

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

NUR*101: Introduction to Nursing Practice

On Campus Clinical Laboratory / Orientation to Technology / Netiquette and Professionalism

L. Rafeldt and J. Albright 8:00 AM - 12:00 PM

Orientation to Technology-- Nursing Skills Lab/Clinical	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Identify uses of myCommnet, Blackboard Vista (Bb), TRCC website, Evolve web site, Virtual Clinical, SimChart, iClicker, and myCommnet alert.	<u>Pre-laboratory Activities:</u> Locate identified sites. Consider the value of Bookmarking. Locate the CT-CCNP Student Handbook and NUR*101 Syllabus and Topical Outline within Bb. <u>Assigned Readings and References for the Future:</u> 1. Technology Resources http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/Student.shtml 2. What is ePortfolio? http://www.trcc.commnet.edu/div_academics/alliedhealth/eportfolio.shtml 3. Early Alert http://www.trcc.commnet.edu/president/policies/weather.shtml 4. Evaluating Websites http://trcc.commnet.libguides.com/content.php?pid=173574&sid=1463486 5. Virtual Clinical Excursions pages 1-42 <u>Activities:</u> Orientation to computer Lab, Blackboard, ePortfolio, Virtual Clinical Excursions, and iClicker. In a computer lab access and utilize resources
2. Identify technological resources within Three Rivers Community College	
3. Identify steps and value of self-assessment and reflection: Observing, Interpreting, Judging, Planning	
4. Establish an ePortfolio account	
5. Define information literacy, technological literacy and evidence based practice (EBP). a. Identify differences between information and technological literacy.	
6. Identify 5 elements to evaluate web sites.	
7. Demonstrate use of technologic resources.	

	<p>within myCommnet, Blackboard, and set up an ePortfolio account.</p> <p><u>Assignment:</u></p> <p>Create your first N101 portfolio—include your definition of nursing, create a guest view, and submit an invitation to view the guest view of your first portfolio to lrafeldt@trcc.commnet.edu and a peer. Look for feedback.</p>
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Welcome / Orientation

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
3 hours	<u>Unit : Therapeutic and Professional Communication</u>			
Lili Rafeldt	<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 of 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>Apply the nursing process to clients</p>	<p>A. Elements of effective communication</p> <ol style="list-style-type: none"> 1. Sender 2. Receiver 3. Message 4. Feedback <p>B. Phases of Communication</p> <ol style="list-style-type: none"> 1. Pre-interaction <ol style="list-style-type: none"> a. Goals b. Focus 2. Introductory <ol style="list-style-type: none"> a. Goals b. Focus 3. Working <ol style="list-style-type: none"> a. Goals b. Focus 4. Termination <ol style="list-style-type: none"> a. Goals b. Focus <p>C. Characteristics of verbal communication</p> <ol style="list-style-type: none"> 1. Pace and Intonation 2. Simplicity 3. Clarity and brevity 4. Timing and relevance 5. Adaptability 6. Credibility 7. Humor <p>D. Characteristics of nonverbal communication</p> <ol style="list-style-type: none"> 1. Reinforcement or contraction of verbal communication 2. Personal Appearance 3. Posture and Gait 4. Facial Expression 5. Gestures <p>E. Factors influencing Communication</p>	<p>Assigned Readings:</p> <p>A. Potter & Perry, Fundamentals of Nursing 8th edition, chapter 24</p> <p>B. Perry & Potter, Clinical Nursing Skills & Techniques 7th edition, pages 27-43</p> <p>C. Foundations of Psychiatric Mental Health Nursing, A Clinical Approach 6th edition, pages 174-194</p> <p>D. Nursing Diagnosis Handbook Ackley, pages 229-237</p> <p>Review preparation power point prior to class.</p> <p>In class: Interpretation of picture story—predicting outcomes</p> <p>Discuss how communication has changed in the 21st century</p> <p>Discuss impact of language barriers and possible interventions</p> <p>HIPAA principles</p> <p>Case Study: Communication Barriers</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p> <p>Clinical Process Recording</p>

	with specific barriers to effective communication	<ol style="list-style-type: none"> 1. Nature of relationship 1. Social vs. professional 2. Level of trust 3. Power differentials 4. Individual factors: Client <ol style="list-style-type: none"> a. Developmental/Lifespan <ol style="list-style-type: none"> i. Age/Stage b. Socio-cultural <ol style="list-style-type: none"> i. Language ii. Customs iii. Level of education iv. Attitudes, beliefs, values c. Mood and emotional/mental state d. Personality Characteristics e. Physical health factors f. Pain/Comfort 5. Client perceptions 6. Environmental factors <ol style="list-style-type: none"> a. Noise b. Privacy c. Distractions <p>F. Communication techniques that demonstrate and accomplish therapeutic communication:</p> <ol style="list-style-type: none"> 1. Active listening 2. Acceptance 3. Respect 4. Clarification 5. Support and Comfort 6. Delivery of information 7. Diversion 8. Assistance with problem solving 9. Assertiveness <p>G. Barriers to effective communication</p> <ol style="list-style-type: none"> 1. Specific client communication problems <ol style="list-style-type: none"> a. Aphasia <ol style="list-style-type: none"> i. Expressive ii. Receptive b. Language Differenced c. Alterations in mental status <ol style="list-style-type: none"> i. Confusion 	<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>iClicker questions</p> <p>After class Review Process Recording 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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		<p>ii. Unresponsiveness</p> <p>H. Communication as part of the phases of the nursing process</p> <ol style="list-style-type: none"> 1. Assessment 2. Analysis/Diagnosis 3. Planning 4. Implementation 5. Evaluation <p>I. Desired outcomes for communication between nurse and client/families</p> <ol style="list-style-type: none"> 1. Value of Process Recordings for growth in communication skills <p>J. Process, Structure and Outcomes of communication among health care providers</p> <ol style="list-style-type: none"> 1. SBAR <ol style="list-style-type: none"> a. Situation b. Background c. Assessment d. Recommendation 		
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NUR*101: Introduction to Nursing Practice

On Campus Clinical Laboratory

L. Rafeldt

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

Practice with CT-CCNP Core Value of Communication	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Identify why core value of communication is important to nursing practice.	Assigned Readings: Perry & Potter, Clinical Nursing Skills & Techniques 7 th edition, pages 27-30 Activities: Therapeutic Communication Activity / Process Recording
2. Discuss professional communication of the registered nurse.	
3. Identify value of self assessment and reflection: Observing, Interpreting, Judging, and Planning.	
4. Practice therapeutic communication.	

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Contemporary Nursing Practice</u>			
Nancy Rymut	<p>Discuss various definitions 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"> 1. Definition of nursing 2. Historical perspectives <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"> 1. Nursing Education 2. Nursing Practice <ol style="list-style-type: none"> a. Nurse Practice Acts b. Practice Settings c. ANA Code of Ethics <p>E. Critical Thinking: Trends in Nursing</p> <p>F. Communication: Connecticut Community Colleges Nursing Program (CT-CCNP) Philosophy and Core Values</p>	<p>Assigned Readings: Potter & Perry Chapters 1, 2, 3, 4, 5 Lewis Chapter 1</p> <p>Student Handbook</p> <ol style="list-style-type: none"> A. Core Values B. Program Philosophy <p>Formulate definition of nursing and post in ePortfolio</p> <p>Websites: http://www.cga.ct.gov/2007/pub/Chap378.htm</p> <p>http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx</p>	Exam One ePortfolio

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L. Rafeldt with P. Williams

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Skills to support CT-CCNP Core Values and Evidence Based Practice of the 21st Century-- <u>Nursing Skills Lab/Clinical</u>	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Identify course content, core values, (Critical Thinking, Safe and Competent Practice, Holism, Caring, Communication, Professionalism) and how they are connected to mathematical abilities and information literacy skills.	<u>Assigned Readings:</u> The Library http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml Finding Articles http://www.trcc.commnet.edu/Div_IT/Library/databases/Library_data_bases.shtml The Nursing Gateway http://www.trcc.commnet.edu/Div_IT/Library/Resource-guides/NursingGateway.shtml Video Tutorials http://www.trcc.commnet.edu/Div_IT/Library/Resource-guides/videotutorials.shtml PICO Questions and Levels of Evidence http://www.med.yale.edu/library/nursing/education/clinquest.html
2. Discuss professional role of the registered nurse in evidence based practice.	
3. State the importance of organization and lifelong learning as they relate to professional nursing.	
4. Identify strategies to complete searches within CINAHL and Health and Wellness Data Bases.	
5. Identify components of a PICO question.	

