

**QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
FUNDAMENTALS OF NURSING
NUR 104 –SPRING 2009**

I. Course Description**7 credits**

This course provides an introduction to the role of the nurse in the health care system. Orem's Theory of Self-Care and Erickson's Theory of Human Development are introduced and utilized as organizing frameworks. Students also learn the concept of therapeutic self-care demands. Students develop an understanding of and ability to use the nursing process as a method for assisting clients to meet self-care needs. Students develop basic communication skills in order to promote effective relationships with clients, families and members of the health team. Students participate in Nursing Practice Laboratory and planned clinical experiences to learn nursing skills.

Corequisites: BIO 111, ENG 101, NUR 103 and PSY 101

II. Course Objectives

At the completion of the course the student will:

1. Identify Orem's self-care model when describing the physical, emotional, and social influences that affect selected individual clients, families, and groups.
2. Describe Erikson's Developmental Stages and its potential application to nursing care for clients throughout the life cycle.
3. Describe standards of ethical and legal practice when caring for selected adult clients.
4. Use basic communication skills to interact effectively with clients, their families and members of the health team.
5. Use the nursing process to assist clients in maintaining or restoring health.
6. Identify critical thinking skills used in each step of the nursing process to assist clients in maintaining or restoring health, and to provide safe client care.
7. Use basic nursing skills to promote clients' self-care agency
8. Identify own strengths and weaknesses in clinical performance through self-evaluation.
9. Utilize basic principles of teaching and learning related to activities of daily living with a diverse client population.
10. Use basic communication skills to interact effectively with clients, their families and members of the health team.
11. Identify physical, emotional, environmental, and political influences that affect universal self-care requisites throughout the life cycle.

III. Curriculum Design

Unit I: Promotion of Normalcy

Unit II: Air

Unit III: Water

Unit IV: Food

Unit V: Elimination

Unit VI: Activity/Rest

Unit VII: Maintaining a Balance between Solitude and Social Interaction

Unit VIII: Prevention of Hazards to Life Function and Well-Being

Placement: Fall/ Spring

Total Course hours: Lecture - 4 hours per week
College lab - 2 hours per week
Clinical - 8 hours per week

IV. Course Requirements

1. Adhere to Program Policies located in the Nursing Student Handbook.
2. Complete reading and audiovisual assignments.
3. Attend and participate in class, clinical and college lab experiences.
4. Complete all tests; examinations, and nursing care plans.
5. Attend and participate in pre and post clinical conferences as required.
6. Satisfactorily complete all written assignments as designated by clinical instructor(s).
7. Demonstrate satisfactory performance in critical behaviors identified in evaluation tool and competency checklist.
8. At the completion of the course, receive a minimum course grade of 73.
9. Complete ATI Testing –non-proctored and proctored tests as assigned.
10. Review information posted on the Q at least weekly.

V. Methods of Instruction

Lecture, discussion, critical thinking exercises, laboratory demonstration and practice, textbook, journal and video assignments, clinical conferences, clinical experiences, written assignments, class presentations and clinical evaluations.

VI. Methods of Evaluation

Achievement of course objectives are measured by written examinations, written assignments, laboratory testing, and clinical performance.

Criteria for grading and evaluation

Theory

- 4 Unit Examinations60%
- Comprehensive Final Examination ...40%

Clinical PerformancePass/Fail

Students **must** receive a **pass** on the clinical evaluation tool before a theory grade will be computed. See Grading, Advancement, and Dismissal Policy in the R.N. Student Handbook.

Statement of Disabilities:

Students with documented disabilities (physical, emotional, learning, and/or others) who believe that they need accommodations in this class are encouraged to contact the office for Students with Disabilities in room 246A, EXT. 4471 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

A. Make up exams

If a student fails to take an exam on the scheduled day, he/she must notify the faculty prior to the test to make arrangements for a make-up. In most cases, the make-up test will be given on the next scheduled class day. The make-up test may be multiple choice, essay, oral, short answer, or a combination of all.

B. Review of exams

Exams will be reviewed with full time faculty by appointment during their scheduled office hours. The student has two weeks from the exam date to review the exam. Exams will not be reviewed after the two-week period.

C. Clinical Performance Evaluation

Clinical performance is evaluated on a Pass-Fail basis only. A clinical evaluation form is used which is based on guidelines specifying behaviors. The student must demonstrate satisfactory performance on all critical behaviors (starred statements) on the Clinical Evaluation Form. Students must also demonstrate the ability to assume responsibility, complete all assigned work, including written assignments on time, and consult with instructor if he/she has a problem with the course.

