

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAMS

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

THREE RIVERS COMMUNITY COLLEGE

Nursing 101

Introduction to Nursing Practice

Syllabus and Course Materials

Fall 2012

Welcome to the first of four clinical nursing courses in our  
program and a life time of learning!

## **CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM**

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

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

#### **Course Prerequisites**

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

#### **Course Corequisites**

BIO 235: Microbiology; PSY 111: General Psychology

#### **Course Components**

Credits 8 credits

Hours Classroom: 60 hours Clinical: 180 hours

#### **Course Description**

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

#### **Course Objectives**

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

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

#### **Course Schedule**

Lecture: Monday 8:30-10:30 AM and 1:00-3:00 PM Room A216.

Classroom Laboratory:

Tuesday and Thursday: 8:00 AM-3:00 PM Weeks 1 – 7+, Room MPR, TBA

Clinical: Weeks 8 – 15+ as assigned

## **Nursing Faculty and Staff**

**Director of Nursing and Allied Health:** Ellen Freeman, M.S., CNE, RN, Professor  
Office: D111 Phone & Voicemail: 383-5273 E-mail: [efreeman@trcc.commnet.edu](mailto:efreeman@trcc.commnet.edu)

### **Educational Assistant to the Director:**

Linda Violette-Buisson: 885-2661, D109, [lviolette-buisson@trcc.commnet.edu](mailto:lviolette-buisson@trcc.commnet.edu)

## **Faculty:**

### **Full-Time**

Judith Albright, M.S.N, RN, CWOCN, Associate Professor  
[jalbright@trcc.commnet.edu](mailto:jalbright@trcc.commnet.edu)  
Office: C262 Faculty Offices  
Phone & Voicemail: 383-5285

Lillian Rafeldt, M.A., R.N, CNE, Professor (Course Leader 2012-2013)  
[lrafeldt@trcc.commnet.edu](mailto:lrafeldt@trcc.commnet.edu)  
Office: C230 Faculty Offices  
Phone & Voicemail: 383-5257

Nancy Rymut M.S., R.N. C.E.N, Professor  
[nrymut@trcc.commnet.edu](mailto:nrymut@trcc.commnet.edu)  
Office: C236 Faculty Offices  
Phone & Voicemail: 892-5718  
Course Leader

### **Full Time Faculty: Special Lecturer and ELL /Culture Facilitator:**

Judith Snayd, M.S., R.N, CNE, Professor  
[jsnayd@trcc.commnet.edu](mailto:jsnayd@trcc.commnet.edu)  
Office: C242 Faculty Offices  
Phone & Voicemail: 383-5726

### **Part-Time**

Jill Blain, M.S.N., R.N., adjunct clinical faculty  
Michelle M. Bull, B.S.N., R.N.C., M.S.N in process, adjunct clinical faculty  
Martha Healy, M.Ed., R.N., adjunct clinical faculty  
Paula Sullivan, M.S.N., R.N., adjunct clinical faculty  
Susan Rosa, M.S.N., R.N., adjunct clinical faculty

### **Nursing Lab Staff:**

Sue Turner, M.S.N., R.N., Nursing Lab Coordinator  
Office Phone: 383-5236 E-mail: [sturner@trcc.commnet.edu](mailto:sturner@trcc.commnet.edu)

## **Methods of Instruction**

This course is team taught. Teaching modalities include lecture, discussion, case studies, demonstration, return demonstration, guest speakers, experiential exercises, small group activities, and clinical practice. Computerized programmed instruction and interactive video and simulations are also used. Blackboard Vista and ePortfolio are used as learning management tools.

**Required Textbooks:** All textbooks are used in subsequent courses

### **Needed at beginning of course:**

Bundle (six books) available through TRCC Bookstore, can be purchased individually:

“ Lewis S. et al. (2011). *Medical Surgical Nursing: Assessment and Management of Clinical Problems* (8<sup>th</sup> ed.). St. Louis, MI: Mosby/Elsevier.

Potter, P & Perry, A. (2013). *Fundamentals of Nursing Enhanced Multimedia Edition* (8<sup>th</sup> ed.) St. Louis MI: Mosby/Elsevier.

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

Perry, A. and Potter, P. (2011). *Clinical Nursing Skills and Techniques* (7<sup>th</sup> ed.). St. Louis, MI: Mosby/Elsevier.

