

QUINSIGAMOND COMMUNITY COLLEGE

PRACTICAL NURSING PROGRAM

PNP 101

PRACTICAL NURSING I – SEMESTER I

COURSE OUTLINE

CLASS OF 2009

I. COURSE DESCRIPTION

PNP 101 Practical Nursing I

10 credits

This course examines contemporary basic nursing practice and the role of the practical nurse. Students study nursing theory and techniques of fundamental nursing skills concurrently in classroom, laboratory, and long-term and rehabilitation clinical practice settings. The course emphasizes health assessment, health maintenance, and adaptation to illness with the older adult. Nursing process is introduced as the framework for meeting the client's identified self-care needs. Students acquire a level of competency in basic skills.

Prerequisite: Acceptance to the PNP Program.

Corequisites: BIO 140.

II. LEVEL ONE OBJECTIVES

At the completion of the first semester in the Practical Nurse program the student will:

1. Discuss the nursing process in providing basic care to a culturally diverse, older population, with self-care deficits.
2. Collect data from assigned clients.
3. Select nursing diagnosis applicable to assigned client.
4. Identify resources within the structured health care setting to assist with self-care needs of older adults.
5. List plan of care for meeting universal needs of assigned clients.
6. Demonstrate competency in the performance of fundamental nursing care skills.
7. Evaluate care given based on standardized nursing care plans.
8. Applies principles of safety in caring for assigned clients.
9. Outline communication skills.
10. Record assessment data with guidance.
11. Describe principles of verbal and non-verbal communications.
12. Describe critical thinking skills applicable to nursing.
13. Employ principles of teaching to assist an assigned client in resolving selected knowledge deficits.
14. Define the role & responsibilities of health team members.
15. Outline the role expectations of practical nursing.
16. Identify content of NAPNES Code of Ethics.

III. COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Describe the major historical developments influencing the practice of nursing.
2. Discuss the steps of critical thinking as applied to older adult clients with self-care needs.
3. Discuss the components of the nursing process.
4. Describe information relevant to each component of the nursing process.
5. Identify subjective and objective data applicable to selected nursing diagnosis.
6. Identify various nursing theorists and their relationship to nursing's domain.
7. Describe communication steps necessary to establish a therapeutic relationship.
8. Discuss the impact of culture, religion, and ethical beliefs on meeting health care needs.
9. Discuss legal and ethical responsibilities within the role of practical nursing.
10. Describe the purpose and process for initial and continued licensure.
11. Discuss scientific principles of fundamental nursing care skills.
12. Utilize selected basic nursing skills in the management of client care.
13. Demonstrate principles of safe nursing practice.

14. Demonstrate accurate recording of assessment data.
15. Employ principles of basic nutrition to assess the older adult's nutritional status.
16. Demonstrate principles of teaching to assist older adult clients in resolving selected knowledge deficits.
17. Demonstrate principles of drug administration.
18. Discuss the normal, expected changes that occur with aging.

IV. CURRICULUM DESIGN

Practical Nursing I is designed to allow the student to acquire basic nursing skills. The curriculum will progress from simple to complex and will build a foundation for all succeeding nursing courses. Elements of the nursing process are incorporated as the following modules are presented.

- I. Exploring Contemporary Nursing
- II. Therapeutic Communication
- III. Basic Care Skills
- IV. Nursing Skills for Health Assessment
- V. Medication Administration
- VI. Health Maintenance
- VII. Nursing Skills for Health Restoration
- VIII. Nursing Skills for Homeostasis/Adaptation
- IX. Nursing Skills for Surgical and Terminally Ill Clients
- X. Nursing Skills related to Oxygenation and Airway Management

Placement: Semester I

Course Hours:	Theoretical	75
	Nursing Laboratory	90
	Clinical Experience	<u>135</u>
	TOTAL	300 hours

The curriculum threads are concepts that appear throughout the curriculum. Each thread develops in complexity from the first semester courses through succeeding courses. The curriculum threads are:

- | | |
|------------------------|---|
| 1. Communication | 6. Nursing Process |
| 2. Critical Thinking | 7. Nutrition |
| 3. Cultural Diversity | 8. Pharmacodynamics |
| 4. Health Education | 9. Safety |
| 5. Nursing Care Skills | 10. Standards of Practice and Trends
in HealthCare |

V. METHODS OF INSTRUCTION

Lecture/Discussion
 ATI
 Critical thinking exercises
 Laboratory demonstration and practice
 Overheads/Powerpoint Presentations
 Videos
 Clinical experiences
 Clinical evaluation
 Written assignments

VI. METHOD OF EVALUATION

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

Criteria for Grading and Evaluation

Module Exams	80%
Final Exam	<u>20%</u>
Total	100%

Clinical Performance: Pass (Satisfactory)/Fail See Evaluation Tool

*Clinical (Nursing Laboratory) Practicum – Students must pass laboratory practicum by the end of Semester I in order to advance to Semester II

VII. TEACHING PERSONNEL

Day Program

Marjorie Gessner-Matlock, MSN, RNC, APRN-BC	Room 373A	508-854-7401	mguessnermatlock@qcc.mass.edu
Margaret A. Yoder, RN, BS, MHA	Room 333A	508-854-7477	myoder@qcc.mass.edu
Linda McInerny, RN, BS, MBA	Room 300A	508-854-7555	lmcinerny@qcc.mass.edu
Maureen Ricotta, RN, MSN	Room 308A		mricotta@qcc.mass.edu
Junea Hutchins, RN, MSN	Room 364A	508-854-2740	jhutchin@qcc.mass.edu
Coleen Carelli, RN, BSN		508-853-2300	ccarelli@qcc.mass.edu
Pamela Guillotte, RN, BSN		508-853-2300	pguillotte@qcc.mass.edu

Evening Program Intercare/Radius

Pat Creelman RN, MSN, CNE	Room 333A	508-853-2735	pcreelma@qcc.mass.edu
Kathy Rozanski, RN, MSN	Room 349A	508-854-2743	krozansk@qcc.mass.edu
Deborah Woodward, RN, BSN		508-853-2300	debwood215@aol.com
Susan Mugford, RN, BSN		508-853-2300	
Margaret Motyka RN, MSN	Room 308A	508-853-2300	elusivsage@aol.com

