

**NORTHLAND PIONEER COLLEGE**  
**NURSING PROGRAM**

**NUR 291 RN Refresher Course**  
**Fall 2019**

**INSTRUCTOR**

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*White Mountain Campus*

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# ***SYLLABUS***

**Any information regarding this course is subject to change.  
Students will be notified of any changes.**

**NORTHLAND PIONEER COLLEGE  
NURSING PROGRAM  
COURSE SYLLABUS  
Fall 2019**

**COURSE NUMBER:** NUR 291

**COURSE TITLE:** RN Refresher

**COURSE CREDITS:** 8

**HOURS OF INSTRUCTION**

**Lecture/Theory:** (4.75 credits/4.75 contact hours/80 didactic hours)

Wednesday 9:00a – 2:30p

**Lab** Wednesday 2:30p-4:30p

**Clinical Practicum** (3.25 credits/9.75 contact hours/160 clinical hours)

**FACULTY:**

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**TEXTBOOKS:**

- Ignatavicius D. D., Workman M. L. & Rebar, C. R. (2017). *Medical surgical nursing: Concepts for Collaborative Care* (9th ed.). St. Louis, MO: Elsevier. ISBN: 9780323444194
- Silvestri L.A. (2016). *Saunders's Comprehensive Review for the NCLEX-RN* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier. ISBN: 9780323358514
- *Publication Manual of the American Psychological Association, 7th edition* (2013). Washington D.C.: American Psychological Association. **ISBN-13:** 978-1433805615

Websites: <http://evolve.elsevier.com> (will need to register for Ignatavicius text)

Clinical nursing skills reference, edition within 4 years; may be electronic.

Nursing drug reference; edition within 4 years; may be electronic.

Nursing lab reference; edition within 4 years; may be electronic.

You will also need a basic calculator (not scientific)

**COURSE DESCRIPTION:**

Designed for the RN whose license has lapsed. Reviews theory and updates clinical practice skills related to the nursing process, medical-surgical nursing, IV therapy and medication administration. Successful completion allow candidate to apply to the Arizona State Board of Nursing for RN licensing. Also, the student will be responsible for negotiating placement with a health care agency for 160 hours of approved clinical experience during the class. Students must obtain an Arizona Temporary Refresher license and DPS fingerprint clearance prior to start of course. Prerequisites: Eligible for Arizona State Board of Nursing RN License.

### **GENERAL COURSE GOALS:**

1. By refreshing and updating previously learned knowledge and skills, students will deliver safe, competent, effective nursing care to clients in a variety of settings.
2. The student will be prepared to assume/re-enter the professional role of the RN.

### **COURSE OBJECTIVES:**

#### **Client Centered Care**

- Utilizes the nursing judgment to provide, plan and direct compassionate and coordinated care that recognizes the client as the source of control and full partner based on respect for culture, preference, values, and needs.

#### **Evidence-Based Practice**

- Applies sound clinical judgment based in theory and evidence to promote and protect health in clients across the lifespan and healthcare continuum.

#### **Informatics and Technology**

- Utilizes and protects health care information to communicate, manage knowledge, mitigate error at both the individual and organizational level and support decision-making.

#### **Teamwork and Collaboration**

- Utilizes principles of leadership to influence positive change within the healthcare setting, and advocates for safe, effective client care.

#### **Nursing Judgment**

- Utilizes nursing judgment to analyze changing client data that is relevant and clinically significant and implement appropriate nursing actions to maximize client outcomes.
- Evaluates patient outcomes and revises the plan of care to achieve optimal patient health.
- Demonstrates nursing care that is consistent with moral, legal, ethical, regulatory, and humanistic principles. (ANA Code of Ethics, 2015)

#### **Safety and Quality Improvement**

- Provides safe nursing care anticipating and communicating potential risks to client and provider safety that are apparent in system effectiveness and individual performance.

### **CLINICAL COMPETENCY OBJECTIVES**

Upon completion of NUR291, the student will be able to:

#### **Client-Centered Care**

- Engage patients/families in active partnerships that promote health, safety and well-being, and self-care management.
- Initiate effective treatments to relieve pain and suffering in light of patient values, preferences, and expressed needs.
- Identify how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.

#### **Evidence-Based Practice**

- Base individualized care plan on patient values, clinical expertise, and evidence.
- Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events.

#### **Informatics and Technology**

- Respond appropriately to clinical decision-making supports and alerts.
- Use information management tools to monitor outcomes of care processes.

### **Teamwork and Collaboration**

- Demonstrate awareness of own strengths and limitations as a team member, and initiate plan for self-development as a team member.
- Assume the role of team member or leader based on the situation.
- Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.
- Assert own position/perspective in discussions about patient care.

### **Nursing Judgement**

- Demonstrate knowledge of legal, ethical and moral implications specific to the care of adult patients experiencing serious acute illness.
- Assume responsibility for individual actions.

### **Safety and Quality Improvement**

- Identify gaps between local and best practice, and appreciate how unwanted variation affects care.
- Communicate observations or concerns related to hazards and errors to patients, families, and the health care team.

### TEACHING METHODS:

The course will be conducted in a facilitated discussion format, with the inclusion of case studies, student exercises/activities, student presentations, role playing, clinical practice, simulated clinical scenarios, multimedia presentations, concept mapping, and guest speakers as deemed appropriate by the instructor. Students are expected to complete reading, writing, and online assignments in a timely manner and participate in testing and evaluation as scheduled.

