the role of nutritional management in diabetes</p> <p>Identify the role of insulin administration in diabetes management</p> <p>Identify the role of oral agents in the management of diabetes</p> <p>Identify the diagnostic and clinical significance of blood glucose monitoring</p> <p>Discuss the symptoms of hypoglycemia and hyperglycemia</p>	<p>A. Overview of Diabetes Mellitus</p> <ol style="list-style-type: none"> <li>1. Type 1 diabetes</li> <li>2. Type 2 diabetes</li> <li>3. Generalized systemic effects <ol style="list-style-type: none"> <li>a. Macrovascular</li> <li>b. Microvascular</li> </ol> </li> </ol> <p>B. Implementing Safe and Competent Care in Diabetes Management</p> <ol style="list-style-type: none"> <li>1. Nutritional</li> <li>2. Pharmacologic <ol style="list-style-type: none"> <li>a. Insulin</li> <li>b. Oral Agents</li> </ol> </li> <li>3. Blood glucose monitoring <ol style="list-style-type: none"> <li>a. Sliding scale for insulin coverage</li> </ol> </li> </ol> <p>C. Critical Thinking in: Abnormal blood glucose levels</p> <ol style="list-style-type: none"> <li>1. Hyperglycemia</li> <li>2. Hypoglycemia</li> </ol>	<p>Brunner Chapter 41(chapt. Number may change with newer edition)</p> <p>Lehne Chapter 56 Smith pages 700-703</p> <p>Explore the following websites: <a href="http://www.diabetes.org">www.diabetes.org</a> <a href="http://www.eatright.org">www.eatright.org</a></p> <p>Use nursing drug handbook to compare the onset, peak, duration of different insulin products</p> <p>See classroom lab activities</p>	<p>Exam</p>
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**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**

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**NUR\*101: Introduction to Nursing Practice**

**On Campus Clinical Laboratory**

**10/7 (9-3)**

**Nancy Rymut**

Upon completion of the laboratory experience the student will:	Learning Activities
<ol style="list-style-type: none"><li>1. Discuss the difference between Type 1 and Type 2 diabetes.</li><li>2. Compare and contrast the signs and symptoms of hyperglycemia and hypoglycemia.</li><li>3. Discuss the normal parameters for blood glucose monitoring</li><li>4. Discuss diagnostic and clinical significance of blood glucose monitoring</li><li>5. Discuss appropriate equipment for blood glucose monitoring</li><li>6. Discuss the accurate use of blood glucose monitors</li><li>7. Discuss use of the sliding scale</li><li>8. Compare and contrast the different types of insulin</li><li>9. Compare and contrast approaches to insulin administration (i.e. basal rate and bolus)</li></ol>	Read the following: Smith pages 700-703  Bring Davis Drug Guide to lab  Complete CLEW med sheet for insulin  Complete CLEW med sheet for oral agents  Case study  Skill DVD

<p><b>2 hours</b></p> <p><b>10/11</b></p> <p><b>Nancy Rymut</b></p>	<p><b><u>Unit : Documentation and Reporting</u></b></p> <p>Discuss the purpose of a health care record</p> <p>Compare and contrast different documentation methods</p> <p>Discuss documentation needs of various health care settings</p> <p>Discuss legal aspects of documentation</p> <p>Relate the nursing process to documentation on the client record</p> <p>Describe the guidelines for effective reporting</p>	<p>A: Safe and Competent Practice: Purpose of a Client Record</p> <p>B. Documentation Systems</p> <ol style="list-style-type: none"> <li>1. Source-oriented record</li> <li>2. Problem-oriented record</li> <li>3. PIE</li> <li>4. Focus charting</li> <li>5. Charting by exception</li> <li>6. Computerized documentation</li> <li>7. Case management</li> </ol> <p>C. Professionalism: Legal Aspects of Documentation</p> <p>D. Nursing Documentation</p> <ol style="list-style-type: none"> <li>1. Acute care</li> <li>2. Long-term care</li> <li>3. Home care</li> </ol> <p>E. Safe and Competent Practice: Guidelines for Documentation</p> <p>F. Communication: Reporting</p> <ol style="list-style-type: none"> <li>1. SBAR</li> <li>2. Change of shift report</li> <li>3. Care plan conference</li> <li>4. Nursing rounds</li> <li>5. Telephone reports</li> <li>6. Telephone orders</li> <li>7. Transfer reports</li> <li>8. Incident reports</li> </ol>	<p>Read the following: Kozier Chapter 15 Smith Chapter 3</p>	<p>Exam</p> <p>Clinical performance evaluation</p>