Failure to complete and submit written assignments by the deadline will result in an unsatisfactory grade on the final evaluation. If these assignments are not then passed in by the instructor’s designated time frame, this may jeopardize your clinical evaluation and your progress through the Nursing Program.

Plagiarism- refer to QCC Student Handbook.

D. Professional Equipment Required for the Clinical Area:

Student uniform with penlight, stethoscope, sphygmomanometer, scissors, black pen, gait belt

E. Nursing Lab Return Demonstrations

Must be completed and passed by the designated deadline dates. Each student will be given three (3) attempts to pass. **Students, who do not successfully complete the Return Demonstration by the Block deadline date, will not be allowed into the clinical setting until the Return Demonstration has been passed.** Failure to pass on the third attempt will result in a clinical failure as evaluated by a clinical instructor. Regardless of a student’s achievement level on written tests and exams, failure in clinical performance and/or Nursing Lab Return Demonstration results in a course grade of “F”. The clinical performance is not transferable to the course grade. A clinical failure will result in a course failure.

F. Attendance Policy:

Refer to the Nursing Department Student Handbook and the Quinsigamond Community College Student Handbook for policies regarding attendance, snow days, and other pertinent information. All missed clinical and lab time will be made up.

G. Grading System

The college grading system will be used in computing grades.

A	=	95-100	C	=	73-76
A-	=	90-94	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	F	=	less than 61

H. Unofficial grades for unit exams, midterm and final may be posted on the Q.

Please note that official grades are issued by the Registrar.

VII. Teaching Personnel

Full time faculty

Lead Instructor:

Associate Professor Susan Johnson Room 314A; 854-7556 sjohnson@qcc.mass.edu

Professor Margaret Motyka Room 308A; 854-7455 mmotyka@qcc.mass.edu

Assistant Professor Joan Morrison Room 308A; 854- 7465 jmorrison@qcc.mass.edu

Lab Coordinator Karen Hesselberg Room 373A; 854- 2716 khesselberg@qcc.mass.edu

Adjunct faculty – as assigned

Faculty have office hours posted. We ask that you try to make appointments during these times

VIII. Assignments:

All assignments should be completed before the class or lab meets for that week.
Assignments from Math book and Medical Terminology are listed on Lab modules.
Faculty encourage the use of supplemental study tools available at the website for your text.

IX. Texts

A. Required Textbooks

1. Carpenito, Lynda Juall - Handbook of Nursing Diagnosis 11th ed. Lippincott 2006 ISBN 978-0-78-1761307
2. Curren, A. Math for Meds, 10th Ed. Delmar. ISBN 1-4018-3122-2
3. Fremgen, Bonnie; Medical Terminology, 3rd edition, Prentice Hall, 2004. ISBN 978-013-1849-105
4. Taylor, Lillis and Lemone. Fundamentals of Nursing Sixth Edition. Lippincott, Williams and Wilkins, 2007 ISBN -13: 978-0-7817-8157-2
5. Pagana, Mosby's Diagnostic and lab test reference 6th edition, Mosby, 2003. ISBN-13 978-0-323-03903-1
6. Taber, Taber's Medical Dictionary 20th edition, F.A.Davis, 2005 ISBN 0-8036-1208-7
7. Deglin, Vallerand, Davis's Drug Guide for Nurses, 11th ed., F.A.Davis Co. 2005 ISBN 0-8036-1463-5
8. ATI Testing Package
9. Fluids and Electrolytes Made Easy – Springhouse, 2002 ISBN 10-58255
10. Abrams, A. Clinical Drug Therapy. Lippincott 8th edition, 2007 ISBN 978-0-7817-6263-4

B. Recommended Textbooks

1. Nugent and Vitale, Test Success, 4th edition F. A. Davis, 2004 ISBN 978-080-36-11627
2. Potter, P, Virtual Clinical Excursions –For Fundamentals of Nursing. 6th ed, Mosby, 2006

