

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York
Department of Nursing

Nursing 18 – Fundamentals of Nursing
Prerequisites: PSY 11; BIO 11; SCI 25; ENG 12
or ENG 22/24 if exempted from ENG 12
Co-requisites: NUR 17; BIO 12

Course Syllabus: 2009 - 2010
Credit – Hours: 7 cr., 13 hrs.

Catalogue Description:

Introduction to basic nursing knowledge, skills, understanding, and the dependent and independent functions of the nurse. During lecture and laboratory sessions, facts, principles and concepts, derived from the biological and behavioral sciences, are applied to common elements of nursing care. Laboratory sessions will be on or off campus in hospitals or other health agencies.

Course Overview:

This course is designed to introduce the beginning student to the following concepts: Man as a Holistic Being, Maslow's Hierarchy of Needs, the Health-Illness Continuum and the nursing process. Classroom instruction and laboratory sessions, at the college, in the community and in selected health agencies, are held weekly throughout the semester. During the college laboratory, concepts and principles discussed in previous classes are used as the basis for performing therapeutic nursing interventions. The community and other health agency experiences are utilized to extend learning. Each clinical experience is preceded and followed by a conference where the objectives for that learning experience are discussed and evaluated. Individual and group assignments are utilized for laboratory experiences. Class work for the typical week consists of: Classroom instruction - Four (4) hours, College Laboratory - two (2) hours, Community and Health Agency Experiences - seven (7) hours. It is mandatory for students to engage in additional practice for the development of skills. Provisions are available for additional time in the college laboratory for practice.

Course Objectives:

1. use knowledge from the biological, physical and behavioral sciences in assessing health care needs of the older adult client.
2. acknowledge the influence of culture on the delivery of nursing care.
3. demonstrate knowledge of adaptive responses of clients in meeting basic needs across the life span.
4. develop critical thinking skills in the application of the nursing process.
5. demonstrate the ability to use the nursing process in assisting the older adult client across the health-illness continuum.
6. identify basic communication techniques utilized in meeting basic needs.
7. recognize legal and ethical principles and their implications for nursing practice.
8. demonstrate appropriate behavior based on legal regulations and ethical guidelines of nursing practice.
9. apply principles of safety in caring for the older adult client.
10. demonstrate skill in performing therapeutic nursing interventions.
11. identify organizational skills in the management of nursing care.
12. identify nursing responsibilities in the use of pharmacological agents.
13. recognize the learning needs of clients in the delivery of nursing care.
14. identify principles of the teaching-learning process.
15. identify available community resources for the older adult client.

Topical Outline

Unit I - Introduction to the Course, Practice of Nursing, (Legal, Values, Ethics, Role of the Nursing).

Unit II - Nature of Man (Introduction to Maslow's Hierarchy of Needs and the Health-Illness Continuum, Promoting Health in Older Adult).

Unit III - Introduction to the Nursing Process, Teaching/Learning Process

Unit IV - Assessment and Management of the Client's need for Oxygen.

Unit V - Introduction to Pharmacology.

Unit VI - Assessment and Management of the Client's need for Hygiene Needs.

Unit VII - Assessment and Management of the Client with Complex Skin Needs.

Unit VIII - Assessment and Management of the Client's need for Nutrition.

Unit IX - Assessment and Management of the Client's need for Elimination: Bowel and Bladder.

Unit X - Assessment and Management of the Client's needs for Fluids, and Electrolyte Balance.

Teaching Strategies

Lecture-Discussion

Demonstration/Return Demonstration

Role Playing

Group Work

Case Studies

Multimedia

Computer Assisted Instruction

Pre and Post Conferences

Health Agency Experiences

Community Experiences

Course Requirements

2. TEXTBOOKS

Required Textbooks for Nursing 18:

Abrams, A.C. (2007) Clinical Drug Therapy, 9th edition Lippincott

Carpenito, L. (2007) Nursing Diagnosis Handbook, 12th edition Lippincott

Dudek, S.G. (2006) Nutrition Handbook for Nursing Practice, 5th edition Lippincott

Kozier, B., Erb, G, Berman, A, Snyder, S. (2007) Fundamentals of Nursing: Concepts, and Practice, 8th edition Pearson/Prentice hall

Thomas, C.L. editor (2009) Tabers Cyclopedic Medical Dictionary, 21th edition. F.A. Davis

LeFevre, J. (2010) Laboratory and Diagnostic Tests with Nursing Implications 8th edition Pearson

Optional Textbooks for Nursing 18:

Carpenito-Moyet, L. (2004) Nursing Care plans and Documentation: Nursing Diagnoses and Collaborative Problems, 4th edition Lippincott

Springhouse (2008). Nurses' Drug Handbook. Lippincott, William & Wilkins

Hogan, M.A. (2003) Nursing Fundamentals Reviews and Rationales. 2nd edition Prentice-Hall

3. Attendance:

Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab. All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery or universal clip mechanism. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent when absent 15% of the number of contact hours a class meets during a semester. **More than one (1) college laboratory experience, five hours of lecture, or one (1) clinical agency experience constitutes excessive absence in nursing 18.** When a student is excessively absent, a grade of "WU": will be assigned as described in the college catalog.

Attendance at pre and post-conferences for agency laboratory experiences is required. Absence from these conferences constitutes an absence for that agency laboratory experience.

Fatigue can certainly impair a health care worker's ability to provide safe, professional nursing care. Thus KCC 's Nursing Department states : All students need to carefully assess his/her level of fatigue, school requirements in terms of lecture, on-campus labs and clinical experiences and own work schedules. This assessment should carefully consider the potential impact of excessive employment on his/her ability to provide safe, professional nursing care. Each student has an ethical responsibility to ensure that fatigue does not negatively impact student nurse responsibilities.

4. Malpractice Insurance -Health Clearance -CPR Training:

Students are required to have malpractice insurance, health clearance and evidence of CPR training prior to registration.

During the semester any change in the student's health status (e.g. serious illness, accident, pregnancy, etc.) necessitates evaluation by student health service. Student responsibility includes notification of the clinical instructor and course coordinator. Health clearance must be maintained to continue course enrollment.

5. Evaluation

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 - 96%	A- 90 - 92
B+ 87 - 89%	B 83 - 86%	B- 80 - 82
C+ 78 - 79%	C 75 - 77%	C- 70 - 74
D+ 66 - 69%	D 60 - 65%	

F 59% and below

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew Unofficially (counts as failure)

W -Withdrew without penalty

Nursing 18 grades will be determined as described below:

- *Lecture Quizzes 60%
- *Final Examination 40%
- Clinical Competency Satisfactory
- Nursing Care Plans Satisfactory
- Well Elder Assignment Satisfactory

Additional written assignments are required for successful course completion.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course.

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance.

Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests will be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

*All students must use the test-taking strategies software program located in M-220 within the first 2 weeks of the course.

Note Well: The end of the semester National League for Nursing (NLN) Achievement Examinations are required for completion of the course. Failure to take the exams as scheduled will result in a grade of Incomplete.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due.

All assignments, numerically or "US" graded, must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "F" for the course.

Nursing 18 Assignments must be completed weekly. A minimum average grade of "C" is required to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

- Clinical Competency Students must demonstrate satisfactory performance of the following skills:
1. Maintain client's physical safety
 2. Maintain client's psychological safety
 3. Perform basic physical assessment
 4. Administer medication safely
 5. Correctly perform sterile wound care

6. College Laboratory Practice Requirements

Students are required to return to the college laboratory for practice of skills introduced each week. Failure to engage in practice may result in an unsatisfactory clinical grade.

7. Clinical Agency Experience Requirements

To fulfill the clinical agency experience requirements, the student will:

- a. be on time for the scheduled pre-conference in full uniform.
- b. have a written nursing care plan for the assigned client as designated.
- c. have medication information for the assigned client.
- d. attend and participate in pre and post conferences.
- e. attend a practice laboratory at the college prior to each clinical and when requested to do so by the clinical instructor.

