Texas A&M University - Corpus Christi

College of Nursing and Health Sciences

NURS 3614 Fundamentals of Nursing Care

Syllabus

Spring 2018

FACULTY: Katelijne Acker, PHD, RN - Assistant Clinical Professor

OFFICE: Island Hall, IH 342b

OFFICE HOURS: By appointment. WebEx appointments are available.

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CREDITS: 6 semester hours (3:9 equal to 3 hours of class and 9 hours of lab/clinical per week)

COURSE DESCRIPTION:

Fundamentals of Nursing Care introduces the incoming nursing student to nursing practice and to the philosophies that underpin clinical practice. Fundamental nursing skills are an integral part of the nursing experience and include, but are not limited to, patient safety, with a focus on techniques related to environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, and selected intrusive therapies. The critical thinking process, art of caring, and nursing theories upon which clinical practice is based will be integrated throughout the course to provide and manage safe, holistic care practices. The campus laboratory and clinical settings will afford practical experiences that include simulation and direct patient care interventions. These experiences facilitate learner application and integration of the principles and skills taught in the theory portion of this class. Students should demonstrate beginning competency in application of the nursing process. Prerequisite NURS 4322; Co-requisite: 3435, 3318.

COURSE OBJECTIVES: At the end of this course, the student will be able to:

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems (AACN Essential IX).
2. Apply principles from applied science and interpersonal processes, as formulated in the College of Nursing's Conceptual Framework, to nurse-client interactions (AACN Essential III).
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnosis and relevant interventions for individual clients (AACN Essential II and IX)
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care (AACN Essential III).
5. Demonstrate a beginning ability to involve the client in decisions regarding his/her health and healthcare using therapeutic communication and decision-making skills (AACN Essential VI, VIII and IX).
6. Demonstrate understanding of the theoretical principles and critical behaviors of fundamental nursing (AACN Essential I).
7. Use critical thinking skills as a framework for clinical decision-making (AACN Essential II, III, VI, VII and IX).
8. Collaborate with the multidisciplinary health care team to reach positive client outcomes (AACN Essential VI).
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional (AACN Essential VIII).

REQUIRED TEXTS:

- Ackley, B. J., & Ladwig, G. B. (2017). *Nursing diagnosis handbook: A guide to planning care* (11th ed.). St. Louis: Mosby.
- Fischbach, F., & Dunning, M. B. (2014). A manual of laboratory and diagnostic tests (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Ogden, S. J. (2015). *Calculation of drug doses.* (10th ed.). St. Louis: Mosby.
- Potter, P. A., & Perry, A. G., Stockert, P. A., & Hall, A. M. (2017). *Fundamentals of nursing* (9th ed.). St. Louis: Mosby.
- Silvestri, L. A. (2016-17). *Strategies for test success* (4th ed.). St. Louis: Saunders.
- Skidmore-Roth, L. (Consultant). (2017). *Mosby's drug guide for nurses* (12th. Ed.). St. Louis: Mosby.

REQUIRED EVOLVE RESOURCES:

- Clinical Skills: Essentials Collection (ISBN: 9780323394499)
- HESI Case Studies: Complete RN Collection (2 year) (ISBN: 9781455741328)
- Sherpath for Funds ebook & Elsevier Adaptive Quizzing for Potter, 9th Edition (ISBN: 9780323398817)

REQUIRED ONLINE RESOURCES:

- EHR Tutor: Cost Estimate: 1 year -$65, 18 months -$97.50 or 2 years -$130. Go to: https://myehrtutor.com/signup

EXAMINATION:

- **HESI EXAMS:** Faculty will provide the link for the exam and the student then is responsible for purchasing the exam no later than 48 hours prior to the test date. The approximate cost for the exam is **Fundamental Final Exam HESI - $35.00/HESI**.

- **Examity Proctoring:** This course requires the use of exam-proctoring involving third party charges. Exam-proctoring charges will range from $16.00 - $80.00 per exam. Students will be required to schedule exams at least 24 hours in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students will also be responsible to provide a webcam with a microphone for use during proctored testing. **Review** Examity Student Quick Start Guide. For instructions on getting started http://www.examity.com/docs/blackboard_student_quick_guide.pdf

CLINICAL FACULTY:

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ADDITIONAL SKILL PRACTICE, STUDY AND RETENTION RESOURCES:
Eloisa Beltran, RN, BSN: ST316 (Manager NLRC) (825-2353) eloisa.beltran@tamucc.edu
Johanna R. DuBose, MS: IH 350D (825-3989) johanna.dubose@tamucc.edu