<p>6. Demonstrate use of technologic resources.</p>	<p><u>Activities:</u> Orientation to Nursing Library Gateway, use of CINAHL and Health and Wellness Data Bases, and selected library resources.</p> <p><u>Practice / Assignments:</u></p> <p>Utilize resources within the Nursing Library Gateway. Review Evidence Based Practice (EBP).</p> <p>Complete CINAHL and Health and Wellness Search related to nursing and the Politics of Food.</p> <p>Submit assignment as outlined on Blackboard via ePortfolio. (Create a portfolio, set up a guest view, and send an invitation to lrafeldt@trcc.commnet.edu and pwilliams@trcc.commnet.edu look for feedback.)</p>
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Clinical Orientation

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit: Holism, Caring and Cultural Diversity in Nursing</u>			
Lili Rafeldt	<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>A. Health and holism</p> <ol style="list-style-type: none"> 1. Concepts of Health and well-being 2. Models of health and wellness <ol style="list-style-type: none"> a. Samples b. Agent Host Model c. Health—Illness Continuum 3. Factors influencing health <ol style="list-style-type: none"> a. Internal / External variables b. Health Belief models c. Illness behaviors 4. Holism and nursing practice <ol style="list-style-type: none"> a. Needs theory—Maslow b. Developmental theory—Erickson c. Spirituality d. Communities e. Interdisciplinary team work 5. National trends in health and illness <ol style="list-style-type: none"> a. <i>Healthy People</i> b. <i>QSEN-Patient Centered Care</i> 6. The nurse's role in health promotion <ol style="list-style-type: none"> a. Model healthy lifestyle b. Assess readiness for change c. Promote client involvement in goals d. Teach self-care strategies to enhance fitness, nutrition, relationships, manage stress e. Reinforce positive behaviors f. Advocate for changes to promote a healthy environment <p>B. Caring in nursing practice</p> <ol style="list-style-type: none"> 1. Theories on caring <ol style="list-style-type: none"> a. Benner-primacy of caring, nursing's caring helps the client to cope as well as connect the nurse with others, receiving as well as giving help b. Leininger-caring as cultural 	<p>Assigned Readings:</p> <p>A. Potter & Perry, Fundamentals of Nursing 8th edition, chapters 7 and 9</p> <p>B. Medical-Surgical Nursing, Assessment and Management of Clinical Problems 8th edition, by Lewis, et.al. pages 20-36</p> <p>C. Review Healthy People 2020 and QSEN (Patient Centered Care websites)</p> <p>Prior to class review power points.</p> <p>In class presentation: stories, case study / simulation, iClicker questions.</p> <p>After class reflect on your classroom, lab and clinical experiences.</p> <p>How will you care for yourself?</p> <p>How will awareness of other's cultures and your caring behaviors influence client care? How will you use the LIKE and LEARN (Like, Inquire, Visit and Experience) (Listen, Evaluate, Acknowledge, Recommend, Negotiate) Models.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

		<p>competence</p> <ul style="list-style-type: none"> c. Watson-nursing is an interpersonal, humanistic process helping the patient strive for the greatest health potential d. Full Spectrum Caring-self knowledge and ethical knowledge <p>2. Caring behaviors</p> <ul style="list-style-type: none"> a. Aware of your values, beliefs and biases-maintain non-judgmental attitude and actions b. Respect human dignity c. Show empathy-routinely use opportunities for conversation to communicate genuine interest in who the patient is, what they are experiencing and provide meaningful nursing assistance d. Be cultural sensitive and become competent e. Understand your obligations: sense of right and wrong f. Advocate for clients <p>3. Caring for self</p> <ul style="list-style-type: none"> a. Components of self esteem-real self and ideal self congruence b. Self Care Behaviors <p>4. Reflection and critical thinking as they relate to caring for self as a developing health professional as well as caring for vulnerable populations</p> <p>C. Cultural Diversity</p> <ul style="list-style-type: none"> 1. Demographics and culture 2. Cultural health beliefs and practices <ul style="list-style-type: none"> a. Time orientation / personal space b. Family and social organization c. Births / death / other life events d. Foods e. Pain f. Magico-religious health beliefs g. Scientific / biomedical health belief 	<p>Also reflect on the one single intervention you could use to promote cultural competence if you are busy-ask the question: “What matters most to them in their illness and treatment?”</p>	
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		<ul style="list-style-type: none"> h. Holistic health belief and use of the health care system <ol style="list-style-type: none"> 3. Components of a cultural assessment <ul style="list-style-type: none"> a. how the person identifies himself and communicates with others b. language preferences and tools c. the degree of acculturation d. role of religion e. support systems and primary decision maker f. relationship with health care g. individuals explanation of illness h. Use of Purnell wheel of culture 4. Culturally competent nursing interventions <ul style="list-style-type: none"> a. Conveying cultural sensitivity b. Preservation and maintenance c. Accommodation and negotiation 5. Examples of culture assessments, plans, interventions and evaluations in health care 		
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L. Rafeldt with B. Kennedy

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

Skills to support CT-CCNP Core Values and Evidence Based Practice of the 21st Century-- <u>Nursing Skills Lab/Clinical</u>	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Identify readiness for Math Exam, resources for success and individual preparation plan.	<p><u>Assigned Readings:</u> Review Med. Math Preparation and Practice Test Handout, Self-Evaluation in Pickar and Abernethy, <i>Dosage and Calculations</i></p> <p><u>Activities:</u> Math Tips for Success and Strategies to Decrease Math Testing Anxiety—presented by Professor Brian Kennedy</p> <p><u>Practice and Preparation for N101 Math Exam:</u> Complete 5 problems from Pickar and Sample tests in 15 minutes each day.</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
3 hours	<u>Unit : Health Protection and Safety</u>			
Judy Albright	<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 developmental stage, lifestyle, and pathophysiology</p> <p>Discuss interventions to reduce physical hazards in the health care, home, and community environments</p>	<p>A. Infection</p> <ol style="list-style-type: none"> 1. Normal body defenses 2. Risk factors for infection 3. Chain of infection 4. Immunity <ol style="list-style-type: none"> a. Active b. passive 5. Use of the Nursing Process in infection control <p>B. Safety</p> <ol style="list-style-type: none"> 1. Factors that affect safety <ol style="list-style-type: none"> a. developmental / culture b. individual / pathophysiology c. environmental 2. Public safety and bioterrorism <ol style="list-style-type: none"> a. chemical b. biological c. nuclear 3. Promoting safety in health care <ol style="list-style-type: none"> a. JCAHO 2010 National Patient safety goals and sentinel events b. QSEN (Quality & Safety Ed for Nurses) 4. Nursing Process and safety <ol style="list-style-type: none"> a. Assessment: risk assessment tools b. Diagnosing: risk for injury, risk for poisoning, deficient knowledge (accident prevention) c. planning and implementation: call bells, falls, burns, fire safety, reduction of electrical hazards, bed, chair monitoring devices and restraints d. evaluation: in clinical settings and the home 	<p>Assigned Readings: Potter & Perry Text: Chapter 28 "Infection Prevention and Control" (stop at Surgical Asepsis) and Chapter 27 "Patient Safety"</p> <p>Use the Center of Disease Control website to access guidelines for infection control. (See Nursing Library Gateway or ppt)</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. http://www.qsen.org/ksas_prelicensure.php#safety</p> <p>Review JCAHO 2012 National Patient Safety Goals for hospitals and long term care. http://www.jointcommission.org/standards_information/npsgs.aspx</p> <p>Review sentinel event link. http://www.jointcommission.org/sentinel_event.aspx</p> <p>Review National Patient Safety Goals on Prevention of Infection</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

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Judy Albright

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Medical Asepsis and Precautions	
1. Demonstrate principles of basic medical asepsis: a. Hand washing with water and Hand hygiene with waterless antiseptic agents b. Donning and removing clean gloves.	Assigned Pre-laboratory Readings: Perry & Potter Skills: Chapter 7 "Medical Asepsis" and Chapter 13 "Safety" Assigned Pre-laboratory Activities: Skills videos: Under Basic Skills Videos, "Basic Infection Control" all videos.
2. Identify clinical settings where basic medical asepsis would be applied.	Lab Activities: View video clip from CDC. Utilize "Glo-Germs" and a black light to validate students' hand hygiene / washing techniques. 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.
3. Discuss the importance of standard and transmission based precautions.	
4. Identify clinical situations when personal protective equipment (PPE) is used: a. Gloves b. Masks c. Eye Protection d. Gowns e. Exposure	
5. Demonstrate competence related to OSHA standards	

