

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAM

*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 2008

Welcome to a Wonderful Journey!

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Faculty / Staff Availability

Students are encouraged to seek clarification with the course coordinator as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. All faculty, staff and peers look forward to your success and practice as a registered nurse. Please utilize your time and ours to develop your abilities to the fullest!

Study Groups

Students are encouraged to form study groups which can meet in the lab or at the groups' mutual location choice. Tutors within the nursing lab are available also during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently. Referrals may be made by faculty for lab and theory improvement. The Helene Fuld Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly.

Practice materials are within your N101 Course Shell on Blackboard Vista, Text book Web Sites and CDs / DVDs, material within the nursing laboratory and library. Sample exam questions can be found within these materials. Some students have recommended the following book for practice with first semester Nursing Exam Questions. It is available to use in our nursing laboratory.

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

8:00-2:00PM Wednesday and Thursday (week 1)
Please note calendar for other specifics when on campus

Two Day Clinical experience as assigned. Please note calendar for specifics of in-hospital experiences.

Methods of Instruction

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

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

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

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

3. Ackley, Nursing Diagnosis Handbook (8th edition) Saunders, 2007.

4. Smeltzer, S.C., & Bare, B. G. & Hinkle, J.L. & Cheever, K.H. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing* (11th ed.). Philadelphia: J.B. Lippincott/Williams and Wilkins

5. Deglin, Davis Drug Guide for Nurses (11th edition) F.A. Davis, 2008.

6. Pickar, Dosage Calculations, with CD, (8th edition) Delmar Publications, 2007

7. Lehne, Pharmacology for Nursing Care, with CD (6th edition) Saunders, 2007.

8. Pagana, Mosby's Manual of Diagnostic and Lab Tests (3rd edition) Mosby, 2006.

9. Lewis, Heitkemper, Dirksen, O'Brien, Bucher. Medical Surgical Nursing: Assessment and Management of Clinical Problems, with CD, (7th edition) Mosby, 2007.

Optional:

10. Dillon, Nursing Health Assessment, with CD, (2nd edition) F.A. Davis, 2007.

11. Pernell & Paulanka, Guide to Culturally Competent Health Care F.A. Davis, 2005.

12. Summers, Diseases & Disorders (3rd edition) F.A. Davis, 2007.

Nursing Program College Facilities

Faculty offices are located within the NTHS wing.

The College lab is located in the NTHS wing but will move to the Mohegan Campus.

Computer labs are located within the nursing lab and throughout the campus.

The Library is located on the Mohegan Campus.

Nursing Program Clinical Facilities

William W. Backus Hospital

Lawrence and Memorial Hospital

Day Kimball Community Hospital

Windham Community Hospital

Middlesex Community Hospital

St. Francis Medical Center

Clinical Equipment

Stethoscope

Watch with second hand

Bandage Scissors

Black pen

Note paper

Assigned text

Uniform

ID Badge

Class Examinations

Exam I	Monday, September 15	12.5%
Exam II	Monday, September 29	12.5%
Exam III	Thursday, October 9	12.5%
Dosage Calculation Competency (achieve a 90 to pass)	Tuesday, October 21,	Pass/Fail (Must
Exam IV	Monday, October 27	12.5%
Exam V	Monday, November 17	12.5%
Exam VI	Monday, December 8	12.5%
Final Exam	Monday, December 15, 8:00-10:00 a.m.	25%

Grading Policies

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

- Earn at least a 74 average in the theoretical portion of the course. Test items are drawn from ALL content of the course; theory, lab, clinical and math.
- Pass the clinical component of the course in a satisfactory manner.
- Pass Dosage Calculation Competency with 90% accuracy. Students may use calculators provided by the college for all exams involving drug calculations. A student may not

administer medications until s/he has successfully passed the dosage calculation examination. A student will be given three (3) attempts to pass the dosage calculation examination. A student who fails the dosage calculation examination must participate in remediation before taking the next examination. A student who fails the third (3rd) examination will be withdrawn from the nursing course and dismissed from the nursing program.

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

- **Evaluation activities reviewed:**

- **Clinical:** A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. A clinical evaluation form will be completed by the instructor and reviewed by the student at these times. Clinical performance is evaluated on the basis of how well the learner meets the objectives and achievements identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and documentation. Students will submit their Assessment Collection Tool and Nursing Care Plan in the computerized format required as assigned. A summative evaluation will be completed and reviewed at the end of the semester.