Subject to change without notice

**TOPICAL OUTLINE
OREM'S SELF-CARE REQUISITES**

UNIT**CONTENT**

Unit I	<p>Promotion of Normalcy</p> <p>A. Introduction to Nursing - Orientation to Nursing 104 – Theory and Clinical lab</p> <p>B. Nursing as an Interpersonal Process</p> <ol style="list-style-type: none"> 1. Communication Techniques 2. Physical Assessment 3. Nursing Process 4. Documentation 5. Sexuality 6. Principles of Teaching and Learning 7. Stress and Adaptation
Unit II	<p>Air</p> <p>A. Nursing Process: Oxygenation</p> <p>B. Circulation</p> <p>C. Vital Signs</p>
Unit III	<p>Water</p> <p>A. Nursing process: Principles of Fluid and Electrolytes/Acid-Base Balance</p>
Unit IV	<p>Food</p> <p>A. Nursing Process: Principles of Nutrition</p>
Unit V	<p>Elimination</p> <p>A. Nursing Process: Urinary Elimination</p> <p>B. Bowel Elimination</p> <p>C. Skin Integrity/ Wound Care</p>
Unit VI	<p>Activity/Rest</p> <p>A. Nursing process: Mobility</p> <p>B. Sleep/Rest</p>
Unit VII	<p>Maintaining a Balance between Solitude and Social Interaction</p> <p>A. Nursing Process: Introduction to Aging</p> <p>B. Loss and grief</p>

Prevention of Hazards to Life Function and Well-Being

- A. Nursing process: Administration of Medications
- B. Complimentary and Alternative Therapies
- C. Sensory Perception
- D. Safety
- E. Pain Management
- F. Inflammatory Process/Infection

Unit I: Fundamental principles promoting normalcy

NURSING PROCESS

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Describe skills and attitudes of a critical thinker.
2. Discuss the relationship between critical thinking, nursing process and decision making.
3. Describe the steps of the nursing process.
4. Identify major activities occurring within each step of the nursing process.
5. Explain how standards of care and preprinted care plans can be individualized in creating a comprehensive care plan.

CONTENT	LEARNING ACTIVITY	EVALUATION
The Nursing Process Assessment of the individual's self care demands throughout the life cycle. Subjective and Objective data Patterns of data/inferences . Identification of Nursing Diagnosis. Formulation of plan of care/outcome criteria. Implementation of plan of care. Methods of Assisting/Nursing interventions. Evaluation/replanning.	Lecture/discussion Assigned readings Video Case study Clinical assessment tool Nursing Care plans	Unit exam Nursing Care Plan Clinical Evaluation Tool

ASSESSMENT

B. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to health assessment.
2. Identify components of a nursing health history.
3. Compare nursing health assessment with medical models of assessment.
4. Identify purposes of physical examination.
5. Explain the significance of selected physical findings.
6. Identify expected outcomes of health assessment.
7. Identify the steps in selected examination procedures.
8. Consider the impact of age, cultural beliefs and practices when performing assessment.

CONTENT	LEARNING ACTIVITY	EVALUATION
History taking Physical assessment Diagnostic tests Health promotion	Lecture/discussion Assigned readings Assigned videos Computer- assisted learning activities Lab practice Clinical Assessment tool	Unit exam Nursing Care Plan Clinical Evaluation tool Skills Performance

COMMUNICATION

C. Learning Objectives: At the conclusion of this unit, the student will:

1. Discuss nursing theory related to caring.
2. Describe factors influencing the communication process.
3. Describe the four phases of the helping relationship
4. Discuss how nurses use communication skills in each phase of the nursing process.
5. List therapeutic communication techniques and barriers to communication.

CONTENT	LEARNING ACTIVITY	EVALUATION
Interpersonal Communication. Types of Communication Factors influencing the communication process. Development of communication. Factors influencing language development. Stimulating language development. Effective nurse-client relationship. Interview Techniques. Techniques of communication. Therapeutic approaches. Non-therapeutic approaches (blocks).	Lecture/discussion Assigned readings Process Recording Clinical Assessment Tool Nursing notes End-of-shift reporting	Unit exam Process Recording Clinical Evaluation Tool

TEACHING AND LEARNING

D. Learning Objectives: At the conclusion of this unit, the student will:

1. Describe the three domains of learning.
2. Identify factors that affect learning.
3. Identify nursing diagnoses, outcomes, and interventions that reflect the learning needs of clients.
4. List the essential aspects of a teaching plan.
5. Discuss guidelines for effective teaching.
6. Discuss strategies to use when teaching clients of different cultures.
7. Identify methods to evaluate learning.

CONTENT	LEARNING ACTIVITY	EVALUATION
Teaching/Learning Learning Theories Factors Barriers to Learning Nursing Management for Client Teaching Documenting Recording and reporting	Assigned readings Lecture/Discussion Client assessment	Unit Exam Nursing Care Plans Clinical Evaluation tool

DOCUMENTATION

E. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify and discuss guidelines for effective recording that meets legal and ethical standards.
2. Review abbreviations and symbols commonly used in charting.
3. Describe the nurse’s role in reporting, conferring, and making referrals.
4. Compare and contrast different documentation methods.
5. Identify essential guidelines for reporting client data.