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit: Critical Thinking and the Nursing Process</u>			
Lili Rafeldt	<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 organization</p>	<p>A. Critical thinking</p> <ol style="list-style-type: none"> 1. Problem-solving 2. Decision-making 3. Clinical reasoning 4. Skills and Attitudes 5. Nursing process overview <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Data collection—initial, ongoing, comprehensive, focused, special needs (safety, nutritional, pain, functional ability—ADL and IADL, cultural, spiritual health, psychosocial, wellness, family and community) 2. Communication—directive interviewing, closed ended questions, open ended questions 3. Types of data—observation, senses, health history, physical assessment, consults and health record data 4. Sources of data—patient, significant others, care givers, health providers and records 5. Methods of data collection—observation, interviews—(biographical, chief complaint or reason for seeking health care, history of present illness, client's perception of health status and expectations for care, past health history, family and social health history, medication—herb—device use, review of body systems and associated functional abilities) 6. Validation of data—congruence of subjective and objective data, outside of the normal ranges 7. Organization of data—nursing and non-nursing models 	<p>Assigned Readings: Fundamentals of Nursing 8th edition,</p> <p>1.Critical Thinking in Nursing Practice, chapter 15</p> <p>2. Nursing Assessment, chapter 16</p> <p>3. Nursing Diagnosis, chapter 17</p> <p>4. Planning Nursing Care, chapter 18</p> <p>5. Implementing Nursing Care, chapter 19</p> <p>6. Evaluation, chapter 2</p> <p>Ackley, p. 2-123 and 906-908</p> <p><u>Review power point prior to class.</u></p> <p>Activities: Content presentation Video clips of critical thinking and nursing process</p>	<p>Exam</p> <p>Nursing Skills Lab performance</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</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>Compare a concept map to a nursing care plan</p> <p>Discuss the skills necessary in implementing nursing interventions</p> <p>Describe the evaluation phase of the nursing process</p>	<p>8. Confidentiality / HIPAA</p> <p>C. Diagnosis—Reasoning process to identify client problems and strengths</p> <ol style="list-style-type: none"> 1. Analysis of data—nursing diagnoses, medical diagnoses and collaborative problems 2. Use of defining characteristics to recognize diagnoses; nursing—human response to disease, injury or stressor, medical—disease, illness or injury, collaborative problem—certain diseases, diagnostic tests or treatments that nurses monitor to detect onset or change in status which require physician who then prescribes primary interventions 3. Types of nursing diagnosis—actual, risk for, possible, syndrome, wellness 4. Diagnostic Reasoning—identify significant data, cluster cues, identify gaps or inconsistencies, draw conclusions, identify problem etiologies, verify problems with the patient 5. NANDA nursing diagnosis—formatting 6. Three-part diagnostic statement for actual diagnoses 7. Two-part diagnostic statement for risk for diagnoses 8. Collaborative Problems <ol style="list-style-type: none"> a. Infection <p>D. Planning</p> <ol style="list-style-type: none"> 1. Types of care plans <ol style="list-style-type: none"> a. Collaborative care plans/Critical Pathways b. Standardized care plans c. Individualized care plans d. Special discharge or teaching plans e. Student care plans f. Mind-mapping care plans g. Electronic health record generated 2. Priority setting—safety first, Maslow, 	<p>Case study Jeopardy iClicker questions which:</p> <p>Demonstrate Critical thinking using examples of:</p> <ol style="list-style-type: none"> 1. Evidence Based Practice through Nursing Process 2. Holistic Nursing View with Functional Health Pattern Framework as a Sample 3. Holistic Nursing View with a Framework through a Systems' Review 4. Clinical Reasoning Rubric 5. Application of Erickson (Developmental theorist) <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>Develop nursing care plan. Compare linear format with a concept map.</p> <p>Practice with SimChart concept map.</p> <p>Compare school framework for data collection and nursing care plans with clinical setting forms.</p>	
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		<p>problem urgency, future consequences, patient preference</p> <ol style="list-style-type: none"> 3. Writing over all goals and expected outcome statements <ol style="list-style-type: none"> a. Short-term vs. long-term outcomes b. Initial and ongoing planning c. Discharge planning begins at assessment—with collaboration d. NOC—Nursing Outcome Classifications 4. Types of nursing interventions— independent, dependent and collaborative, observation, prevention, treatment and health promotion, NIC— Nursing Intervention Classifications 5. Connection between diagnostic etiology, desired outcome, individual client preferences, available resources and choice of intervention 6. Evidence based practice—clinical practice guidelines and degree of evidence (strongest—meta-analysis of randomized clinical trials, weakest— expert opinion) 7. Working with the client—for success 8. Individualizing client interventions—for success in meeting the desired outcomes <p>E. Implementation</p> <ol style="list-style-type: none"> 1. Critical thinking and skills needed for implementation 2. Safe and Competent Practice—first priority 3. Compliance with principles of HIPAA 4. Overlaps with all phases of the nursing process 5. Check and reinforce your knowledge and abilities 6. Organize your work—with realistic goals and outcomes, prepare supplies and equipment, establish feedback points 7. Cultural sensitivity—check your 		
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		<p>assumptions—be nonjudgmental but realize that some client attitudes may not change. Know the client’s main concerns</p> <ol style="list-style-type: none"> 8. Individualized client care—assess the client’s readiness, explain what you will do and what the client will feel 9. Remember to provide privacy 10. Talk openly and regularly about the goals and outcomes 11. Documentation 12. Future behaviors and skills that you are developing in school—doing, coordination, collaboration, delegating (right task, right circumstance, right person, right communication, right supervision), recording <p>F. Evaluation</p> <ol style="list-style-type: none"> 1. Collecting data—the client is the nurse’s first priority 2. Comparing data with expected cognitive, affective, psychomotor and changes in body systems and function goals and outcomes 3. Identifying if goal and outcomes are met, not met or partially met 4. Reflection and revision of care if client goal and outcomes are not met 5. Evaluating collaborative problems—and continuing to monitor 6. There is a difference between outcome and process evaluation 7. Evaluating the quality of nursing care <ol style="list-style-type: none"> a. Quality Assurance (QA) b. Quality Improvement (QI) c. Nursing audit 8. Documentation and reporting 9. Reflecting on use of the nursing process 		
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CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College, Norwalk Community College,
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NUR*101: Introduction to Nursing Practice

On Campus Clinical Laboratory

Lili Rafeldt

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

Application of Nursing Process through the Electronic Medical Record / SimChart	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss the use of critical thinking in clinical practice.	<u>Assigned Readings:</u> Nursing diagnosis Handbook, An Evidence-Based Guide to Planning Care 9 th edition, pages 1-12, 119-124, 548-555 (Bring to lab.) In each of the clinical groups divide which student will bring one of the N101 texts to lab for group use Case study assignment from NP theory class – students to complete nursing assessment in preparation for lab Faculty instruction and small group discussion to complete SimChart (an electronic medical record) Group Presentations-as assigned related to use of nursing process when developing SimChart <u>After Class Assignment:</u> Complete SimChart and Nursing Care Plan from Assigned Case Study. Simulation experience/VCE Lesson 2 & 3--Chapter 15/16 Critical Thinking in Nursing Process, Chapter 16-20 Planning and Application of the Nursing Process
2. Describe the components of the nursing process.	
3. Review assigned case study to collect data needed to complete Electronic Medical Record (EMR): Nursing Assessment.	
4. Use assigned case study to collect data needed to complete EMR: 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 in EMR form.	
6. Complete EMR: data analysis page and compare to a mind map.	
7. Complete CLEW: nursing care plan page with a nursing diagnosis and a collaborative problem.	
8. Verbalize understanding of how to complete SimChart: reflection on the clinical learning experience page.	

1 Hour 9/10	Exam 1 Room A216	See Test Blueprint (Posted on Blackboard)
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
3 hours Judy Albright	<u>Unit : Vital signs</u> Define vital signs Discuss risk factors, incidence, prevalence and significance of hypertension of hypertension Discuss the impact of hypertension on wellness Discuss the importance of early recognition and treatment of hypertension to wellness/health maintenance Discuss the basic goals of the treatment(s) for early stage hypertension Describe factors that affect vital signs and accurate measurement of them Identify peripheral pulse sites Identify variations in vital signs according to age Measure vital signs in an organized, accurate manner	A. Critical Thinking <ol style="list-style-type: none"> 1. Definition of Vital Signs 2. Factors Affecting Vital Signs B. Implementing Safe and Competent Care: Accurate Assessment of Vital Signs <ol style="list-style-type: none"> 1. Temperature 2. Pulse 3. Respiration 4. Blood Pressure 5. Oxygen Saturation C. Nursing Process related to Hypertension <ol style="list-style-type: none"> 1. Risk Factors 2. Incidence 3. Prevalence 4. Significance/impact on health status/wellness 5. Importance of early recognition and treatment 6. Goals of Treatment (i.e. Drug Therapy, diet, life style modification): <ol style="list-style-type: none"> a. Decreasing peripheral resistance b. Decreasing blood volume c. Altering the strength and/or rate of cardiac contraction 	Assigned Readings: Potter & Perry Text: Chapter 29 “Vital Signs” Lewis: Chapter 32 “Nursing Assessment, Cardiovascular System” and Chapter 33 “Nursing Management, Hypertension” “Best Practice: Evidence Based Practice Information Sheets for Health Professionals” : Vol3, Issue3 1999 ISSN 1329-187 (included in 101 packet under lab sections will use both for lab and maybe lecture) Nursing Standard, “Failure to notice vital signs could have led to death of 41 patients”. Jul16 vol22no45,2008 (included in 101 packet) ED Nurse, “Chart all you do to assess vital signs” July 2009 (included in 101 packet)	Exam Nursing Skills Lab performance Clinical performance evaluation SimChart / Reflections