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<p><b>2 hours 10/11 Lili Rafeldt</b></p>	<p><b><u>Unit: Holism, Caring and Cultural Diversity in Nursing</u></b></p> <p>Discuss the relationships between health, wellness, illness, and disease</p> <p>Explain the concept of health promotion</p> <p>Discuss the concept of holism as it relates to nursing practice</p> <p>Describe the variables influencing health beliefs and health practices</p> <p>Describe health promotion for the individual and the community</p> <p>Discuss the concept of caring</p> <p>Describe client's perceptions of caring behaviors in a nurse</p> <p>Describe how nurses demonstrate caring behaviors in practice</p> <p>Discuss the nursing process and critical thinking as they relate to caring</p> <p>Discuss demographic trends on health and nursing</p> <p>Discuss health disparities as they relate to culture and ethnic diversity</p>	<p>Health and holism</p> <ol style="list-style-type: none"> <li>2. Concepts of Health and well-being</li> <li>3. Models of health and wellness       <ol style="list-style-type: none"> <li>a. Samples</li> <li>b. Agent Host Model</li> <li>c. Health—Illness Continuum</li> </ol> </li> <li>4. Factors influencing health       <ol style="list-style-type: none"> <li>a. Internal / External variables</li> <li>c. Health Belief models</li> <li>d. Illness behaviors</li> </ol> </li> <li>5. Holism and nursing practice       <ol style="list-style-type: none"> <li>a. Needs theory—Maslow, Kalish</li> <li>b. Developmental theory—Erickson</li> <li>c. Spirituality</li> <li>d. Communities</li> <li>e. Interdisciplinary team work</li> </ol> </li> <li>6. National trends in health and illness       <ol style="list-style-type: none"> <li>a. <i>Healthy People</i></li> </ol> </li> <li>7. The nurse's role in health promotion       <ol style="list-style-type: none"> <li>a. Model healthy lifestyle</li> <li>b. Assess readiness for change</li> <li>c. Promote client involvement in goals</li> <li>d. Teach self-care strategies to enhance fitness, nutrition, relationships, manage stress</li> <li>e. Reinforce positive behaviors</li> <li>f. Advocate for changes to promote a healthy environment</li> </ol> </li> </ol> <p>B. Caring in nursing practice</p> <ol style="list-style-type: none"> <li>1. Theories on caring       <ol style="list-style-type: none"> <li>a. Leininger</li> <li>b. Swanson</li> <li>c. others</li> </ol> </li> <li>2. Caring behaviors       <ol style="list-style-type: none"> <li>a. Empathy</li> </ol> </li> </ol>	<p>Assigned Readings:</p> <p>K&amp;E , Chapter 16 (health promotion), 17(health, wellness and illness), 18 (culture and heritage), (p.407-409) (elders), 25 (caring)</p> <p>Smeltzer, et.al. see Blackboard for pages (Health Promotion), see Blackboard for pages(Transcultural Nursing). You can also practice using index to find content.</p> <p>Prior to class review power point.</p> <p>Prior to class complete Box 25-3 Self Esteem Questionnaire, K&amp; E, page 452.</p> <p>Prior to class complete a self heritage assessment. See K &amp; E, page 323.</p> <p>In class presentation: stories, case study / simulation, jeopardy, iClicker questions, Wheel of Culture</p> <p>After class complete a health promotion-prevention plan. See K &amp; E, page 287.</p> <p>After class use Box 25-5 Positive Affirmations, K &amp; E, page 453 before you come to the next lab.</p> <p>After class 'word process' a paragraph about how thinking about (or reflecting on) your classroom, lab and clinical experiences will help you</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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		<ul style="list-style-type: none"> <li>b. Respect for human dignity</li> <li>c. Cultural sensitivity and competency</li> <li>d. Advocacy</li> </ul> <ul style="list-style-type: none"> <li>3. Caring for self <ul style="list-style-type: none"> <li>a. components of self esteem</li> </ul> </li> <li>4. Reflection and critical thinking as they relate to caring</li> </ul> <p>C. Cultural Diversity</p> <ul style="list-style-type: none"> <li>1. Demographics and culture</li> <li>2. Cultural health beliefs and practices <ul style="list-style-type: none"> <li>a. time /space</li> <li>b. family</li> <li>c. births /death / other life events</li> <li>d. food</li> <li>e. pain</li> <li>f. magico-religious health beliefs</li> <li>g. scientific / biomedical health belief</li> <li>h. holistic health belief</li> </ul> </li> <li>3. Components of a cultural assessment <ul style="list-style-type: none"> <li>a. how the person identifies himself</li> <li>b. the degree of acculturation</li> <li>c. language preferences</li> <li>d. role of religion</li> <li>e. support systems</li> <li>f. relationship with health care</li> <li>g. individuals explanation of illness</li> <li>h. Use of Neumann wheel of culture</li> </ul> </li> <li>4. Culturally competent nursing interventions <ul style="list-style-type: none"> <li>a. Conveying cultural sensitivity</li> <li>b. Preservation and maintenance</li> <li>c. Accommodation and negotiation</li> </ul> </li> <li>5. Examples of culture assessments, plans, interventions and evaluations in health care</li> </ul>	<p>to become a nurse. How will awareness of other's cultures and your caring behaviors influence client care? (See paragraph one of box 25-6 on page 455.) Put this into your ePortfolio.</p> <p>After class review table 4-1 on page 73 of Smith, et.al.</p>	
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10/12	Skill Validations: Sterile Dressings, I V's, and IM injections.	See Schedule and validation forms that are posted on Blackboard. Will be in Nursing Lab room: A 216		
1 hour 10/18  Nancy Rymut	<p><b><u>Unit : Discharge Planning</u></b></p> <p>Describe the process of assisting the client in Discharge Planning.</p> <p>Identify the nurse's role in preparing the client for discharge.</p> <p>Describe the coordination between different agencies a client may use after hospital discharge.</p>	<p>A. Critical Thinking: Nursing Process</p> <ol style="list-style-type: none"> <li>1. Home Health Teaching</li> <li>2. Continuity of Care</li> <li>3. Coordination of Health Services <ol style="list-style-type: none"> <li>a. Communication with transfer agencies</li> </ol> </li> <li>4. Preparing the client for discharge. <ol style="list-style-type: none"> <li>a. Teaching</li> <li>b. Referrals</li> <li>c. Resources</li> </ol> </li> </ol>	<p>Read the following: Smith, Chapter 6 Kozier, Chapter 6,7,8</p> <p>Case study: W10</p>	<p>Exam</p> <p>Clinical performance</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

<p><b>3 hours 10/18</b></p> <p><b>Judy Albright</b></p>	<p><b><u>Unit : Skin Integrity and Wound Care</u></b></p> <p>Discuss the physiologic process of normal wound healing</p> <p>Discuss complication of normal wound healing</p> <p>Identify risk factors that contribute to pressure ulcer formation</p> <p>Discuss staging criteria for pressure ulcers</p> <p>Describe wound assessment criteria</p> <p>List nursing diagnoses associated with impaired skin integrity</p> <p>Discuss interventions for wound management including mechanism of action of wound care dressings</p> <p>Describe evaluation criteria for a client with impaired skin integrity</p>	<p>A. Types of Wounds</p> <p>B. Wound Healing</p> <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> <li>3. Tertiary</li> </ol> <p>C. Phases of Wound Healing</p> <ol style="list-style-type: none"> <li>1. Inflammatory phase</li> <li>2. Proliferative phase</li> <li>3. Maturation phase</li> </ol> <p>D. Wound Exudate</p> <p>E. Complications of Wound Healing</p> <ol style="list-style-type: none"> <li>1. Hemorrhage</li> <li>2. Infection</li> <li>3. Dehiscence/Evisceration</li> </ol> <p>F. Pressure Ulcers</p> <ol style="list-style-type: none"> <li>1. Etiology</li> <li>2. Risk factors</li> <li>3. Staging</li> </ol> <p>G. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Assessment <ol style="list-style-type: none"> <li>a. Risk assessment</li> <li>b. Wounds</li> <li>c. Pressure ulcers</li> <li>d. Lab data</li> </ol> </li> <li>2. Nursing diagnosis</li> <li>3. Planning <ol style="list-style-type: none"> <li>a. Wound management</li> </ol> </li> <li>4. Implementation</li> <li>5. Evaluation</li> </ol>	<p><u>Classroom</u></p> <p>Assigned Readings:</p> <p>K&amp;E Chapter 36</p> <p>Smith, et. al Chapter 25</p> <p>Brunner Chapter 55, 20 (p. 538-548)</p> <p>Ackley p. 751-757, 116, 8389-843</p> <p>Pagana p.537-544 white blood cell count and differential count</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) /</p>