- **Theory:** There will be six 50 minute exams (with 30-40 questions on each exam) and one two hour final examination (with 100 questions) in Nursing 101. The exams will start at 8:00AM. Class will resume at 9:00 a.m.

- **Weight:** 6 exams, each worth 12.5% = 75% of total grade. Final examination = 25% of total grade. The six exams plus the final = the letter grade in the course.

- The final course grade also requires a satisfactory evaluation for clinical performance and successful completion of the Med Math test and Clinical Validations.

- **The grading criteria are:**

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 74-76
- D+ 67-69
- D 64-66
- F 0-63

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

Attendance Policy

Students are expected to attend each lecture, classroom laboratory and clinical experience. It is the student's responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience. All clinical absences are to be made up as per the Nursing Program Policy Handbook.

Test Make-Up Policy

If you must be absent from a scheduled test due to illness or other emergency, contact the course coordinator by 8 a.m. on the morning of the test (383-5257). Failure to do so may result in a failing grade for that test. Any student taking a make-up examination will have 15 points subtracted from the examination grade unless documentation of extenuating circumstances has been provided and approved.

Students with an approved absence from scheduled tests will be given an alternate form of the examination at a time and date toward the later part of the semester. The make-up can be a cumulative make-up.

Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to 2008-2009 College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed." Consequences are delineated in the College Catalog.

Additional Expected Activity Requirements

Students are expected to participate in class discussions, role-play, material review and lab practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave.

Students are required to attend all class meetings. Tardiness and early leaves as well as absences have a direct impact on student learning.

WITHDRAWAL POLICY:

Students may withdraw, in writing, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail this course and receive a grade of F. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

DISABILITIES STATEMENT:

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

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be canceled. When the college delays opening, clinical experiences will begin one hour later.

However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. Preplanning and communication with your clinical instructor and course coordinator is important. (The College Student Handbook and Catalog lists radio stations announcing cancellations.) There also will be a notice of delays or cancellation on a recording at 886-0177.

Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard Vista.

UNIT OBJECTIVES

Contemporary Nursing Practice

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

Core Values: Holism, Caring and Cultural Diversity in Nursing

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

Health Protection and Safety

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

Vital signs

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

Blood Glucose and Glycemic Control

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

Cardiopulmonary Function

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

Skin Integrity and Wound Care

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

Critical Thinking and the Nursing Process

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

Documentation and Reporting

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

Communication

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

Stress and Coping

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

Nutrition

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

Safe and Competent Practice Medication Administration

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

Sleep, Comfort and Pain

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

Activity and Exercise

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

Fluid and Electrolyte Balance

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

Urinary Elimination

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

Bowel Elimination

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

Discharge Planning

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

Communication, Teaching and Learning

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

Sensory Perception

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

Legal and Ethical Principals

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

Introduction of Mental Illness and Defense Mechanisms

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

Therapeutic Communication

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

8. Describe therapeutic communication techniques.
9. Describe active listening

Spirituality

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

Sexuality

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

College Lab Assignments

Lab assignments are due each week at the beginning of lab. For weeks # 1, 2, 3, 4 and 8, 9, there is only one assignment sheet even though you will be in lab two days those weeks. Reading assignments for lab are found at the end of the listed outcomes and/or on the course outline.

NURSING LAB Week #1:

Student _____

At the end of these labs the student will be able to:

1. Review CT-CCNP Student Handbook and N101 Syllabus and Topical Outline
 - 1a. Access and utilize resources within Blackboard Vista, ePortfolio, ProCalc and the Nursing Library Gateway
2. State the importance of organization, evidenced based practice, holism and caring as they relate to nursing
3. Identify the role of a professional nurse
4. Demonstrate competence related to OSHA standards.
5. Apply communication skills to a role-playing situation with a classmate
 - a. previous hospital experience
 - b. foreign language skills
 - c. ethnic/cultural background
 - d. feelings re: nursing
 - e. interest in nursing
6. Review principles of basic medical asepsis
 - a. Demonstrate hand washing skills
 - b. Waterless antiseptic agents
 - c. Demonstrate donning and removing clean gloves
7. Utilize principles and purposes of bed making
 - a. Unoccupied
 - b. Occupied
 - c. Apply principles of body mechanics to bed making
8. Maintain the client's personal hygiene
 - a. provision of privacy
 - b. bathing
 - c. mouth, foot and hair care
 - d. bony prominences
 - e. use of compression devices to prevent venous stasis and emboli formation
9. Discuss importance of standard precautions
10. Review importance of personal protective equipment
 - a. Gloves
 - b. Masks
 - c. Eye Protection
 - d. Gowns
 - e. Exposure
11. Demonstrate ability to accurately implement principles of intake and output.
 - a. Metric system conversion
 - b. Measuring intake
 - c. Accurately calculate intake in the lab
 - d. Accurately document intake
 - e. Measuring output
 - f. Accurately calculate output in the lab
 - g. Accurately document output