COURSE OUTLINE: Fundamentals of Nursing Care covers the nursing principles associated with the following topics:

1. The role of the nurse in health promotion, disease prevention, and illness.
2. Critical Thinking and the Nursing Process; Assessing; Diagnosing; Planning; Implementing and Evaluating; Documenting and Reporting; Legal Aspects of Nursing.
3. Environmental Components: Comfort measures, Hygiene, Activities of Daily Living, Positioning, Range of Motion, Transporting, Exercise and Ambulation, Skin Care, Rest and Sleep
4. Psychosocial Health Components: Sensory Perception, Stress and Coping, Self-concept, Spirituality, Sexuality, Loss, Grieving, and Death.

5. Client Care Components: Asepsis; Safety; Pain Management; Hot and Cold Therapy; Medication administration; Skin Integrity and Wound Care; Diagnostic Testing.
6. Physiological Health: Elimination - Urinary and Fecal; Nutrition; Oxygenation; Fluid and Electrolyte and Acid-base balance; Circulation and Vital Signs.
7. Integral Aspects of Nursing: Caring, comforting, and communicating; teaching; delegating, managing, and leading.

LEARNING EXERIENCES AND TEACHING METHODS:

Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self- direction, seeking consultation and demonstration of course objectives.

1. WebEx meetings provide an opportunity for formal and informal exchange of ideas.
2. Discussion assignments enhance student learning and engagement. Grading Rubrics clarify the expectations for each discussion assignment.
3. Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the 'comments' section will not count as participation in the Wiki. You must edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. When deleting information the student is encouraged to leave comments as a courtesy, but this will not be graded.
4. HESI case studies enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).

As eLine is an online learning environment students are expected to login to the LMS at least daily. While course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via Facebook, you tube, or another social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

LEARNING ENVIRONMENT OBJECTIVES: At the end of this course, the student will be able to:

1. Demonstrate critical behaviors of fundamental nursing psychomotor skills in a safe manner.
2. Apply therapeutic communication skills in any learning environment.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate beginning critical thinking decision-making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural and humanistic care needs.
8. Utilize the nursing process in the care of all clients.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
10. Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.

SKILLS LAB EXPERIENCE: Students will utilize resources provided, independent reading, independent reviewing of selected skills and relevant literature to understand and practice nursing skills in the Nursing Learning Resource Center labs. Skills practice is expected as an independent activity in the eLine environment. **A skill check off is scheduled prior to attending clinical.**

Students must adhere to the following for laboratory sessions in the Nursing Learning Resource Center:

1. Wear clean and tidy designated clinical uniforms
2. Wear nursing student name badge with picture identification
3. Nails should be short, natural, clean and well groomed, no colored polish
4. If the hair is shoulder length or longer, it must be pinned up or otherwise appropriately secured to the head. Hair must be away from the eyes to enhance proper vision. This will prevent hair from interfering with direct client care or personal safety. Male students should be clean-shaven and/or beards neatly trimmed.
5. Student behaviors should be professional in all learning environments, which excludes any mannerism that draws attention away from the learning objectives.
6. Communicate respect to faculty members by using the appropriate title, either Doctor or Professor.

7. Utilize the designated lab practice time for individualized learning needs but refrain from a monopolizing the attention of the lab instructor.

CLINICAL OUTLINE:

1. Skills related to Medical and Surgical asepsis - Vital Signs - Body Mechanics - Assessment of Health Status.
2. Skills related to Comfort measures, Hygiene and Daily Living Activities - Transporting - Positioning - Range of Motion - Ambulation - Skin Care –Safety.
3. Administration of hot and cold therapy - Pain Control Measures.
4. Skills related to the preparation for diagnostic testing
5. Skill of performing various invasive therapies with faculty supervision.
6. Applications of principles related to: Nutrition - Oxygen therapy - Fluid, Electrolyte and Acid-base balance
7. Administration of medications in their various modes of delivery under faculty supervision.
8. Support of clients experiencing psychosocial variations.
9. Use of the Nursing Process in the learning laboratory and clinical facilities

LEARNING ENVIRONMENT POLICY: Practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab. Clinical orientation is mandatory. eLine clinical placement is outlined in the eLine policies and procedures.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student's attire is not appropriate, should include the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students cannot leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones can be used when contacting your instructor during clinical hours.