CONTENT	LEARNING ACTIVITY	EVALUATION
Ethical and Legal Considerations Purposes of Client Records Documentation Systems Documenting Systems Documenting Nursing Activities Long Term Care Documentation General Guidelines for Documentation Guidelines Change of Shift Reporting	Assigned readings Lecture/Discussion Nursing notes Flow sheets	Unit Exam Nursing Care Plans Clinical Evaluation tool

STRESS AND ADAPTATION

F. Learning Objectives: At the conclusion of this unit, the student will:

1. Describe the three stages of Selye’s general adaptation syndrome.
2. Identify physiologic and psychologic responses to stress.
3. Discuss effects of stress upon client’s self-care requisites.
4. Utilize the nursing process in caring for clients experiencing stress.
5. Consider how clients’ nutritional needs may be impacted by stress.
6. Utilize principles of effective therapeutic communication in all client/ staff encounters.
7. Apply cultural care concepts to the care of clients experiencing stress.
8. Discuss concept of “burnout” in the nursing profession.

CONTENT	LEARNING ACTIVITY	EVALUATION
Stress and anxiety Stress adaptation and maintenance of homeostasis. Physiological responses. Psychological responses. Effects of stress. Cultural variations Nursing actions to promote stress reduction. Self-care/preventing “burnout”	Lecture/discussion Assigned readings Client assessment	Unit exam

SEXUALITY

G. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify aspects of sexual health.
2. Discuss factors affecting sexual health.
3. Discuss effect of normal aging on sexuality.
4. Use the nursing process in caring for clients with potential altered sexual patterns.
5. Identify common causes for sexual dysfunction.
6. Use principles of effective verbal and non-verbal communication when dealing with matters of sexuality.
7. Consider cultural variations in meeting sexual needs.
8. Apply principles of teaching and learning in helping to address sexual needs.
9. Discuss health promotion and maintenance practices as they relate to sexual activity.

CONTENT	LEARNING ACTIVITY	EVALUATION
Sexuality Assessment -physiological changes throughout the life span. -factors affecting sexual health Sexual behavior patterns. Preventative health measures. -Breast self examination. -Testicular self examination. - Safer sex	Lecture/discussion Assigned readings Client assessment Nursing Care plan	Unit exam

Unit II: Air

OXYGENATION & CIRCULATION

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to oxygenation and circulation.
2. Explain the role and function of the respiratory system in transporting oxygen and carbon dioxide to and from body tissues.
3. Discuss normal changes of aging as it pertains to respiratory and cardiac function.
4. Identify common manifestations of impaired respiratory function.
5. Explain the use of therapeutic measures such as artificial airways, oxygen therapy, inhalation therapy, pharyngeal suction to promote respiratory function.
6. Utilize the nursing process in the care of the client with altered oxygenation or circulation.
7. Describe diagnostic tests related to respiratory and cardiac function.
8. Discuss common medications used in the treatment of the client with alterations in respiratory or cardiac function.
9. Describe nursing responsibilities regarding nutritional requirements of the client with altered respiratory or circulatory function.
10. Discuss health promotion and maintenance practices as they relate to the client’s respiratory or cardiac function
11. Identify teaching/ learning needs to promote adequate oxygenation and circulation
12. Explain nursing considerations related to cultural needs of the client with altered respiratory or cardiac function.
13. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Air/Oxygen Principles of oxygenation Physical and psychological assessment of alterations in the cardiovascular and respiratory system throughout the life cycle. Skills used to Assess: <ul style="list-style-type: none"> • skin • respirations • pulse • blood pressure • body temperature Interventions used to meet the oxygen requisites of the client.	Assigned readings Lecture/Discussion Clinical Assessment Tool	Unit Exam Skills Performance Nursing Care Plan

VITAL SIGNS

B. Learning Objectives: At the conclusion of this unit the student will:

1. Identify key terms and medical terminology related to vital signs.
2. Describe factors affecting vital signs.
3. Consider developmental stage when assessing and evaluating vital signs.
4. Discuss characteristics of a normal temperature, pulse, respirations, and blood pressure.
5. Describe deviations in temperature, pulse, respiration and blood pressure.
6. Demonstrate accuracy with assessment of body temperature, pulse, respirations and blood pressure.
7. Discuss rationale for using different pulse sites.
8. Explain the difference between systolic and diastolic blood pressure.
9. Describe use of pulse oximetry monitor
10. Demonstrate assessing for postural hypotension