VIII. BIBLIOGRAPHY

Required Texts

- Kurzen, C. R. (2005). *Contemporary Practical/Vocational Nursing*. Philadelphia: Lippincott, Williams & Wilkins.
- A.T.I. Testing Materials
- Collins, E. C. (2006). *A Short Course in Medical Terminology*, Philadelphia: Lippincott, Williams & Wilkins.
- Deglin, V. & Vallerand, A. H. (2009). *Davis' Drug Guide for Nurses*, (11th Ed.) Philadelphia: F.A. Davis
- Doenges, M., Moorhouse, M. & Murr, A. C. (2006). *Nurse's Pocket Guide: Nursing Diagnosis with Intervention*, (11th ed.), Philadelphia: F.A. Davis.
- Nugent, P. M. & Vitale, B. A.(2004). *Test Success*, (5th ed). Philadelphia: F.A. Davis.
- Taber's Cyclopedia Medical Dictionarv*, (20th ed). (2005). Philadelphia: F.A. Davis.
- Timby, B.K. & Smith, N. E. (2009). *Fundamental Nursing Skills and Concepts*, (9th ed). Philadelphia: Lippincott, Williams & Wilkins.
- Timby, B.K. & Smith, N. E. (2009). *Study Guide for Timby's Fundamental Nursing Skills and Concepts*, (9th ed) Philadelphia: Lippincott, Williams & Wilkins.
- Timby, B. (2007). *Introductory Medical Surgical Nursing*, (9th ed). Philadelphia: Lippincott, Williams & Wilkins.
- Timby, B. (2007). *Study Guide to Accompany Introductory Medical Surgical Nursing*, (9th ed). Philadelphia: Lippincott, Williams & Wilkins.

Reference Texts:

Day Students Math Book

Curren, A. (2007). *Dimensional Analysis for Meds*, (3rd ed). New York: Thompson Delmar.

Intercare/Radius Students Math Book

Curren, A. (2005) *Math for Meds Dosages and Solutions* (9th ed.) New York: Thompson Delmar.

Roach, S. S. & Ford, S. M. (2008). *Introductory Clinical Pharmacology*, (8th ed). Philadelphia: Lippincott, Williams, & Wilkins.

Roach, S. S. & Ford, S. M. (2008). *Study Guide to Accompany Introductory Clinical Pharmacology*, (8th ed). Philadelphia: Lippincott, Williams, & Wilkins.

LPN Notes – Nurse's Clinical Pocket Guide, (2007). Philadelphia: F.A. Davis.

MODULE I: EXPLORING CONTEMPORARY NURSING

A. Theoretical Foundations

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Discuss nursing as it has evolved through the centuries.
3. Describe the contributions of Florence Nightingale to the development of modern nursing.
4. Trace the development of practical nursing from the late 1800's to the present.
5. Discuss factors influencing the health/illness continuum.
6. Describe three sources of health care services.
7. Describe the term nursing theory.
8. Identify three nursing theorists on which the Practical Nursing Program is based.
9. Discuss the basic needs theory of Virginia Henderson.
10. Describe Orem's Self-Care Theory.
11. Identify three carative factors of Jean Watson.
12. Describe Maslow's Hierarchy of Needs.
13. Identify client problems and needs related to religious/spiritual beliefs.

THREADS - #1, #3, #4, #6, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
History of Nursing Major Contributions Key terms Nursing Theorists Health and Illness Health Care Services Religious/Spiritual influences on health	Timby: Chapter 1, 4 Kurzen: Chapter 6, 7 Films Lecture/Discussion	Examination

B. CRITICAL THINKING/TEST TAKING

Learning objectives: At the conclusion of this module the student will:

1. Define critical thinking.
2. Discuss the differences between thinking and critical thinking.
3. Identify four levels of thinking processes.
4. Explain the application of critical thinking in nursing.
5. Describe five factors that influence critical thinking.
6. List five practical strategies that can enhance critical thinking.
7. List three study strategies for test taking.
8. List three methods for decreasing physiological test taking stress.
9. Describe the components of a multiple choice question.

MODULE I: continued

B. continued:

Threads: #1, #2, #5, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Thinking: Styles of thinking Critical Thinking: Definitions and examples. Characteristics or attitudes of critical thinkers. Positive and Negative Factors influencing critical thinking. Strategies to develop critical thinking. Critical thinking in the promotion of unique nursing skills. Test Taking Skills Key terms	Lecture/discussion Handouts Self-Evaluation exercise Kurzen: Chapter 1 Nugent & Vitale: Chapter 2 Chapter 7 Sample multiple choice test questions	Examination

C. LEGALLY AND ETHICALLY RESPONSIBLE NURSING PRACTICE

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Discuss the relationship between the nurse practice acts and the State Board of Registration in Nursing.
3. Discuss the NAPNES Code of Ethics.
4. Explain personal responsibility as it relates to ethical behavior.
5. Discuss student participation in Practical Nurse Program.
6. List four functions of the Board of Nursing Registration.
7. Describe HIPPA regulations

THREADS - #1, #2, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Nursing practice and the law Key terms Nursing and Ethics Responsibility and Accountability HIPPA Regulations Student Organizations Criminal laws Civil laws	Timby, Chapter 3, pp 35-37 and 44-49 29-35 Lecture/Discussion Handouts Critical thinking exercises Kurzen, Chapter 10 and 11	Examination

MODULE II: THERAPEUTIC COMMUNICATIONS

A. NURSING PROCESS

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Define the nursing process.
3. List steps of nursing process.
4. Differentiate between a nursing diagnosis and a medical diagnosis.
5. Describe how critical thinking relates to the use of the nursing process.

THREADS - #1, #2, #6

CONTENT	LEARNING ACTIVITY	EVALUATION
Nursing process Definition five steps of process Key terms Nursing diagnosis/medical diagnosis	Timby – chapter 2 Lecture/discussion	Examination

B. COMMUNICATION

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. List five principles that underlie a therapeutic nurse-client relationship.
3. Differentiate between task related touch from affective touch.
4. Differentiate between verbal and non-verbal communication.
5. Differentiate between communication and therapeutic communication.
6. Identify therapeutic and non-therapeutic communication techniques.
7. Identify factors related to communication with culturally diverse clients and co-workers.
8. Explain why an understanding of cultural and ethnic influences is important for nurses.
9. Give examples of cultural and ethnic characteristics that may influence individual or family health care practice.
10. Describe methods of providing effective care to clients whose age, lifestyle or values are significantly different from your own.

THREADS: #1, #2, #3, #6

CONTENT	LEARNING ACTIVITY	EVALUATION
Nurse-Client relationship Key terms Therapeutic Communication Communication strategies Definition of culture Characteristics of various subcultures living in the United States	Timby – Chapters 6 & 7 Lecture/Discussion Clinical Experience Focus: Apply principles of communication Critical thinking exercises	Examination

THERAPEUTIC COMMUNICATIONS continued

C. CLIENT TEACHING

Learning objective: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Describe three learning styles.
3. Discuss three age-related categories of learners.
4. Discuss at least three characteristics that are unique to older adult learners.
5. Identify four factors that are assessed before teaching clients.