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1 Hour 10/25	Exam 3	See Test Blueprint		
<p><b>3 hours 10/25</b></p> <p><b>Lili Rafedt</b></p>	<p><b><u>Unit : Nutrition</u></b></p> <p>Describe the role of the diet in promoting health.</p> <p>Identify the components of the recommended dietary allowances (RDA), basic four food groups and exchange lists.</p> <p>Describe the functions of proteins in health and in illness.</p> <p>Describe risks associated to Lipids.</p> <p>Discuss energy balance.</p> <p>Discuss alternative therapies as they relate to nutrition. Discuss ways in which information on food labels may help in food selection.</p> <p>Discuss body weight and body mass standards.</p> <p>Discuss essential components and purposes of nutritional assessment.</p> <p>Identify risk factors for and clinical signs of malnutrition.</p> <p>Identify factors influencing nutrition.</p> <p>Describe nursing interventions to promote optimal nutrition</p>	<p><b>See Test Blueprint</b></p> <p>A. Critical Thinking and Nutrition</p> <ol style="list-style-type: none"> <li>1. Food safety and labeling</li> <li>2. Standards and regulations</li> <li>3. Safe food handling</li> </ol> <p>B. Providing safe, holistic care</p> <ol style="list-style-type: none"> <li>1. Introduction to Nutrition Standards and Tools for Nutrition Planning,</li> <li>2. Dietary Guidelines for Americans, 2005; 2010 <ol style="list-style-type: none"> <li>a. Definitions</li> <li>b. Basic Five Food</li> <li>c. Guides Food Pyramid</li> <li>d. Recommended Dietary Intake (RDI)</li> <li>e. Nutrition across the lifespan</li> </ol> </li> </ol> <p>C. Basic Metabolic Requirements</p> <ol style="list-style-type: none"> <li>1. Body Weight Standards</li> <li>2. Body mass standards</li> </ol> <p>C. Factors Affecting Nutrition</p> <ol style="list-style-type: none"> <li>1. Developmental stage</li> <li>2. Gender</li> <li>3. Culture and ethnicity</li> <li>4. Food beliefs</li> <li>5. Personal preferences</li> <li>6. Religious beliefs</li> <li>7. Lifestyle</li> <li>8. Economics</li> <li>9. Health/illness</li> <li>10. Advertising</li> <li>11. Psychological factors</li> </ol> <p>D. Alterations in Nutrition</p> <ol style="list-style-type: none"> <li>1. Malnutrition</li> <li>2. Over nutrition</li> </ol>	<p>Assigned Readings: Chapter 47. pp.1232 – 1280 in K&amp;E, Smeltzer, see Blackboard readings, Ackley, p.575-594, and 595-599, Pagnana, see lab values on Blackboard</p> <p><b>Before coming to class:</b></p> <ol style="list-style-type: none"> <li>1. Review Power Points Posted</li> <li>2. Track your 24 hour food intake for two days prior to class.</li> <li>3. Go to <a href="http://www.mypyramidtracker.gov/">http://www.mypyramidtracker.gov/</a> <ol style="list-style-type: none"> <li>a. assess your food intake</li> <li>b. your physical activity.</li> <li>c. Are you eating a balanced diet and getting enough exercise?</li> <li>d. Calculate your own BMI.</li> <li>e. Prepare an eating plan for your self.</li> <li>f. Bring in a restaurant menu and / or food advertisement pictures for discussion.</li> <li>g. Bring in a canned food item for review of food labels.</li> </ol> </li> </ol> <p>In class: Discuss preparation material through iClicker and other formats.</p> <p>Identify factors influencing nutrition (e.g. ethnicity, culture, socioeconomic, medications)</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p> <p>Nutrition Assessment</p>

	<p>Discuss nursing interventions to treat clients with nutritional problems</p>	<ol style="list-style-type: none"> <li>3. Under nutrition</li> <li>4. Protein-calorie malnutrition</li> </ol> <p>E. Nursing Process and Nutrition</p> <ol style="list-style-type: none"> <li>1. Assessment       <ol style="list-style-type: none"> <li>a. Nutritional Screening           <ol style="list-style-type: none"> <li>1) History</li> <li>2) Physical Examination</li> <li>3) Diet History</li> <li>4) Anthropometric measurement</li> <li>5) Lab data</li> </ol> </li> </ol> </li> <li>2. Nursing Diagnosis</li> <li>3. Planning</li> <li>4. Implementation       <ol style="list-style-type: none"> <li>a. Special Diets</li> <li>b. Diet modifications R/t disease</li> <li>c. Assisting with meals</li> <li>d. Meal planning</li> <li>e. Food assistance programs</li> <li>f. Enteral/Parenteral nutrition</li> </ol> </li> <li>5. Evaluation</li> </ol>	<p>Using <a href="http://www.pyramid.gov">www.pyramid.gov</a> do a nutritional evaluation of assigned client.