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NUR*101: Introduction to Nursing Practice

On Campus Clinical Laboratory

Judy Albright

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

Vital Signs	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss and implement principles of measuring a client's vital signs.	Assigned Pre-laboratory Readings: Perry & Potter Skills: Chapter 5 "Vital Signs" Assigned Pre-laboratory Activities: VCE Lesson 9 "Vital Signs" Submit VCE Lesson 9 via Evolve website prior to class/lab. Print out answers and bring to class/lab. Skills videos under Basic Skills videos: "Vital Signs" all videos.
2. Demonstrate recording vital signs.	
3. Accurately obtain a temperature a. Identify locations for measuring temperature on a client b. Demonstrate measuring body temperature.	
4. Accurately obtain a pulse a. Discuss locations for measuring pulses on a client b. Describe apical and pulse points c. Demonstrate measuring an apical pulse on a classmate	Lab Activities: <u>Role Play:</u> <ul style="list-style-type: none">• Small group work to practice assessing vital signs.• Practice on Vital Sim and Simman
5. Accurately obtain a respiratory rate.	<u>Small group discussion:</u> What factors would affect how you

a. Demonstrate measuring a respiratory rate on a classmate	asses TPR and BP in different client situations?
6. Accurately obtain a blood pressure <ul style="list-style-type: none"> a. Discuss systolic and diastolic readings b. Discuss cuffs and appropriate application of cuff c. Demonstrate measuring a blood pressure 	<ul style="list-style-type: none"> • Utilize Critical Thinking to discuss variations in v/s and possible causes. <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Obtaining blood pressure with a manual and electronic device • Documentation of vital signs on graphs; narrative notes and flow sheets. <p>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.</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Oxygenation</u>			
Judy Albright	Describe normal assessment data related to oxygenation	A. Factors that Affect Respiratory Function <ol style="list-style-type: none"> 1. Alterations in respiratory function 2. Developmental factors 3. Lifestyle factors 	Assigned Readings: Potter & Perry Text: Chapter 40 Lewis: Chapter 26 Lewis: Chapter 32	Exam
	Explain factors that alter respiratory and cardiac function	B. Assessment Data <ol style="list-style-type: none"> 1. Physical exam 2. Diagnostic data 		Nursing Skills Lab performance
	Describe assessment findings in clients with altered cardio-pulmonary function	C. Nursing diagnoses and altered respiratory function		Skill Validation
	List appropriate nursing diagnoses for the client with cardiopulmonary dysfunction	D. Planning outcomes for a client with altered respiratory function		Clinical performance evaluation
	List nursing intervention that support respiratory and cardiac function	E. Implementing Nursing Interventions		
	Evaluate outcomes that define client progress in the promotion of cardiac and respiratory function	F. Factors that Affect Cardiac Function <ol style="list-style-type: none"> 1. Alterations in cardiac function 2. Developmental factors 3. Lifestyle factors 		
		G. Assessment Data <ol style="list-style-type: none"> 1. Physical exam 2. Diagnostic data 		
		H. Nursing diagnoses and altered cardiac function		
		I. Planning outcomes for a client with altered cardiac function		
		J. Implementing Nursing Interventions		

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A. Nursing care of clients requiring respiratory support	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss the principles of oxygen therapy.	Assigned Pre-laboratory Readings: Perry & Potter Skills: Chapter 23 "Oxygen Therapy" stop at Skill 23-25, Chapter 24 "Performing Chest Physiotherapy", Chapter 33 "Urinary Elimination" (look at how to insert a Foley, however the skill is taught in NUR 102), and Chapter 34 "Bowel Elimination". Assigned Pre-laboratory Activities: VCE Lesson 12: "Oxygenation" Electronic submission required prior to lab. Print out and bring to class your answers to assignment. Watch the following skills videos prior to lab. The videos are located on Blackboard under intermediate skills. "Respiratory Care and Suctioning". Watch Ensuring Oxygen Safety, Setting Oxygen Flow Rates, Applying a Nasal Cannula or Face Mask, and Maintaining an Airway. Under the Basic Skills section of videos on Blackboard watch: all the "Elimination Assistance" videos. Case study in SimChart "Urinary Catheterization".
2. Distinguish between different types of oxygen delivery systems.	

3. Discuss the principles of incentive spirometry.

Lab Activities:

Examine oxygen administration equipment:

- Flow meter
- Nasal canula
- Simple oxygen masks
- Venturi masks
- Apply respiratory apparatus to mannequin in lab

Position classmate for maximum respiratory benefit in bed, chair

Case study:

Small group work to discuss the care of client receiving oxygen therapy, including safety measures.

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B. Nursing Care of Clients in support of urinary and bowel elimination	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss principles of maintaining optimal urinary and bowel function.	Role play: <ul style="list-style-type: none"> • Placing client on standard bedpan • Fracture pan • Positioning client for an enema • Applying and removing condom catheter on mannequin. Practice using test strips for selected types of specimens: <ul style="list-style-type: none"> • Occult blood • Urine dipstick
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.	

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Documentation and Reporting</u>			
Nancy Rymut	<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"> 1. Source-oriented record 2. Problem-oriented record 3. PIE 4. Focus charting 5. Charting by exception 6. Computerized documentation 7. Case management <p>C. Professionalism: Legal Aspects of Documentation</p> <p>D. Nursing Documentation</p> <ol style="list-style-type: none"> 1. Acute care 2. Long-term care 3. Home care <p>E. Safe and Competent Practice: Guidelines for Documentation</p> <p>F. Communication: Reporting</p> <ol style="list-style-type: none"> 1. SBAR 2. Change of shift report 3. Care plan conference 4. Nursing rounds 5. Telephone reports 6. Telephone orders 7. Transfer reports 8. Incident reports 	<p>Assigned Reading: Potter & Perry, Chapter 26 Perry & Potter, Chapter 4</p>	<p>Exam</p> <p>Clinical performance evaluation</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
1 hour	<u>Unit : Discharge Planning</u>			
Nancy Rymut	Describe the process of assisting the client in Discharge Planning. Identify the nurse's role in preparing the client for discharge. Describe the coordination between different agencies a client may use after hospital discharge.	A. Critical Thinking: Nursing Process 1. Home Health Teaching 2. Continuity of Care 3. Coordination of Health Services a. Communication with transfer agencies 4. Preparing the client for discharge. a. Teaching b. Referrals c. Resources	Assigned Readings: Potter & Perry, Chapter 3 Perry & Potter, Chapter 2	Exam Clinical performance SimChart / Reflections

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
1 hour Lili Rafeldt	<u>Unit : Stress and Coping</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 <ol style="list-style-type: none"> Mechanisms of adaptation Limitations of physiologic adaptation B. Theoretical Models of Stress <ol style="list-style-type: none"> Stimulus-based model Response-based model Adaptation model Transaction-based model C. Adaptation and response to stress <ol style="list-style-type: none"> Physiologic responses Psychologic responses Responses based on developmental factors Responses based on cognitive level Responses based on emotional level D. The Nursing Process Related to Stress and Coping <ol style="list-style-type: none"> Assessment—subjective and objective data Diagnosis—anxiety, ineffective coping, ineffective denial Implementing interventions to reduce anxiety Evaluating E. Case Study; the nursing student experiencing test anxiety	Assigned Readings: A. Potter & Perry, Fundamentals of Nursing 8 th edition, chapter 37 B. Varcarolis, Foundations of Psychiatric Mental Health Nursing, A Clinical Approach 6 th edition , pages 195-209 C. Lewis, Medical-Surgical Nursing, Assessment and Management of Clinical Problems 8 th edition, pages 99-111 D. Ackley, Nursing diagnosis Handbook, An Evidence-Based Guide to Planning Care 9 th edition, pages 294-301 In Class: Discuss sources of stress for the nursing student Discuss strategies to decrease stress Play “Ball of Wool” Game to highlight stress relief mechanisms After Class: Review content, Test Taking Anxiety PowerPoint and Killing the ANTS (Automatic Negative Thought Strategies)	Exam Clinical performance evaluation SimChart / NCP and reflections

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**NUR*101: Introduction to Nursing Practice
On Campus Clinical Laboratory**

Nancy Rymut

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

Head to Toe Assessment	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss the purposes of physical assessment.	Reading assignments Potter & Perry Chapter 30 Perry & Potter, Chapter 6 Nursing Skills DVD Handout of performance check list Online video: How to Try This: Fall Risk Assessment Lab simulation
2. Interview client to obtain health history applying principles of therapeutic communication	
3. Discuss the four examination techniques used during physical assessment.	
4. Assist in positioning the client for each phase of the physical examination.	
5. Use proper equipment to perform the physical assessment.	
6. Begin assessment with general survey of the client to include: a. Overall appearance and body position b. Pain/distress level (if any) c. Mood/behavior	
7. Perform a basic Neurological assessment to include:	