Lehne, R.A. (2012). *Pharmacology for Nursing Care* (8<sup>th</sup> ed.). St. Louis, MI: Saunders/Elsevier.

Varcarolis, E.M., Carson, V.B., & Shoemaker, M.C. (2009). *Foundations of Psychiatric Mental Health Nursing: A Clinical Approach* (6<sup>th</sup> ed.). St. Louis, MI: Saunders/Elsevier.”

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

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

Wilson (2013) *Pearson Nurse’s Drug Guide* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

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

### **Optional Textbooks:**

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

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

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

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

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

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

### **Consider:**

Mosby's Dictionary of Medicine, Nursing, and Health Professions, 8<sup>th</sup> ed, 2009( a new edition will be available in Oct. or

Taber Cyclopedic Medical Dictionary (w/DVD) (2009) (21<sup>st</sup> ed.). Philadelphia, PA: F.A. Davis.

### **Faculty / Staff Availability**

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

### **Study Groups**

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

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

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

## Nursing Program College Facilities

Faculty offices are located within C wing.

The Nursing laboratory is located in A218.

Computer labs are located in the nursing lab A212 and throughout the campus (library and E wing).

The Learning Resource Center is located in the C wing, ground floor.

## Class Examinations

Exam 1	Monday,	9/10/12	15%
Exam 2	Monday,	9/24/12	15%
Exam 3	Monday,	10/15/12	15%
Exam 4	Monday,	11/5/12	15%
Exam 5	Monday,	12/3/12	15%
Final Exam	Monday,	12/17/12	25%

Dosage Calculation Competency: Thursday, 10/4/12

Pass/Fail (Must achieve a 90 to pass)

## Grading Policies

To pass Nursing 101 and progress in the nursing program a student must achieve **ALL** of the following:

- Earn at least a 74 average in the theoretical portion of the course. Test items are drawn from ALL content of the course; theory, lab, clinical and math.
- Pass the clinical component of the course in a satisfactory manner.
- Pass Dosage Calculation Competency with 90% accuracy. Students may use calculators provided by the college for all exams involving drug calculations. A student may not administer medications until s/he has successfully passed the dosage calculation examination. A student will be given three (3) attempts to pass the dosage calculation examination. A student who fails the dosage calculation examination must participate in remediation before taking the next examination. A student who fails the third (3rd) examination will be withdrawn from the nursing course and dismissed from the nursing program.
- Pass required clinical skills validations. Three (3) opportunities will be given to pass the skills validation. Students unable to meet critical criteria the second attempt will must attend mandatory remediation.
- **Evaluation activities:**
- **Clinical:** A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. The Formative Clinical Evaluation Form will be completed by the instructor and reviewed and signed by the student at each weekly meeting. Clinical performance is evaluated according to the objectives identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are

responsible for self-evaluation and documentation. A summative evaluation will be completed, reviewed, and signed at the end of the semester.

- **Theory:** There will be five 50 minute exams (30-50 questions each) and one two hour final examination (100 questions). The exams will start at 8:30AM as assigned. Class will resume at 9:30 A.M..
- **Weight:** Each exam is worth 15% of the theory grade for 75% of total grade. Final examination = 25% of total grade. The five exams plus the final = the letter grade in the course.
- In order to pass the course students are required to receive a satisfactory clinical evaluation, pass the math test as previously stated, and pass required clinical skills validations. Students must also complete Comprehensive Tests as assigned. Any student who does not complete the exams will receive a grade of Incomplete until such time as the exams are completed.

**Grading Scale:**

- A 93-100 A- 90-92
- B+ 87-89 B 83-86 B- 80-82
- C+ 77-79 C 74-76 C- 70-73
- D+ 67-69 D 64-66
- F 60-63

**Nursing Program Policy Handbook**

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

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

**Attendance Policy**

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

**Test Make-Up Policy**

If you must be absent from a scheduled test due to **personal** illness or other emergency, contact the course coordinator by 7 A.M. on the morning of the test. Failure to do so may result in a failing grade for that test. Any absent student taking a make-up examination will have 15 points

subtracted from the examination grade unless **documentation** of extenuating circumstances has been provided and approved.

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

### **Statement on Penalty for Academic Dishonesty or Plagiarism**

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to 2012-2013 College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed." Consequences are delineated in the College Catalog.