Students may not bring audio or visual recording devices or cellular phones on any clinical agency experiences.

If these requirements are not met, the student may be requested to leave the clinical area, this being considered an absence.

8. Dress Requirements

Students must present themselves as professional role models. Students are to travel to (optional) and from health agencies in street clothes.

"In Uniform" refers to the standard uniform of Kingsborough Community College Department of Nursing:

1. a. Men - white surgical shirt, matching trousers, hose and shoes.
- b. Women - knee length dress or pantsuit, plain white sheer or opaque hose, closed white nursing shoes.
- c. The uniform is to be properly fitted, clean, pressed, and in good repair.
2. KCC badge is to be sewn onto the left upper sleeve of the uniform.
3. Current KCC student photo ID card is to be worn.
4. Watch with second hand.
5. Stethoscope.
6. No jewelry other than plain wedding ring.
7. Nails should not extend beyond the fingertips and should be rounded and clean.
8. Hair is to be clean, neat, off the face and above the collar line. Decorative and pointed hair ornaments are not permitted.
9. Subdued makeup.

9. Medication Administration

Nursing 17, "Calculation for Medication Administration," is a pre or co-requisite of Nursing 18 and a prerequisite to all nursing courses. Throughout the rest of the program medication dosage calculation knowledge and skills will be integrated and tested in every nursing course.

Effective Fall 2009 Criteria for retention in the Nursing Program mandates that students:

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course. **Students who achieve a C- grade in a required nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The online “Intent to Return to Nursing Course” form** must be completed and include a plan for success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated.
2. Students who enter Nursing 18 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended required nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be taken only once.

(Required nursing courses: nursing 17, 18, 19, 20, 21, 22, 23, 24.

Co-requisite courses: biology 12, biology 51, English 24, psychology 32, sociology 31)

(1993; revised 2003; revised 2008; revised 2009)

UNIT 1 -INTRODUCTION TO COURSE AND THE PRACTICE OF NURSING

Learner Objective	Content/Lecture Discussion	Related Learner Experiences	Laboratory/Clinical Objectives
3. Identify Legal/Liability Issues in nursing practice	<p><u>Legal Aspects of Nursing</u></p> <p>3.1 Nurse Practice Acts/Scope of Practice 3.2 Standards of Practice 3.3 Licensure 3.4 Liability 3.5 HIPPA</p>	<p><u>Required Reading</u> Kozier & Erb: Ch. 4, Legal Aspects of Nursing</p> <p><u>Mandatory Videos</u> to be seen prior to class : -Nursing negligence: Protect yourself: Protect your patient -HIPPA Legal Liability Issues</p> <p>-Client's Chart: The Nurse, Ethics and the law -Connecting with your Patient</p>	
4. Describe the nurse's ethical responsibilities	<p><u>Values, Ethics & Advocacy</u></p> <p>4.1 ANA Code for Nurses & Social Policy Statement. 4.2 Patients Rights 4.3 Consent: Implied Informed 4.4 Advanced Directives: Living Will Health Care Proxy DNR 4.5 Death & Dying: Self-knowing Kubler-Ross: Denial Anger Bargaining Guilt Acceptance 4.6 Concepts related to cultural care nursing</p>	<p><u>Required Reading</u></p> <p>Kozier & Erb: Ch. 5 -Values, Ethics, & Advocacy Ch. 18 -Culture & Heritage Ch42 Stress and Coping Ch. 43 -Loss, Grieving & Death</p> <p><u>Mandatory Videos</u> to be seen prior to class (in media center): -Communicating with clients from different cultures</p>	

UNIT 1 -INTRODUCTION TO COURSE AND THE PRACTICE OF NURSING

Learner Objective	Content/Lecture Discussion	Related Learner Experiences	Laboratory/Clinical Objectives
5. Differentiate the steps of the Nursing Progress	<p><u>The Nursing Process</u></p> <p>5.1 Critical Thinking & The Nursing Process</p> <p>5.2 Assessment</p> <p>5.3 Nursing Diagnosis</p> <p>5.4 Planning</p> <p>5.5 Implementation</p> <p>5.6 Evaluation</p>	<p><u>Required Reading</u> Kozier & Erb <u>The Nursing Process and Critical Thinking:</u> Chapters 10,11,12,13,14 Carpenito -pp. 1-24</p> <p>Vital Signs Chap 29</p> <p><u>Required Videos</u>(shown in college lab) Vital signs</p>	<p>College Laboratory #2 The student will:</p> <ol style="list-style-type: none"> 1. Describe factors that affect vital signs and accurate measure of each, 2. Identify the normal ranges of each vital sign. 3. Describe factors that affect/alter vital signs and accurately measure each. 4. Explain how to measure each vital sign: temperature, pulse, respirations, and blood pressure. 5. Practice measuring vital signs 6. Document findings on appropriate flowsheet.
6. Describe the Teaching-Learning Process	<p><u>Teaching- Learning Process</u></p> <p>6.1 Domains of Learning Cognitive Affective Psychomotor</p> <p>6.2 Principles of Learning Motivation Ability</p> <p>6.3 Teaching Strategies</p> <p>6.4 Integrating the Nursing Process and Teacher-Learning Processes</p>	<p><u>Required Reading</u> Kozier & Erb: Ch. 27 –Teaching; p127</p> <p><u>Assignment:</u> Teaching Plan – Well Elder Assignment</p> <p><u>Computer Assisted Instruction</u> Menu 2: (Optional) "Using the Nursing Process" -Introduction to Nursing Process -Introduction to Nursing Diagnosis -Components of Nursing Assessment -Using the Nursing Process to establish Goals -Implementation of the Care Plan -Importance of Evaluation</p>	<p>Clinical Senior Center The student will:</p> <ol style="list-style-type: none"> 1. Interview a client in an assigned senior center and perform a general health survey. 2. Practice assessment of blood pressure on functional well elders in the assigned senior center. 3. Interview a client in the community to obtain a nursing history. 4. Determine: <ol style="list-style-type: none"> a. Client's perception of own health and problems. b. Medications taken (prescribed, OTC) c. Dietary needs and prescription d. Exercise/activity/safety needs e. Socialization f. Activities requiring assistance 5. Identify actual/potential health problems. 6. Develop a teaching plan based on assessment.

UNIT II: INTRODUCTION TO MASLOW'S HIERARCHY OF NEEDS, HOLISM, AND THE HEALTH-ILLNESS CONTINUUM

UNIT II: INTRODUCTION TO THE NATURE OF MAN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>Upon completion of the unit the student will:</p> <p>1. Explain concepts of holism & goal of holistic nursing and developmental therapies.</p>	<p>1.1 Holism & Holistic Nursing 1.2 Healing Modalities 1.3 Development Tasks (Erikson)</p>	<p>Review PSY 11 Content Kozier & Erb</p> <p>Ch. 19 Complementary Alternative Healing Modalities</p> <p>Ch. 20 Concepts of Growth & Development pps. 352-354 (Erikson) Chap 30 Health Assessment</p> <p>Handouts: NCP: Nursing Care History/Client Assessment Nursing Care Plan Form</p> <p>Required videos (shown in on campus clinical) Essential Components of Physical Assessment: Conducting the Exam</p> <p>Assignments: Nsg Hx, Assessment and NCP from workshop.</p>	<p>On Campus Clinical Experience <u>Physical Assessment II and The Nursing Process Workshop</u> Physical Assessment:</p> <p>1. Describe basic knowledge of how to conduct and document a health assessment in a systematic manner, identifying normal and abnormal findings. 2. Demonstrate ability to assess and document health status.</p> <p>Nursing Process Workshop:</p> <p>1. Verbalize understanding of nursing process 2. Demonstrate ability to apply the Nursing Process to a case study with the assistance of the clinical instructor 3. Identify components of the patient record.</p>
<p>2. Discuss each component of Maslow's Hierarchy of Needs.</p>	<p>2.1 Physiological needs 2.2 Safety and Security needs 2.3 Love and Belonging 2.4 Esteem and Esteem needs 2.5 Need for Self Actualization</p>	<p>Kozier & Erb: Concept Map Page 218 Review: PSY 11 content related to Maslow's Hierarchy Kozier & Erb: Ch. 24 Individual, Family & Community Health</p>	
<p>3. Explain the concept of health, wellness, & illness.</p>	<p>3.1 Concepts of health, wellness and wellbeing 3.2 Models of wellness 3.3 Variables influencing health status 3.4 Health belief model 3.5 Health, illness & disease</p>	<p>K AND E CHAPTER 17</p>	