CONTENT	LEARNING ACTIVITY	EVALUATION
Temperature, pulse, respiration, and blood pressure assessment of normal and deviations Techniques used in vital signs Factors that influence vital signs Pulse Oximetry	Assigned readings Lecture & Discussion Assigned Videos/ DVDs Practice Vital Signs in Nursing Laboratory Critical Thinking Exercises Clinical Experience Focus: Vital Signs on Assigned Clients	Unit Exam Skills Performance Client assessment tool Nursing Care Plan

Unit III: Water

FLUID and ELECTROLYTE and ACID-BASE BALANCE

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to fluid, electrolytes and acid-base balance.
2. Discuss how fluids and electrolytes are distributed through the body.
3. Differentiate between osmosis, diffusion, filtration, and active transport.
4. Describe the roles body systems such as endocrine, skin, respiratory, kidneys and heart play in regulating the body fluid composition and volume.
5. Describe the roles the lungs, kidneys and chemical buffers in maintaining acid-base balance
6. Describe diagnostic tests related to the client with fluid, electrolyte or acid-base imbalance.
7. Discuss normal changes of aging as they pertain to fluid and electrolyte and acid-base balance.
8. Utilize the nursing process in the care of clients with the following conditions:
 - fluid volume excess and fluid volume deficit
 - hypo and hypernatremia, hypo and hyperkalemia, hypo and hypercalcemia, hypo and hypermagnesemia
 - metabolic alkalosis and metabolic acidosis
 - respiratory alkalosis and respiratory acidosis
9. Discuss health promotion and maintenance practices as they relate to the client with fluid, electrolyte or acid-base imbalance.
10. Describe nursing responsibilities regarding nutritional requirements of the client with fluid, electrolyte or acid-base imbalance.
11. Identify teaching / learning needs of the client with clients with above diagnoses.
12. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Fluid and Electrolytes throughout the Life span. -Functions of body water. -Body fluid compartments and distribution. -Constituents of body fluids. -Measurements of electrolytes. -Normal mechanisms of fluid balance. -Controls for maintaining fluid and electrolyte balance. Nursing interventions Acid-base –normal values, interpretation of abnormal values, concept of compensation	Assigned readings Lecture/ Discussion Assigned videos Intake and output recording Client teaching Clinical Assessment Tool Critical Thinking Exercises	Unit Exam Client assessment tool Nursing care plan Clinical Evaluation tool

Unit IV: Food

- A. Learning Objectives: At the conclusion of this unit, the student will:
1. Identify essential nutrients and dietary sources of each.
 2. Identify factors influencing nutrition.
 3. Utilize the nursing process in all clients to help meet nutritional needs.
 4. Identify developmental nutritional considerations.
 5. Describe diagnostic tests related to nutritional assessment
 6. Discuss health promotion and maintenance practices in helping clients meet nutritional goals.
 7. Explain nursing considerations related to cultural needs of the client with altered nutrition.
 8. Define three different types of enteral feedings and the purpose(s) of each.
 9. Identify teaching/learning needs of the client with altered nutrition, including enteral feeding.
 10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Nutrition and Food using the food pyramid Principles related to nutrition throughout the life cycle. Assessment tools Nutrients. Cultural and religious influences on nutrition. Types of diets. Enteral feeding	Assigned readings Lecture/discussion Reading Guides DVDs Client teaching Client feeding Clinical Assessment Tool Case study –Enteral Feeding Gastric tubes-lab practice	Unit exam Clinical assessment tool and Nursing care plan Clinical Performance evaluation Practice oral feeding in lab Enteral feeding –Skills performance

Unit V: Elimination

URINARY ELIMINATION

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to urinary elimination.
2. Review physiology of urinary elimination
3. Identify factors that influence urinary elimination, including developmental considerations.
4. Identify common causes of selected urinary problems
5. Describe diagnostic tests related to urinary elimination.
6. Utilize the nursing process to meet clients' urinary elimination needs.
7. Discuss health promotion and maintenance practices as they relate to clients with altered urinary elimination.
8. Identify teaching/learning needs to promote normal elimination.
9. Explain nursing considerations related to cultural needs of the client with altered elimination.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Basic principles of urinary elimination. Assessment of urinary elimination throughout the life cycle. Factors affecting elimination Characteristics of normal urine Interventions to maintain and promote urinary elimination. -nursing care -medication -hygienic measures -health maintenance Urinary tract infections Specimen collection	Assigned readings Lecture/discussion Monitor I and O Clinical Assessment tool	Unit exam Clinical Performance evaluation Skills Performance – Catheterization Specimen collection Nursing Care Plan