</p> <p>Discuss body weight and body mass standards</p> <p>Examine lab results to identify clients with nutritional imbalance.</p> <p>Compare and contrast fresh vs. canned vegetables and fruits</p> <p>Develop a meal plan. Utilize various meal plans within a clinical setting</p> <p>Collaborate with a Nutritionist when developing a nutrition plan for a client</p> <p>Reinforce safety procedures such as aspiration prevention, delivery of ordered diet, critical thinking application when assessing ordered diet and client status. other precaution standards.</p> <p>Discuss client use of food labels to plan meals when in a home setting</p>	
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<p>2 hrs 11/1</p> <p><b>Judy Albright</b></p>	<p><b><u>Unit : Urinary Elimination</u></b></p> <p>List developmental, life-style, and other factors that influence the care of clients with urinary and intestinal elimination dysfunction.</p> <p>Describe and perform focused assessment of urinary</p> <p>Identify nursing diagnoses that correctly define client problems related to urinary elimination.</p> <p>Review common nursing and collaborative interventions to promote urinary elimination</p>	<p>A. Critical Thinking/Holistic Care:</p> <ol style="list-style-type: none"> <li>1. Review principles and factors affecting the functioning of urinary elimination.</li> <li>2. Elimination variations throughout the life cycle.</li> <li>3. Assessment parameters: <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic and laboratory studies</li> </ol> </li> </ol> <p>B. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Nursing diagnoses related to Elimination <ol style="list-style-type: none"> <li>a. altered urinary elimination</li> </ol> </li> </ol> <p>C. Implementing safe, competent care.</p> <ol style="list-style-type: none"> <li>1. Promote and maintain normal voiding habits <ol style="list-style-type: none"> <li>a. privacy and timing</li> <li>b. positioning, activity and exercise</li> <li>c. fluid and nutritional intake</li> <li>d. stimulating urination</li> <li>e. assisting with toileting</li> <li>f. hygiene and safety</li> <li>g. indwelling catheters</li> </ol> </li> </ol> <p>D, Evaluation of Care</p>	<p>Assigned Readings:</p> <p>K&amp;E chapter 48</p> <p>Smith et al Chapter 22 Brunner, Chapter 43</p> <p>Ackley, p. 8587-868, 451-481</p> <p>Pagana, serum creatinine, creatinine clearance, GFR including 24 hour urine collection, and blood urea nitrogen (BUN). Check page numbers in your edition of the book.</p> <p>Discuss interventions the nurse may use to assist urinary elimination Compare and contrast NANDA multiple diagnoses for urinary elimination.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours 11/1</b></p> <p><b>Judy Albright</b></p>	<p><b><u>Unit : Bowel Elimination</u></b></p> <p>Describe factors which influence bowel elimination.</p> <p>Describe normal and abnormal characteristics of feces.</p> <p>Identify common causes and effects of selected bowel elimination problems.</p> <p>Identify interventions which maintain normal bowel elimination.</p> <p>Develop nursing diagnosis and care of the client with altered bowel elimination.</p>	<p>A. Critical Thinking/Holistic Care:</p> <ol style="list-style-type: none"> <li>1. Review principles and factors affecting the functioning of bowel elimination.</li> <li>2. Elimination variations throughout the life cycle.