### **Additional Expected Activity Requirements**

Students are expected to participate in class discussions, role-play, material review and lab simulation and practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other. Students will be expected to submit work (Clinical Reflections, Process Recording, Definition of Nursing, and Information Literacy Assignment) to ePortfolio.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave. Students are required to attend all classes. Tardiness and early leaves as well as absences have a direct impact on student learning. Netiquette and HIPAA policies are required to be used for all postings within the learning management systems.

### **WITHDRAWAL POLICY:**

Students may withdraw, **in writing**, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail the course and receive a grade of F. Students who receive a clinical grade of Fail should consult the Student Handbook for CT-CCNP policies. Students with concerns about their course average are encouraged to contact the course leader.



### **DISABILITIES STATEMENT:**

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

### **CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:**

When the college is closed for reasons of inclement weather, clinical experiences will also be canceled. When the college delays opening, clinical experiences will begin one hour later. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. Preplanning and communication with your clinical instructor and course leader is important. The College Student Handbook and Catalog lists radio stations announcing cancellations. There also will be a notice of delays or cancellation through the Early Alert Notification system or on a recording at 886-0177. Postings may also be seen on the Three Rivers Web Page: [www.trcc.commnet.edu](http://www.trcc.commnet.edu) or via Blackboard. You can sign up for the Early Alert Notification System through the Three Rivers Community College web page.

### **UNIT OBJECTIVES**

#### **Contemporary Nursing Practice**

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

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

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

## **Health Protection and Safety**

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

## **Vital signs**

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

## **Blood Glucose and Glycemic Control**

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

## **Cardiopulmonary Function**

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

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

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

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

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

### **Documentation and Reporting**

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

### **Professional Communication**

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

### **Therapeutic Communication**

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

### **Stress and Coping**

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

### **Nutrition**

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

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

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

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

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

### **Activity and Exercise**

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

### **Fluid and Electrolyte Balance**

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

### **Urinary Elimination**

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

### **Bowel Elimination**

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

### **Discharge Planning**

1. Describe the process of assisting the patient in Discharge Planning.
2. Identify the nurse's role in preparing the client for discharge.

3. Describe the coordination between different agencies a client may use after hospital discharge.

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

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

### **Sensory Perception**

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

### **Legal and Ethical Principals**

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

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

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

### **Spirituality**

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

**Sexuality**

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

Rev 8/12LAR

Exam	Topic	Responsible Faculty	Exam Ques.	Final Ques.
<b>Exam #1</b>	Introduction-orientation-syllabus	L.Rafeldt	1	0
	Contemporary Nursing Practice (Class)	N.Rymut	4	1
Sept. 10, 2012	Communication (Class)	L.Rafeldt	5	3
	Communication (Lab)	L.Rafeldt	2	1
8:30 - 9:30AM	Information Literacy EBP (Lab)	L.Rafeldt and P.Williams	1	1
A216	Culture Caring Holism (Class)	L.Rafeldt	4	2
	Culture Diversity and Assessment ( Lab)	L.Rafeldt	2	1
Proctor LA	Orientation to the Hospital (Lab)	L.Rafeldt and H.Morse	1	0
	Asepsis Safety Infection Control (Class)	J.Albright	6	4
	Standard Precautions Handwashing ( Lab)	J. Albright	4	1
	Nsg Process & Critical Thinking (Class)	L.Rafeldt	7	4
	Nsg Process & Sim Chart (Lab)	L.Rafeldt (2) J.Albright (1)	3	1
Hand in to Ronda 6/26		<b>TOTAL</b>	40	
<b>Exam #2</b>	Vital Signs (Class)	J.Albright	6	3
	Oxygenation (Class)	J. Albright	4	2
Sept. 24, 2012	Oxygenation / Elimination (Lab)	J.Albright	5	2
	TPR/BP/O2Sat (Lab)	J.Albright	6	2
8:30 - 9:20AM	Documentation (Class)	N.Rymut	4	2
A 216	Discharge Planning (Class)	N.Rymut	2	1
	Stress & Coping (Class)	L.Rafeldt	3	1
Proctors LA	Head to Toe Assessment (Lab)	N.Rymut	10	5
Hand in to Ronda 6/26		<b>TOTAL</b>	40	
<b>Exam #3</b>	Activity & Exercise (Class)	L.Rafeldt	4	3
Oct. 15 2012	Body Mechanics & Movement (Lab)	L.Rafeldt	5	3
8:30 - 9:20 AM	Hygiene Bathing & Feeding (Lab)	L.Rafeldt	5	3
A 216	Pharmacology (Class)	N.Rymut	6	4
Proctors LA	Medication Administration (Labs)	L. Rafeldt	8	4
	Fluid & Electrolytes (Class)	N. Rymut	6	4
To Ronda	Glycemic Control (Class)	N. Rymut	2	3
before 10/1	Glucometry (Lab)	N.Rymut	1	1
	Principles of IV Therapy (Lab)	N.Rymut	3	2
		<b>TOTAL</b>	40	
<b>Exam #4</b>	Skin Integrity & Wound Care (Class)	J. Albright	6	4
Nov. 5. 2012	Gloving Sterile Technique & Dsgs (Lab)	J.Albright	4	2
	Nutrition (Class)	L.Rafeldt	7	4
	Urinary Elimination (Class)	J. Albright	6	2
8:30 - 9:20 AM	Bowel Elimination (Class)	J. Albright	6	2
A 216	Sensory Alteration (Class)	L.Rafeldt	4	3
	Critical Thinking Simulation (Lab)	L.Rafeldt	4	1
Proctors LA	Math	L. Rafeldt	3	
<b>To Ronda before 10/22</b>		<b>TOTAL</b>	40	