BOWEL ELIMINATION

B. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to bowel elimination
2. Review physiology of defecation
3. Identify factors that influence fecal elimination and patterns of defecation, including developmental considerations.
4. Identify common causes of altered fecal elimination.
5. Describe diagnostic tests related to bowel elimination.
6. Use the nursing process in clients with altered bowel elimination
7. Compare medications used in the treatment of common bowel elimination problems.
8. Describe nursing responsibilities regarding nutritional requirements of the client with altered bowel elimination.
9. Discuss health promotion and maintenance practices as they relate to bowel elimination.
10. Identify teaching./learning needs in maintaining normal bowel function.
11. Explain nursing considerations related to cultural needs of the client with altered bowel elimination.
12. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Basic Principles of Bowel Elimination. Assessment of Bowel Elimination. -physical -psychological - social and cultural factors Interventions to Promote and Maintain Bowel Elimination. -nursing care -medication -nutrition -health maintenance Pharmacologic Agents used for Bowel Elimination Ostomy Care	Assigned readings Lecture/Discussion Monitoring Client Patterns of Elimination Practice Testing Stool for Occult Blood Care of Client with an Ostomy Clinical Assessment tool	Unit Exam Nursing assessment tool Skills Performance – Enemas Nursing care plan Clinical Performance tool

SKIN INTEGRITY/ WOUND CARE

C. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to skin and wounds.
2. Describe factors affecting skin integrity, including normal changes of aging.
3. Utilize the nursing process in the care of the client with risk for or actual altered skin integrity
4. Describe the four stages of pressure ulcer formation
5. Compare pharmacologic agents used in the treatment of the client with altered skin integrity.
6. Describe nursing responsibilities regarding nutritional requirements of the client with altered skin integrity.
7. Discuss health promotion and maintenance practices as they relate to maintaining skin integrity and promoting wound healing.
8. Identify teaching/ learning needs of the client with altered skin integrity/ wound healing.
9. Explain nursing considerations related to cultural needs of the client with altered skin integrity.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Skin Integrity - Basic Principles related to: Inflammatory Process.</p> <p>Risk factors for altered skin integrity</p> <p>Types of Wounds Classification of Wounds Types of Wounds</p> <p>Surgical and Medical Asepsis Definition and Application</p> <p>Pressure Ulcers Stages of Pressure Ulcers Assessment of Wounds Assessing Wound Drainage Stages of Wound Healing</p> <p>Care of Clients with Impaired Skin/Tissue Integrity. Nutritional needs for healthy skin Local application of heat/cold.</p> <p>Pharmacological agents affecting: -skin/tissue integrity. -antiseptics. -disinfectants. -antibacterials.</p>	<p>Assigned reading DVDs Lecture/Discussion</p> <p>Assigned Computer-assisted learning activities</p> <p>Video: Nosocomial infections</p> <p>Braden/Norton Skin Assessment Tools</p> <p>Clinical Assessment tool Critical Thinking Exercises</p>	<p>Unit Exam</p> <p>Skills Performance – Wound care, Bandaging</p> <p>Nursing Care Plan</p> <p>Clinical performance tool</p>

Unit VI: Activity and Rest

ACTIVITY

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to activity and immobility.
2. Explain the benefits of exercise and the effects of immobility on body systems.
3. Utilize the nursing process in the care of the client with activity, exercise and mobility problems
4. Discuss normal changes of aging as they pertain to activity and exercise.
4. Describe nursing responsibilities regarding nutritional requirements for activity and for the immobilized client.
5. Discuss health promotion and maintenance practices as they relate to activity and rest.
6. Identify teaching/ learning needs in promoting adequate activity
7. Explain nursing considerations related to cultural needs of the client with activity, exercise and mobility problems.
8. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Balance between Activity and Rest Types of exercise Impact of normal aging Physiological and psychosocial effects of immobility. Skills used to promote mobility/comfort.	Assigned readings Clinical Assessment tool Nursing Care plans Diagnostic tests	Unit exam Skills Performance – Transferring, Positioning, Range-of-motion Exercises Nursing care plan Clinical Performance evaluation