</li> <li>3. Assessment parameters <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic and laboratory studies</li> </ol> </li> </ol> <p>B. Nursing Process</p> <ol style="list-style-type: none"> <li>1. Nursing diagnoses related to elimination</li> <li>2. Altered bowel elimination <ol style="list-style-type: none"> <li>2. Constipation</li> <li>3. Diarrhea</li> <li>4. Hemorrhoids</li> <li>5. Flatulence</li> <li>6. Impaction</li> <li>7. Incontinence</li> </ol> </li> </ol> <p>C. Implementing safe, competent care</p> <ol style="list-style-type: none"> <li>1. Promoting and maintaining normal bowel habits <ol style="list-style-type: none"> <li>a. privacy and timing</li> <li>b. positioning, activity and exercise</li> <li>c. fluid and nutritional intake</li> <li>d. stimulating defecation</li> <li>e. assisting with toileting</li> <li>f. hygiene and safety</li> <li>g. enemas and suppositories</li> <li>h. rectal tubes</li> </ol> </li> </ol> <p>D. Evaluation of Care</p>	<p>Classroom Assigned Readings; K&amp;E, Chapter 49 (briefly read about ostomies, however this will be covered in more depth in N201)</p> <p>Smith,et.al., Chapter 23 (review skills as needed from lab and look at ostomy information for your information will be covered in N201)</p> <p>Brunner, p.1231-1238 through irritable bowel syndrome</p> <p>Ackley, p. 171-177, 245-255, 311-315</p> <p>Discuss normal and abnormal characteristics of feces.</p> <p>Discuss diagnostic test associated with bowel elimination problems and the nursing interventions related to them.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours 11/8</b></p> <p><b>Nancy Rymut</b></p>	<p><b><u>Unit : Sleep, Comfort and Pain</u></b></p> <p>Describe variations in sleep patterns across the lifespan</p> <p>Explain factors that affect sleep</p> <p>Describe common sleep disorders</p> <p>Discuss interventions to promote sleep</p> <p>Describe developmental and cultural factors that affect the pain experience</p> <p>Discuss guidelines for selecting and individualizing pain therapies</p> <p>Discuss use of non-pharmacologic pain therapies</p> <p>Discuss pharmacologic interventions for pain</p> <p>Compare and contrast barriers to pain relief as they relate to nurses and clients</p> <p>Differentiate tolerance, dependence, and addiction</p>	<p>A. Physiology and Functions of Sleep</p> <p>B. Developmental Sleep Patterns</p> <p>C. Factors Affecting Sleep</p> <p>D. Common Sleep Disorders</p> <p>E. Nursing Process and Sleep Disorders</p> <p>F. The Nature of Pain</p> <ol style="list-style-type: none"> <li>1. Types of pain</li> <li>2. Concepts associated with pain</li> </ol> <p>G. Physiology of Pain</p> <p>H. Factors Affecting the Pain Experience</p> <ol style="list-style-type: none"> <li>1. Cultural</li> <li>2. Developmental</li> <li>3. Pain history</li> </ol> <p>I. Applying the Nursing Process to Pain Control</p>	<p>Read the following:</p> <p>Kozier, Chapters 45, 46</p> <p>Smith, Chapters 16</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours 11/8</b></p> <p><b>Judy Albright</b></p>	<p><b><u>Unit : Teaching and Learning</u></b></p> <p>Identify the role of the nurse in client teaching.</p> <p>Describe the domains of learning.</p> <p>Identify basic learning principles.</p> <p>Identify factors that affect learning</p> <p>Identify the cultural aspects of learning</p> <p>Identify ways to assess the learning needs of the client.</p> <p>Describe an environment that promotes learning.</p> <p>Identify methods to evaluate learning.</p> <p>Develop a nursing diagnosis and plan of care that reflect the learning needs of a client.</p> <p>Discuss teaching strategies to facilitate client learning</p>	<p>A. Communication and Holistic care of the client and family through education</p> <ol style="list-style-type: none"> <li>1. Learning Theories</li> <li>2. Factors affecting learning</li> <li>3. Assessing readiness</li> <li>4. Barriers to learning</li> </ol> <p>B. Nursing Process related to teaching and learning</p>	<p>Assigned Readings:</p> <p>K&amp;E, Chapter 27</p> <p>Smith et.al., p 117-127</p> <p>Ackley, p. 520-527</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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1 Hour 11/15	Exam 4	See Test Blueprint		