12. Review concepts related to client feeding
 - a. Types of diets
 - b. Principles of feeding
 - c. Aspiration Precautions
13. Measure classmate's height accurately
13. Discuss how to balance a scale

Read the following prior to coming to class:

CT-CCNP Student Handbook and N101 Syllabus and Topical Outline

K&E Chapter 33,

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

Ackley p.692-713

Assignment to be completed prior to lab (A, B and C must be completed before lab & D & E to be completed in Lab).

Student: _____

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

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

a.

b.

c.

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

D. Identify the dates of all exams.

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

http://www.trcc.commnet.edu/library/guides/Resources/Resource_guides/Nursing_3.htm

During and after Lab:

F. Interview a classmate.

a. Role play an interview by introducing yourself

b. Describe the purpose of interview.

c. Ask the following questions

▪ Reason for choosing nursing.

▪ Describe what you have done to prepare yourself for nursing school.

▪ Something unusual or interesting about yourself.

• After the interview, introduce the classmate to the class and provide the information shared in the interview.

- The introduction should be brief. You are presenting the main ideas obtained from your interview.
- G. Discuss the CT-CCNP Student Handbook, N101 Syllabus, Topical Outline and Lab/Clinical Outcomes. Identify Blackboard Vista Supports. Send an email via Blackboard.
- H. Identify ePortfolio. Review concepts of reflection and assessment.
- I. Tour the lab, review concepts of simulation learning and meet SimMan—Mr. Bilirubin. Identify procedures for sign up and help within the lab.
- J. Assist with basic hygiene and ADL care.
- K. Measure fluids provided in the lab demonstration and document intake and output accordingly.

Intake

Item	Amount
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Output

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

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

CLINICAL LAB Week #2:

Student _____

At the end of this lab the student will be able to:

1. Restate how the college library supports evidence based practice
2. Discuss and implement principles of measuring a client's vital signs
 - a. Accurately obtain a temperature
 1. Identify locations for measuring temperature on a client
 2. Demonstrate measuring body temperature.
 - b. Accurately obtain a pulse
 1. Discuss locations for measuring pulses on a client
 2. Demonstrate measuring a radial pulse on a classmate
 3. Demonstrate measuring an apical pulse on a classmate
 - c. Accurately obtain a respiratory rate
 1. Demonstrate measuring a respiratory rate on a classmate
 - d. Accurately obtain a blood pressure
 1. Discuss systolic and diastolic readings
 2. Discuss cuffs and appropriate application of cuff
 3. Demonstrate measuring a blood pressure
3. Demonstrate recording vital signs
4. Utilize principles of safe body mechanics while:
 - a. Ambulating a client
 - b. turning and positioning a client
 - c. transferring a client
 - d. Lifting a client
5. Demonstrate safe technique while
 - a. Ambulating a client
 - b. turning and positioning a client
 - c. transferring a client
 - d. Lifting a client
6. Discuss principles of active and passive range of motion
 - a. Demonstrate active/passive range of motion exercises
7. Discuss the use of pulse oximetry
8. Perform Pulse oximetry
9. Complete a cultural assessment on a classmate.
10. Document findings of the cultural assessment.
11. Discuss principles of using restraints
 - a. Reasons
 - b. Safety
 - c. Demonstrate applying restraints.
12. Discuss client alarm systems

Read the following before coming to lab:

Smith, et.al. Chapter 10, 12, 13, 7 (p.156-169)

At the end of this lab the student will be able to:

1. Describe the signs and symptoms of hyperglycemia
2. Describe the signs and symptoms of hypoglycemia
3. Discuss the most common insulin types
 - a. Short acting
 - b. Intermediate acting
 - c. Long acting
4. Compare and contrast the use of insulin administration by basal rate and bolus on the diabetic client in an acute care facility
5. Discuss the accurate use of the glucometer
6. Demonstrate accurately obtaining a blood glucose reading from a glucometer
7. Discuss principles of oxygen therapy
 - a. Distinguish between different oxygen delivery systems.
 - i. Nasal cannula
 - ii. Mask
 - b. Discuss safe use of oxygen therapy
 - c. Discuss the use of incentive spirometry
8. Discuss principles of maintaining optimal urinary and bowel elimination
9. Discuss care of patient with complications related to urinary and bowel elimination.
10. Discuss devices used to assist client with urinary and bowel elimination
 - a. Bedpan
 - b. Condom catheter
 - c. Indwelling catheters
 - d. Suppositories
 - e. Enemas
11. Demonstrate accurate method of placing client on a bedpan
12. Identify catheters used for urinary drainage
13. Review nursing care for a client with a Foley catheter
 - a. Care of the indwelling catheter
 - b. Emptying an indwelling catheter
 - c. Measuring output
 - d. Demonstrate removal of a Foley catheter
14. Discuss nursing care for a client with an external condom catheter
15. Discuss application and removal of an external condom catheter
16. Discuss procedure for collecting urine and fecal specimens
17. Test selected urine and fecal specimens
 - a. Occult blood
 - b. Urine dipsticks
18. Reinforce clinical policies and procedures for hospital orientation
 - a. Complete "Student Orientation Curriculum Exam"
 - b. Reinforce HIPPA Concepts

Read Prior to coming to lab see full outline for additional readings:

K&E Chapter 34, (p.805-808), classroom readings, & CHA Module on Blackboard Vista

Assignment to be completed prior to lab

Student: _____

1. Compare and contrast the signs and symptoms of hyper and hypoglycemia.
2. Identify the normal blood glucose range
3. Identify two types of oxygen delivery systems
4. Describe two principles of oxygen safety.
5. What would you teach a patient who is going to receive a tap water enema?
6. Review the CHA “Student Orientation Curriculum Guide / Module” prior to lab. Identify three areas that you understand and three areas that you have additional questions about.

NURSING LAB Week #4: Student _____

At the end of this lab the student will be able to:

1. Utilize the Nursing Diagnosis Book as a resource in planning client care.
2. Begin to use the Nursing Process.
 - a. Describe how the assessment tool assists with patient assessment.
 - b. Identify and describe the steps of the nursing process
 - c. Differentiate between subjective and objective data
 - d. Complete a brief concept map
3. Utilize the Nursing Process using a selected case study
 - a. List nursing interventions to address client problems
 - b. Develop a concept map using the selected case study
4. Complete a "Head to Toe" Client Assessment
 - a. Skin, integrity, turgor
 - b. mentation/orientation
 - c. respiratory/lung sounds
 - d. abdominal/GI, bowel sounds
 - e. Musculoskeletal
 - f. Neurological
 - g. Peripheral vascular, pulses, edema
 - h. Scales : Braden
 - i. Pain
 - ii. Glasgow/Coma
5. Discuss student expectations for clinical
6. Complete a practice Assessment Tool, Nursing Care Plan and Evaluation Tool utilizing a case study and simulation learning

Read prior to coming to lab:

See course outline

Assignment to be completed prior to lab

Student: _____

1. Identify assessment data for a client with rheumatoid arthritis using Brunner and Suddarth as a reference.

2. Define the steps of the nursing process.
3. Give one example of subjective data.
4. Give three examples of objective data.
5. Identify three reasons why a nurse performs a “head to toe” assessment on a patient.

6. Read the following scenario as a basis for a basis for completing a sample concept map during lab:

The client is a 64-year-old retired maintenance worker who is being admitted to the medical unit. He offers the nurse the following information: “This is the worse case of arthritis that I have had in 30 years. For the past two weeks, I have had pain, swelling, and redness of my toes and knees. They feel warmer than usual. I can barely walk even with my walker. All this started about three weeks ago. I have been taking aspirin but it doesn’t seem to work any more”. He stated this while sitting on the bed staring at the floor. His facial muscles were taut and he was holding onto the side of the bed for support. Upon examination, the nurse noted that the first and second metatarsal joints of both feet were warm and swollen. His range of motion in his lower extremities was limited. His toes had no range of motion without causing pain. Both ankles exhibited 2+ edema and were erythematous. He needed the walker and the nurse’s assistance to walk to the bathroom. His gait was unsteady. He shuffled his feet when ambulating.

Medical orders include: Motrin 800 mg PO q6h p.r.n., position of comfort, ice packs to affected joints TID, PT consult.