SLEEP AND REST

B. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to sleep and rest.
2. Explain the functions and physiology of sleep, including the characteristics of NREM and REM sleep.
3. Utilize the nursing process in the care of the client with alteration in sleep and rest.
4. Compare pharmacotherapeutics used in the client with sleep disturbance.
5. Discuss normal changes of aging as they pertain to sleep patterns.
6. Discuss health promotion and maintenance practices as they relate to sleep and rest
7. Identify teaching/ learning needs of the client with altered sleep patterns.
8. Explain nursing considerations related to cultural needs of the client with sleep and rest disturbances.
9. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Factors affecting sleep Assessment of rest and sleep. -characteristics -nature of sleep -relaxation Interventions to maintain and promote rest and sleep. Stages of Sleep Sleep Cycle Sleep Deprivation Circadian Rhythm Alterations in Sleep Patterns Pharmacological Interventions	Assigned readings Lecture/Discussion Clinical Assessment tool Nursing Care plans	Unit Exam Nursing Care Plans

Balance Between Solitude and Social Isolation

INTRODUCTION TO AGING

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to aging and common disorders, including, but not limited to Alzheimer’s disease and dementia.
2. Explain the physiology of normal aging.
3. Utilize the nursing process in the care of the aging client.
4. Consider the various effects of polypharmacy in the aging population.
5. Describe nursing responsibilities regarding nutritional requirements of the aging client.
6. Discuss health promotion and maintenance practices as they relate to the aging population.
7. Identify teaching/ learning needs when planning care for the elderly.
8. Explain nursing considerations related to cultural needs of the elderly client.
9. Discuss commonly occurring conditions impacting the health of the elderly.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Introduction to aging Myths & stereotypes of aging. Theories on aging. Adaptations to the aging process physical, psychosocial. Stressors that place the aging client at risk. Promoting wellness and self care in the healthy aging client. Community resources for the aged. The nursing process related to client adaptation to life changes. Alzheimer’s disease/dementia Polypharmacy	Assigned readings Videos Quiz – Myths about Aging Develop age-specific nursing care plans using Erikson’s theory of development Clinical Assessment tool	Unit exam Nursing Care Plan Clinical Performance tool

GRIEF AND LOSS

B. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to grief and loss.
2. Utilize the nursing process in the care of the dying client , families or caregivers of dying clients.
3. Consider developmental needs of clients with terminal illness.
4. List the clinical signs of impending and actual death.
5. .Describe nursing responsibilities regarding nutrition and fluids for the dying client.
6. Identify teaching/learning needs of the dying client and their caregivers.
7. Explain nursing considerations related to cultural needs of clients experiencing grief and loss.
8. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Stages of grief Types of loss and grief Common theories Physical symptoms of grief Signs of impending death Definitions of death Advanced directives, health care proxy	Assigned readings Explore personal values/feelings about death/dying	Unit exam

Unit VIII: Prevention of Hazards to Life Function and Well Being

SAFETY AND ALTERED SENSORY PERCEPTION

A. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to safety and sensory perception.
2. Explain the physiology of sensory-perceptual function.
3. Utilize the nursing process in caring for clients with impaired sensory function or risk for injury.
4. Consider the effects of medications on safety and sensory perception.
5. Discuss normal changes of aging as they pertain to common potential hazards .
6. Describe nursing responsibilities regarding nutritional requirements of the client experiencing sensory disturbances or risk for injury.
7. Discuss health promotion and maintenance practices as they relate to the client with sensory disturbances or risk for injury.
8. Identify teaching/ learning needs of the client with risk for injury.
9. Explain nursing considerations related to cultural needs of the client with altered sensory perception or risk for injury
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Safety Sensory-Perceptual Assessment /risk factors -physiological changes in reception and perception -sensory alterations, overload, deficits -lifestyle, medications, illness Diagnosis/planning Implementation -promoting healthy sensory function -managing acute sensory deficit -sensory aids -the confused client - use of restraints	Assigned readings Lecture/Discussion Mini-mental status test Evaluate effects of various environments on client sensory system and safety Clinical Assessment tool Critical Thinking Exercises	Unit Exam Skills lab -Safe transfers Nursing care plans Clinical Performance tool