<p><b>1 hour 11/15</b></p> <p><b>Lili Rafeldt</b></p>	<p><b><u>Unit : Spirituality</u></b></p> <p>Define concepts of spirituality as it relates to nursing care.</p> <p>Identify characteristics of spiritual health. Identify factors associated with spiritual distress and manifestations.</p> <p>Describe spiritual development across the lifespan.</p> <p>Assess the spiritual needs of the client and plan care.</p> <p>Review interventions to support the clients' spiritual beliefs.</p> <p>Identify desired outcomes for evaluating the clients' spiritual health.</p>	<p>A. Define spirituality</p> <ol style="list-style-type: none"> <li>1. health</li> <li>2. well-being</li> <li>3. distress</li> </ol> <p>B. Holistic religious practices affecting nursing care.</p> <ol style="list-style-type: none"> <li>1. Holy Days</li> <li>2. Diet</li> <li>3. Dress</li> <li>4. Beliefs</li> </ol> <p>C. Nursing Process related to the spiritual care of clients</p>	<p><u>Classroom:</u> Assigned Readings: Chapter 41, beginning on page 1041 of K&amp; E</p> <p>View DVD Spiritual Care of the Client</p> <p>Students share religious practices with the class. Discuss the role of the nurse in supporting clients in meeting spiritual needs.</p> <p><u>Nursing Skills Lab/Clinical:</u> Discuss how clinical agencies promote or interfere with clients spiritual expression.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>

<p><b>2 hours 11/15</b></p> <p><b>Nancy Rymut</b></p>	<p><b><u>Unit : Legal and Ethical Principles</u></b></p> <p>Compare the concepts of ethics, moral and values.</p> <p>Identify ethical principles.</p> <p>Discuss various legal regulations that influence nursing practice.</p> <p>Describe the legal considerations regarding: confidentiality, documentation, medical records.</p> <p>Describe the legal controls governing the practice of nursing.</p>	<p>Professionalism: Ethics in nursing</p> <ol style="list-style-type: none"> <li>A. Professional values</li> <li>B. Ethical terms</li> <li>C. American Nurses Association <ol style="list-style-type: none"> <li>a. Code of Ethics</li> <li>b. Nursing Standards</li> </ol> </li> <li>D. Ethical decision making</li> <li>E. Selected ethical issues in nursing</li> </ol> <p>Professionalism: Legal aspects in nursing</p> <ol style="list-style-type: none"> <li>A. Legal aspects <ol style="list-style-type: none"> <li>1. SN and the law</li> <li>2. Laws and nursing</li> <li>3. Nurse practice act</li> </ol> </li> <li>B. Credentials</li> <li>C. Liability</li> <li>D. Selected legal issues</li> <li>E. Malpractice <ol style="list-style-type: none"> <li>1. Elements of malpractice</li> <li>2. Avoiding malpractice</li> <li>3. Good Samaritan act</li> </ol> </li> </ol> <p>Liability insurance</p>	<p><u>Kozier, Chapters 4, 5</u></p> <p><u>Explore American Nurses Association website. Note nursing standards, Code of Ethics for nurses.</u></p> <p><u>Read CT Nurse Practice Act</u></p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hour 11/22</b></p> <p><b>Lili Rafeldt</b></p>	<p><b><u>Unit: Sensory Alteration</u></b></p> <p>Describe factors influencing sensory function.</p> <p>Identify clinical symptoms of sensory overload or deprivation</p> <p>Describe the components when assessing a client's sensory function</p> <p>Develop a nursing plan of care for the client with impaired sensory function.</p>	<p>A. Alteration in sensory perception</p> <ol style="list-style-type: none"> <li>1. Deprivation</li> <li>2. Overload</li> <li>3. Deficits</li> </ol> <p>B. Holistic Factors influencing</p> <ol style="list-style-type: none"> <li>1. Developmental stages</li> <li>2. Culture</li> <li>3. Stress</li> <li>4. Health</li> </ol> <p>C. Nursing Process related to sensory alterations</p>	<p><u>Classroom</u></p> <p>Assigned Readings: K&amp;E Chapter 38, pgs. 980-1001, Companion Web Site practice questions, See Blackboard for additional websites r/t deficit experiences:</p> <p><a href="http://www.lighthouse.org/about-low-vision-blindness/vision-disorders/">http://www.lighthouse.org/about-low-vision-blindness/vision-disorders/</a></p> <p><a href="http://www.hhmi.org/senses/d110.html">http://www.hhmi.org/senses/d110.html</a></p> <p>Before class: Students blindfold or use ear plugs for several hours and have them describe their experiences to the class</p> <p>In class: Case Study: The Confused and Agitated Client</p> <p>Use gloves and other sensory impairment tools during lecture. Discuss tools to support client care for sensory perception deficits and alterations.</p> <p>Review CLEW/NCP of client</p> <p>After class: Assess the effects of hospitalization on sensory perception (overload/deprivation) on clients.