UNIT II: INTRODUCTION TO THE NATURE OF MAN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
4. Describe the relationship between stress, adaptation levels of wellness, anxiety & coping strategies.	4.1 Define stress as a stimulus response and transaction 4.2 GAS syndrome 4.3 Indicators of stress: Physiologic; Psychologic (anxiety) and cognitive 4.4 Coping 4.5 Nursing Management	Review: Principles of stress (PSY 11) Kozier & Erb: Ch. 42 -Stress & coping Review anxiety levels and defense mechanisms (PSY 11)	
5. Identify levels of health care	5.1 Primary Health Promotion 5.2 Secondary Health restoration 5.3 Tertiary Health maintenance	Kozier & Erb: pps. 275-277	
6a. Describe essential aspects of the communication process 6b. Describe factors that influence the communication process 6c. Communicate effectively with health team members	6.1 The communication process 6.2 Modes of communication 6.3 a) Therapeutic communication b) Barriers to communication <u>Communications among Health & Nursing Teams</u> 6.4 Legal & ethical considerations 6.5 Documentation Systems 6.6 Documenting Nursing Activities 6.7 Reporting (SBAR)	<u>Required Reading</u> Kozier & Erb: Ch. 26 Communicating Ch. 15 Documentation & Reporting <u>Mandatory Videos to be seen prior to class</u> "Interactive Techniques Part 1 & 2" "Client's Chart: The Nurse, Ethics, and the Law" "Connecting with your Patient" "Communicating with Clients from Different Cultures"	<u>College Lab #3</u> The student will: 1. Discuss techniques which enhance communication. 2. Discuss techniques which hinder communication. 3. Role-play using principles of interviewing & therapeutic communication techniques. (Incorporate SBAR) 4. Select pages of a client's record. 5. Discuss criteria for recording on client's chart. 6. Identify common abbreviations used in recordings. 7. Discuss characteristics of a comprehensive nursing progress note.

UNIT II: INTRODUCTION TO THE NATURE OF MAN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>7. Describe the expected physical, Psychosocial, cognitive, and developmental changes of the older adult</p>	<p>7.1 Expected physiological Changes in the older adult 7.2 Expect psychological changes in the older adult 7.3 Developmental tasks of the older adults 7.4 Cultural and ethnic variations 7.5 Health promotion and health problems 7.6 Home safety 7.7 Maintaining independence and self-esteem in the older adult</p>	<p><u>Assignments:</u> Well elder assignment</p> <p><u>Required readings:</u> Kozier & Erb: Ch. 23 Promoting Health in Elders</p>	

UNIT III - ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR OXYGEN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>Upon completion of the unit the learner will be able to:</p> <p>1. Explain the role and function of the respiratory system in transporting oxygen and carbon dioxide</p>	<p>1.1 Physiology of the respiratory system: a brief review</p> <ol style="list-style-type: none"> Structure of the respiratory system Pulmonary ventilation Alveolar gas exchange Transport of O₂ and CO₂ Respiratory regulation <p>1.2 Factors affecting respiratory Function</p> <p>1.3 Alterations in respiratory function</p> <ol style="list-style-type: none"> hypoxia altered breathing patterns obstructed airway <p>1.4 Structural changes</p> <p>1.5 Developmental factors</p> <p>1.6 Behavioral/Lifestyle factors</p>	<p><u>Required Readings</u></p> <p>Kozier & Erb Chapters 30 -Health Assessment pages 1357-1365</p> <p><u>Required Readings</u></p> <p>Kozier & Erb Ch. 50: Oxygenation</p> <p><u>Mandatory Video to be seen prior to class</u></p> <p>- Promoting Adequate Oxygenation</p>	<p><u>College Laboratory # 4</u></p> <p>The student will:</p> <ol style="list-style-type: none"> Apply principles of body mechanics. Assist an individual in and out of bed to: <ul style="list-style-type: none"> Stretcher Chair Wheelchair The Hoyer Lift Position a person in bed: <ul style="list-style-type: none"> Anatomical alignment Prone Supine Lateral Fowler's Sim's Discuss therapeutic positions: <ul style="list-style-type: none"> Lithotomy Knee Chest Trendelenburg Dorsal Recumbent Use therapeutic and supportive devices: <ul style="list-style-type: none"> Splint, trapeze, trochanter roll Siderails Footboard Pillows Restraints –legal/ethical aspects and application. Access normal range of joint motion of major joints Perform selected exercises: Range of motion for major joints (active/passive) <ul style="list-style-type: none"> Moving a person to the head of the bed assisted and unassisted.

UNIT III - ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR OXYGEN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
2 Identify and describe nursing measures to promote adequate respiratory function and oxygenation	2 Nursing Assessment a. Nursing history b. physical examination c. diagnostic studies		
3 Identify nursing diagnoses for a client with a need for oxygen	3 Nursing diagnosis -Oxygenation a. Ineffective airway clearance b. Ineffective breathing patterns c. Impaired gas exchange d. Activity intolerance e. Risk for infection		
4 Develop a plan of care to meet a client's need for oxygen	4 Planning a. expected outcome criteria 1. Short term goals 2. Long term goals 3. Acute vs. chronic care goals b. Health Promotion Activities c. Therapeutic Interventions		
5. Implement a plan of care to meet client's need for oxygen	5.1 Implementation a. Independent Nursing Measures 1. Positioning 2. Rest 3. Modifications of the environment a. temperature b. humidity c. asepsis 4. Deep breathing techniques 5. Coughing techniques 6. Promoting nutritional intake 7. Oral hygiene 8. Emotional support 9. Health teaching		

UNIT III - ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR OXYGEN

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
5. cont'	<ul style="list-style-type: none"> b. Interdependent/ Collaborative Activities 1. Oxygen Therapies <ul style="list-style-type: none"> a. Cannula b. Masks c. Nebulizer therapy 2. Medications c. Referrals/Community Resources <ul style="list-style-type: none"> a. Respiratory therapy b. Social Services c. Dietary therapy d. Home care e. Support groups f. Clinic Follow-ups 		
6. Evaluate the plan of care for a client with an oxygen need	<ul style="list-style-type: none"> 6 Evaluation <ul style="list-style-type: none"> a. Documentation of client outcomes b. Goal Attainment c. Continue, Revise, Discontinue Plan 		

UNIT IV -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>Upon completion of the unit the student will:</p> <p>1. Describe the structure and function of the musculoskeletal system</p>	<p>1.1 Overview of the Musculoskeletal System</p> <ul style="list-style-type: none"> a. Alignment and posture b. Joint mobility c. Balance d. Coordinated movement e. Exercise 	<p><u>Required Reading</u></p> <p>Kozier & Erb Ch. 31 Asepsis 32 Hygiene Ch. 44 -Activity & Exercise</p> <p><u>Required Videos</u> (shown in College Lab)</p> <p>-Body mechanics, exercise and activity</p>	<p><u>College Laboratory #5</u></p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Discuss the purposes of hygienic care relating to client assessment. 2. Identify factors which may influence the method of administering Hygienic care to clients. 3. Practice offering and positioning a person on a bedpan and beside commode. 4. Discuss methods of administering: a complete bed bath and back rub, a partial bed bath perineal and catheter care, cleaning dentures, performing eye care, providing fingernail and foot care, providing for hair grooming. 5. Practice select components of hygienic care on a designated student partner. 6. Discuss nursing responsibilities regarding the delegating of hygienic care to assistive personnel.
<p>2. Identify factors affecting a person's body alignment and activity</p>	<p>2.1 Factors affecting Activity</p> <ul style="list-style-type: none"> a. Growth & development b. Physical health c. Mental health d. Nutrition e. Personal values and attitudes f. External factors 		