Supplemental assignments not included in this syllabus may be added at the discretion of the instructor if deemed beneficial and relative to course content. **Students are expected to come prepared to participate in theory class, skills lab and clinical.**

## **COURSE OUTLINE:**

- I. Current Issues in Nursing
  - a. Patient-Centered Care - Culturally Diverse Health Practices
  - b. Ethical and Legal Issues – Access to Care and Delegation
  - c. Advance Directives – Demographic Changes in US Population
  - d. Emerging Technologies – Communication, Knowledge, and Genomics
- II. Critical Thinking in Nursing
  - a. Introduction to Critical Thinking
  - b. Introduction to Evidence-Based Practice
  - c. Introduction to Ethics to guide decision making and clinical judgment.
- III. Health Care Delivery
  - a. Home-Based Care
  - b. Introduction to Case Management
- IV. Medication Administration
  - a. Principles of Pharmacology
  - b. Math for Pharmacology
  - c. Safety in Medication Administration
  - d. Pediatric Medication Administration
- V. Holistic Nursing Assessment
  - a. Review of Health History
  - b. Review of Vital signs
  - c. Review of Head to Toe Assessment
  - d. Review of Psychosocial Assessment
  - e. Documentation of Assessment
- VI. Assessment and Care of Patients with Fluid, Electrolyte, and Acid-base Imbalances
  - a. Fluid and Electrolyte Balance
  - b. Infusion Therapy
  - a. Acid-Base Balance
- VII. Substance Abuse
  - a. Overview of Substance Abuse
  - b. Commonly Abused Substances
  - c. Collaborative Management
- VIII. Peri-operative Nursing Management
  - a. Interventions for Preoperative Clients
  - b. Interventions for Postoperative Clients
- IX. Pain Management
  - a. Definition and Types of Pain
  - b. Pain Theory
  - c. Pain management
- X. Problems of Oxygenation and Tissue Perfusion
  - a. Assessment of the Respiratory System
  - b. Clients Requiring Oxygen Therapy
  - c. Clients with Noninfectious Problems of Upper Respiratory Tract
  - d. Clients with Noninfectious Problems of Lower Respiratory Tract
  - e. Clients with Infectious Problems of Lower Respiratory Tract
  - f. Respiratory Medications

- XI. Problems of the Cardiovascular System
  - a. Assessment of Cardiovascular System
  - b. Interventions for Clients with Cardiac Problems
  - c. Interventions for Clients with Vascular Problems
  - d. Cardiovascular Medications
- XII. Problems of the Hematologic System
  - a. Assessment of Hematologic System
- XIII. Problems of the Immune Response
  - a. Connective Tissue Disease and Arthritis
  - b. Interventions for Clients with HIV/AIDS
  - c. General Interventions for Clients with Cancer
- XIV. Problems of the Nervous System
  - a. Assessment of The Nervous System
  - b. Interventions for Clients with Problems of the Brain
  - c. Interventions for Clients with Problems of the Spinal Cord
  - d. Interventions for Clients with Problems of the Peripheral Nervous System
  - e. Neurological Medications
- XV. Problems of the Musculoskeletal System
  - a. Assessment of the Musculoskeletal System
  - b. Interventions for Clients with Problems of the Musculoskeletal System
  - c. Musculoskeletal Medications
- XVI. Problems of the Sensory System
  - a. Assessment of the Eye and Vision
  - b. Assessment of the Ear and Hearing
- XVII. Problems of the Gastrointestinal System
  - a. Assessment the Gastrointestinal System
  - b. Interventions for Clients with Esophageal Disorders
  - c. Interventions for Clients with Stomach Disorders
  - d. Interventions for Clients with Liver Disorders
  - e. Gastrointestinal Medications
- XVIII. Growth and Development across the Life Span
  - a. Theories of Growth and Development
  - b. Developmental Stages
  - c. Health Care of Older Adults
  - d. End-of Life Care
- XIX. Problems of the Endocrine System
  - a. Assessment of the Endocrine System
  - b. Interventions for Clients with Diabetes Mellitus
  - c. Endocrine Medications
- XX. Problems of the Renal/Urinary System
  - a. Assessment of the Renal/Urinary System
  - b. Interventions for Clients with Urinary Problems
  - c. Interventions for Clients with Renal Problems
  - d. Renal/Urinary Medications



- XXI. Reproductive and Maternity Nursing Considerations
  - a. Assessment of the Reproductive System
  - b. Obstetrical Assessment
  - c. Prenatal Period
  - d. Labor and Delivery
  - e. The Postpartum Period
  - f. Care of the Newborn
  - g. Maternity and Newborn Medications
  - h. Interventions for clients with sexually Transmitted Diseases
- XXII. Pediatric Nursing
  - a. Neurological, Cognitive, Psychiatric Pediatric Disorders
  - b. Eye, Ear and Throat Pediatric Disorders
  - c. Respiratory Pediatric Disorders
  - d. Cardiovascular Pediatric Disorders
  - e. Gastrointestinal Pediatric Disorders
  - f. Metabolic & Endocrine Pediatric Disorders
  - g. Renal & Urinary Pediatric Disorders
  - h. Integumentary Pediatric Disorders
  - i. Musculoskeletal Pediatric Disorders
  - j. Hematological Pediatric Disorders
  - k. Oncological Pediatric Disorders
  - l. Acquired Immunodeficiency Pediatric Disorders
  - m. Infectious & Communicable Disease Pediatric Disorders
- XXIII. Psychiatric Nursing
  - a. Foundations of Psychiatric Mental Health Nursing
  - b. Mental Health Disorders
  - c. Addictions
  - d. Crisis Theory and Interventions
  - e. Psychiatric Medications

**TEACHING METHODS:**

Lecture, discussion, role playing, case studies, group work, clinical setting, demonstration/return demonstration, student presentation, computer-assisted learning, exam review, web-internet, simulated scenarios including narrative pedagogy and/or debriefing, reflective journals, mentorship/clinical practicum, multimedia presentations, concept mapping, care plans, problem-based learning, evaluative feedback, and structured learning plans as indicated. A portion of the didactic hours will be obtained through the internet by responding to questions and discussing various topics with the instructor and fellow classmates.