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<p><b>2 hours</b> <b>11/22</b></p> <p><b>Judy</b> <b>Snayd</b></p>	<p><b><u>Unit : Introduction to Mental Health and Illness</u></b> Describe the holistic approach to sustaining health and well-being considering cultural, ethical and legal implications for clients dealing with mental illness. Identify the psychosocial needs of all clients Discuss the concepts of emotional well-being and emotional distress. <b><u>Define the Mental Wellness/Illness continuum</u></b> according to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV- TR) Describe the elements of a mental status examination Discuss the application of Erikson’s theory of psychosocial development to the delivery of nursing care that is developmentally appropriate. Identify variables that influence the ability to cope with stress and that are antecedents to emotional disorders. Explain the concepts of anxiety, posttraumatic stress disorder, depression, loss and grief. Assess the impact of a client with mental illness on family functioning Determine the role of the nurse in the care and support of clients and families with mental health problems.</p>	<p>Holism: Define Emotional Health and emotional distress</p> <ul style="list-style-type: none"> <li>A. Overview of implications related to caring for the client with mental illness <ul style="list-style-type: none"> <li>1. Developmental</li> <li>2. Cultural</li> <li>3. Ethical</li> <li>4. Legal</li> </ul> </li> <li>B. Factors that influence and impact clients with emotional disorders <ul style="list-style-type: none"> <li>1. Family functioning</li> <li>2. Stress</li> </ul> </li> <li>C. Assessment of Mental Health and Illness <ul style="list-style-type: none"> <li>1. Mental Health and Illness on a continuum as per the DSM-IV- TR</li> <li>2. Psychosocial Assessment</li> <li>3. Physical Assessment</li> <li>4. Elements of the Mental Status Examination <ul style="list-style-type: none"> <li>a. Appearance</li> <li>b. Behavior</li> <li>c. Speech</li> <li>d. Mood</li> <li>e. Disorders of Form of Thought</li> <li>f. Perceptual Disturbances</li> <li>g. Cognition</li> <li>h. Ideas of Harming Self or Others</li> </ul> </li> <li>5. Integration of Erikson’s theory of psychosocial development</li> </ul> </li> <li>D. Nursing Implications in caring for common emotional disorders <ul style="list-style-type: none"> <li>1. Post traumatic stress disorder</li> <li>2. Depression</li> <li>3. Loss and grief</li> <li>4. Substance abuse</li> </ul> </li> </ul>	<p>Readings: Will be posted on Blackboard</p> <p>Perform a psychosocial assessment on a client</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>Clinical Learning Experience Workbook (CLEW) / Reflections</p>
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<b>1 hour</b> <b>11/29</b>	<b>Exam 5</b>	<b>See test Blueprint</b>		
<b>1 hour</b> <b>11/29</b>  <b>Lili Rafeldt</b>	<p><b><u>Unit: Sexuality</u></b></p> <p>Define sexual health.</p> <p>Identify specific measures that promote sexual health.</p> <p>Identify personal biases and beliefs related to sexuality.</p> <p>Discuss the role of the nurse in sexual health promotion and health screening.</p> <p>Utilize the nursing process in caring for clients with reproductive and sexuality issues</p>	<p>A. Characteristics of Sexual Health</p> <ol style="list-style-type: none"> <li>1. Age-related</li> <li>2. Sexual self-concept</li> <li>3. Body image</li> <li>4. Gender identity</li> <li>5. Gender-role behavior</li> <li>6. Androgyny</li> </ol> <p>B. Holistic Factors that Influence Sexuality</p> <ol style="list-style-type: none"> <li>1. Family</li> <li>2. Culture</li> <li>3. Religion</li> <li>4. Personal ethics</li> </ol> <p>C. Assessment</p> <ol style="list-style-type: none"> <li>1. Sexual history</li> <li>2. Physical exam</li> <li>3. Identifying clients at risk</li> </ol> <p>D. Nursing Process related to sexuality</p>	<p><u>Assigned Readings:</u> Chapter 40 beginning on p.1018 in K&amp;E, See Blackboard for additional readings in Smeltzer and evidence based practice web links</p> <p>Before class: Research WHO definition of sexual health</p> <p>In class: Discussion about expectations of health care providers from elderly representative and other community member</p> <p>Students practice obtaining a sexual history on each other and with panel guests</p>	