THREADS - #1, #2, #3, #4, #6, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Patient teaching Learning styles Assessment for teaching Key terms	Timby – Chapter 8 Lecture – discussion Skill 8-1 (Teaching Adult Patient) Critical thinking exercises: Role play Clinical experience focus: Principles of teaching to assigned client with self-care needs.	Examination Clinical Care Guide Clinical Performance Conference participation

D. RECORDING AND REPORTING

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Identify the uses for medical records.
3. List components of a client's medical record.
4. List guidelines that apply to charting.
5. Discuss the importance of using approved abbreviations when charting.
6. Identify information important in a change-of-shift report.
7. List four aspects of documentation that are required in the medical record of all clients cared for in acute care setting.
8. Discuss three different types of documentation i.e., Soap, Pie, Narrative.

Threads: #1, #2, #4, #5, #6, #7, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Medical records. Methods of charting. Documenting information. Key terms	Timby: Chapter 9 Lecture/discussion Skills 9-1 Practice writing nurse's notes. Demonstration of charting used in area hospitals. Critical thinking exercises. Clinical experience focus: Documentation i.e. flow sheets, nutrition sheet, nurse's note.	Examination Clinical Care Guide Clinical Performance Conference participation

MODULE III – BASIC CARE SKILLS

A. CONTROL OF MICROBES

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced in each chapter.
2. Explain the importance of medical asepsis.
3. Identify the most common routes by which microorganisms can be transmitted.
4. Identify at least three principles of medical asepsis.
5. Demonstrate correct implementation of aseptic practices, including handwashing, donning and removing disposable gloves.
6. Discuss the responsibilities of the nurse in environmental management i.e., noise, odor, temperature ventilation, and light.
7. Describe four ways that the client's environment is modified to promote comfort.
8. Demonstrate making an unoccupied and occupied bed.
9. Demonstrate proper handling of soiled materials- i.e., linen, bedpan and gloves.
10. Define infection control practices.
11. Explain two techniques for infection control.
12. Describe the rationale for using airborne, droplet, and contact precautions.
13. Discuss one characteristic of older adults in relation to infectious diseases.

THREADS #1, #2, #4, #5, #6, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Medical asepsis Transmission of Microorganisms Standard precautions OSHA regulations Infection control measures Environmental management Bedmaking Key terms Personal protective equipment	Timby – Chapter 10 pgs 134-144 Skill 10-1; Chapter 18 pgs 388-390 Skill 18-1,2; Chapter 22 Skill 22-1. Lecture/Discussion Handwashing Donning and removing unsterile gloves, protective equipment Bedmaking & client unit Clinical Experience focus: demonstrate safe infection control practices Video: Handwashing Critical thinking exercises	Examination Demonstrate competency with handwashing, donning and removal of disposable gloves, removing PPE. Demonstrate ability to make an occupied and unoccupied bed

MODULE III – BASIC CARE SKILLS continued

B. SAFETY

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms.
2. Discuss the benefits and risks for using physical and chemical restraints.
3. Name five injuries that are caused by environmental hazards.
4. Discuss why older adults are prone to falling.
5. Identify the OBRA Legislation addressing restraints.
6. Demonstrate the safe application of a physical restraint.
7. Describe JCAHO’s standard for managing a fire (RACE).
8. Identify two methods for reducing latex sensitivity.
9. Discuss the importance of utilizing Material Safety Data Sheets (MSDS).
10. Describe methods effective in preventing falls in the older adult.

Threads: #1, #2, #4, #5, #9 & #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Restraints Fire Safety MSDS Environmental Hazards Fall Prevention	Timby: Ch. 19 Skill 19-1 Handouts Lecture/Discussion Practice applying restraints	Examination Demonstrate safe application of restraints

C. HYGIENE

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced in each chapter.
2. List components of client's personal hygiene.
3. Describe variations in the appearance of skin, nail and mucus membranes of light-skinned and dark-skinned clients.
4. List four reasons for bathing a client.
5. List three modifications of bathing that occur in various health agencies.
6. Describe steps in:
 - a. Oral hygiene/denture care
 - b. Shampooing
 - c. Shaving
 - d. Perineal care
7. Demonstrate correct bathing techniques including back rub, bed pan and urinal placement, shampooing and shaving.
8. Demonstrate two nursing measures that promote relaxation.
9. Discuss at least three techniques for promoting sleep.
10. Discuss types of hearing and visual aid devices.
11. Discuss safety precautions used during personal hygiene.
12. Identify the chief hazard in providing oral hygiene for unconscious clients.
13. Discuss assessments and goals applicable to the nursing diagnosis Self-Care Deficit.
14. Describe three modifications utilized in bathing older adults.

THREADS - #1, #2, #3, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Hygiene Types of baths Skin assessment Safety precautions Bed pan and urinal Key terms Nursing Diagnosis Relaxation Techniques Medical Terminology	Timby: Chapter 17 Skill 17-1, 17-5; Chapter 18-Skill 18-3 pp. 398-399; Chapter 30 pp. 707-709 Skill 30-1 Collins, E. Chapter 5 Lecture/Discussion Clinical experience focus: Practice bed baths, back rubs, shampooing, shaving, bed pan and urinal use/removal Critical thinking exercises	Examination Demonstrate techniques for baths, back rubs, oral hygiene, bed shampoo, shaving, and providing bed pan and urinal Critical Care Guide Clinical Performance Conference Participation

D. BODY MECHANICS/TRANSFER/POSITIONING

Learning objectives: At the conclusion of this module, the student will:

1. Identify characteristics of good posture in a standing, sitting or lying position.
2. Demonstrate proper uses of gait belt.
3. List four nursing guidelines and rationale for using good body mechanics.
4. Demonstrate good body mechanics
5. Discuss guidelines that apply to transferring clients
6. Demonstrate correct alignment for clients in supine, low fowlers, side lying positions.
7. Demonstrate safe techniques in lifting/moving clients –i.e. wheelchair transfers, hoier lifts.
8. Discuss three examples of ambulatory aids.
9. List three characteristics of appropriately fitted crutches.
10. Discuss age-related changes that affect older adults' gait and ambulation.