For students to be able to attend clinical:

1. Skills must be demonstrated at a satisfactory level in the Nursing Learning Resource Center

2. All module assignments must have been completed

3. HESI comprehensive final exam has been graded

4. 90% competency must be earned on a dosage-calculation exam

5. CPR certification is for Health Care Providers and current

6. Immunization records must be completed per admission criteria

7. Required student information has been uploaded into MAGNUS now Certified Profile

8. All certifications and immunizations must remain current while taking clinical courses offered in the College of Nursing.

9. Online Hospital Orientation and all module tests must be complete

10. A recorded grade of SP must be earned in the didactic course

Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website http://conhs.tamucc.edu/nursingstuhandbook/index.htm) under Nursing Undergraduate Curriculum for clinical objectives.

1. The clinical portion of the course is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.
2. Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is necessary, the student must notify his/her instructor and clinical preceptor of the anticipated absence and schedule a makeup. **A "No Call No Show" is defined as failure to notify the clinical instructor prior to an absence.** This behavior will result in a clinical failure for that day due to unprofessional behavior. If you are sent home for any reason, it is counted as an absence.
3. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
    a. Absences, Tardiness, Illness
    b. Violation of dress code
    c. Incomplete health immunization records
    d. Expired CPR certification
    e. Failure to turn in written assignments on time
    f. Incomplete hospital orientation via Blackboard
    g. Lack of preparation
4. Accumulation of three (3) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
5. Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
    a. A PATTERN OF the lack of accountability for class, clinical and lab skills preparation
    b. Unsafe or unprofessional practices or behaviors

    c. HIPPA violations

    d. Inability to pass required clinical assignments

    e. Falsification of records

    f. Inability to achieve 90% on one of the three math exams provided

6. Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.

7. Students are required to achieve **<u>a minimum score of 75 on the final care plan</u>**, which includes the nursing database, laboratory values worksheet, medications, data clustering and diagnoses formation, and evaluation. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and must also be completed. **<u>These assignments must be passed with a 75 or better.</u>**

8. Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses.

9. Students are expected to demonstrate growth in clinical practice as they progress through the courses and to meet clinical expectations outlined in the clinical evaluation tool.

10. Students are expected to prepare for clinical practice to provide safe, competent care.

11. Students are not allowed in clinical agencies during non-clinical hours when the preceptor is not present.

12. **<u>Clinical assignments must be submitted on time to the clinical instructor and are subject to the late work policy as described in the syllabus</u>**.

13. The use of a mobile device in the clinical setting is ONLY allowed under the directions of the respective clinical faculty. Personal use is not allowed during any and especially clinical learning time. Inappropriate use may result in a clinical concern/warning, per discretion of the clinical faculty.

CLINICAL EVALUATION:

Evaluation is an ongoing process that provides students with information about their progress in meeting course objectives. Conferences with faculty/preceptor allow opportunities to discuss progress. A summative clinical performance evaluation will be provided for each student by his/her clinical instructor/preceptor and the evaluation will become part of the student record. Students with unsatisfactory performance at mid-term or during any time of clinical performance will be notified to schedule a conference with their clinical instructor and/or the course coordinator. Students may make

appointments with faculty to discuss their progress at any time during the semester. Student will participate in performance evaluation during final evaluation ad if deemed necessary during mid-term evaluation.

Care plans will be returned with written feedback. Evaluation criteria will be based on outcome objectives noted in the Clinical Evaluation Tool (this tool is presented in the Student Handbook); daily performance; demonstration of skill achievement during clinical and laboratory session; safe and ethical behavior; and, written care plans (the Critical Thinking Tool). The grading criterion for a care plan is posted in NURS 3614-E01 Blackboard. **The final care plan must be a minimum grade of 75% to pass clinical. The final grade on the Clinical Care logs must be a minimum of 75% to pass clinical.**

ACADEMIC DECORUM

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning in any learning environment. Avoid those that disrupt the learning process.

Supportive actions include:
1. Reading all assignments and viewing DVD assignments.
2. Being attentive and responsive in class.
3. Respecting fellow student's opinions and ideas.
4. Contributing to the class by making topic specific comments.
5. Supporting the rights of classmates to contribute, even when disagreeing with content.

Examples of disruptive behaviors to avoid include:
1. Consistently coming to class late.
2. Answering e-mail and text messaging during lab or clinical.