<ul style="list-style-type: none"> a. Facial symmetry b. Level of consciousness (A&Ox3) c. Ability to follow commands 	
<p>8. Perform a basic Cardiovascular assessment to include:</p> <ul style="list-style-type: none"> a. Vital signs (including apical pulse) b. Skin color, temperature, and moisture c. Capillary refill d. Peripheral edema, pedal pulses, and Homan's sign 	
<p>9. Perform a basic Respiratory assessment to include:</p> <ul style="list-style-type: none"> a. Chest shape and symmetry b. Respiratory rate and effort c. Use of oxygen therapy (type and amount) d. Lung auscultation (anterior and posterior) e. Oxygenation saturation measurement 	
<p>10. Perform a basic Gastrointestinal assessment to include:</p> <ul style="list-style-type: none"> a. Type and tolerance of diet, presence/absence of nausea, vomiting, belching, bloating, diarrhea, or constipation b. Date of last BM, passing flatus c. Abdominal assessment (inspection, auscultation, palpation) d. Presence of feeding tube 	

<p>11. Perform a basic Urological/fluid balance assessment to include:</p> <ul style="list-style-type: none"> a. Oral mucous membranes/tongue b. Skin turgor c. Presence of intravenous fluid d. Elimination pattern (frequency, volume, symptoms of dysuria, presence of indwelling catheter/tube) e. Intake and output for past 24 hours f. Daily weights (if indicated) 	
<p>12. Perform a basic Integumentary assessment to include:</p> <ul style="list-style-type: none"> a. Skin color, temperature, moisture b. Presence/absence of redness, edema, or lesions over pressure areas (sacrum, hips, elbows, heels, ankles) c. Presence/absence of rashes or excoriations especially in skin folds (under breasts, abdominal and groin folds) d. Presence of wounds or dressings 	
<p>13. Perform a basic Musculoskeletal/Safety assessment to include:</p> <ul style="list-style-type: none"> a. Upper extremity sensation & mobility (ability to perform hygiene and feeding) b. Lower extremity sensation & mobility (ability to reposition in bed, transfer OOB, and ambulate with or without assistive devices) 	

<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 & uncluttered environment)</p>	
14. Document assessment findings.	
15. Communicate abnormal findings to appropriate member of health care team.	

9/20	Skill Validations: TPR, BP, and Pulse Points PPE Validation Head to Toe Validation	See Schedule and validation forms that are posted on Blackboard. Will be in Nursing Lab room: A 218
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1 hour 9/24	Exam 2 Room TBD	See Test Blueprint (Posted on Blackboard)
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hrs Lili Rafeldt	<u>Unit : Activity and Exercise</u> Discuss the benefits of exercise on physiological and psychological functioning Demonstrate the principles of body mechanics Describe/demonstrate active and passive range of motion exercises Describe/demonstrate safe practices when positioning, moving, lifting, and ambulating clients Discuss the causes and hazards of immobility on body systems List nursing interventions for an immobilized client	A. Normal Movement and Exercise 1. Health promotion in the 21 st century B. Range-of-Motion Exercises 1. Active ROM 2. Passive ROM C. Factors Affecting Alignment and Activity 1. Growth and development 2. Nutrition 3. Personal values and attitudes 4. External factors 5. Prescribed limitation D. Effects of Immobility a. Musculoskeletal system b. Cardiovascular system c. Respiratory system d. Metabolic system e. Urinary system f. Gastrointestinal system g. Integumentary system h. Psychoneurologic system i. Safety E. Nursing Process and Activity 1. assessment data	Assigned Readings: Fundamentals of Nursing 8 th edition, chapters 38 and 47 Ackley, p. 118-124 See Blackboard for additional information r/t search of evidence based practice articles In class: Case Studies: Client with a mobility problem and Client with complications of immobility Application of safe movement and transfer algorithms Immobility Performance iClicker question time After class application: Reinforce content in laboratory	Exam Clinical performance evaluation SimChart / Reflections

		<ul style="list-style-type: none"> a. alignment b. gait c. joint appearance and movement d. limitations and capabilities for movement e. muscle mass and strength f. activity tolerance g. implications for safety h. risk for obesity and comorbidities <ul style="list-style-type: none"> 2. Diagnosis 3. Planning—safe clinical reasoning as a priority 4. Implementation <ul style="list-style-type: none"> a. body mechanics b. positioning clients c. moving and turning clients d. transferring clients e. ambulating clients 5. Evaluating 	Observe a client working with a Physical Therapist in the clinical setting	
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On Campus Clinical Laboratory

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

Body Mechanics	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Utilize principles of safe body mechanics while: <ul style="list-style-type: none">a. Ambulating a clientb. Turning and positioning a clientc. Transferring a clientd. Lifting a client	<u>Assigned Readings:</u> Clinical Nursing Skills & Techniques 7 th edition, pages 205-263 Review readings and theory content from Blackboard VCE Lesson 11 Activity and Mobility AJN video link, readings and theory content from Blackboard <u>Assigned Pre-laboratory Activities:</u>
2. Identify 21 st century body mechanic practice for self as a health care professional.	Skills videos as assigned on Blackboard Ambulating and transferring a client Turning, positioning and lifting a client Performing Range of Motion <u>Small group discussion:</u> Types of client alarm systems Interventions to prevent client from falling Immediate care for a client who has fallen
3. Compare and contrast choices, techniques, and devices when using safe transfer body mechanics.	<u>Practice:</u> Applying and removing restraints using algorithms Ambulating and transferring a client Turning, positioning and lifting a client Performing Range of Motion Practicing ergonomically and safety

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Hygiene, Intake and Output, Nutrition and Feeding	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
<ol style="list-style-type: none"> 1. Demonstrate ability to assess and maintain the client's personal hygiene and environment: <ol style="list-style-type: none"> a. providing privacy and meeting cultural needs b. identifying prescribed activity level and implications for safe practice c. bathing—bag bath, soap and water, sprays, showers, AM, PM and client centered care d. eye, mouth, foot and hair care e. perineal care for men and women f. care of contact lenses, eyeglasses, and hearing aids g. use of compression devices as a tool to prevent venous stasis and emboli formation h. maintaining an uncluttered and safe environment 	<p><u>Assigned Readings:</u></p> <p>Fundamentals of Nursing 8th edition, chapter 39</p> <p>Clinical Nursing Skills & Techniques 7th edition, pages 421-463, 489-505, 165 and 802-826</p> <p>Skills video as assigned on Blackboard</p> <p><u>In Lab:</u></p> <p>Demonstrate/Practice ADL care for a client who:</p> <ol style="list-style-type: none"> a. has total hip precautions ordered and requires the assist of one person to transfer to a wheel chair b. is elderly and has paper thin skin r/t chronic use of steroids c. has ordered contact precautions for C.difficile d. has an IV and/or a leg immobilizer <p>Utilize iClicker questions to develop clinical reasoning skills when applying hygiene and bed making theory.</p> <p>Discuss the importance of safety for the client.</p> <p>Rotation through multiple client simulation stations with</p>

	<p>assigned care to complete at each client setting.</p> <p>Simulation experience and charting on SimChart.</p> <p>Complete Intake &Output (I&O) documentation for assigned simulation and submit for review by peer and instructor.</p> <p>Dosage Calculation Text Metric conversion problems for practice.</p>
<p>2. Apply principles of bed making:</p> <ul style="list-style-type: none"> a. Occupied b. Unoccupied c. Surgical bed 	
<p>3. Differentiate when to make an occupied, unoccupied, or surgical bed</p>	
<p>4. State when different approaches are needed related to development, culture and social practices</p>	
<p>5. Demonstrate safe and competent practice when applying principles of body mechanics during bed making</p>	

6. Implement principles of intake and output accurately:

- a. Metric system conversion
- b. Identify why measuring intake and output
- c. Measuring intake
- d. Calculate intake
- e. Document intake
- f. Measuring output
- g. Calculate and document output

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
4 hours	<u>Unit : Safe and Competent Practice Medication Administration</u>			
Nancy Rymut	<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>	<p>A. Providing safe, holistic, culturally competent nursing care</p> <ol style="list-style-type: none"> Pharmacology <ol style="list-style-type: none"> Medications Therapeutics Classification of therapeutics Prescription and over the counter (OTC) drugs Drug regulations and standards <ol style="list-style-type: none"> FDA stages of approval for therapeutic and biologic drugs <p>B. Critical thinking: classifications of drugs</p> <ol style="list-style-type: none"> Pharmacologic , therapeutic <ol style="list-style-type: none"> Chemical Generic Trade name Brand names vs. generic equivalents Controlled substances and drug schedules <p>C. Critical thinking: pharmacokinetics</p> <ol style="list-style-type: none"> Passage of drugs through plasma membranes <ol style="list-style-type: none"> Absorption Distribution Metabolism Excretion Plasma concentration of therapeutic response Half-life and duration of drug action Loading and maintenance doses <p>D. Critical thinking: pharmacodynamics</p> <ol style="list-style-type: none"> Inter-client variability Therapeutic index and drug safety Graded dose response and therapeutic response Potency and efficacy 	<p>Assigned Readings: Potter & Perry, Chapter 31 Pickar, Chapters 6, 7, 8, 9, 11 Lehne, Chapters 1-8, 11 Drug Guide- How to Use the Drug Guide</p> <p>Bring Drug Guide to Class</p> <p>Skills videos</p>	<p>Exam</p> <p>SimChart \ Reflections</p> <p>Clinical performance evaluation</p> <p>Nursing skill lab performance</p> <p>Validation</p>