THREADS - #1, #2, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Principles of body mechanics Positioning/Transferring clients Key terms Assistive Devices: Walker; cane; crutch; splint; brace; gait belt; Medical Terminology	Timby, Chapter 23 Skill 23-1 & 2; Chapter 26 Skill 26-1, 2 Collins, E. Chapter 6 Lecture/discussion Video: Body Mechanics Transfer Clinical experience focus: Demonstrate bending, lifting, turning, using proper body mechanics, transferring Practice using gait belt Critical thinking exercises	Examination Demonstrate lifting and moving clients Demonstrate transfers from bed-chair, bed-wheelchair, hoier lift Demonstrate positioning clients

MODULE III – BASIC CARE SKILLS continued

E. VITAL SIGNS

Learning objectives: At the conclusion of this module the student will:

1. Identify key terms referenced with each chapter.
2. Describe factors affecting body temperature.
3. List four temperature assessment sites.
4. Name three types of clinical thermometers.
5. Discuss characteristics of a normal temperature, pulse, respirations, and blood pressure.
6. Describe deviations in temperature, pulse, respiration and blood pressure.
7. Demonstrate accuracy with assessment of body temperature, pulse, respirations and blood pressure.
8. Discuss rationale for using different pulse sites.
9. Demonstrate obtaining an apical pulse.
10. Name four terms used to describe abnormal breathing.
11. Explain the difference between systolic and diastolic blood pressure.
12. Name three pieces of equipment that are used for assessing blood pressure.
13. Describe use of pulse oximetry monitor
14. Demonstrate assessing for postural hypotension.

THREADS- #1, #2, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Temperature, pulse, respiration, and blood pressure assessment normal and deviations	Timby, Chapter 12 Skill 12-1, 2, 3, 4, 5, 6 Timby, Chapter 21-Skill 21-1 only Collins, E. Chapter 8, 9	Examination
Factors that influence vital signs	Lecture/discussion Video: T.P.R.-B/P	Demonstrate accuracy with vital signs T.P.R. & B/P
Key terms	Practice vital signs in nursing laboratory	Pulse oximetry
Pulse oximetry	Practice using and reading pulse oximeter	
Medical Terminology	Critical thinking exercises Clinical experience focus: Practice vital signs on assigned clients	

MODULE III - BASIC CARE SKILLS - continued

F. THERAPEUTIC EXERCISE

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Discuss active and passive exercise.
3. Demonstrate technique in performing passive exercises on the older adult.
4. Describe four reasons for performing range of motion exercises.
5. Discuss safety precautions in performing range of motion exercises on the older adult.
6. Demonstrate the following related joint positions:
 - Flexion
 - Extension
 - Hyperextension
 - Abduction
 - Adduction
 - Rotation
 - External rotation
 - Internal rotation
 - Circumduction
 - Pronation
 - Supination
 - Plantar flexion
 - Dorsiflexion
7. Discuss two suggestions for helping older adults become more physically active.

THREADS #1, #2, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Therapeutic exercises	Timby, Chapter 24 Skill 24-1, 2 Collins, E. Chapter 7	Examination
Key terms	Lecture/discussion Video: ROM	Demonstrate active/passive ROM
Medical Terminology	Practice active/passive ROM Practice joint positions Clinical experience focus: Perform active/passive exercises on selected clients.	Demonstrate joint positions Clinical Care Guide Clinical Performance Conference Participation

MODULE IV – NURSING SKILLS FOR HEALTH ASSESSMENT

A. PHYSICAL ASSESSMENT

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. List four purposes for a physical assessment
3. Name four assessment techniques.
4. Identify at least five assessments that can be obtained during the initial survey of clients.
5. List equipment needed for a basic physical assessment.
6. Describe five nursing guidelines for performing a mental status examination.
7. Identify two self-assessments that nurses should teach clients.
8. Explain criteria for estimating pitting edema.
9. Demonstrate correct technique in assessing bowel function, breath sounds, height, weight, CSM's and neuro vital signs.
10. Discuss assessments of patients with highly pigmented skin.
11. Explain the difference between a head- to- toe approach to physical assessment and body system approach.

THREADS - #1, #2, #3, #4, #5, #6, #7, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Physical assessment Mental assessment Key terms Transcultural perspectives in nursing assessment and nursing care Head to Toe assessment vs. Systems assessment Medical Terminology	Timby: Chapter 13 Skill 13-1 Collins, E. Chapter 16, 17, 18 Lecture and discussion Role play client interview-mental assessment Practice listening to breath sounds, bowel sounds, measuring height and weight. Video – Breath Sounds Video – Cultural Assessment Critical thinking exercises Clinical experience focus: Assessment of physical and mental status of assigned clients	Examination Demonstrate procedure for performing a head to toe assessment Demonstrate proper procedure for obtaining vital signs Demonstrate competency in using a glucometer. Demonstrate client interview Clinical Care Guide Clinical Performance Conference participation Describe results of cultural assessment

B. PHYSICAL EXAMINATION - SPECIAL TESTS

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced in each chapter.
2. List six general nursing responsibilities when assisting with special examinations and tests.
3. Name five positions that are commonly used during tests or examinations.
4. Discuss at least three factors that must be considered when examinations and tests are performed on older adults.
5. Define a glucometer.
6. Discuss two nursing considerations regarding the measurement of blood glucose.
7. Explain the procedure for measuring blood glucose using a glucometer.
8. Demonstrate correct technique for measuring blood glucose with a glucometer.

THREADS - #1, #2, #3, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Examinations Special Tests Key terms Glucometer Medical Terminology	Timby: Chapter 14 Skill 14-3 Collins, E. Chapter 12 Lecture-discussion Demonstration of equipment used in physical examinations Critical thinking exercises Clinical practice focus: observe four positions used in physical examinations and special tests	Examination Demonstrate positioning of clients in: <ol style="list-style-type: none"> 1. Sims 2. Dorsal recumbent 3. Lithotomy 4. Horizontal recumbent Clinical Care Guide Clinical Performance Conference Participation

MODULE V – MEDICATION ADMINISTRATION

MEDICATION ADMINISTRATION

A. Oral Medications

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Apply consistently the five rights of drug administration when giving medications to clients.
3. Employ teaching skills to enhance client knowledge and compliance.
4. Identify ways in which the security of "controlled" substances are maintained.
5. Describe three actions that are appropriate if a medication error occurs.
6. Identify at least five areas of concern when administering medications to older adults.
7. Demonstrate accurate calculation of drug dosage.
8. Describe the oral route of drug administration.
9. Discuss ways in which oral medication can be administered to clients with impaired swallowing ability.
10. Identify at least five nursing guidelines for preparing medications for enteral tube administration.

THREADS - #1, #2, #3, #4, #5, #6, #7, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Five rights Teaching client Controlled substances Medication in Older Adult Routes of Oral Medications Nursing Diagnosis Enteral Medication	Timby: Chapter 32 Skill 32-1 Lecture/discussion Supervised practice of: Reading medication orders Recording telephone orders Oral medication administration Enteral medication administration Recording medications on a medication administration record Clinical experience focus: Review medication orders for assigned clients Administer medications to assigned client applying proper protocol.	Examination Demonstrate competency in administering oral and enteral medication Demonstrate correct method of documentation Clinical Care Guide Clinical Performance Conference participation

B. Topical and Inhalant Medications

1. Identify key terms referenced with each chapter.
2. Explain how topical medications are administered.
3. Identify at least five common routes of Topical Medication Administration.
4. Discuss at least two principles that are followed when applying a skin patch.
5. Demonstrate how to prepare and apply Nitroglycerin paste.
6. Discuss at least three key points to stress when teaching clients about eye medication administration.
7. Explain how the administration of ear medications differs for adults compared to young children.
8. Describe the technique for administration of nasal medications.
9. State the difference between a sublingual and buccal administration.
10. Discuss at least two key points to stress when teaching clients about vaginal medication administration.
11. Name two types of inhalers and describe the manner in which each is used to administer medication.
12. Discuss at least five key points to cover when teaching clients how to utilize inhalers.
13. Identify five areas of concern when assisting older adults with topical and inhalant medications.