UNIT IV -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>3. Assess activity – exercise pattern, alignment, mobility capabilities, limitations, activity tolerance, and potential problems related to the nursing care of the immobile client</p>	<p>3. Nursing Assessment</p> <p>a. Nursing History</p> <ol style="list-style-type: none"> 1. Daily Activities 2. Symptoms of activity alterations: joint stiffness, swelling, trauma, pain <p>b. Physical Assessment</p> <ol style="list-style-type: none"> 1. Gait 2. Body Alignment 3. Range of Joint Motion 4. Balance 5. Proprioception <p>c. Diagnostic Studies</p> <ol style="list-style-type: none"> 1. Flexion 2. Extension 3. Hyperextension 4. Abduction/Adduction 5. Inversion/Eversion 6. Pronation/Supination 7. Internal/External rotation 8. Dorisflexion/Plantarflexion 		
<p>4. Identify nursing diagnoses for a client with a need for activity</p>	<p>4. Nursing Diagnosis</p> <ol style="list-style-type: none"> a. Impaired physical mobility b. Activity intolerance c. Risk for injury d. Risk for impaired skin e. Impaired gas exchange f. Ineffective individual coping 		

UNIT IV -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
5. Develop a plan of care to meet a client's need for activity	<p>5. Planning</p> <ul style="list-style-type: none"> a. Expected Outcome Criteria <ul style="list-style-type: none"> 1. Short term goals 2. Long term goals 3. Acute vs. Chronic care goals b. Health Promotion Activities c. Therapeutic Interventions 		
6. Implement a plan of care to meet a client's need for activity	<p>6. Implementation</p> <ul style="list-style-type: none"> a. Independent Activities <ul style="list-style-type: none"> 1. Client Education 2. Promoting normal activity 3. Promoting safety 4. Preventing accidents 5. Body alignment 6. Positioning b. Interdependent/Collaborative Activities <ul style="list-style-type: none"> 1. Prescribed activity 2. Transfer 3. Assistive devices: <ul style="list-style-type: none"> a. Wheel chair b. Cane c. Walker 4. Adaptive devices <ul style="list-style-type: none"> a. Hearing aids b. Vision aids 5. Medications: non-steroidal anti-inflammatory agents, non-opiate analgesic c. Referrals/Community <p>Resources</p> <ul style="list-style-type: none"> 1. Physical therapy 2. Occupational therapy 3. Social Services 4. Home care 5. Support groups 6. Outpatient follow-up 		

UNIT IV – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
	<p>7. Evaluation</p> <ul style="list-style-type: none"> a. Documentation of client outcomes b. Goal Attainment c. Continue, Revise, Discontinue Plan 		
<p>8. Describe the structure and function of sensory system</p>	<p>Overview of Anatomy & Physiology of the Sensory System</p> <ul style="list-style-type: none"> a. Reception b. Perception c. Reaction d. Level of Consciousness e. Hearing f. Vision g. Proprioception h. Gustatory/Olfactory <p>Factors Affecting Sensory Function</p> <ul style="list-style-type: none"> a. Developmental stage b. Culture c. Stress d. Medications & Illness e. Lifestyle & Personality 	<p>Required Reading</p> <p>Kozier & Erb Ch. 38 Sensory Perception Ch. 45 Rest and Sleep</p>	
<p>9. Identify factors that affect sleep</p>	<p>9.1 Factors Influencing Rest and Sleep</p> <ul style="list-style-type: none"> a. Illness b. Environment c. Fatigue d. Lifestyle e. Emotional Stress f. Stimulants & Alcohol g. Diet h. Smoking 		

UNIT IV – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
10. Describe common sleep disorders	<p>10. Common Sleep Disorders</p> <ul style="list-style-type: none"> a. Parasomnias b. Primary Sleep Disorders <ul style="list-style-type: none"> 1. insomnia 2. hypersomnia 3. narcolepsy 4. sleep apnea 5. sleep deprivation c. Secondary Sleep Disorders 		
11. Identify essential components in assessing a client's need for rest and sleep and/or altered sensory perception	<p>11. Nursing Management</p> <ul style="list-style-type: none"> a. Nursing History <ul style="list-style-type: none"> 1. Ability to perform self care 2. Symptoms of sensory deficits <ul style="list-style-type: none"> a. Hearing b. Vision c. Peripheral nerve injury d. Trauma 3. Environmental (Stimuli) 4. Socialization b. Physical Assessment <ul style="list-style-type: none"> 1. Vision 2. Hearing 3. Touch 4. Smell 5. Taste 6. Position Sense c. Assessment of rest and sleep <ul style="list-style-type: none"> 1. Sleep history 2. Sleep diary 3. Physical examination 4. Diagnostic studies <p>12. Nursing Diagnosis</p> <ul style="list-style-type: none"> a. Rest and sleep <ul style="list-style-type: none"> 1. Disturbed sleep pattern 2. Sleep deprivation b. Sensory perception <ul style="list-style-type: none"> 1. Disturbed sensory perception 		

UNIT IV – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
12. Develop a plan of care to meet the client's needs for rest and sleep and/or to meet a client's needs for an altered sensory perception	<p>12. Planning</p> <p>a. Expected Outcome Criteria</p> <ol style="list-style-type: none"> 1. Short term goals 2. Long term goals 3. Acute vs. chronic care goals <p>b. Health Promotion Activities</p> <p>c. Therapeutic Interventions</p>		
13. Implement a plan of care to meet a client's need for rest and sleep	<p>13. Implementation</p> <p>a. Nursing measures</p> <p>Independent Activities</p> <ol style="list-style-type: none"> 1. Health promotion 2. Client Education 3. Promoting normal rest/sleep 4. Promoting healthy sensory function <p>Interdependent/Collaborative Activities</p> <ol style="list-style-type: none"> a. Enhancing sleep with medications b. Referrals/Community Resources <p>Physical therapy</p> <ol style="list-style-type: none"> 1. Speech therapy 2. Ophthalmology 3. Audiology 4. Support groups 		
14. Evaluate the plan of care for a client with a need for rest and sleep	<p>14. Evaluation</p> <ol style="list-style-type: none"> a. Documentation of client outcomes b. Goal attainment c. Continue, revise, discontinue plan 		

UNIT IV -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
15. Describe the structure and function of the neurological system	15. a. The Nature of Pain <ol style="list-style-type: none"> 1. Types of pain 2. Concepts associated with pain b. Physiology of Pain <ol style="list-style-type: none"> 1. Nociception 2. Gate control theory 3. Responses to pain 	Required Reading Ch. 46 Pain Management Abrams: Ch. 6: Opioid Analgesics and Opioid Antagonists Ch. 7: Analgesics -Antipyretic Anti-inflammatory and related drugs Ch. 8 Anti-anxiety and sedative-hypnotic drugs	
16. Identify factors that influence the experience of pain	16. Factors Influencing the Pain Experience <ol style="list-style-type: none"> a. ethnic and cultural values b. developmental stage c. environment and support people d. past pain experiences e. meaning of pain f. anxiety and stress 		
17. Determine the nursing assessment in meeting the client's need for pain management	17.1 Nursing History <ol style="list-style-type: none"> a. Pain as the fifth vital sign b. Characteristics of pain <ol style="list-style-type: none"> 1. Onset/duration 2. Location 3. Severity 4. Quality 5. Pattern 6. Relief measures c. Pain Scales 17.2 Diagnostic <ol style="list-style-type: none"> a. Vital signs b. Activity c. Pain Scale 		

UNIT IV -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR ACTIVITY, SLEEP, REST AND COMFORT