		<p>5. Cellular receptors</p> <p>E. Critical thinking: drug-drug interactions</p> <ol style="list-style-type: none"> 1. Consequences 2. Basic mechanisms <ol style="list-style-type: none"> a. Physical attributes b. Pathophysiology c. Renal, hepatic function d. Acid-base balance e. Electrolyte imbalance 3. Clinical significance of drug-food interactions 4. Drug tolerance 5. Placebo effect <p>F. Safe and Competent Practice: medication delivery</p> <ol style="list-style-type: none"> 1. Nursing implications of medication administrations (eg checks and rights) 2. Parts of a medication order 3. Routes of administration 4. Documentation of medications administration 5. Verbal vs. telephone orders 		
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Nancy Rymut

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Safe and competent practice medication administration	
Upon completion of the Learning Lab. the student will be able to:	Learning Activities:
1. Discuss the principles of medication administration <ul style="list-style-type: none"> a. Legal aspects b. Ten “rights” of medication administration 	Assigned Readings: Potter & Perry, Chapter 31 Perry & Potter, Chapters 20, 21, 22 Lehne, Chapter 2 Pickar, Chapters 10, 11 Potter & Perry VCE: Lesson 10 Davis Drug Guide: Table: Injection sites Complete dosage calculation problems as assigned Simulation: administration of non-injectable medications Review National Patient Safety Goals on medication administration Demonstrate injection sites on simulation model Practice subcutaneous and intramuscular injections Practice mixing insulin SimChart – PreClinical Manager: Medications
2. Discuss different medication dispensing systems <ul style="list-style-type: none"> a. Unit dose b. Medication cart c. Computerized dispensing systems 	
3. Discuss principles of administering oral/sublingual medications <ul style="list-style-type: none"> a. Ascertaining correct dosing b. Inspecting & opening unit dose packaging c. Pouring liquid medication 	
4. Discuss principles of injectable medication administration <ul style="list-style-type: none"> a. Identify parts of the syringe b. Discuss needle gauges c. Safety aspects related to sharps materials d. Pre-filled unit dose syringe systems 	

<p>5. Prepare & administer parenteral medications</p> <ul style="list-style-type: none"> a. Draw medications from vial & ampules b. Discuss principles of reconstituting a powdered medication c. Demonstrate reconstituting a powdered medication d. Discuss the principles of combining medications in one Syringe 	
<p>6. Discuss principles of selecting sites for injectable medications</p> <ul style="list-style-type: none"> a. Identify locations for SQ & ID injections b. Identify locations for administration of IM injections c. Identify bony landmarks for IM injections 	
<p>7. Discuss nursing considerations when administering anti-coagulants & insulin SQ</p>	
<p>8. Discuss other routes of medication administration</p> <ul style="list-style-type: none"> a. Inhalation b. Transdermal c. Skin – Ointments/creams/lotions d. Eye, ear, nose, rectal, vaginal 	
<p>9. Discuss aspects of charting medications</p> <ul style="list-style-type: none"> a. Legal aspects b. Written record c. Computerized record d. Bar code 	

1 hour 10/4	Math Competency Test	
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
3 hours Nancy Rymut	<p><u>Unit : Fluid and Electrolyte Balance</u></p> <p>Identify factors that influence normal body fluid and electrolyte balance.</p> <p>Collect assessment data of fluid and electrolyte balance.</p> <p>Identify nursing diagnosis and actions to care for the client with fluid and electrolyte imbalances.</p> <p>Describe acid base balance and the role of the buffer systems.</p> <p>Identify nursing diagnosis and actions to care for the client with an acid base imbalance</p>	<p>A. Critical thinking: Body Fluids</p> <ol style="list-style-type: none"> 1. Composition 2. Regulation <ol style="list-style-type: none"> a. Intake and Output b. Homeostasis c. Fluid volume deficit d. Fluid excess <ol style="list-style-type: none"> i. Third spacing ii. Evaluation of edema <p>B. Safe and Competent Care: electrolytes</p> <ol style="list-style-type: none"> 1. Distribution 2. Regulation 3. Imbalances: hyper, hypo <ol style="list-style-type: none"> a. Potassium b. Chloride c. Sodium d. Magnesium e. Calcium f. Phosphate 4. Acid-base Balance <ol style="list-style-type: none"> a. Hydrogen b. Carbon dioxide c. Sodium bicarbonate 	<p>Assigned Readings: Potter & Perry, Chapter 41, p. 882-904</p> <p>Crawford, A. & Harris, H. Fluid and Electrolyte Series Balancing Act: Calcium & Phosphorus. Nursing 2012, January Vol 42 #1, p. 36-42</p> <p>Crawford, A. & Harris, H. Fluid and Electrolyte Series Balancing Act: Sodium & Potassium. Nursing 2011, July Vol 41 #7, p. 44-50</p> <p>Crawford, A. & Harris, H. Fluid and Electrolyte Series Balancing Act: Hypomagnesemia & Hypermagnesemia. Nursing 2011, October Vol 41 #10, p. 52-55</p>	<p>Exam</p> <p>Nursing skill lab performance</p> <p>SimChart / Reflections</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
1 hour	<u>Unit : Blood Glucose and Glycemic Control</u>			
Nancy Rymut	<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"> 1. Type 1 diabetes 2. Type 2 diabetes 3. Generalized systemic effects <ol style="list-style-type: none"> a. Macrovascular b. Microvascular <p>B. Implementing Safe and Competent Care in Diabetes Management</p> <ol style="list-style-type: none"> 1. Nutritional <ol style="list-style-type: none"> a. Insulin b. Oral Agents 2. Pharmacologic 3. Blood glucose monitoring <ol style="list-style-type: none"> a. Sliding scale for insulin coverage <p>C. Critical Thinking in: Abnormal blood glucose levels</p> <ol style="list-style-type: none"> 1. Hyperglycemia 2. Hypoglycemia 	<p>Assigned Readings: Lewis Chapter 49 Lehne Chapter 57 Perry & Potter pages 1153-1158</p> <p>Skills Videos</p> <p>Explore the following websites: www.diabetes.org www.eatright.org</p> <p>Use nursing drug handbook to compare the onset, peak, duration of different insulin products</p> <p>See classroom lab activities</p>	Exam

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

Nancy Rymut

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

Blood glucose and glycemic control	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss the difference between Type 1 and Type 2 diabetes.	Assigned Readings: Perry & Potter pages 1153-1158 Bring Drug Guide to lab
2. Compare and contrast the signs and symptoms of hyperglycemia and hypoglycemia.	
3. Discuss the normal parameters for blood glucose monitoring	
4. Discuss diagnostic and clinical significance of blood glucose monitoring	
5. Discuss appropriate equipment for blood glucose monitoring	
6. Discuss the accurate use of blood glucose monitors	
7. Discuss use of the sliding scale	
8. Compare and contrast the different types of insulin	
9. Compare and contrast approaches to insulin administration (i.e. basal rate and bolus)	

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**NUR*101: Introduction to Nursing Practice
On Campus Clinical Laboratory**

Nancy Rymut

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

Part A: Principles of intravenous therapy	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss principles of IV therapy <ol style="list-style-type: none">Types of solutions<ol style="list-style-type: none">HypertonicHypotonicIsotonicTypes of tubings	Read the following: Potter & Perry Chapter 41, p. 904-936 Perry & Potter Chapter 28 Pickar Chapter 15, p. 437-474 Complete calculation of IV drip rates as assigned Practice setting up gravity IV
2. Compare and contrast clinical scenarios where different solutions would be administered in a safe and competent manner.	Practice regulating gravity drip rate as ordered using micro and marco drip tubing
3. Calculate IV drip rates using various drip factors.	Skills DVD
4. Demonstrate hanging an IV <ol style="list-style-type: none">Maintenance of asepsisSpike and prime IV tubingComplete IV bag and tubing labelsRegulate the IV drip rate	Practice using IV pump

5. Discuss principles of electronic infusion devices (i.e. IV pumps).	
6. Compare and contrast safe use of gravity IVs and electronic Infusion devices.	
7. Demonstrate use: a. Electronic or Gravity infusion b. Setting up system	