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Topical medication administration Injection Transdermal medication Eye/Ear/Nasal medication administration Sublingual/Buccal medication administration Vaginal medication administration Inhalers – types, techniques for use, key teaching points for clients Areas of concern when assisting older adults with topical and inhalant medications	Timby: Chapter 33 Skill 33-1, 2 Lecture/discussion Dosage calculations Observation and practice of topical medication administration Practice recording of drug administration Observation of appropriate inhaler use techniques Clinical experience focus: Review topical and inhalant medication orders for assigned clients Administer medications to assigned clients applying proper protocol	Examination Demonstrate application of topical medication. Demonstrate proper documentation. Demonstrate teaching technique of inhalers. Clinical care guide Clinical performance Conference participation

C. Parenteral Medications

1. Define the parenteral route of medication administration.
2. Describe the parts of the syringe.
3. Explain how syringes and needles are sized and calibrated.
4. List five factors to consider when selecting a syringe and needle.
5. Discuss the difference among vials, ampules, and prefilled syringes.
6. Demonstrate the ability to safely and aseptically withdraw medication from a vial and an ampule.
7. Demonstrate the drug reconstitution process.
8. Describe an essential step that must be taken before combining two medications in a single syringe.
9. Describe common injection sites, equipment and injection technique for intradermal injections, subcutaneous & intramuscular.
10. Describe three common sites for subcutaneous injections.
11. Demonstrate the ability to prepare both a single and a mixed dose of insulin utilizing an insulin syringe.
12. Describe two techniques for preventing bruising when administering heparin subcutaneously.
13. Name five intramuscular sites and their general anatomic locations.
14. Describe the Z-track technique.
15. Discuss methods to reduce the pain of injections.
16. Identify ways in which needlestick injuries can be prevented.
17. Identify at least five areas of concern to consider when administering parenteral medications to older adults.

THREADS - #1, #2, #4, #5, #6, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
<p>Key terms Syringes and needles-parts calibrations, gauges, lengths, and usage (factors to consider) Obtaining medication from vials/ampules Reconstituting medication Injection Sites – Intradermal, subcutaneous, intramuscular Insulin – single and mixed doses Heparin – sites, equipment and injection techniques Z-track indications and techniques Areas of concern when administering medications to older adults Safety Precautions</p>	<p>Timby: Chapter 34 Skill 34-1, 2, 3 Lecture/discussion Practice withdrawing solution from vial and ampule. Practice obtaining a single and mixed dose of insulin. Practice angle of intradermal, subcutaneous and intramuscular injections. Practice site locations – intradermal, subcutaneous and intramuscular injections. Practice safe disposal of used parenteral equipment. Clinical experience focus: review medication orders for assigned clients. Administer medications to assigned clients applying proper protocol.</p>	<p>Examination Demonstrate competency in inserting and withdrawing from vial, ampule, insulin, heparin Demonstrate location of sites Demonstrate safe disposal of needles. Clinical Care Guide Clinical Performance Clinical Participation</p>

MODULE VI – HEALTH MAINTENANCE

A. NUTRITION/INTAKE AND OUTPUT

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced in chapter.
2. Discuss five factors that influence the older adults’ eating habits.
3. Describe how eating patterns are affected by cultural, economic, emotional and social variables.
4. Identify six physical assessments used in assessing the nutritional status of the older adult.
5. Discuss nursing techniques needed to safely feed the client with dysphagia, visual impairment and/or dementia.
6. Describe the term intake and output.
7. Demonstrate skills associated with the application of principles of measuring for recording intake and output.

THREADS - #1, #2, #3, #4, #5, #6, #7, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Eating habits Assessment of nutritional status Nursing interventions Feeding the client Calculating I & O Key terms Nursing Diagnosis Medical Terminology	Timby: Chapter 14 pgs 244-254 Skill 14-1,2 Chapter 15 pages 260-266 Skill 15-1 Collins, E. Chapter 11 Lecture and discussion Role play Selected feeding situation Practice measuring liquids in cc’s and oz Practice calculating an 8° I&O and a 24° I&O Critical thinking exercises Clinical Experience Focus: Assessing client’s I&O and nutritional status.	Examination questions Demonstrate measuring intake in cc/oz. Demonstrate measuring output from a catheter. Demonstrate totaling an 8° I&O and a 24° I&O Post conference: Discuss nutritional and fluid status of assigned client.

B. FEEDING TUBES

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced in each chapter.
2. Define enteral nutrition.
3. Identify the types of feeding tubes and the advantages and disadvantages of each.
4. Explain the purpose of assessing gastric residual.
5. Describe three techniques for checking stomach placement of feeding tubes.
6. Explain three nursing guidelines necessary in caring for the client with tube feeding.
7. Explain four nursing interventions for clearing an obstructed feeding tube.
8. Discuss assessments and goals applicable to the nursing diagnosis High Risk for Aspiration and Impaired Swallowing.
9. Develop a teaching plan for clients who will be receiving tube feedings in the home.
10. Demonstrate checking placement, residual and administering tube feeding.

B. FEEDING TUBES continued

THREADS- #1, #2, #4, #5, #6, #7, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Feeding tubes – types of N/G tubes and peg tubes Key terms Preintubation assessment data Guidelines for managing a tube feeding Nursing Diagnosis	Timby: Chapter 29 Skill 29-2, 3, 4 Lecture and discussion Demonstration of types of feeding tubes Practice checking placement, residual and administering tube feeding Applicable nursing diagnosis Critical thinking exercises Clinical experience focus: Identify assessment data to evaluate nutritional status of clients receiving enteral feeding	Examination Demonstrate checking placement, residual and administering tube feeding Post conference: Describe assessment data in evaluating enteral feeding nutrition Clinical Care Guide Clinical Performance Conference Participation

C. PROMOTION OF PHYSICAL ACTIVITY/PREVENTION OF COMPLICATIONS

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Discuss methods to enhance physical activity for the older adult.
3. Describe four stages of pressure ulcer development.
4. Identify five techniques for preventing pressure ulcers.
5. Discuss products used in the treatment of pressure ulcers.
6. Describe three complications of immobility.
7. Discuss why older adults are prone to falling.
8. Describe the dangers of inactivity as it relates to body systems.