## EVALUATION METHODS:

### A. Grading policy as defined by program:

- A = 91 - 100%
- B = 85 - 90%
- C = 78 - 84%
- F = 77% and below, unacceptable to continue in the program

### B. Theory Component:

- Seven Unit Exams (7% each) 49%
- Comprehensive Final Exam 12%
- Seven Quizzes (1 % each) 7%
- Evidence-Based Leadership Paper and Presentation 10%
- One Concept Map 12%
- Computerized assignments 10%

Each *component* of the grade is calculated to the nearest tenth, and the *final grade* to the nearest whole number.

1. In the event a student has an *excused* absence on an exam day, a make up exam will be provided. Refer to the instructor for additional information. **It is highly recommended that exams are not missed.**
2. Students must maintain an exam average of 78% or greater to start and continue with the clinical experience. Each student must have an average of 78% on **all** course exams (7 unit exams and final exam scores combined and averaged) to receive a passing grade (C) in this course. Grades from additional assignments may be used to increase the grade average only if the student has a minimum exam grade average of 78%. The exam average is calculated to the nearest tenth and is not rounded to the next whole number. For example, a unit and final exam average of 77.8% does not meet the 78% requirement. Grades from additional assignments may result in an overall course grade lower than 78%, causing the student to not pass the course.
3. All students are expected to **ACTIVELY** participate in class and complete assignments by the assigned date. Online discussions are expected to be substantive and meeting time requirements should be followed as assigned. Class attendance policy is outlined in the nursing student handbook and will be enforced. Since all reading materials are of quantity, quality, and importance, all students are expected to have read the materials prior to class discussion. Students are expected to arrive to class on time, return from breaks on time, and remain in class for the scheduled time.
4. Cells phones are to be turned off during class.
5. Faculty schedule quizzes via the class calendar. The quizzes may cover any assigned materials. There will be 7 quizzes. Quizzes may be in the form of online testing, multiple choice, fill in the blanks, or essay. Quizzes may be individually taken and/or assigned as a collaborative group effort **There are no provisions for make up quizzes.**

6. All students must demonstrate **100% proficiency** on the dosage calculation exam by the end of week four to remain in the course. There is an opportunity for two repeat exams on the dosage calculation proficiency exam; content will be changed on the repeat exams to show knowledge of content. This exam is not calculated in the exam grades, but is necessary to pass the course. Failure to demonstrate 100% proficiency will result in course failure and a grade of “F”. Students are not entitled to any course refund for failure to pass the dosage calculation exam.
6. Nursing leadership, management, and evidence-based practice content is embedded into the course. The student will write a research paper on a selected topic reflecting evidence-based nursing practice, and give a presentation.
7. Late work will not be accepted for a grade unless arrangements have been made with the instructor ahead of time. Even if pre-arranged, each day an assignment is late, 10 % of the total possible points will be docked from the assignment grade.
8. There are mandatory computerized discussions, quizzes, assignments, a concept map, and evidence-based practice projects throughout this semester. These mandatory assignments must be completed or the student will receive a course grade of “F”.

**C. Clinical Component:**

1. Students are responsible for negotiating placement with a health care agency for 160 hours of approved clinical experience during the class. The nursing program will work in conjunction with the student and clinical agencies to ensure adequate clinical experience for the student based on their preference for site, unit and shift. Students will be assigned to preceptors according to availability of qualified preceptors at the various sites. Students must be willing to work the same hour clinical shifts, either day or night as preceptor availability dictates. All students are to provide the clinical instructor with preceptor contact information and dates of their clinical shifts. The student is responsible to complete 160 hours of clinical practicum. Up to 32 hours of scheduled clinical time may occur in laboratory experiences including simulation at the discretion of faculty.
2. Grading of clinical performance is on a pass/fail basis. Clinical performance is based not only on direct patient care practice, but also on compliance with professional and institutional standards, preparedness for each clinical experience, and educational dress codes, attitudes, and behaviors, as well as readiness to learn and teach. You must pass the clinical component to pass NUR 291.
3. The Clinical Preceptorship Evaluation Tool is the basis for the formal evaluation of clinical performance. It is included in the RN Refresher Clinical Preceptorship Orientation Guide (Appendix D).
4. Failure to successfully demonstrate competency in a clinical skill or critical thinking exercise will result in the student being contracted to remediate the skill with the skills lab manager by a specified date. **It is the students’ responsibility to arrange the remediation time.** Failure to comply with remediation as contracted will result in failure of the skills lab component and therefore failure of the NUR 291 course.

5. Clinical and skills lab attendance guidelines are strictly adhered to (See the Nursing Student Handbook). Clinical attendance is mandatory. If illness causes an absence, the student will be given an opportunity to make up the experience. All clinical absences must be made up. The time, location, and type of clinical make-up shall be determined by the faculty. Please refer to the Nursing Student Handbook regarding clinical absences.
6. The student will be evaluated at two points in the semester: 1) after the first 80 hours of clinical preceptorship are completed 2) after the second 80 hours of clinical preceptorship are completed. Clinical evaluations are completed by the clinical instructor based on communication with and feedback from the agency preceptors. **Students must pass all clinical components satisfactorily to pass the course.**
7. If at any point during the semester, a student's behavior poses a public safety risk, the student will be dismissed from the course at that point (See reasons for dismissal, NPC Nursing Student Handbook, and NPC Policies and Procedures).
8. Students are to adhere to the NPC Nursing Student Handbook. Please review expectations concerning overnight clinical travel.
9. Refer to the NPC Nursing Student Handbook for general policies regarding attendance, grading, theory, clinical components, dress code, dismissal, failure, withdrawal, and readmission issues.