MEDICATION ADMINISTRATION

B. Learning Objectives: At the conclusion of this unit, the student will:

1. Define key terms and medical terminology related to the administration of medications.
2. Identify factors , including normal changes of aging, affecting medication action.
3. Discuss physiology of pharmacodynamics.
4. Identify information essential to safe drug administration.
5. Utilize the nursing process in administering medications safely.
6. Describe common diagnostic tests used to monitor medication safety and effectiveness.
7. Describe nursing responsibilities regarding nutritional considerations and drug/food interactions with medication administration.
8. Discuss health promotion and maintenance practices as they relate to medication administration.
9. Use principles of teaching and learning to enhance client knowledge and compliance.
10. Explain nursing considerations related to cultural needs when administering medications.
11. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Administration of Medications Legal aspects of medication administration Essential information necessary for drug administration. -drug standards and legislation. -drug classification. -basic drug calculation. -psychological implications. -physiological factors and individual variables. Types of medication orders Teaching the client Controlled Substances Medication in Older Adult Routes of Medications Safety factors in administration of medication – 6 Rights. Drug/food interactions Reporting errors	Assigned readings DVDs Lecture/Discussion Videos, Computer-Assisted Learning Activities Diagnostic tests Clinical Assessment tool	Unit Exam Dosage Calculation Problems Skills Performance – Medication administration Nursing care plans Clinical performance tool

COMPLEMENTARY AND ALTERNATIVE THERAPIES

C. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to complementary and alternative therapies.
2. Explain the physiology of commonly used complementary and alternative therapies
3. Discuss normal changes of aging as they pertain to the client using alternative therapies.
4. Discuss health promotion and maintenance practices as they relate to complementary and alternative therapies.
5. Identify teaching/learning needs when clients are using alternate therapies.
6. Explain nursing considerations related to cultural needs of the client seeking complementary or alternate therapy.
7. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Definitions of complementary and alternative therapies Herbals Nutrition Acupuncture Concept of holism Selected strategies commonly used for healing	Assigned readings Lecture/discussion Clinical Assessment tool Use accepted strategies in client care	Unit exam Nursing care plans Clinical Performance tool

PAIN MANAGEMENT

D. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to pain and pain management.
2. Explain the physiology of pain, including types and categories of pain.
3. Utilize the nursing process in caring for clients with pain.
4. Compare pharmacologic and non-pharmacologic approaches to pain management
5. Discuss normal changes of aging as they pertain to the client experiencing pain.
6. Describe nursing responsibilities regarding nutritional requirements of the client experiencing pain
7. Discuss health promotion and maintenance practices as they relate to the client with pain.
8. Identify teaching/learning needs of the client with pain.
9. Explain nursing considerations related to cultural needs of the client with pain.
10. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Types of Pain: Acute/Chronic Categories of Pain: Origin of Nature of Pain Concepts Associated with Pain Physiology of Pain Barriers to effective pain control Assessment of Nursing Diagnosis Pain Management Non-Pharmacological Pharmacological Evaluation of effective interventions	Assigned readings Lecture/Discussion Pain assessment –the fifth vital sign Clinical Assessment tool	Unit Exam Nursing Care Plan Clinical Performance tool

INFLAMMATORY PROCESS/INFECTION

E. Learning Objectives: At the conclusion of this unit, the student will:

1. Identify key terms and medical terminology related to inflammation and infection.
2. Explain the physiology of the inflammatory process.
3. Differentiate between colonization, infection and disease.
4. Utilize the nursing process in caring for patients experiencing inflammation and/or infection.
5. Describe diagnostic tests used in diagnosing infections.
6. Compare pharmacotherapeutics used in the treatment of infection.
7. Discuss normal changes of aging as they relate to the inflammatory response and infection.
8. Describe nursing responsibilities regarding nutritional requirements of the client with an infection.
9. Discuss health promotion and maintenance practices as they relate to the client with infection or at risk for infection.
10. Identify teaching/learning needs of the client with infection or at risk for infection.
11. Explain nursing considerations related to cultural needs of the client with an infection.
12. Use verbal and non-verbal therapeutic communication techniques when collaborating with all members of the health care team.

CONTENT	LEARNING ACTIVITY	EVALUATION
Types of infections Factors contributing to nosocomial infections Links in the chain of infection Body defenses against infection Factors affecting susceptibility to infection Types of precautions Inflammatory Process Active and passive immunity Pharmacologic agents used in treatment of infections	Assigned readings Video-Nosocomial infections Isolation techniques/equipment Clinical Assessment tool Diagnostic and lab tests	Unit exams Lab Practice and Skills Performance–medical asepsis, handwashing, sterile technique, gloving Nursing Care Plan Clinical Performance tool