7. Identify what resources you will use when assessing clients and writing care plans and concept maps.

Nursing Lab Week 8:

Student: _____

At the end of this lab the student will be able to:

1. Discuss principles of medication administration
 - a. Legal aspects of medication administration
 - b. Identify ten rights of medication administration
2. Utilize the nursing drug handbook.
3. Discuss medication dispensing systems
 - a. Unit Dose
 - b. Medication Cart
 - c. Computerized Dispensing
4. Discuss principles of administering PO meds
 - a. Demonstrate opening unit dose packaging
 - b. Demonstrate pouring a liquid medication
 - c. Demonstrate administering medication
5. Discuss principles of injectable medication administration
 - a. Discuss principles of syringes and needles
 - i. Identify parts of the syringe
 - ii. Discuss needle gauges
 - iii. Discuss safety principles related to sharps materials
 - iv. Pre-filled unit dose syringe systems
 - b. Demonstrate drawing a medication from a vial
 - c. Demonstrate drawing a medication from an ampule
 - d. Discuss principles of reconstituting a powdered medication
 - e. Demonstrate reconstituting a powdered medication
 - f. Discuss principles of combining medications in one syringe
6. Discuss principles of selecting sites for injectable medications
 - a. Identify locations for administration for SC and ID injections
 - b. Identify locations for administration of IM injections
 - c. Demonstrate identifying bony landmarks for intramuscular injections
7. Demonstrate administering an IM, SC, and ID injections
8. Discuss adaptations when administering anticoagulants and insulin SC
9. Discuss other topical routes of medication administration
 - a. Inhalation
 - b. Transdermal
 - c. Skin
 - d. Eye , Ear, Nose
 - e. Rectal, vaginal
10. Discuss the legal aspects of charting medications
11. Demonstrate charting medications using various systems
 - a. written record
 - b. computerized
 - c. bar code

Read prior to coming to lab:

See course outline

Assignment to be completed prior to lab

Student: _____

1. Define the six rights of medication administration.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
2. List 3 Intramuscular landmarks and injections site.
3. List 3 Subcutaneous landmarks and injection sites.
4. What would you teach a patient prior to using a meter dosed inhaler for the first time?
5. Using your drug handbook, complete the Medication Administration Sheet for the following medications.
 - i. Lovenox
 - ii. Percocet
 - iii. Hepatitis B vaccination

NURSING LAB Week 9: Student _____

At the end of this lab the student will be able to:

1. Discuss principles of IV therapy
 - a. Types of solutions
 - i. Hypertonic
 - ii. Hypotonic
 - iii. Isotonic
 - b. Types of tubings
2. Calculate IV drip rates using various drip factors
3. Demonstrate hanging an IV
 - a. Maintenance of asepsis
 - b. Spike and prime IV tubing
 - c. Complete IV bag and tubing labels
 - d. Regulate the IV drip rate
4. Principles of IV pumps
 - a. Electronic or Volume
 - b. Setting up system
5. Principles of monitoring an IV
 - a. Appearance, patency, site
 - b. Removing the angiocatheter
 - c. Converting an IV to an intermittent lock
 - d. Discuss types of complications related to IV therapy
6. Discuss principles of surgical asepsis
7. Review types of dressings
 - a. wet to dry dressings
 - b. dry sterile dressing
 - c. vacuum dressings
 - d. other types (Chart Kozier and Erb, page 923)
 - e. associated procedures
 - i. wound irrigation and packing
 - ii. wound culture
 - iii. Montgomery straps
8. Differentiate between various wound drainage devices
 - a. Penrose
 - b. Hemovac
 - c. Jackson Pratt
 - d. VAC
9. Demonstrate sterile technique
 - 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 patient documentation.
11. Document client information for a client needing wound care

Read prior to coming to lab:

See course outline

Assignment to be completed prior to lab

Student: _____

- 1) Describe the steps of setting up a new intravenous infusion to be placed in an IV lock.

- 2) The physician has ordered D5W at 120 ml/hr.
 - a) If the drip factor is 15 gtt/ml, what will the drip rate be (gtt/min)?

 - b) If the drip factor is 10 gtt/ml, what will the drip rate be (gtt/min)?

- 3) List three reasons for applying sterile dressings.

- 4) Why would a physician order a wet to dry dressing instead of a dry sterile dressing?

- 5) The physician has ordered wound irrigation and a dry sterile dressing change for your client. What would you need to teach the client?

THEORETICAL OUTLINES AND READINGS ARE PROVIDED IN APPENDIX A

CLINICAL FOCI OF THE WEEK ARE PROVIDED IN APPENDIX B