#### **DISABILITY STATEMENT**

If you are a student with a disability and need accommodations for this class, please contact the Disability Resource and Access office located at the White Mountain Campus. The coordinator, Sandy Manor, travels to all campuses and centers and an appointment can be scheduled to meet with her by calling: 532-6178 (local in Show Low) –or- 1-800-266-7845, Ext. 6178. Applications can be submitted electronically at <http://www.npc.edu/dra-application-materials>.

#### **PUBLIC NOTICE OF NON-DISCRIMINATION**

Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, AZ 86025, (800) 266-7845. The Section 504 Compliance Officer is the Coordinator of Disability Resource and Access, 1001 W. Deuce of Clubs, Show Low, AZ 85901, (800) 266-7845. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.



***READING ASSIGNMENTS  
AND WEEKLY  
OBJECTIVES***

Nursing 291 Fall 2019

**Week One**

Start Unit I

CURRENT ISSUES, CRITICAL THINKING, HEALTH CARE DELIVERY

**I. Current Issues in Nursing**

- a. Patient-Centered Care - Culturally Diverse Health Practices
- b. Ethical and Legal Issues – Access to Care and Delegation
- c. Advance Directives – Demographic Changes in US Population
- d. Emerging Technologies – Communication, Knowledge, and Genomics

**II. Critical Thinking in Nursing**

- a. Introduction to Critical Thinking
- b. Introduction to Evidence-Based Practice
- c. Introduction to Ethics to guide decision making and clinical judgment.

**III. Health Care Delivery**

- a. Home-Based Care
- b. Introduction to Case Management

**Reading Assignments:**

Iggy Chapters 1, 2, 3, 4; Silvestri Chapters 5, 6, 7

**Work Assignments:**

*Bring a current article related to evidence-based practice to class.*

**Learning Outcomes:**

Upon completion of the reading assignments/class discussion, the student will be able to:

Current Issues in Nursing (Iggy Chapter 1; Silvestri Chapter 5, 6)

- a. Patient-Centered Care - Culturally Diverse Health Practices
  - b. Ethical and Legal Issues – Access to Care and Delegation
  - c. Advance Directives – Demographic Changes in US Population
  - d. Emerging Technologies – Communication, Knowledge, and Genomics
- 
1. Explain the current priority focus on patient safety and quality of care.
  2. Identify the purpose and function of the Rapid Response Team (RRT).
  3. Differentiate the six core Quality and Safety Education for Nurses (QSEN) competencies that interprofessional health care team members need to provide safe, patient-centered care.
  4. Identify six major ethics principles that help guide decision make and clinical judgment.
  5. Demonstrate assessment and intervention skills to learn about and accommodate client beliefs and practices.
  6. Communicate patient values, preferences, and expressed needs to other member of the interprofessional health care team for effective collaboration.
  7. Demonstrate awareness and sensitivity to the unique health and illness beliefs and practices of clients from ethnic, cultural and religious backgrounds.
  8. Outline the five rights of the delegation and supervision process.
  9. Apply ethical principles, laws, and guidelines to client care cases.
  10. Describe the two basic types of advance directives.

11. Describe the SBAR procedure for successful hand-off communication in health care agencies.
12. Identify ways in which informatics and technology are used in health care.

#### Critical Thinking in Nursing (Supplemental Materials)

1. Explain why critical thinking is an essential part of medical-surgical nursing.
2. Explain the relationship between critical thinking and evidence-based practice.
3. Review the key components of the nursing process.
4. List the steps of the evidence-based practice process.
5. Describe the nurse's role in the quality improvement process.
6. Identify three ways that informatics is used in health care.
7. List the steps of the evidence-based practice process.
8. Describe the nurse's role in the quality improvement process.
9. Identify three ways that informatics is used in health care.

#### Health Care Delivery (Independent Search)

1. Explain the primary purpose of ambulatory care.
2. Identify the unique features of nursing primary care.
3. Discuss the growth of home care in the United States.
4. Describe the role of the nurse in home care.
5. Identify interventions for which Medicare typically pays in home care.

### *Week Two (Internet class)* MEDICATION ADMINISTRATION

Dosage Calculation Quiz #1 (20 questions similar to those that will be on the exam)  
Quiz #1 (over weeks one and two material)

#### **IV. Medication Administration**

- a. Principles of Pharmacology
- b. Math for Pharmacology
- c. Safety in Medication Administration
- d. Pediatric Medication Administration

#### **Reading Assignment:**

Nursing Drug Guide section on safety of drug administration, detecting and managing adverse reactions, administration techniques, and major drug classifications.

Silvestri Chapters 17 & 45

Dosage Calculation Tutorial

#### **Work Assignment:**

#10 medication entries (Drug cards)



**Learning Outcomes:**

Upon completion of the reading assignments/class discussion, the student will be able to:

**Principles of Pharmacology**

1. Identify commonalities and differences among drug classes
2. Demonstrate how to reference pharmacological information to complete Clinical Medication Worksheets and Medication Classification Entries.