Threads: #1, 2, 4, 5, 6, 7, 9, 10

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Nursing Diagnosis Stages of Pressure Ulcers Complications of Immobility	Handouts Timby: Chapter 28 pps 650-652 Chapter 23 page 480 Table 23-1 Lecture/Discussion Clinical experience focus: Skin assessment/prevention of pressure ulcers Critical thinking exercises	Examination Clinical care guide Clinical performance Conference participation

MODULE VII: SKILLS FOR HEALTH RESTORATION

A. SURGICAL ASEPSIS - WOUND CARE

Learning objectives: At the end of this module, the student will:

1. Identify key terms referenced with each chapter
2. Differentiate between medical and surgical asepsis.
3. Identify at least ten principles of surgical asepsis.
4. Explain the meaning of the term "wound".
5. Discuss the purpose of the inflammatory response.
6. Name five signs and symptoms associated with the inflammatory response.
7. List three types of wounds.
8. Explain first, second, and third intention healing.
9. Explain the purpose of open and closed drains.
10. Describe nursing interventions to promote wound healing and prevent complications.
11. Discuss a care plan utilizing the nursing diagnosis Risk for Infection/Pain.
12. Demonstrate skills associated with the application of the principles of surgical aseptic technique.
13. Explain the rationale for keeping wounds moist.
14. Discuss three terms used to describe wound drainage.
15. Describe the technique used for irrigating a wound.

THREADS - #1, #2, #4, #5, #6, #7, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Principles of surgical asepsis Types of wounds Wound healing Assessing wounds Dressing used to assist with wound management Debridement Key terms Description of wound drainage	Timby: Chapter 10, pages 144-147 Skill 10-3,4; Chapter 28, pages 638-644 Skill 28-1, 2 Lecture/discussion Demonstration and practice donning sterile gloves, sterile field, opening sterile gauze, dressing a wound, applying a wet to dry dressing, cleansing wound, irrigating a wound Clinical experience focus: Focused on management of wounds and applicable nursing diagnoses. Critical thinking exercises	Examination Demonstrate competency in donning sterile gloves, opening sterile field, cleansing a wound, applying a sterile dressing and applying a wet to dry dressing. Clinical Care Guide Clinical Performance Conference participation

MODULE VII: SKILLS FOR HEALTH RESTORATION continued

B. HEAT AND COLD AND IRRIGATIONS

Learning objectives: At the end of this module, the student will:

1. Identify key terms referenced with each chapter.
2. List two therapeutic uses for heat.
3. List three reasons for the application of cold.
4. Describe two safety precautions associated with heat and cold applications.
5. Identify five methods for providing heat of cold applications.
6. Apply heat and cold applications safely.
7. Discuss special precautions used in applying heat/cold to the older adult.
8. Describe the irrigation of three body structures.

THREADS - #1, #2, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Principles of heat and cold Applications Therapeutic uses Methods of heat and cold applications Safety considerations Key terms Eye, ear, vaginal irrigation	Timby: Chapter 28 pages 644-650 Skill 28-3 Lecture/discussion Practice preparing a warm pack, hydrocollator pack, ice pack, sitz bath Clinical experience focus: Discussion on safety considerations of clients receiving heat and cold applications.	Examination Demonstrate applying warm pack, hydrocollator pack, ice pack, sitz bath Clinical Care Guide Clinical Performance Conference participation

C. BANDAGES AND BINDERS

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Describe the differences between a bandage and a binder.
3. Identify three purposes for bandage and binder use.
4. Name one type of binder.
5. Explain the principles used in roller bandage applications.
6. Apply bandages and binders safely and effectively.

THREADS - #1, #2, #4, #5, #6, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Definition and purpose of: binders, bandages Types of binders Types of bandages Application of binders and bandages Key terms	Timby: Chapter 28 pages 644-646 Lecture/discussion Practice applying 2 types of binders, ace wrap, stump dressing. Clinical experience focus: Application of bandages and binders.	Examination Demonstrate 2 types of binders, ace wrap, stump dressing Clinical care guide Clinical performance Conference participation

MODULE VII: SKILLS FOR HEALTH RESTORATION continued

D. URINARY ELIMINATION

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Identify three factors that affect urinary elimination.
3. List four physical characteristics of urine.
4. Explain how to collect urine for urinalysis, culture and sensitivity and 24 hour urine test.
5. List six abnormal urinary elimination patterns.
6. Describe nursing responsibilities in assisting clients with urinary elimination.
7. Name three types of urinary catheters.
8. Describe two principles that apply to using a closed draining system.
9. Describe the reasons for catheter care in the nursing management of patients with retention catheters.
10. Discuss the purpose for irrigating a catheter.
11. Identify three ways in which a catheter is irrigated.
12. Explain the meaning of a urinary diversion.
13. Describe two incontinence aids that may promote older adult's self-esteem and decrease their social isolation.
14. Demonstrate insertion of either a straight or indwelling catheter into a male and/or a female client.

THREADS: #1, #2, #4, #5, #6, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Physiology of urinary elimination Factors affecting voiding Alterations in urination Management of incontinence Specimen collection Catheterization Key terms Medical Terminology	Timby: Chapter 30 Skill 30-2, 3, 4, 5 Collins, E. Chapter 14 Lecture/discussion Practice collecting urine specimen from closed system Practice application of a drainage condom Practice insertion of a straight catheter, indwelling catheter both male and female Practice bladder irrigation Clinical experience focus: Urinary elimination and applicable nursing diagnoses Critical thinking exercises	Examination Demonstrate ability to collect a urine specimen from a closed system, apply a drainage condom, insert catheter into a male/female Irrigate catheter Clinical Care Guide Clinical Performance Conference Participation

MODULE VII - NURSING SKILLS FOR HEALTH RESTORATION - continued

E. BOWEL ELIMINATION

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Identify factors that influence fecal elimination and patterns of defecation.
3. List six characteristics of constipation.
4. Name four types of constipation.
5. Identify the type of constipation whose treatment is within the scope of nursing practice.
6. Name two categories of enema administration.
7. List three common solutions for administering a cleansing enema.
8. Explain the purpose of an oil retention enema.
9. Demonstrate the steps for testing stool for occult blood.
10. Discuss assessments and interventions applicable to the nursing diagnosis Constipation/Diarrhea.
11. Demonstrate administration of a large volume enema.
12. Describe nursing measures related to ostomy care.