<b>Exam #5</b>	Sexuality (Class)	N. Rymut	3	2
Dec. 3, 2012	Teaching & Learning (Class)	J.Albright	6	2
8:30 - 9:20 AM	Legal/Ethical Principles (Class)	N. Rymut	6	2
A 216	Critical Thinking Simulation (Lab)	L. Rafeldt	6	2
Proctors LR	Sleep Comfort & Pain (Class)	N. Rymut	7	2
	Mental Health/ Illness (Class)	J.Snayd	8	3
	Math	L. Rafeldt	4	3
To Ronda before 11/19		<b>TOTAL</b>	40	
<b>Final</b>	Include Spirituality (Class)	L.Rafeldt		2
Dec.17, 2012	To Ronda before 11/26	TOTAL FOR FINAL		100













<b>c. Identify and demonstrate professional behaviors when interacting with clients and members of the health care team</b>															
<b>d. Adhere to program policies</b>															
1. Attendance															
2. Uniform															
3. Assigned paperwork															
4. Preparation for clinical experience															
<b>e. Identify and follow agency policies and procedures</b>															
<b>Faculty/Student Initials</b>															
<b>Date of Evaluation:</b>															
<b>Faculty Comments:</b>															
Week 1:															
Week 2:															
Week 3:															
Week 4:															



Week 5:	
Week 6:	
Week 7:	
Week 8:	
Week 9:	
Week 10:	
Week 11:	
Week 12:	
Week 13:	
<b>Faculty Comments (con't)</b>	
Week 14:	

Week 15:	
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<b>Student Comments:</b>
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Week 1:	
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Week 2:	
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Week 3:	
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Week 4:	
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Week 5:	
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Week 6:	
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Week 7:	
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Week 8:	
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Week 9:	
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Week 10:	
Week 11:	
Week 12:	
Week 13:	
Week 14:	
Week 15:	



**Faculty signature(s)/Initials:**

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**Student signature/Initials:**

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

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

### **CLINICAL EVALUATION PROCESS AND STUDENT/LEARNER ACCOUNTABILITY ACKNOWLEDGEMENT**

#### **PURPOSE OF EVALUATION:**

Clinical learning experiences are an essential component of clinical nursing courses. The purpose of clinical experiences is to provide opportunities for learners to apply theoretical knowledge and psychomotor skills within the framework of the CT-CCNP Core Values in order to achieve course and program student learning outcomes (SLOs).

The evaluation forms list the major clinical SLOs for each course. Each is stated as an observable clinical competency that may include more detailed and measurable behaviors. Specific indicator behaviors describing related student activities are listed under each SLO/competency.

The purpose of clinical evaluation is to review and summarize learner progress toward achieving clinical SLOs and to formulate recommendations related to learner performance. A satisfactory grade must be received on this clinical evaluation in order to receive a passing grade for the course.