**Math for Pharmacology (Silvestri Ch 17)**

1. Calculate drug dosages
2. Convert from metric, apothecary and household systems
3. Perform ratio and percents
4. Solve ratio-proportion and dimensional analysis problems
5. Identify the nursing responsibility in dosage calculation
6. Perform conversions between centigrade and Fahrenheit systems of temperature measurement
7. Verbalize questions/concerns regarding student's own learning needs

**Safety in Medication Administration (Silvestri Ch 17)**

1. Identify the "rights" of medication administration and how they are accomplished
2. List the seven components of a medication order
3. Analyze data in the client's chart to determine if the client has abnormal renal or hepatic function
4. Memorize and recite standard abbreviations associated with the administration of medication
5. Discuss the assessment of communication barriers and learning needs essential to the administration of medication
6. Identify the medications that must be checked by two licensed nurses
7. Identify common receptacles used to deliver/administer oral medications
8. Correctly define and identify oral dose forms of medications
9. Describe general principles of administering solid and liquid forms of oral medications
10. Cite the equipment needed, techniques used and precautions necessary when administering medications via a nasogastric tube, rectal and vaginal suppositories, and transdermal routes
11. Describe the topical forms of medications used on the skin
12. Describe and perform safe administration of medications to mucous membranes, eyes (ophthalmic), ears (otic), nose (nasally), gums (buccally), vagina (vaginally), and under the tongue (sublingually)
13. Identify appropriate nursing actions to document the administration and therapeutic effectiveness of each medication administered
14. Discuss the role of the LPN and RN in legal accountability relative to medication administration

**Parenteral Medication Administration (Silvestri Ch 17)**

1. Differentiate among ampules, vials, Mix-O-Vials, and prefilled syringes (Tubex, Carpuject)
2. Differentiate among the types of syringes and state the purposes of each: tuberculin, insulin, standard 3cc/5cc/10cc syringes

3. Cite the equipment needed, techniques used and precautions necessary when administering medications via intradermal, subcutaneous, and intramuscular routes.
4. For each anatomic site studied, describe the landmarks utilized to identify the site before administration of the medication
5. Identify preferred sites for intramuscular administration of medication in an infant, child, adult and elderly client
6. Perform intramuscular injections correctly
7. Identify four techniques to alleviate pain with parenteral injections
8. Describe the Z-track injection technique
9. Describe and perform the proper procedure for mixing two types of insulin in a single syringe.
10. Describe the technique, dose preparation, and site preparation specific to injection of low molecular weight heparin
11. Perform subcutaneous insulin and low molecular weight heparin injections correctly

#### Intravenous Medication Administration (Iggy Ch 13, Silvestri Ch 14)

1. Calculate an intravenous medication flow rate and demonstrate ability to maintain said rate.
2. Identify and describe signs and symptoms of complications associated with intravenous infusion therapy.
3. Explain nursing interventions for complications.
4. Describe the features of various fluid administration sets, primary, secondary, filters, ect.
5. Differentiate between types of manual, gravity, and electronic infusion devices used to regulate intravenous infusions.
6. Demonstrate knowledge related to use of a PCA pump
7. List major indications and contraindications for placement of a central venous catheter (CVC) or peripherally inserted central catheter (PICC).
8. Identify signs and symptoms of the immediate and delayed risk and complications associated with central line placement
9. Review preventive measures, signs and symptoms and emergency nursing interventions associated with a CVC related air embolism
10. Explain the differences in pressure gradients associated with the use of small barrel and large barrel syringes in irrigating central lines

#### Pediatric Medication Administration (Silvestri Ch 48)

Demonstrate calculations and administration of medication to pediatric patients.

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency in *dosage calculation, medication administration, and principles of pharmacology.*

### ***Week Three***

#### **Start Unit II**

## **HOLISTIC NURSING ASSESSMENT, FLUID/ELECTROLYTE/ACID-BASE BALANCE**

### **Unit I Exam:**

The comprehensive unit examination may cover any and all materials covered in the unit. These questions may include information from videos, presentations, professional literature, text reading, and lectured lessons.

The examination will be made up of 50 questions. The test will be made of NCLEX style questions. Scan sheets are used for ease of grading. It is the students' responsibility to make sure the scan sheets are filled out completely and correctly.

An attempt will be made to grade the exams and provide students with an opportunity for review the same day of the exam. At no point will changes be made to the exam until faculty perform an item analysis. Students must maintain an exam average of 78% or greater to start and continue with the clinical experience.

Instructors will give further information on the day of the exam.

**There will not be any time that the examination will be retained by the student. All examinations will be returned to the instructor at the end of the exam or the end of viewing.**

### Dosage Calculation Exam #1 (20 questions)

#### **V. Holistic Nursing Assessment**

- a. Review of Health History
- b. Review of Vital signs
- c. Review of Head to Toe Assessment
- d. Review of Psychosocial Assessment
- e. Documentation of Assessment

#### **VI. Fluid, Electrolyte, and Acid-base Balance**

- a. Fluid and Electrolyte Balance
- b. Infusion Therapy
- c. Acid-Base Balance

#### **Reading Assignment:**

Online Lesson 6: Introduction to Physical Assessment

[http://www.brooksidepress.org/Products/Nursing\\_Fundamentals\\_II/lesson\\_6\\_Section\\_1.htm](http://www.brooksidepress.org/Products/Nursing_Fundamentals_II/lesson_6_Section_1.htm)

(Lessons above have learning objectives listed in the articles)

Psychosocial Assessment:

<https://ceufast.com/course/psychosocial-assessment-a-nursing-perspective>

#### **Work Assignment:**

#10 medication entries

#### **Learning outcomes:**

Upon completion of the reading assignments/class discussion, the student will be able to:

### Holistic Nursing Assessment (Online Resources)

1. Describe the four techniques used in physical examination: inspection, palpation, percussion, and auscultation.
2. Identify the purpose of the primary instruments used in physical assessment.
3. Acquire nonthreatening techniques for physical examination to ensure client comfort and prepare the client for each regionally focused area of a complete physical examination.
4. Perform a complete physical examination on a client using a head-to-toe approach.
5. Recognize normal physical findings.
6. Recognize when physical findings deviate from normal.