THREADS - #1, #2, #4, #5, #6, #7, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Bowel elimination Assessing bowel elimination Promoting bowel elimination Types of enemas and solutions Key terms Ostomy Care	Timby: Chapter 31 Skill 31-1, 2, 3, 4, 5 Lecture/discussion Practice testing stool for blood Practice giving and removing bed pan Practice administration of small volume (Fleet) and large volume enemas Clinical experience focus: Assessment of client's bowel elimination pattern Critical thinking exercises	Examination Demonstrate testing stool for occult blood Demonstrate giving and removing a bed pan Demonstrating giving a small volume and a large volume enema Clinical Care Guide Clinical Participation Conference Participation

MODULE VIII – NURSING SKILLS FOR HOMEOSTASIS/ADAPTATION

A. BODY FLUID MANAGEMENT

Learning objectives: At the end of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Identify the causes, signs and symptoms and treatment of fluid imbalances
3. Discuss the nursing management of clients with fluid imbalance.
4. Demonstrate accuracy with calculating infusions using macro/micro tubing.
5. Discuss two purposes for inserting a medication lock.
6. Describe techniques utilized to maintain patency of intravenous lines.
7. Discuss two purposes for using a volume-control set.
8. List three types of infusion techniques.
9. Explain steps for discontinuing an intravenous infusion.
10. Describe assessments, goals, and nursing interventions applicable to the nursing diagnosis Fluid Volume Excess and Fluid Volume Deficit.
11. Discuss assessments needed before and after IV medication administration to older adults.
12. List at least three situations for which the intravenous route is preferred.
13. Name two ways intravenous medications are administered.

THREADS - #1, #2, #4, #5, #6, #8, #9,

CONTENT	LEARNING ACTIVITY	EVALUATION
Body fluid compartments and balance Body fluid imbalances Methods of restoring fluid volume Peripheral intravenous therapy Key terms Peripheral Intravenous medications Volume-control sets Intravenous medication and older adult	Timby: Chapter 16 Skill 16-2, 4, 5, 6 Chapter 35 (pp.752-755) Skill 35.1, 2, 3 Timby, Introductory Medical-Surgical Nsg Chapter 18 and 19 Lecture/discussion Demonstration of IV equipment Practice regulating IV drip rates, spiking IV bags, identifying types of solutions Clinical experience: Focus on assessing the client receiving IV fluid. Critical thinking exercises Clinical experience focus: Assessment of assigned client for fluid imbalance	Examination Demonstrate regulating IV drip rates, spiking time, taping IV solutions Demonstrate identification of IV solutions Clinical Care Guide Clinical Performance Conference participation

MODULE VIII continued:

B. ELECTROLYTE AND ACID/BASE IMBALANCE MANAGEMENT

Learning objectives: At the end of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Identify the causes, signs and symptoms and treatment of electrolyte-acid/base imbalance.
3. Discuss the nursing management of clients with electrolyte-acid/base imbalance.
4. Describe the major functions of the major electrolytes, sodium, potassium, calcium and magnesium.
5. Identify the causes, signs, symptoms, treatment and nursing management of the major electrolyte imbalance.
6. Discuss five types of blood products.
7. Describe three nursing responsibilities for blood administration.
8. Explain five signs and symptoms of transfusion reactions.
9. Explain the concept of parenteral nutrition.
10. Discuss two types of catheters used in parenteral nutrition.
11. Discuss eight nursing guidelines for administering parenteral nutrition.
12. Describe assessments, goals, and nursing interventions applicable to the nursing diagnosis Fluid Volume Excess and Fluid Volume Deficit.

THREADS - #1, #2, #4, #5, #6, #8, #9

CONTENT	LEARNING ACTIVITY	EVALUATION
Electrolyte imbalance Acid base balance Acid base imbalance Blood transfusions Total Parenteral nutrition Key terms Central venous catheters Intravenous medication and older adult	Timby: Chapter 16 Skill 16-8 Chapter 35 (pp. 755-761) Timby, Introductory Medical-Surgical Nsg Chapter 18 & 19 Lecture/discussion Demonstration of central line equipment Clinical experience: Focus on assessing the client receiving IV fluid. Critical thinking exercises Clinical experience focus: Assessment of assigned client for fluid & electrolyte imbalance	Examination Demonstrate regulating IV drip rates, spiking time, taping IV solutions Demonstrate identification of IV solutions Clinical Care Guide Clinical Performance Conference participation

MODULE IX NURSING SKILLS FOR SURGICAL AND TERMINALLY ILL CLIENTS

A. SURGICAL CLIENT

Learning objectives: At the conclusion of this module, the student will:

1. Describe subjective and objective data used in the assessment of the perioperative client.
2. Describe preparation for surgery.
3. Discuss assessments, goals, and interventions for perioperative clients with the following nursing diagnoses:
 - Knowledge deficit
 - Fear
 - Fluid volume excess
 - Altered nutrition (related to nausea)
 - Pain
4. Identify the three phases of perioperative nursing
5. Describe nursing interventions for common postoperative client needs i.e. nasogastric tube.
6. Explain signs and symptoms of common postoperative complications.
7. Explain the nursing considerations for a client receiving pharmacotherapeutics used in pain management.
8. Discuss the nursing implications of nutritional requirements specific to the health needs of the client having surgery.
9. Determine health teaching needs of clients during the perioperative phases.
10. Explain five pain management techniques commonly used.
11. Explain three commonly used pain assessment methods.
12. Develop criteria for evaluating effectiveness of care.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

CONTENT	LEARNING ACTIVITY	EVALUATION
Key terms Diagnostic tests Pathophysiology Therapeutic interventions Risk factors Complications Nursing process: Assessment Diagnoses Planning/Goals Intervention Evaluation Medical Terminology	Timby Chapter 27 Skill 27-1 & 3 Chapter 20 Skill 20-1 Lecture & Discussion Timby, Introductory Medical-Surgical Nsg Chapters 21, 25 Collins, E. Chapter 13 Davis NCLEX-PN Critical thinking exercises Clinical objective: Selected clinical experience to provide care for assigned client focusing on assessment of perioperative implications.	Examination Clinical care guide Nursing Care Plan Clinical performance Clinical conference participation Discuss assessment findings.

MODULE IX B- CARE OF THE TERMINALLY ILL CLIENT

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Discuss the five stages of dying.
3. Identify five nursing implications when providing terminal care.
4. Discuss organ donation.
5. Define the philosophy of hospice care.
6. Name three components of post mortem care.

CONTENT	LEARNING ACTIVITY	EVALUATION
Stages of Dying Key Terms Nursing Implications Organ Donation Hospice Post Mortem Care	Timby Chapter 38 Skill 38-1 Critical thinking exercises Clinical objective: Provide care for terminally ill client Provide post mortem care.	Examination Clinical Care Guide Demonstrate post mortem care Demonstrate care for terminally ill patient.