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
18. Identify nursing diagnoses for a client with a need for pain management	<p>18. Nursing Diagnoses</p> <ol style="list-style-type: none"> 1. Pain (acute, chronic) 2. Anxiety 3. Ineffective individual coping 4. Impaired physical mobility 5. Self care deficit 6. Sleep pattern disturbance 7. Impaired comfort 		
19. Develop plan of care to meet a client's need for pain management	<p>19. Planning</p> <ol style="list-style-type: none"> a. Expected Outcome Criteria <ol style="list-style-type: none"> 1. Short term goals 2. Long term goals 3. Acute vs. Chronic care goals b. Health Promotion Activities c. Therapeutic Interventions 		
20. Implement a plan of care to meet a client's need for pain management	<p>20. Implementation</p> <ol style="list-style-type: none"> a. Nursing measures <ol style="list-style-type: none"> Independent Activities <ol style="list-style-type: none"> 1. Health Promotion <ol style="list-style-type: none"> a. Client education b. Promoting comfort c. Maintain body alignment d. Comfort measures: <ul style="list-style-type: none"> massage, therapeutic touch, relaxation, guided imagery e. Utilize Pain Scales to determine characteristics of pain f. Stress reduction <p>Interdependent/Collaborative Activities</p> <ol style="list-style-type: none"> a. Prescribed activity b. Medications <ol style="list-style-type: none"> 1. Analgesics 2. Patient controlled analgesia 3. Local/regional anesthetic c. Non-pharmacological actions 		

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
20. cont'	biofeedback, cutaneous stimulation d. Referrals/Discharge Planning/Community Resources 1. Physical therapy 2. Social services 3. Pain Management Clinics/Centers 4. Home care 5. Hospice 6. Support group.		
21. Evaluate the plan of care for a client with a need for pain managements	21. Evaluation a. Documentation of client outcomes b. Goal attainment c. Continue, revise, discontinue plan		

UNIT V -INTRODUCTION TO PHARMACOLOGY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>Upon completion of the unit, the student will:</p> <ol style="list-style-type: none"> 1. Define pharmacology and related terms 2. Discuss the legal issues related to medication administration 3. Identify sources of medication information 	<ol style="list-style-type: none"> 1. a. Pharmacology <ol style="list-style-type: none"> b. Therapeutic methods c. Chemical names d. Generic names e. Official/Brand names f. Classification 2. Identify laws governing medications <ol style="list-style-type: none"> a. Federal <ol style="list-style-type: none"> 1. FDA 2. Controlled substances b. State <ol style="list-style-type: none"> 1. Nurse Practice Act 2. Regulations 3. a. Pharmacopeia <ol style="list-style-type: none"> b. PDR c. Nurses Handbook d. Hospital Formulary e. Pharmacist 	<p><u>Required Reading</u> Kozier & Erb Ch. 35 - Medications</p> <p>-Abrams Ch.1,2,3,4,5,6,</p> <p><u>Mandatory Video to be seen prior to class</u> (in media center)</p> <p>-Medication Administration Guidelines</p> <p>-Administering Medications by non-parenteral routes</p> <p><u>CD ROM:</u> -Intramuscular, subcutaneous, and intradermal medication administration (for Windows)</p>	<p><u>I. College Laboratory #6</u> The student will:</p> <ol style="list-style-type: none"> 1. observe the safe preparation and administration of medications orally in liquid and solid forms and medications to be instilled topically (via: ear, eye, and nose). 2. give return demonstration of above. 3. compare and contrast administration of medication using the medex stock supplies and unit dosage. 4. discuss data found on doctor's order sheet and the medication record. 5. record on medication administration record (MAR).

UNIT V -INTRODUCTION TO PHARMACOLOGY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>4. Identify actions of medications on the body</p> <p>5. Describe therapeutic and non-therapeutic effects of medications</p> <p>6. Identify factors affecting medication action</p>	<p>4.1 Pharmacodynamics 4.2 Pharmacokinetics a. Absorption b. Distribution c. Biotransformation d. Exertion</p> <p>5.1 Therapeutic effect 5.2 Side effects 5.3 Adverse effects 5.4 Drug toxicity 5.5 Drug Allergy/anaphylactic reaction 5.6 Idiosyncratic effect 5.7 Cumulative effect 5.8 Drug tolerance 5.9 Drug Interaction 5.10 Iatrogenic disease</p> <p>6.1 Developmental factors 6.2 Gender 6.3 Cultural, Ethnic & Genetic Factors 6.4 Diet 6.5 Environment 6.6 Psychologic Factors 6.7 Illness & Disease 6.8 Time of administration</p>	<p><u>Drugs at a glance</u></p> <p>-Administering Medications by Injection</p> <p>Abrams: Ch. 1-6 Pages: 330;42-421;765-774;802-804;828-829;850;853-856;902-910;957;959;62-966</p>	<p>II. <u>College Laboratory # 7</u> The student will:</p> <ol style="list-style-type: none"> 1. discuss reasons why drugs are given parenterally. 2. observe the safe preparation and administration of parental medication (SC and IM). 3. give return demonstration of above using models. 4. discuss the location , advantage and disadvantage of subcutaneous and intramuscular injection sites. 5. discuss techniques for disposal of needle and syringe.

UNIT V - PHARMACOLOGY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>7. Describe routes of medication administration</p> <p>8. Define terms related to systems of medication measurement</p> <p>9. Identify parts of a medication order and give examples of various types of medication orders and dispensing systems.</p> <p>10. Describe the nursing assessment of the client receiving medications</p>	<p>7. Routes of administration</p> <p>7.1 Oral</p> <p>7.2 Sublingual</p> <p>7.2 Buccal</p> <p>7.3 Parenteral</p> <p>7.4 Subcutaneous</p> <p>7.5 Intradermal</p> <p>7.6 Intramuscular</p> <p>7.7 Intravenous</p> <p>7.8 Topical</p> <p>7.9 Inhalation: Oral/Nasal Nebulization</p> <p>8. Systems of Measurement</p> <p>a. Metric system</p> <p>b. Apothecary</p> <p>c. Household measurements</p> <p>9.1 Types of orders</p> <p>a. Standing orders</p> <p>b. PRN orders</p> <p>c. Single orders</p> <p>d. Stat orders</p> <p>9.2 Distribution systems</p> <p>a. Stock supply</p> <p>b. Unit dose</p> <p>9.3 Dispensing system e.g. PCA pumps</p> <p>9.4 Medication Administration</p> <p>10. Assessment of patient before medication administration</p> <p>a. History and physical</p> <p>b. Drug history</p> <p>c. Diet</p> <p>d. Current-condition</p> <p>e. Cultural influences</p> <p>f. Social environment</p> <p>g. Learning needs</p> <p>□</p>	<p>Review Nursing 17</p>	

UNIT V - PHARMACOLOGY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>11. Identify Nursing Diagnoses for a patient receiving medications</p> <p>12. Develop a plan of care for a patient receiving medications</p> <p>13. Implement a plan of care for a client receiving medications.</p>	<p>11. Nursing Diagnoses</p> <ul style="list-style-type: none"> a. Ineffective Health Maintenance b. Ineffective management of therapeutic regimen c. Deficient knowledge <p>12. Planning</p> <ul style="list-style-type: none"> a. Expected Outcome Criteria <ul style="list-style-type: none"> 1. Short term goals 2. Long term goals 3. Acute vs chronic goals b. Health promotion activities c. Therapeutic Interventions <p>13.1 Independent Activities</p> <ul style="list-style-type: none"> a. Health promotion b. Client education c. Promoting nutritional needs d. Cultural considerations <p>13.2 Interdependent/Collaborative Activities</p> <ul style="list-style-type: none"> a. Medication Therapy <ul style="list-style-type: none"> 1. Equipment 2. Sites 3. Techniques 4. Frequency 5. Method of administration 6. Routes of administration 7. Classification of drugs b. Referrals/Community resources <ul style="list-style-type: none"> 1. Pharmacological therapy 2. Dietary therapy 3. Home Care 4. Clinic follow-up 		