### Fluid, Electrolyte, and Acid-base Balance (Iggy Chapters 11, 12; Silvestri Chapters 8, 9)

1. Interpret whether a client's serum electrolyte values are normal, elevated, or low.
2. Categorize the purpose and types of intravenous infusion therapy.
3. Prioritize nursing interventions for maintaining an infusion system.
4. Determine special needs of older adults receiving IV therapy.
5. Explain the role of compensation.
6. Interpret whether the client's arterial blood gas values are normal, elevated, or low.
7. Compare the roles of the respiratory system and the renal system in maintaining acid-base balance.
8. Describe the relationship between free hydrogen ion level and pH.

### **Start Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)  
Students will demonstrate competency and clinical application in dosage calculation, medication administration, principles of pharmacology, and perform holistic nursing assessments prior to starting clinical preceptorship.

### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *holistic nursing assessment*

### ***Week Four (Internet class)***

Continue Unit II

SUBSTANCE ABUSE, PERI-OPERATIVE NURSING MANAGEMENT, PAIN MANAGEMENT,

Quiz #2 (over weeks three and four material)

### **VII. Substance Abuse**

- a. Overview of Substance Abuse
- b. Commonly Abused Substances
- c. Collaborative Management

### **VIII. Peri-operative Nursing Management**

- a. Interventions for Preoperative Clients
- b. Interventions for Postoperative Clients

### **IX. Pain Management**

- a. Definition and Types of Pain
- b. Pain Theory
- c. Pain management

### **Reading Assignment:**

Iggy Chapters 14, 15, & 16

**Work Assignment:** #10 medication entries

### **Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:  
Substance Abuse (Iggy p. 38-39, Silvestri Ch 70, Online Resources)

1. Discuss substance abuse as a major health issue in the United States.
2. Explain the effects of substance abuse or misuse on the psychological and physical health of individuals and society.
3. Describe the relationship between stress and substance abuse.
4. Identify assessment findings associated with use of nicotine, alcohol, stimulants, hallucinogens, depressants, opioids, inhalants, and steroids.
5. Prioritize care for clients who exhibit signs or symptoms of substance abuse.
6. Discuss recent biologic and genetic research in the etiology of substance abuse.
7. Identify symptoms that are indicative of emergency situations associated with the use of the following substances: alcohol, nicotine, stimulants, hallucinogens, depressants, opioids, inhalants, and steroids.
8. Identify the responsibilities of the nurse when a peer or other health care worker is suspected of abusing substances.
9. Identify common medication regimens that are used in the emergency treatment of drug withdrawal and adverse reactions to drugs and alcohol.
10. Prioritize nursing care to keep patients safe when they are in alcohol withdrawal.

Peri-Operative Nursing Management (Iggy 14, 15, & 16)

1. Identify personal factors that increase the client's risk for complications during and immediately following surgery.
2. Perform an accurate preoperative assessment of the client's physical and social status.
3. Identify laboratory value changes that may affect the client's response to drugs, anesthesia, and surgery.
4. Prioritize teaching needs for the client preparing for surgery.
5. Describe the ongoing head-to-toe assessment of the postoperative client.
6. Prioritize nursing care for the client who has respiratory depression after surgery.
7. Compare the actions, side effects, and nursing implications for different types of drug therapy for pain management after surgery.

Pain Management (Iggy Chapter 4)

1. Define the concept of pain.
2. Identify three populations at high risk for under treatment of pain.
3. Discuss the attitudes and knowledge of nurses, physicians, and clients regarding pain assessment and management.
4. Differentiate between addiction, tolerance, and physical dependence.
5. Compare and contrast the characteristics of the major types of pain.
6. Compare and contrast the characteristics of the major types of pain and examples of each.
7. Perform a complete pain assessment.
8. Explain the role of non-opioid analgesics in pain management.
9. Discuss and compare opioid analgesics, using an [equianalgesic](#) chart.
10. Determine the patient's need for pain medication, including PRN and adjuvant therapy.
11. Compare the advantages and disadvantages of drug administration routes.
12. Identify special considerations for older adults related to pain assessment and management.
13. Identify physical and cognitive-behavioral therapies for clients experiencing pain.
14. Prioritize care for the patient receiving patient-controlled analgesia or epidural analgesia.
15. Describe the role of the nurse as an advocate in pain management.

**Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

**Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *peri-operative nursing management and fluid electrolyte and acid-base balance*.

***Week Five***

Start Unit III

**PROBLEMS OF OXYGENATION AND TISSUE PERFUSION**

Unit II Exam

Dosage Calculation Exam #2 if needed (20 questions)

**X. Problems of Oxygenation**

- a. Assessment of Respiratory System
- b. Clients Requiring Oxygen Therapy
- c. Clients with Noninfectious Problems of Upper Respiratory Tract
- d. Clients with Noninfectious Problems of Lower Respiratory Tract
- e. Clients with Infectious Problems of Lower Respiratory Tract
- f. Respiratory Medications

**Reading Assignment:**

Iggy Chapters 27, 28, 30, 31,  
Silvestri Chapter 55

**Work Assignment:**

#10 medication entries

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

**Assessment of Respiratory System (Iggy Ch 27)**

1. Compare the structures and functions of the upper airways to those of the lower airways.
2. Distinguish between normal and abnormal (adventitious) breath sounds.
3. Describe the respiratory changes associated with aging.
4. Calculate the pack-year smoking history for the client who smokes or who has ever smoked cigarettes.
5. Demonstrate proper technique when using observation and auscultation to assess the respiratory system.
6. Demonstrate proper technique when using palpation and percussion to assess the respiratory system.
7. Interpret arterial blood gas values to assess the client's respiratory status.
8. Prioritize educational needs for the client undergoing pulmonary function tests.
9. Prioritize nursing care needs for the client after bronchoscopy or open lung biopsy.