**The following student *Levels of Assessment* apply to the Clinical Evaluation Process:  
S = satisfactory NI = needs improvement U= unsatisfactory N/A = not applicable**

#### **Clinical Assessment Criteria:**

##### **SATISFACTORY (S):**

The student/learner consistently demonstrates the SLOs in a satisfactory and effective manner. Examples of this include but are not limited to, the student/learner:

- Is prepared to perform the behaviors.
- Uses principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.
- Appropriately takes initiative to maintain client safety.
- Performs behaviors within a reasonable span of time as appropriate for the particular Nursing course level.
- Upholds legal and ethical principles when performing behaviors.
- Performs procedures for the first time with direction and guidance/supervision.
- Performs previously demonstrated procedures correctly according to policy and procedure.
- Performs procedures correctly according to policy and procedure.
- Demonstrates the ability to build upon prior learning and clinical competencies.
- Applies and integrates instructor feedback related to performance.

**NOT APPLICABLE (N/A):**

No opportunity to demonstrate behaviors.

**NEEDS IMPROVEMENT (NI):**

The student/learner inconsistently demonstrates the SLOs in a satisfactory and effective manner. Examples of this include but are not limited to, the student/learner:

- Is not consistently prepared to perform stated behaviors.
- Does not consistently use principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.
- Does not consistently take initiative/inappropriately takes initiative to maintain client safety.
- Does not consistently perform behaviors within a reasonable span of time as appropriate for the particular Nursing course level.
- Does not consistently uphold legal and ethical principles when performing behaviors.
- Does not consistently perform procedures for the first time with direction or guidance/supervision.
- Does not consistently perform previously demonstrated procedures correctly according to policy and procedure.
- Does not consistently perform procedures correctly according to policy and procedure.
- Does not consistently demonstrate the ability to build upon prior learning and clinical competencies.
- Does not consistently apply and integrate instructor feedback related to performance.

**UNSATISFACTORY (U):**

The student/learner does not demonstrate the SLOs in a satisfactory and effective manner. Examples of this include, but are not limited to: The student/learner:

- Is unprepared to perform stated behaviors.
- Does not use principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.
- Does not take initiative/inappropriately takes initiative to maintain client safety.
- Does not perform behaviors within a reasonable span of time as appropriate for the particular Nursing course level.
- Fails to uphold legal and ethical principles when performing behaviors.
- Performs procedures for the first time without direction or guidance/supervision.
- Performs previously demonstrated procedures incorrectly according to policy and procedure.
- Performs procedures incorrectly according to policy and procedure.
- Does not demonstrate the ability to build upon prior learning and clinical competencies.
- Does not apply and integrate instructor feedback related to performance.

## **PROCESS FOR EVALUATION**

Rationale for all unsatisfactory ratings must be included by the instructor.

See Nursing Student Handbook and course syllabus for information on promotion decisions.

Formative (ongoing) evaluation takes place during the semester to assist students/learners to meet SLOs. Summative evaluations of students/learners takes place at the end of the clinical experience.

The student/learner will be asked to self-evaluate on a regular basis. Students/Learners who demonstrate the need for remediation may be asked to develop a *Clinical Performance Improvement Plan (CPIP)* with the instructor/faculty and/or may be placed on *Clinical Warning*. Students/Learners placed on a *CPIP* or *Clinical Warning* will be asked to complete a *Student Strategies for Success Form* as described in the *CT-CCNP Nursing Student Handbook*.

During the clinical experience students/learners will be evaluated using the course specific formative and summative evaluation forms. The evaluation forms are intended for use as a self-evaluation guide and are maintained in the student record.

In this process:

**Students/Learners are responsible for the completion of the evaluation(s) process that may include the following:**

- Documentation of examples of clinical progress according to stated SLOs and/or competencies.
- Participating and attending an evaluation conference with instructor/faculty
- Jointly completing evaluation form with instructor/faculty

I have reviewed the information contained herein and understand the process for clinical evaluations in accordance with the specific clinical SLOs for the clinical nursing courses.

**Signatures:**

**STUDENT/LEARNER** \_\_\_\_\_ **DATE** \_\_\_\_\_

**INSTRUCTOR/FACULTY** \_\_\_\_\_ **DATE** \_\_\_\_\_