UNIT V - PHARMACOLOGY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
14. Evaluate the plan of care	14. Evaluation of outcome criteria a. Documentation of client outcomes b. Goal attainment c. Continue, Revise, Discontinue Plan		

UNIT VI- ASSESSMENT AND MANAGEMENT OF THE CLIENT'S HYGIENE NEEDS

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>1. Identify anatomic and physiologic barriers that defend the body against microorganisms</p> <p>2. Apply the nursing process to common problems related to hygienic care of the skin, feet, nails, mouth, hair, eyes, ears & nose: assessment.</p> <p>3. Identify factors influencing personal hygiene.</p> <p>4. Identify nursing diagnoses for a client RIT hygienic care of the skin, feet, nails, mouth, hair, eyes, ears and nose</p>	<p>1.1 Review chain of infection, defenses</p> <p>1.2 Overview of anatomy & physiology of the integumentary system</p> <p>2. Nursing Management: Assessment</p> <p>a. Nursing History</p> <p>b. Physical Assessment</p> <p>1. Color</p> <p>2. Temperature</p> <p>3. Texture</p> <p>4. Hydration</p> <p>5. Integrity</p> <p>6. Asepsis</p> <p>3. Factors Influencing Personal Hygiene</p> <p>a. Age</p> <p>b. Sex</p> <p>c. Culture</p> <p>d. Environment</p> <p>e. Mobility</p> <p>f. Economic Level</p> <p>g. Nutrition</p> <p>4. Nursing Diagnoses</p> <p>a. Risk for impaired skin integrity</p> <p>b. Impaired oral mucus membrane</p> <p>c. Self-care Deficit: Bathing, grooming, dressing, Hygiene</p>	<p>Review - Bio 11 and 12 Kozier & Erb Ch. 31 Asepsis Ch. 33 Hygiene</p> <p>Mandatory Videos to be <u>seen prior to class</u> (in media center)</p> <p>-Hygiene Personal Care -Bedmaking</p> <p>Required videos (shown <u>in college lab</u>)</p> <p>-Hygiene</p> <p>Carpenito's Nursing Diagnosis Handbook, 11th Edition, 2006</p>	

UNIT VI - ASSESSMENT AND MANAGEMENT OF THE CLIENT'S HYGIENE NEEDS

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>5. Develop a plan of care to meet the client's need related to specific care of the skin, feet nails, mouth, hair, eyes, ears, and nose.</p> <p>6. Implement a plan of care related to specific care of the skin, feet, nails, mouth, hair, eyes, ears, and nose.</p> <p>7. Evaluate the plan of care</p>	<p>5. Planning</p> <ul style="list-style-type: none"> a. Hygienic Care b. Oral Hygiene c. Perineal Care d. Back Massage <p>5.1 Expected outcome</p> <p>5.2 Health promotion</p> <ul style="list-style-type: none"> a. Grooming techniques b. Skin screening <p>6.1 Independent Activities</p> <ul style="list-style-type: none"> a. Bathing b. Perineal Care c. Mobility d. Environmental <p>Considerations</p> <ul style="list-style-type: none"> 1. Privacy 2. Safety 3. Warmth <p>7. Evaluation</p> <ul style="list-style-type: none"> a. Documentation of client's outcome b. Goal attainment c. Revise the plan 		

UNIT VI - ASSESSMENT AND MANAGEMENT OF THE CLIENT'S HYGIENE NEEDS

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>1. Describe the structure and function of the integumentary system:</p> <p>2. Identify data pertinent to the development of wounds and pressure ulcers</p>	<p>1. a. Brief overview of the structure and function of the integumentary system</p> <p>b. Factors that affect skin integrity</p> <p>2.1 Definition & Classification of Wounds</p> <p>a. Presence or Absence of micro-organisms:</p> <ol style="list-style-type: none"> 1. clean 2. contaminated 3. infected <p>b. Presence or Absence of break in skin surface:</p> <ol style="list-style-type: none"> 1. contusion 2. open: <ol style="list-style-type: none"> a. abrasion b. excoriation c. penetrating d. ulcer e. puncture-wound f. incised g. laceration c. Pressure ulcers 	<p><u>Required Reading:</u> Kozier& Erb Ch. 31 Asepsis Ch. 36 Skin Integrity and Wound Care</p> <p><u>Mandatory Videos to be seen prior to class :</u></p> <ul style="list-style-type: none"> • Sterile Techniques • Applying a Hot Compress and Ice Pack 	

UNIT VI - ASSESSMENT AND MANAGEMENT OF THE CLIENT'S HYGIENE NEEDS

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>3. Identify factors that affect wound healing and complications</p> <p>4. Describe the Nursing Assessment pertinent to skin integrity pressure sites and wounds</p>	<p>3.1 Factors affecting the wound healing process:</p> <ul style="list-style-type: none"> a. Primary Intervention b. Inflammatory Phase c. Proliferative Phase d. Maturation e. Secondary Intention f. Nutrition g. Age h. Hygiene i. Mobility/Mobility Devices j. Psychosocial Influence k. Hemorrhage l. Infection m. Dehiscence n. Evisceration o. Fistulas p. Delayed Wound closure <p>4. Nursing Management: Assessment</p> <ul style="list-style-type: none"> a. Nursing History <ul style="list-style-type: none"> 1. Character of Wound drainage 2. Wound Cultures b. Physical Assessment <ul style="list-style-type: none"> 1. Cause 2. Size 3. Shape 4. Depth 5. Location c. Diagnostic/Lab tests <ul style="list-style-type: none"> 1. Wound Cultures <ul style="list-style-type: none"> a. skin b. drainage 		<p>College Laboratory # 8 Sterile Technique The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate how to don sterile gloves. 2. Open a sterile set of tray 3. Transfer sterile equipment from a common container 4. Change a dry sterile dressing <p>College Laboratory # 9: Wound Care The student will:</p> <ol style="list-style-type: none"> 1. Change a dressing when drainage is persistent 2. Discuss the use of irrigation during Wound care 3. Demonstrate application of various types of elastic bandages and their purpose 4. Discuss measures to promote safety and comfort when applying a bandage or binder 5. Apply roller bandages 6. Discuss the application of AES or TED Stockings 7. Discuss the use of binders and slings 8. Discuss the use of a heating pad and 9. Discuss the application of sitz bath 10. Discuss the application of a hot pack and compress 11. Discuss the application of a cold pack and compress

UNIT VII - ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR PHYSICAL SAFETY: SKIN INTEGRITY

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>5. Identify nursing diagnoses for a client with a wound</p> <p>6. Identify essential aspects of planning care to maintain skin integrity and promote wound healing</p> <p>7. Implement a plan of care to meet The client's need for wound care</p> <p>8. Evaluate the plan of care</p>	<p>5. Nursing Diagnoses</p> <ul style="list-style-type: none"> a. Impaired tissue integrity b. Risk for infection c. Impaired physical mobility d. Pain: acute/chronic e. Altered nutrition f. Altered tissue perfusion g. Self-esteem disturbance <p>6. Planning</p> <ul style="list-style-type: none"> a. Expected outcome criteria b. Health promotion activities <p>7. Independent Activities</p> <ul style="list-style-type: none"> a. Positioning b. Nutrition c. Preventing infection <p>7.1 Interdependent/ Collaborative Activities</p> <ul style="list-style-type: none"> a. Medications: analgesics, anti-infectives, topicals, anti-inflammatory agents, debridement agents b. Procedures/Treatments: <ul style="list-style-type: none"> 1. Dressing <ul style="list-style-type: none"> a. Dry and wet to dry dressing 2. Wound irrigations 3. Abdominal or T-Binder 4. Bandage application 5. Hot, Moist compress c. Referrals d. Discharge planning community resources <p>8. Evaluation</p> <ul style="list-style-type: none"> a. Documentation of client outcomes b. Goal attainment c. Revise the plan 	<p>Carpenito's <u>Nursing Diagnosis Handbook</u> 11th Edition, 2006</p> <p><u>Required Reading</u> Abrams CH.,64</p>	