<p>2 hours</p> <p>Judy Albright</p>	<p><u>Unit : Skin Integrity and Wound Care</u></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"> 1. Primary 2. Secondary 3. Tertiary <p>C. Phases of Wound Healing</p> <ol style="list-style-type: none"> 1. Inflammatory phase 2. Proliferative phase 3. Maturation phase <p>D. Wound Exudate</p> <p>E. Complications of Wound Healing</p> <ol style="list-style-type: none"> 1. Hemorrhage 2. Infection 3. Dehiscence/Evisceration <p>F. Pressure Ulcers</p> <ol style="list-style-type: none"> 1. Etiology 2. Risk factors 3. Staging <p>G. Nursing Process</p> <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> a. Risk assessment b. Wounds c. Pressure ulcers d. Lab data 2. Nursing diagnosis 3. Planning <ol style="list-style-type: none"> a. Wound management 4. Implementation 5. Evaluation 	<p>Assigned Readings:</p> <p>Potter & Perry Text: Chapter 48 “Skin Integrity and Wound Care”</p> <p>Lewis: Chapter 13 “Inflammation and Wound Healing”</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart \ Reflections</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

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

Principles of surgical asepsis	
Upon completion of the Learning Laboratory the student will be able to:	Learning Activities:
1. Discuss principles of surgical asepsis.	<p>Assigned Pre-laboratory Readings: Potter & Perry Text: Chapter 28 "Infection Prevention" from Surgical Asepsis page 668 to the end of the chapter. Perry & Potter Skills: Chapter 8 "Sterile Technique" Perry & Potter Skills: Chapter 38 "Wound Care and Irrigations" Perry & Potter Skills: Chapter 39 "Dressings, Bandages and Binders" Perry & Potter Skills: Chapter 40 "Warm and Cold Therapy"</p> <p>Assigned Pre-laboratory Activities: VCE Lesson 19 "Wound Care" Electronic submission required prior to lab. Print out and bring to class your answers to assignment.</p> <p>Skill videos: Intermediate Skills videos on Blackboard, "Wound and Pressure Ulcer Care" all videos.</p>
2. Compare and contrast differences between medical and surgical asepsis.	

<p>3. Review types of dressings and associated procedures:</p> <ul style="list-style-type: none"> a. wet to dry dressings b. dry sterile dressing c. vacuum dressings d. other types (Chart Kozier and Erb, page 923) e. associated procedures: <ul style="list-style-type: none"> i. wound irrigation and packing ii. wound culture iii. Montgomery straps 	<p>Lab Activities:</p> <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>
<p>4. Identify appropriate use of types of dressings in the clinical setting.</p>	
<p>5. Utilize evidence from literature to support practice.</p>	
<p>6. Demonstrate critical thinking when choosing a type of dressing in various client scenarios.</p>	
<p>7. Differentiate between various wound drainage devices</p> <ul style="list-style-type: none"> a. Penrose b. Hemovac c. Jackson Pratt d. Wound VAC 	
<p>8. Identify clinical rationales for drainage of wounds.</p>	

<p>9. Demonstrate sterile technique</p> <ul style="list-style-type: none"> a. Don and remove sterile gloves using surgical aseptic technique b. Open sterile gauze packages using surgical aseptic technique c. Apply sterile dressing. 	
10. Discuss legal aspects of client documentation related to wound care.	
11. Document for a client needing wound care utilizing the nursing process.	
12. Differentiate care of a pressure ulcer in comparison to a surgical wound.	
13. Identify assessment, diagnosis, planning, implementation and evaluation strategies which are the same and those that are different.	
14. Identify risk factors for development of pressure wounds and plans to deter development of the same	

1 Hour 10/15	Exam 3 A216	See Test Blueprint (Posted on Blackboard)
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
3 hours Lili Rafedlt	<u>Unit : Nutrition</u> Describe the role of the diet in promoting health Identify the components of the recommended dietary allowances (RDA), basic four food groups and exchange lists Describe the functions of proteins in health and in illness Describe risks associated to Lipids Discuss energy balance Discuss alternative therapies as they relate to nutrition Discuss ways in which information on food labels may help in food selection Discuss body weight and body mass standards Discuss essential components and purposes of nutritional assessment Identify risk factors for and clinical signs of malnutrition Identify factors influencing nutrition	A. Critical Thinking and Nutrition 1. Food safety and labeling 2. Standards and regulations 3. Safe food handling 4. Balance of nutritional intake and activity expenditure B. Providing safe, holistic care 1. Introduction to Nutrition Standards and Tools for Nutrition Planning 2. Dietary Guidelines for Americans a. Definitions b. <i>My Choices</i> c. Basic Five Food d. Guides Food Pyramid e. Recommended Dietary Intake (RDI) f. <i>Health People Guidelines</i> g. <i>Specialized-DASH-Dietary Approaches to Stop Hypertension</i> h. Nutrition across the lifespan C. Basic Metabolic Requirements 1. Body Weight Standards 2. Body mass standards D. Factors Affecting Nutrition 1. Developmental stage 2. Activity level 3. Gender 4. Culture and ethnicity 5. Food beliefs 6. Personal preferences	Assigned Readings: A. Fundamentals of Nursing 8 th edition, chapter 44 B. Nursing diagnosis Handbook, An Evidence-Based Guide to Planning Care 9 th edition, pages 575-594 Before coming to class: 1. Review Power Points 2. Track your 24 hour food intake for two days prior to class. 3. Answer the following: a. Assess your food intake. b. Assess your physical activity. c. Are you eating a balanced diet and getting enough exercise? d. Calculate your own BMI. e. Prepare an eating plan for yourself. f. Bring in a restaurant menu and / or food advertisement pictures for discussion. g. Bring in a canned food item for review of food labels. In class: Discuss preparation material through	Exam Clinical performance evaluation SimChart / Reflections Nutrition Assessment

	<p>Describe nursing interventions to promote optimal nutrition</p> <p>Discuss nursing interventions to treat clients with nutritional problems</p>	<ol style="list-style-type: none"> 7. Religious beliefs 8. Lifestyle 9. Economics 10. Health/illness 11. Advertising 12. Psychological factors <p>E. Alterations in Nutrition</p> <ol style="list-style-type: none"> 1. Malnutrition 2. Over nutrition 3. Under nutrition 4. Protein-calorie malnutrition 5. Client examples <p>F. Nursing Process and Nutrition</p> <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> a. Nutritional Screening <ol style="list-style-type: none"> i. History ii. Physical Examination iii. Diet History iv. Anthropometric measurement v. Lab data 2. Nursing Diagnosis 3. Planning 4. Implementation <ol style="list-style-type: none"> a. Special Diets b. Diet modifications r/t disease c. Assisting with meals d. Assistive devices e. Meal planning f. Food assistance programs g. Enteral/Parenteral nutrition 5. Evaluation <p>Continued nutrition education throughout program.</p>	<p>iClicker and other formats.</p> <p>Identify factors influencing nutrition (e.g. ethnicity, culture, socioeconomic, medications)</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>Chart on SimChart</p> <p>Discuss client use of food labels to plan meals when in a home setting</p>	
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10/16	Skill Validations: I V's, Sterile Technique, and Parenteral Meds	See Schedule and validation forms that are posted on Blackboard. Will be in Nursing Lab room: A 218
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hrs Judy Albright	<p><u>Unit : Urinary Elimination</u></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"> 1. Review principles and factors affecting the functioning of urinary elimination 2. Elimination variations throughout the life cycle. 3. Assessment parameters: <ol style="list-style-type: none"> a. Nursing history b. Physical assessment c. Diagnostic and laboratory studies <p>B. Nursing Process</p> <ol style="list-style-type: none"> 1. Nursing diagnoses related to Elimination <ol style="list-style-type: none"> a. altered urinary elimination <p>C. Implementing safe, competent care.</p> <ol style="list-style-type: none"> 1. Promote and maintain normal voiding habits <ol style="list-style-type: none"> a. privacy and timing b. positioning, activity and exercise c. fluid and nutritional intake d. stimulating urination e. assisting with toileting f. hygiene and safety g. indwelling catheters <p>D. Evaluation of Care</p>	<p>Assigned Readings: Potter & Perry Text: Chapter 45 "Urinary Elimination" Lewis: Chapter 45 "Urinary System"</p> <p>Lab Book: Serum creatinine, creatinine clearance, GFR including 24 hour urine collection, and blood urea nitrogen (BUN).</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Bowel Elimination</u>			
Judy Albright	<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"> 1. Review principles and factors affecting the functioning of bowel elimination. 2. Elimination variations throughout the life cycle. 3. Assessment parameters <ol style="list-style-type: none"> a. Nursing history b. Physical assessment c. Diagnostic and laboratory studies <p>B. Nursing Process</p> <ol style="list-style-type: none"> 1. Nursing diagnoses related to elimination 2. Altered bowel elimination <ol style="list-style-type: none"> a. Constipation b. Diarrhea c. Hemorrhoids d. Flatulence e. Impaction f. Incontinence <p>C. Implementing safe, competent care</p> <ol style="list-style-type: none"> 1. Promoting and maintaining normal bowel habits <ol style="list-style-type: none"> a. privacy and timing b. positioning, activity and exercise c. fluid and nutritional intake d. stimulating defecation e. assisting with toileting f. hygiene and safety g. enemas and suppositories h. rectal tubes <p>D. Evaluation of Care</p>	<p>Assigned Readings: Potter & Perry Text: Chapter 46 “Bowel Elimination” (Please read the entire chapter. You will learn about Nasogastric tubes and Ostomies in later courses. Content related to these procedures will not be tested this semester, however, you may see these things in clinical.)</p> <p>Lewis: Chapter 43 up to: “Acute Abdominal Pain” pg. 1015</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>SimChart / Reflections</p>