MODULE X – NURSING SKILLS RELATED TO OXYGENATION AND AIRWAY MANAGEMENT

Learning objectives: At the conclusion of this module, the student will:

1. Identify key terms referenced with each chapter.
2. Name two methods for assessing a client’s oxygenation status at the bedside.
3. List a minimum of five signs of inadequate oxygenation.
4. Relate two nursing interventions that can be used to improve ventilation and oxygenation.
5. Describe four sources for supplemental oxygenation.
6. List five common oxygen delivery devices.
7. Discuss two hazards that accompany oxygen.
8. Discuss two facts concerning oxygenation that affect care of older adults.
9. Define chest physiotherapy.
10. Name three techniques that are employed in physiotherapy.
11. Define three suctioning techniques that may be used to clear airway secretions.
12. Relate two indications for inserting an artificial airway.
13. Outline techniques for management of a tracheostomy, assessment of pulse oximetry, and oral suctioning.
14. Describe assessments, goals, and interventions included in a care plan for a client with the nursing diagnoses Ineffective Breathing Pattern/Airway Clearance.
15. Demonstrate proper use of oxygen equipment.

THREADS - #1, #2, #3, #4, #5, #6, #8, #9, #10

CONTENT	LEARNING ACTIVITY	EVALUATION
Oxygenation assessment Promotion of oxygenation Incentive spirometry Sources of oxygen therapy Portable tanks, liquid oxygen module, oxygen concentrator, flowmeter, common delivery devices, nasal canula, masks, fall text, tracheostomy, collar, nasal catheter, and transtracheal oxygen Physiotherapy: Postural drainage, percussion and vibration Suctioning Artificial airways Principles of tracheostomy care. Key terms Medical Terminology	Timby: Chapter 21 Skill 21-2 Chapter 36 Skill 36-1, 2 Collins, E. Chapter 10 Lecture – discussion Demonstration on types of equipment used for oxygenation, i.e., masks, nasal canula Video Practice administering oxygen by mask, N/C Practice using and reading pulse oximeter Practice oral suctioning Practice performing tracheostomy care Critical thinking exercises Clinical experience focus: Assessment of clients breathing patterns	Examination Demonstrate administering oxygen via mask N/C Demonstrate competency in using a pulse oximeter Demonstrate correct technique for oral suctioning Demonstrate correct tracheostomy care Clinical Care Guide Clinical Performance Conference participation

PNP 101 – DAY STUDENT GROUP EXAM SCHEDULE – 120S

<u>DATE</u>	<u>EXAM</u>	<u>CONTENT (see curriculum)</u>
Monday – 9/22/08	#1 Module I, II & III	Module I, II & III Section A, B, C, D (Microbes, safety, hygiene, body mechanics)
Wednesday – 10/06/08	#2 Module III & IV	Module III Section E, F and Module IV Section A & B
Monday – 10/15/08	#3 Module V	Module V Sections A & B
Monday – 10/20/08	#4 Module V	Module V Section C (Parenteral meds)
Monday – 11/03/08	#5 Module VI & VII	Sections, A, B, C (I&O, Feeding Tube, Promotion of Activity) Sections, A, B, C (Sterile Technique Heat/Cold, Bandages/Binders)
Monday – 11/10/08	#6 Module VII	Sections, D, E (Bowel, Bladder)
Wednesday 11/17/08	#7 Module VIII	Section A (Body Fluid Management)
Wednesday – 11/24/08	#8 Module VIII	Section B (Electrolyte & Acid Base Imbalance Management)
Monday – 12/01/08	#9 Module IX	Surgical & Terminally Ill Client
Tuesday-12/16/08	FINAL EXAM	(Includes Oxygen Unit) Module X and Cumulative

PNP 101 – INTERCARE/RADIUS STUDENT GROUP EXAM SCHEDULE – 120S

<u>DATE</u>	<u>EXAM</u>	<u>CONTENT (see curriculum)</u>
Monday – 9/17/08	#1 Module I, II & III	Module I, II & III Section A, B, C, D (Microbes, safety, hygiene, body mechanics)
Wednesday – 9/29/08	#2 Module III & IV	Module III Section E, F and Module IV Section A & B
Monday – 10/06/08	#3 Module V	Module V Sections A & B
Monday – 10/08/08	#4 Module V	Module V Section C (Parenteral meds)
Monday – 10/27/08	#5 Module VI & VII	Sections, A, B, C (I&O, Feeding Tube, Promotion of Activity) Sections, A, B, C (Sterile Technique Heat/Cold, Bandages/Binders)
Monday – 11/03/08	#6 Module VII	Sections, D, E (Bowel, Bladder)
Wednesday 11/12/08	#7 Module VIII	Section A (Body Fluid Management)
Wednesday – 11/17/08	#8 Module VIII	Section B (Electrolyte & Acid Base Imbalance Management)
Monday – 11/24/08	#9 Module IX	Surgical & Terminally Ill Client
Tuesday-12/15/08	FINAL EXAM	(Includes Oxygen Unit) Module X and Cumulative

STATEMENT OF UNDERSTANDING REGARDING CLINICAL AND THEORY PROCESS

I have read the Nursing Student Handbook and course materials and I understand all of the implications. In order to pass Nursing, I must achieve a grade of C or better in theory and must receive a satisfactory in Clinical Practice. A failure in Clinical Practice in any clinical rotation will constitute a failure for the course and the student will not be allowed to continue in that course.

Signed_____

Print Name_____

Instructor_____

STATEMENT OF CONFIDENTIALITY

I _____ agree that, except as required by subpoena or other legal process, I will not divulge any client information which comes to me through carrying out my responsibilities as a student in the nursing program at Quinsigamond Community College.

This includes:

1. Discussing any client or any information pertaining to any client or his/her family with anyone (including my own family or friends), who is not directly involved in providing care to the client other than in a nursing class or clinical setting.
2. Discussing any client, or any information pertaining to any client or his/her family, in any location where it can be overheard by anyone not directly involved in providing care to the client.

I _____, will not contact any individual or agency outside of this institution to get or give information about a client unless I have been duly authorized in writing by my clinical instructor to do so.

Signature _____ Date _____

Print Name _____

Witness Signature _____ Date _____

If under 18 years of age _____
Parent/Guardian Signature

QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION DEPARTMENT

I, _____, grant permission to the Nurse Education

Department to release my medical records to clinical agencies, as needed, for purposes of

implementation of the Nurse Education program of studies.

Signed: _____ Date: _____

Print Name: _____

Witness: _____ Date: _____

QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION DEPARTMENT

I, _____, grant permission to the Nurse Education
Print Name

Department to post materials including my name on the Nursing Department website
while I am in the program. Any change in status, I will notify Nurse Education
Department in writing.

I understand these postings are for informational purposes only.

Signed: _____ Date: _____

Print Name: _____

Instructor Signature: _____ Date: _____