GRADING CRITERIA

Grading is a process of comparing a student's performance (the outcome of learning) against a designated standard, or set of criteria, and assigning a symbol to the level of performance achieved. Current College of Nursing and Health Sciences policy stipulates the following grading scale:

A: 90-100

B: 83-89
C: 75-82
D: 67-74
F: Below 6

LATE WORK POLICY

Course assignments, module quizzes, and clinical assignments submitted late will be subject to point deductions as follows:

- **5 points will be deducted daily for late submissions.**
- **A grade of zero will be awarded for any submissions greater than 1 week late.**

If a student is aware they may need to submit an assignment late due to illness or other circumstances, **it is the student's responsibility to inform the professor prior to the due date.** Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor's discretion.

The course grade will be earned as follows:

Components of the class participation grade will be decided by the faculty

Class participation	10%
Average of module assignments	15%
Average of three exams	30%
HESI Comprehensive Exam	30%
Care Plan #1	5%
Care Plan #2 (grade **must** be 75% or higher to pass the class)	10%
Total	100%

Criteria will be based on outcome objectives noted in the Evaluation Tool; daily performance; demonstration of skill achievement during clinical and laboratory sessions; safe and ethical behavior; and, written care plans. Requirements for care plans are posted in the clinical module in Blackboard.

Students must receive a satisfactory grade in the clinical portion of NURS 3614 to progress in the College of Nursing and Health Sciences. Satisfactory behavior is based on the demonstration of critical thinking and safe practice during all clinical and lab sessions and reflected in the outcome behaviors designated in the total evaluation tool (this tool is presented in the Student Handbook). It is the student's responsibility to

review these criteria prior to the lab clinical rotation to assure understanding of these requirements. An unsatisfactory grade in clinical performance will override any numerical grade earned in the theory (didactic) component of the course and will result in a failure for the course.

To pass the course, the student must achieve all the following: 1) an average of 75 or greater in the course, 2) have a 75 or greater average on the 9 module quizzes and the HESI exam (each weighing 10%), 3) have a 75 or better on the second care plan and have satisfactory clinical performance. If any one of these components is not attained the student will not receive a passing grade for the course.

Students must receive a **satisfactory grade** in the clinical portion of NURS 3614 E01 to progress in the College of Nursing and Health Sciences. Satisfactory behavior is based on the demonstration of critical thinking and safe practice during all clinical and lab sessions and reflected in the outcome behaviors designated in the total evaluation tool. It is the student's responsibility to review these criteria prior to the lab clinical rotation to assure understanding of these requirements. **An unsatisfactory grade in clinical performance will override any numerical grade earned in the theory (didactic) component of the course and will result in a failure for the course.**

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses and/or Blackboard e-mail to communicate with students electronically. It is each individual student's responsibility to activate his/her university e-mail account. **Students are also expected to establish an EVOLVE (Elsevier) account. This _MUST_ be done prior to the first adaptive quiz day.**

Faculty will post other means of communication in the NURS 3614 E01 course shell, as applicable.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is in Island Hall #318,

and advisors are Rachael Taylor 825-3748 and Angelica Santillan 825-2461.
http://conhs.tamucc.edu/advising_nursing.html

EVENT OF CAMPUS CLOSURE

In the event of a campus evacuation the faculty will make every effort to continue teaching this course. During the campus closure the faculty will communicate with you utilizing Blackboard tools **NOT** personal email accounts.
To access information regarding an emergency closing of the University, go to the Homepage of TAMUCC-The Island University. At the bottom of the page, under Campus News, there is an icon that reads **Code Blue.** Click on this for emergency information. Because we are an island university, prepare for early evacuation from the University. Along with the traffic from the Naval Air Station, there will be excess traffic when trying to evacuate from the University down Shoreline. Carpooling is encouraged to decrease the number of vehicles exiting the University in an emergency.
https://distance-education.tamucc.edu/assets/Student_Guide_to_Continuity_of_Learning.pdf

POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. To garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one's own). Please see the following sites for additional information:

> University Student Handbook and Code of Conduct:
> http://www.tamucc.edu/~students
>
> University catalog related to academic integrity and honesty:
> http://catalog.tamucc.edu/
>
> University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic   Misconduct Cases

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications.   Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

<u>Active Military Duty</u>

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

<u>Grade Appeals Process</u>

The College of Nursing and Health Sciences (CONHS) adheres to the University's student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

<u>Support Services</u>

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

COURSE CONTENT

Module 1 Lessons and Readings
✓ Topic 1
Readings in e-book: Nursing today (Ch. 1), Theoretical Foundations (Ch. 4)
Lessons: Nursing and nursing practice; Theoretical base of nursing and nursing practice; Nursing as a profession; Nursing leadership
✓ Topic 2
Readings in e-book: Caring in nursing practice (Ch. 7), Older adult (Ch. 14)
Lessons: Beliefs and values in nursing; Caring in nursing.
✓ Topic 3
Readings in e-book: Communication (Ch. 24)
Lessons: Overview of communication; Communicating in nursing; Communication simulation; Collaboration
✓ Topic 4
Readings in e-book: Ethics and values (Ch. 22), Legal implications in nursing practice (Ch. 23)

Lessons: Ethical considerations in nursing practice; Legal considerations in nursing practice.