**Clients Requiring Oxygen Therapy (Iggy Ch 28)**

1. Compare and contrast the uses and nursing care issues of oxygen delivery by nasal cannula with oxygen delivery by mask.
2. Explain the problems of oxygen therapy for those clients whose respiratory efforts are controlled by the hypoxic drive.
3. Analyze changes in clinical manifestations to determine the effectiveness of therapy for the client receiving oxygen.
4. Use laboratory data and clinical manifestations to determine the presence of hypoxemia or hypercarbia.
5. Prioritize nursing care needs for the client with a new tracheostomy.
6. Identify techniques to reduce the risk for aspiration when helping the client with a tracheostomy to eat.

**Clients with Noninfectious Problems of Upper Respiratory Tract (Iggy Ch 29)**

1. Prioritize nursing care needs for the client after a nasoseptoplasty.
2. Compare the manifestations and care needs of a client with an anterior nosebleed with those of a client with a posterior nosebleed.
3. Prioritize nursing care needs for a client with facial trauma.
4. Describe the pathophysiology and the potential complications of sleep apnea.
5. Develop a plan of communication for a client who has a disruption of speech and cannot read.

6. Use clinical manifestations and laboratory data to determine airway adequacy in a client with laryngeal or neck injury.
7. Identify the risk factors for head and neck cancer.
8. Explain the psychosocial consequences of surgery for head and neck cancer.

#### Clients with Noninfectious Problems of Lower Respiratory Tract (Iggy Ch 30)

1. Explain the differences in pathophysiology between asthma from bronchospasm, and asthma from inflammation.
2. Prioritize educational needs for the client at step III of stepped therapy for asthma.
3. Interpret peak expiratory rate flow (PERF) readings for the need for intervention.
4. Discuss the complications of chronic oral steroid therapy for treatment of chronic airflow limitation.
5. Compare the pathophysiology and clinical manifestations of asthma, bronchitis, and emphysema.
6. Identify risk factors for chronic obstructive pulmonary disease (COPD).
7. Prioritize educational needs for the client with COPD who is receiving oxygen therapy at home.
8. Describe the mechanisms of action, side effects, and nursing implications for pharmacologic management of COPD.
9. Describe interventions for energy conservation for the client with COPD.
10. Prioritize nursing care needs for the client immediately following lung volume reduction surgery.
11. Explain the nutritional needs for the client with COPD.
12. Use laboratory data and clinical manifestations to determine the effectiveness of therapy for impaired gas exchange in a client with obstructive or restrictive breathing problems.
13. Explain the etiology, pathophysiology and treatment of cystic fibrosis.
14. Identify the risk factors for lung cancer.
15. Compare the side effects of radiation treatment for lung cancer with those of chemotherapy for lung cancer.
16. Explain how to troubleshoot the chest tube drainage system in a client one day after a thoracotomy.

#### Clients with Infectious Problems of Lower Respiratory Tract (Iggy Ch 31)

1. Explain the consequences of an unidentified disease such as MERS or influenza.
2. Identify adults at highest risk for contracting influenza.
3. Identify clients at risk for developing community-acquired or hospital-acquired pneumonia.
4. Compare the manifestations of pneumonia in the younger adult with those exhibited by the older adult client with pneumonia.
5. Describe the mechanisms of action, side effects, and nursing implications of drug therapy for pneumonia.
6. Identify adults at risk for tuberculosis (TB).



7. Interpret correctly the TB test results for a person with normal immune function and a person with human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS).
8. Describe the mechanisms of action, side effects, and nursing implications of drug therapy for TB.
9. Compare the cause, prevalence, manifestation, and treatment of inhalation anthrax and coccidioidomycosis.

#### Respiratory Medications (Silvestri Ch 55)

Describe actions, indications, contraindications, side effects and interventions associated with respiratory medications.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of oxygenation*

### ***Week Six (Internet class)***

Continue Unit III

#### **CARDIOVASCULAR SYSTEM**

Quiz #3 (over week five and six material)

Dosage Calculation Exam #3 if needed (20 questions)

#### **XI. Problems of the Cardiovascular System**

- a. Assessment of Cardiovascular System
- b. Interventions for Clients with Cardiac Problems
- c. Interventions for Clients with Vascular Problems
- d. Cardiovascular Medications

#### **Reading Assignment:**

Iggy Chapters 33, 35, 36  
Silvestri Chapter 57

#### **Work Assignment:**

Concept Map or Care Plan #1 Due  
#10 medication entries

#### **Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

#### Assessment of Cardiovascular System (Iggy Ch 33)

1. Review the anatomy and physiology of the cardiovascular system.

2. Describe cardiovascular changes associated with aging.
3. Identify factors that place clients at risk for cardiovascular problems.
4. Perform appropriate physical assessment for clients with cardiovascular problems.
5. Interpret laboratory test findings for clients with suspected or actual cardiovascular disease.
6. Explain and pre- and post-test care associated with diagnostic cardiovascular testing.
7. Explain the purpose of hemodynamic monitoring.