UNIT VIII - ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR NUTRITION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>1. Describe the structure and function of the gastrointestinal system</p> <p>2. Identify factors that influence nutrition</p> <p>3. Identify standards for a healthy diet</p> <p>4. Discuss essential components and purposes of nutritional screening/assessment</p>	<p>1. Overview of the gastrointestinal system</p> <ol style="list-style-type: none"> a. Digestion b. Absorption c. Metabolism d. Elimination <p>2. Factors that affect nutrition</p> <ol style="list-style-type: none"> a. Growth & development b. Gender, ethnicity, and culture c. Personal habits/lifestyles d. Religious practices e. Medications & therapies f. Health g. Psychological factors <p>3. Governmental agencies and standards</p> <ol style="list-style-type: none"> a. U.S. Dept. of Agriculture b. Food guide pyramid c. Food and nutrition Board of National Academy of Sciences <p>4. Nursing Assessment</p> <ol style="list-style-type: none"> a. Nursing history <ol style="list-style-type: none"> 1. Dietary history 2. Health history b. Physical assessment <ol style="list-style-type: none"> 1. Physical and anthropometric measurements 2. Height/weight 3. Skinfold measurements c. Diagnostic/Lab tests <ol style="list-style-type: none"> 1. Albumin/plasma protein 2. Transferrin 3. Iron binding capacity 4. Hemoglobin 5. Hematocrit 6. Electrolytes 	<p><u>Required Readings</u> Kozier & Erb Ch. 47 Nutrition Dudek-Ch. 1,2,3,4,5,7,8,9, 13, 17 p507-573</p> <p>Mandatory Videos to be seen <u>prior to class</u> -Nutrition</p> <p>Required Video (shown in college lab.) -Nutrition</p>	<p><u>College Laboratory #10: Enteral Feedings and IV therapy</u> The student will:</p> <ol style="list-style-type: none"> 1. Discuss the assistance and equipment needed for passing a nasogastric tube 2. Explain how to prepare a patient for a tube feeding. 3. Demonstrate the correct method for determining the correct placement of the N/G tube. 4. Discuss steps taken to ensure and maintain patency of the tube. 5. Discuss ways in which to minimize regurgitation, nausea, vomiting, cramps, and diarrhea. 6. Record pertinent data relating to gavage feedings. 7. Interpret medical orders pertaining to intravenous therapy 8. Prime intravenous therapy 9. Calculate intravenous flow rate.

VIII -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR NUTRITION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>5. Identify nursing diagnoses for a client with altered nutrition</p> <p>6. Develop a plan of care to meet a client's need for nutrition</p>	<p>5. Nursing diagnoses</p> <ul style="list-style-type: none"> a. Altered nutrition: less than body requirements b. Altered nutrition: more than body requirements c. Altered oral mucous membranes d. Impaired swallowing e. Risk for aspiration f. Risk for impaired skin integrity <p>6. Planning</p> <ul style="list-style-type: none"> a. Expected outcome criteria <ul style="list-style-type: none"> 1. short term goals 2. long term goals 3. acute vs. chronic care goals b. Health promotion activities 		<p><u>Clinical Laboratory</u> The student will:</p> <ol style="list-style-type: none"> 1. Collect pertinent nutrition data. 2. Prepare the environment so that it is conducive to eating, 3. Interact appropriately with the patient during mealtime. 4. Prepare the patient for mealtime by providing hygienic measures. 5. Intervene when placement of equipment or position requires adjustment for eating. 6. Check tray by comparing foods served with menu and prescribed diet. 7. Communicate patient dietary requests to appropriate personnel. 8. Maintain an accurate intake and output record. 9. Assist patient in selecting menu for the following day, when applicable.

VIII -ASSESSMENT AND MANAGEMENT OF THE CLIENT'S NEED FOR NUTRITION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
7. Implement a plan of care to meet the client's need for nutrition	7.1 Independent Actions <ul style="list-style-type: none"> a. Health Promotion <ul style="list-style-type: none"> 1. Client education 2. Promoting normal nutrition <ul style="list-style-type: none"> a. food pyramid b. exercise b. Preventing malnutrition <ul style="list-style-type: none"> 1. Obesity 2. Less than ideal body weight c. Dietary history-24 hour recall 7.2 Interdependent/Collaborative Activities <ul style="list-style-type: none"> a. Medications: Vitamins (multi, water soluble, fat soluble), minerals, calcium, iron, potassium, sodium antiulcer: antacids, histamine 2 blockers b. Procedures/Treatments <ul style="list-style-type: none"> 1. Therapeutic diets: clear liquid, full liquid, mechanical-soft, regular, restricted (sodium, fat, calorie) 2. Enteral access: Nasogastric surgical (gastromy, jejunostomy). 3. Parenteral nutrition: central, peripheral c. Referrals/Discharge Planning/Community Resources 		
8. Evaluate the plan of care	8. Evaluation of outcome criteria <ul style="list-style-type: none"> a. Documentation of client b. Goal attainment c. Continue, revise, discontinue plan. 		

UNIT X -ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR ELIMINATION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>1. Describe the process of urination</p> <p>2. Describe the factors that influence urination</p> <p>3. Identify common causes of urinary problems</p>	<p>1.1 Overview of Anatomy & Physiology the Urinary System</p> <ol style="list-style-type: none"> a. Kidneys b. Ureters c. Bladder d. Urethra e. Act of Urination <p>2. Factors that Influence Urination</p> <ol style="list-style-type: none"> a. Growth & Development (adult, effects of aging) b. Sociocultural factors c. Psychological factors d. Fluid & Food intake e. Muscle tone f. Volume status g. Pathologic conditions h. Surgical and Diagnostic procedures i. Medication <p>3. Alterations in Urinary Elimination</p> <ol style="list-style-type: none"> a. Urinary retention b. Urinary incontinence c. Urinary frequency nocturia d. Urgency e. Dysuria f. Enuresis g. Neurogenic bladder 	<p><u>Required Reading</u> K&E: Ch. 48 -Urinary Elimination Review -BIO 11 & 12 notes & software Required Video (shown in college lab)</p> <ul style="list-style-type: none"> • Indwelling and Intermittent Catheterization 	<p><u>College Lab #11</u> The student will:</p> <ol style="list-style-type: none"> 1. Observe & handle straight, double lumen, triple lumen and Texas catheters; clean catch sets, urinary drainage bags, continuous bladder irrigation set, urinometer & spectrometer 2. Practice performing straight/retention catheterization 3. Discuss documentation 4. Discuss therapeutic purposes of enemas 5. Demonstrate correct patient positioning and use of equipment

UNIT X -ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR ELIMINATION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>4. Describe the nursing assessment of urinary function including subjective and objective data</p> <p>5. Identify nursing diagnoses for client's with alteration in urinary elimination</p> <p>6. Develop a plan of care to meet a client's need for urinary elimination</p>	<p>4. Nursing Assessment</p> <ul style="list-style-type: none"> a. Nursing History <ul style="list-style-type: none"> 1. Patterns of elimination 2. Factors affecting urination b. Physical Assessment c. Assessment of urine d. Diagnostic/Lab tests <ul style="list-style-type: none"> 1. Urinalysis; Clean Catch; 24 hr: collection 2. Specific gravity 3. Urine culture & sensitivity 4. Cystoscopy 5. Intravenous Pyelogram 6. Kidney, Ureter, Bladder X-Ray (KUB) <p>5. Nursing Diagnoses</p> <ul style="list-style-type: none"> a. Toileting, self care deficit b. Altered urinary elimination c. Functional incontinence d. Stress incontinence e. Reflex incontinence f. Total incontinence g. Urinary retention h. Risk for infection <p>6. Planning</p> <ul style="list-style-type: none"> a. Expected outcome criteria <ul style="list-style-type: none"> 1. Short term goals 2. Long term goals 3. Acute vs. Chronic care goals b. Health promotion activities c. Therapeutic interventions 	<p><u>Required Reading</u> Kozier & Erb. Ch. 34;p810-815</p>	