Module 2 Lessons and Readings

✓ Topic 1
Readings in e-book: Critical thinking (Ch. 15), Evidence based practice (Ch. 5)
Lessons: Critical thinking; Critical thinking in nursing practice; Evidence-based practice in nursing.

✓ Topic 2
Readings in e-book: Critical thinking (Ch. 15), Managing patient care (Ch. 21)
Lessons: Overview of the nursing process; The five steps of the nursing process

✓ Topic 3
Readings in e-book: Nursing assessment (Ch. 16)
Lessons: Assessment data; Focused assessment

✓ Topic 4
Readings in e-book: Nursing diagnosis (Ch. 17)
Lessons: Overview of Nursing Diagnosis; Categories and components of nursing diagnoses; Accuracy in nursing diagnostic process

✓ Topic 5
Readings in e-book: Planning, Implementation and Evaluation (Ch. 18-20)
Lessons: Planning, Implementation, Evaluation.

Module 3 Lessons and Readings

✓ Topic 1
Readings in e-book: Patient Safety and Quality (Ch. 27)
Lessons: Injury prevention and safety promotion in healthcare; safety concerns in home, community, and health care settings; Assessment related to safety; Ndx and planning related to safety; implementation and evaluation related to safety.

✓ Topic 2
Readings in e-book: Asepsis and infection control (Ch.29), Older adult (Ch. 14)
Lessons: Overview of body defenses; spread of infection; assessment related to infection; NDX and planning r/t infection; Implementation and evaluation r/t infection control.

✓ Topic 3
Readings in e-book: Fluid Balance (Ch. 42)
Lessons: Causes of fluid imbalance, Assessment r/t fluid imbalance, NDX and planning r/t fluid imbalances; Implementation and evaluation r/t fluid imbalances (do NOT do IV or Blood administration)

✓ Topic 4
Readings in e-book: Electrolytes and Acid Base Balance (Ch. 42 same pages as topic 3)
Lessons: Alterations of electrolyte balance, assessment r/t electrolyte balance, ND and planning r/t electrolyte imbalances, Implementation and evaluation r/t Electrolyte balance, overview of acid-base balance, causes of acid-base imbalance, assessment r/t acid-base balance, NDX, planning, collaborative interventions r/t acid-base imbalances.

✓ Topic 5
Readings in e-book: Hygiene (Ch. 40)

Lessons: Integumentary and mucous membranes alterations r/t hygiene and personal care, assessment r/t hygiene and personal care, NDx and planning r/t hygiene and personal care, Implementation and evaluations r/t personal care

Module 4 Lessons and Readings

✓ Topic 1
Readings in e-book: Medication administration (Ch. 32) NO IV therapy or blood products
Lessons: Assessment r/t medication administration, NDx and planning r/t medication, Implementation and evaluation r/t medication administration.

✓ Topic 2
Readings in e-book: Documentation and Informatics (Ch. 26)
Lessons: Documentation in the medical record, hand off reporting and incident reporting, informatics in the HC system, Informatics in nursing practice.

✓ Topic 3
Readings in e-book: Patient Education (Ch. 25)
Lessons: Factors affecting education, domains, styles, and factors that affect learning, assessment r/t patient education, NDx and planning r/t patient education, implementation and evaluation r/t patient education

✓ Hygiene and personal care lessons due September 21

Module 5 Lessons and Readings

✓ Topic 1
Readings in e-book: Immobility (Ch. 28), Activity and Exercise (Ch39)
Lessons: Causes of immobility; assessment related to movement and immobility; Nursing DX and Planning r/t movement and immobility; Implementations and evaluation r/t movement and immobility.
Skill: transferring from bed to a stretcher

✓ Topic 2
Readings in e-book: Oxygenation (Ch. 41)
Lessons: Overview of oxygenation and perfusion; alterations in oxygenation and perfusion; Assessments r/t oxygenation and perfusion; Nursing DX and planning r/t oxygenation and perfusion; Implementation and evaluation of interventions r/t oxygenation and perfusion
Simulation: Prioritizing of patient care
Skill: Maintaining an airway