Clinical Exercise in Critical Thinking, Reflection, and Clinical Decision Making Through Simulation

1 Hour 11/5	Exam 4 A216	See Test Blueprint (Posted on Blackboard)
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
1 hour Nancy Rymut	<u>Unit: Sexuality</u> Define sexual health. Identify specific measures that promote sexual health. Identify personal biases and beliefs related to sexuality. Discuss the role of the nurse in sexual health promotion and health screening. Utilize the nursing process in caring for clients with reproductive and sexuality issues	A. Characteristics of Sexual Health <ol style="list-style-type: none"> 1. Age-related 2. Sexual self-concept 3. Body image 4. Gender identity 5. Gender-role behavior 6. Androgyny B. Holistic Factors that Influence Sexuality <ol style="list-style-type: none"> 1. Family 2. Culture 3. Religion 4. Personal ethics C. Assessment <ol style="list-style-type: none"> 1. Sexual history 2. Physical exam 3. Identifying clients at risk D. Nursing Process related to sexuality	Assigned Readings: Potter & Perry, Chapter 34	

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Teaching and Learning</u>			
Judy Albright	<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"> Learning Theories Factors affecting learning Assessing readiness Barriers to learning <p>B. Nursing Process related to teaching and learning</p>	<p>Assigned Readings: Potter & Perry Text: Chapter 25 “Patient Education”</p> <p>Activity: VCE Lesson 5 “Patient Teaching in Practice” Electronic submission required prior to lab. Print out and bring to class your answer to assignment.</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Legal and Ethical Principles</u>			
Nancy Rymut	<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>A. Professionalism: Ethics in nursing</p> <ol style="list-style-type: none"> 1. Professional values 2. Ethical terms 3. American Nurses Association <ol style="list-style-type: none"> a. Code of Ethics b. Nursing Standards 4. Ethical decision making 5. Selected ethical issues in nursing <p>B. Professionalism: Legal aspects in nursing</p> <ol style="list-style-type: none"> 1. Legal aspects <ol style="list-style-type: none"> a. SN and the law b. Laws and nursing c. Nurse practice act 2. Credentials 3. Liability 4. Selected legal issues 5. Malpractice <ol style="list-style-type: none"> a. Elements of malpractice b. Avoiding malpractice c. Good Samaritan act <p>C. Liability insurance</p>	<p>Assigned Readings: Potter & Perry, Chapters 22, 23</p> <p>Explore American Nurses Association website. Note nursing standards, Code of Ethics for nurses.</p> <p>Read CT Nurse Practice Act</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

Clinical Exercise in Critical Thinking, Reflection, and Clinical Decision Making Through Simulation

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Sleep, Comfort and Pain</u>			
Nancy Rymut	<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"> Types of pain Concepts associated with pain <p>G. Physiology of Pain</p> <p>H. Factors Affecting the Pain Experience</p> <ol style="list-style-type: none"> Cultural Developmental Pain history <p>I. Applying the Nursing Process to Pain Control</p>	<p>Assigned Readings: Potter & Perry, Chapters 42, 43 Perry & Potter, Chapter 15 Lewis Chapters 9, 10</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
2 hours	<u>Unit : Introduction to Mental Health and Illness</u>			
Judy Snayd	<p>Describe the holistic approach to sustaining health and well-being considering cultural, ethical and legal implications for clients dealing with mental illness.</p> <p>Identify the psychosocial needs of all clients.</p> <p>Discuss the concepts of emotional well-being and emotional distress.</p> <p>Define the Mental Wellness/Illness continuum according to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV- TR).</p> <p>Describe the elements of a mental status examination.</p> <p>Discuss the application of Erikson's theory of psychosocial development to the delivery of nursing care that is developmentally appropriate.</p> <p>Identify variables that influence the ability to cope with stress and that are antecedents to emotional disorders.</p> <p>Explain the concepts of anxiety, posttraumatic stress disorder, depression, loss and grief.</p> <p>Assess the impact of a client with mental illness on family functioning</p> <p>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> <p>A. Overview of implications related to caring for the client with mental illness</p> <ol style="list-style-type: none"> 1. Developmental 2. Cultural 3. Ethical 4. Legal <p>B. Factors that influence and impact clients with emotional disorders</p> <ol style="list-style-type: none"> 1. Family functioning 2. Stress <p>C. Assessment of Mental Health and Illness</p> <ol style="list-style-type: none"> 1. Mental Health and Illness on a continuum as per the DSM-IV-TR 2. Psychosocial Assessment 3. Physical Assessment 4. Elements of the Mental Status Examination <ol style="list-style-type: none"> a. Appearance b. Behavior c. Speech d. Mood e. Disorders of Form of Thought f. Perceptual Disturbances g. Cognition h. Ideas of Harming Self or Others 5. Integration of Erikson's theory of psychosocial development <p>D. Nursing Implications in caring for common emotional disorders</p> <ol style="list-style-type: none"> 1. Post traumatic stress disorder 2. Depression 3. Loss and grief 4. Substance abuse 	<p>Assigned Readings: Varcarolis – 8th edition, chapter 1, pp. 2-21, chapter 8, pp. 143-146, chapter 31, pp, 694-704 Potter & Perry – 8th edition, Self Concept chapter 33</p> <p>Perform a psychosocial assessment on a client</p>	<p>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart / Reflections</p>

1 hour 12/3	Exam 5 A216	See Test Blueprint (Posted on Blackboard)
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HOURS	UNIT OBJECTIVES	CONTENT	LEARNING ACTIVITIES	EVALUATION
1 hour Lili Rafeldt	<p><u>Unit : Spirituality</u></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"> 1. Health-need for meaning and purpose, need for love and belonging, need for forgiveness 2. Distress <p>B. Holistic religious practices affecting nursing care.</p> <ol style="list-style-type: none"> 1. Holy Days 2. Diet 3. Dress 4. Beliefs <p>C. Nursing Process related to the spiritual care of clients</p> <ol style="list-style-type: none"> 1. Assessment—beliefs, practices, relationship between beliefs and everyday life, deficits or distress, needs, sudden behavioral changes 2. HOPE—sources of hope, meaning, comfort, strength, peace, love and connection, organized religion, personal spirituality and practice, effects on medical care and end of life issues 3. Diagnoses 4. Implementation 5. Evaluation-identify some spiritual belief that gives meaning and purpose to everyday life, move toward a healthy acceptance of current situation (illness, pain, suffering, impending death), develop mutually caring relationships, reconcile interpersonal differences that cause anguish, express peaceful 	<p>Assigned Readings:</p> <p>A. Potter & Perry, Fundamentals of Nursing 8th edition, chapter 35</p> <p>B. Lewis, Medical-Surgical Nursing, Assessment and Management of Clinical Problems 8th edition, pages 157-158</p> <p>C. Ackley, Nursing diagnosis Handbook, An Evidence-Based Guide to Planning Care 9th edition, pages 796-804</p> <p>In class: 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>Exam</p> <p>Clinical performance evaluation</p> <p>SimChart</p>

		acceptance of limitations and failures, express an ability to forgive others and live in the present, verbalize satisfaction with relationship with God / Higher being (if important to client)		
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2 Hours 12/17	Final Exam see test Blueprint on Blackboard
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EXAM DATES		
1 Hour 9/10	Exam 1 Room A216	See Test Blueprint (Posted on Blackboard)
1 hour 9/24	Exam 2 Room TBD	See Test Blueprint (Posted on Blackboard)
1 hour 10/4	Math Competency Test	
1 Hour 10/15	Exam 3 A216	See Test Blueprint (Posted on Blackboard)
1 Hour 11/5	Exam 4 A216	See Test Blueprint (Posted on Blackboard)
1 hour 12/3	Exam 5 A216	See Test Blueprint (Posted on Blackboard)
2 Hours 12/17	Final Exam see test Blueprint on Blackboard	
VALIDATIONS OF SKILLS		
9/20	Skill Validations: TPR, BP, and Pulse Points PPE Validation Head to Toe Validation	See Schedule and validation forms that are posted on Blackboard. Will be in Nursing Lab room: A 218
10/16	Skill Validations: I V's, Sterile Technique, and Parenteral Meds	See Schedule and validation forms that are posted on Blackboard. Will be in Nursing Lab room: A 218