UNIT X -ASSESSMENT & MANAGEMENT OF THE CLIENT’S NEEDS FOR ELIMINATION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>7. Implement a plan of care to meet the client’s need for urinary elimination</p> <p>8. Evaluate the plan of care</p>	<p>7. Implementation</p> <p>7.1 Independent Activities</p> <p> a. Health promotion</p> <p>7.2 Independent/Collaborative Activities</p> <p> a. Procedure/Treatments</p> <p> 1. Catheterization: Types, indications, insertion, closed drainage system, catheter care and irrigation, preventing infections</p> <p> b. Referrals/Discharge Planning/Community Resources</p> <p>8. Evaluation of outcome criteria</p> <p> a. Documentation of client outcomes</p> <p> b. Goal attainment</p> <p> c. Continue, revise, discontinue plan</p>		

UNIT X -ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR ELIMINATION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>5. Identify nursing diagnoses for client's with alteration in bowel elimination</p> <p>6. Develop a plan of care to meet the client's need for bowel elimination</p> <p>7. Implement a plan of care to meet the client's need for bowel elimination</p>	<p>5. Nursing Diagnoses:</p> <ol style="list-style-type: none"> a. Constipation b. Perceived constipation c. Diarrhea d. Bowel incontinence e. Self-care deficit: toileting <p>6. Planning</p> <ol style="list-style-type: none"> a. Expected outcome criteria <ol style="list-style-type: none"> 1. short term goals 2. long term goals 3. acute vs. chronic care goals b. Health promotion activities c. Therapeutic interventions <p>7.1 Independent Activities</p> <ol style="list-style-type: none"> a. Health promotion <ol style="list-style-type: none"> 1. client education 2. promoting regular defecation 3. nutrition & fluids 4. exercise 5. promoting comfort -privacy, positioning <p>7.2 Interdependent/Collaborative Activities</p> <ol style="list-style-type: none"> a. Medications: cathartics, laxatives and anti-diarrheal agents b. Procedures/Treatments: Enemas – types, administration Digital removal of stool bowel training c. Referrals/Discharge Planning Community Resources 	<p><u>Required Readings:</u> Abrams: Ch. 60 Ch. 61</p>	

UNIT X -ASSESSMENT & MANAGEMENT OF THE CLIENT'S NEEDS FOR ELIMINATION

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
8. Evaluate the plan of care	8. Evaluation of outcome criteria a. Documentation of client outcomes. b. Goal attainment. c. Continue, revise, discontinue plan		

UNIT IX – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR FLUIDS, ACID/BASE BALANCE

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>1. Discuss the function, distribution, movement, and regulation of fluids and electrolytes in the body</p>	<p>1. Overview of fluid and electrolytes</p> <ol style="list-style-type: none"> a. Body fluids <ol style="list-style-type: none"> 1. extracellular 2. intracellular b. Composition <ol style="list-style-type: none"> 1. electrolyte 2. minerals 3. cells c. Movement <ol style="list-style-type: none"> 1. diffusion 2. osmosis 3. filtration 4. active transport d. Regulation <ol style="list-style-type: none"> 1. fluid intake/output 2. hormones 3. electrolyte regulation <ol style="list-style-type: none"> a. sodium b. potassium e. calcium d. magnesium e. chloride f. bicarbonate g. phosphate e. Acid-Base balance <ol style="list-style-type: none"> 1. chemical regulation 2. biological regulation 3. physiological regulation <ol style="list-style-type: none"> a.. lungs b. kidneys 1.2 Factors affecting fluid and electrolytes <ol style="list-style-type: none"> a. age b. gender & body size c. environmental temperatures d. lifestyle e. medications f. treatments 	<p>Required Reading Kozier, Erb, Berman & Snyder Chapter 52 - Fluid, Electrolyte and Acid-Base balance</p> <p>-Dudek Ch. 6, 15</p> <p>-Abrams Ch. 53; pages 910-934</p> <p><u>Computer Assisted Instruction</u> Laser Disc -Intravenous Therapy Pharmacology Electrolytes: 1. Potassium Chloride (KCl)</p> <p>Diuretics: a. Potassium Sparing 1. Spironolactone (Aldactone)</p> <p>b. Thiazides: 1. Hydrochlorothiazide (Hydrodiuril) 2. Furosemide (Lasix)</p>	

UNIT IX – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR FLUIDS, ACID/BASE BALANCE

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>2. Discuss the risk factors for and the causes and effects of fluid, electrolyte, and acid-base imbalances</p> <p>3. Describe a nursing assessment related to the client's fluid, electrolyte, and acid-base balances.</p>	<p>2.1 Fluid Imbalances</p> <ul style="list-style-type: none"> a. fluid volume deficit b. fluid volume excess c. dehydration d. over hydration <p>2.2 Electrolyte Imbalances</p> <ul style="list-style-type: none"> a. sodium b. potassium c. calcium d. magnesium e. chloride f. phosphate <p>2.3 Acid Base Imbalances</p> <ul style="list-style-type: none"> a. respiratory acidosis b. respiratory alkalosis c. metabolic acidosis d. metabolic alkalosis <p>3. Nursing assessment</p> <ul style="list-style-type: none"> a. Nursing history <ul style="list-style-type: none"> 1. fluid intake and output 2. clinical manifestations of fluid and electrolyte imbalances b. Physical Assessment <ul style="list-style-type: none"> 1. skin and mucous membranes 2. vital signs 3. daily weights c. Diagnostic /Lab tests <ul style="list-style-type: none"> 1. serum electrolytes 2. Urinalysis <ul style="list-style-type: none"> a. specific gravity b. electrolytes c. ketones d. Complete blood count (CBC) 		

UNIT IX – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR FLUIDS, ACID/BASE BALANCE

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>4. Identify nursing diagnoses for a client with altered fluid, electrolyte, and/or acid-base imbalances</p> <p>5. Develop a plan of care to meet a client’s need for fluid and electrolytes and/or acid-base imbalances</p> <p>6. Implement a plan of care to meet the client's need for fluid and electrolytes</p>	<p>4. Nursing diagnoses</p> <ol style="list-style-type: none"> a. Fluid volume, excess b. Fluid volume, deficient c. Risk for impaired gas exchange <p>5. Planning</p> <ol style="list-style-type: none"> a. Expected outcome criteria <ol style="list-style-type: none"> 1. short term goals 2. long term goals 3. acute vs. chronic care goals b. Health Promotion Activities c. Therapeutic Interventions <p>6.1 Independent Activities</p> <ol style="list-style-type: none"> a. Health promotion b. Client education c. Daily fluid intake promotion d. Maintaining elimination <p>6.2 Interdependent/Collaborative Activities</p> <ol style="list-style-type: none"> a. Medications: electrolytes, diuretics, cation-exchange resins. b. Procedures/Treatment, <ol style="list-style-type: none"> 1. Intake and output 2. Fluid restriction 3. Fluid hydration c. Peripheral infusion <ol style="list-style-type: none"> 1. Heparin lock 2. Peripheral access 3. Central venous infusion 4. Types of solution <ol style="list-style-type: none"> a. isotonic b. hypotonic c. hypertonic 5.Regulatingintravenous infusions <ol style="list-style-type: none"> a. patency b. flowrate: drop factors c. infusion pumps d. Referrals/Discharge <p>Planning/Community Resources</p>		

UNIT IX – ASSESSMENT AND MANAGEMENT OF THE CLIENT’S NEED FOR FLUIDS, ACID/BASE BALANCE

Learner Objective	Content/Lecture Discussion	Related Learner Experience	Laboratory Clinical Objectives
<p>7. Evaluate the plan of care.</p>	<p>7. Evaluation of outcome criteria a. Documentation of client outcomes b. Goal attainment c. Continue, revise, discontinue plan.</p>		