Module 6 Lessons and Readings

✓ Topic 1
Readings in e-book: Skin integrity and wound care (Ch. 48).
Lessons: Overview of skin; alterations in skin integrity; assessment r/t skin integrity; Nursing DX and Planning r/t skin integrity; Implementations and evaluation r/t skin integrity and wound care.
Simulation: skin integrity
Skill: caring for pressure ulcers

- ✓ Topic 2
  Readings in e-book: Oxygenation (Ch. 41)
  Lessons: Culture; Culture and the nursing process; spirituality; spirituality and the nursing process

Module 7 Lessons and Readings

- ✓ Topic 1
  Readings in e-book: Nutrition (Ch. 45).
  Lessons: Overview of nutrition; alterations in nutrtion; assessment r/t nutrition; Nursing DX and Planning r/t nutrition; Implementations and evaluation r/t nutrition.
- ✓ Topic 2
  Readings in e-book: Sleep (Ch. 43).
  Lessons: Physiology of sleep; altered sleep; assessment r/t sleep; Nursing DX and Planning r/t sleep; Implementations and evaluation r/t sleep
- ✓ Topic 3
  Readings in e-book: Diagnostic Testing
  Lessons: Laboratory test on blood, Laboratory test on body fluids and tissues other than blood, imaging and visualization procedures, Assessment, NDX, and planning related to diagnostic testing.
  Skill: performing blood glucose testing

Module 8 Lessons and Readings

- ✓ Topic 1
  Readings in e-book: Urinary elimination (Ch. 46).
  Lessons: Overview of the urinary system; altered urinary elimination; assessment of urinary function; Nursing DX and Planning r/t urinary elimination; Implementations and evaluation r/t urinary elimination.
- ✓ Topic 2
  Readings in e-book: Bowel elimination (Ch. 47).
  Lessons: Overview of the gastro intestinal tract; alterations in bowel elimination; assessment r/t bowel function; Nursing DX and Planning r/bowel elimination; Implementations and evaluation r/t bowel elimination.
- ✓ Topic 3
  Readings in e-book: Sexuality (Ch. 35).
  Lessons: Sexual function; sexual expression; assessment r/t sexual health; Nursing DX and Planning r/t sexuality; Implementations and evaluation r/t sexuality.

Module 9 Lessons and Readings

- ✓ Topic 1
  Readings in e-book: Pain management (Ch. 44).
  Lessons: Overview of pain; types of pain; assessment r/t pain; Nursing DX and Planning r/t pain management; Implementations and evaluation r/t pain management.
  Simulation: pain management
  Skill: assessing pain

- ✓ Topic 2

  Readings in e-book: Cognition and sensation (Ch. 49).

  Lessons: Overview of cognition and sensation; alterations in cognition and sensation; assessment r/t cognition and sensation; Nursing DX and Planning r/t cognition and sensation; Implementations and evaluation r/t cognition and sensation.

  Simulation: Cognitive alterations

- ✓ Topic 3

  Readings in e-book: Grief stress and coping (Ch. 37-38).

  Lessons: stress and coping; grief and death; assessment r/t grief, stress, coping, and death; Nursing DX and Planning r/t grief, stress, coping, and death; Implementations and evaluation r/t grief, stress, coping, and death.

Module 10 Lessons and Readings

- ✓ Topic 1

  Readings in e-book: Perioperative Nursing Care (Ch. 50).

  Lessons: Phases and classifications of surgery; preoperative phase of surgery; intraoperative phase of surgery; postoperative phase of surgery

- ✓ Topic 2

  Readings in e-book: Health Wellness and Illness (Ch. 6).

  Lessons: Health and wellness; illness; factors influencing health; health promotion and illness prevention.

- ✓ Topic 3

  Readings in e-book: Public Health and Community Based Nursing (Ch. 3).

  Lessons: Public health nursing; community based nursing.

Sign the following receipt form and return within the first week of classes.

Student Handbook Receipt & Statement of Syllabus Understanding Form

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook located on the college website and the course syllabus for eLine NURS 4150. I had an opportunity to clarify questions. I understand that I must sign this receipt form and submit the signed form to the course faculty. I understand the expectations set forth in the NURS 3614 course syllabus and the CONHS Student Handbook.

_____

Student Name (Print)

_____   _____

Student Signature   Date

The required attribute is supported by text, search, url, tel, email, password, date, month, week, time, datetime-local, number, checkbox, radio, file, [_____] types along with the [▾] form control elements. If [⇕] present on any of these