#### Interventions for Clients with Cardiac Problems (Iggy Ch 35)

1. Explain the pathophysiology of heart failure.
2. Compare and contrast left-sided and right-sided heart failure.
3. Perform a comprehensive assessment of clients experiencing heart failure.
4. Identify common nursing diagnoses and collaborative problems for clients with heart failure.
5. Evaluate the effects of interventions for reducing preload and afterload.
6. Identify common drug therapies to improve cardiac output.
7. Describe special considerations for older adults with heart failure.
8. Discuss the prevention of complications for clients with heart failure.
9. Prioritize nursing care for clients experiencing heart failure.
10. Identify essential focused assessments used by the home care nurse for clients with heart failure.
11. Compare and contrast common valvular disorders.
12. Discuss surgical management for clients with valvular disease.
13. Develop a teaching/learning plan for clients with valvular disease.
14. Differentiate between common cardiac inflammations and infections—endocarditis, pericarditis, and rheumatic carditis.
15. Discuss the legal/ethical aspects related to heart transplantation, including resource management.

#### Interventions for Clients with Vascular Problems (Iggy Ch 36)

1. Explain the pathophysiology of arteriosclerosis and atherosclerosis, including the factors that cause arterial injury.
2. Interpret essential laboratory data related to risk for atherosclerosis.
3. Discuss the role of diet therapy in the management of clients with arteriosclerosis.
4. Describe the differences between essential and secondary hypertension.
5. Develop a collaborative plan of care for a client with essential hypertension.
6. Explain the purpose, action, and nursing implications of drugs used to manage hypertension.
7. Identify cultural considerations that impact care for clients with hypertension.
8. Evaluate the effectiveness of interdisciplinary interventions to improve hypertension.
9. Compare and contrast assessment findings typically present in clients with peripheral arterial and peripheral venous disease.
10. Prioritize postoperative care for clients who have undergone peripheral bypass surgery.
11. Assess clients at risk for venous thromboembolism (VTE) and identify when VTE occurs.
12. Describe nursing interventions used to help prevent venous thromboembolism (VTE).
13. Describe the nurse's role in monitoring clients who are receiving anticoagulants.

15. Compare and contrast Raynaud's and Buerger's disease.
16. Identify evidence-based practice for care of clients with venous leg ulcers.

#### Cardiovascular Medications (Silvestri Ch 57)

Describe actions, indications, contraindications, side effects and interventions associated with cardiovascular medications.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of the cardiovascular system*

### ***Week Seven***

#### Start Unit IV

HEMATOLOGIC SYSTEM AND IMMUNE RESPONSE p. 19-21; Unit III Exam

#### **XII. Problems of the Hematologic System**

Assessment of Hematologic System

#### **XIII. Problems of Immune Response**

- a. Care of Patients with Arthritis and Other Connective Tissue Disease
- b. Interventions for Clients with HIV/AIDS
- c. General Interventions for Clients with Cancer

#### **Reading Assignment:**

Iggy Chapters 18, 19, 21, 22, 39, 40

#### **Work Assignment:**

#10 medication entries

#### **Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

Problems of the Hematologic System (Iggy Chapter 39, 40)

1. Describe the hematologic changes associated with aging.
2. Explain the process of erythrocyte maturation.
3. Describe the role of platelets in hemostasis.
4. Compare the structure and function of platelet plugs and fibrin clots.
5. Interpret blood cell counts and clotting tests to assess the client's hematologic status.
6. Compare the actions and uses of anticoagulants, fibrinolytics, and inhibitors of platelet activity.
7. Develop a community-based teaching plan for the client on anticoagulant therapy at home.

8. Prioritize nursing care for the client after bone marrow aspiration.

#### Arthritis and other Connective Tissue Diseases (Iggy Ch 18)

1. Compare and contrast the pathophysiology and clinical manifestations of osteoarthritis (OA) and rheumatoid disease (RA).
2. Prioritize collaborative interventions for clients with OA and RA.
3. Determine common nursing diagnoses for postoperative clients having total joint replacement surgery.
4. Evaluate the expected outcomes for clients having total joint replacement surgery.
5. Interpret laboratory findings for clients with rheumatoid disease.
6. Identify the nursing implications associated with drug therapy for clients with rheumatoid arthritis.
7. Identify educational needs for clients with arthritis.
8. Differentiate between discoid lupus erythematosus and systemic lupus erythematosus.
9. Describe the priority nursing interventions for clients who have progressive systemic sclerosis.
10. Discuss the treatment of gout based on knowledge of pathophysiology.
11. Explain the differences between polymyositis, systemic necrotizing vasculitis, polymyalgia rheumatica, ankylosing spondylitis, Reiter's syndrome, and Sjögren's syndrome.
12. Describe interventions that clients can use to prevent Lyme disease.
13. Identify the primary concern in care for clients with Marfan syndrome.
14. Describe current treatment strategies for clients with fibromyalgia.

#### Interventions for Clients with HIV/AIDS (Iggy Ch 19)

1. Explain the differences in nursing care required for a client with a pathogenic infection versus a client with an opportunistic infection.
2. Distinguish between the conditions of human immunodeficiency virus (HIV) infection and acquired immunodeficiency syndrome (AIDS) for clinical manifestations and risks for complications.
3. Describe the ways in which HIV is transmitted.
4. Identify techniques to reduce the risk for infection in an immunocompromised client.
5. Develop a teaching plan for condom use among sexually active, non-English-speaking adults.
6. Prioritize nursing care for the client with AIDS who has impaired gas exchange.
7. Identify teaching priorities for the HIV-positive client receiving highly active antiretroviral therapy.
8. Develop a community-based teaching plan for the client with immune deficiency living at home.
9. Plan a week of meals for the client who has protein-calorie malnutrition.

#### General Interventions for Clients with Cancer (Iggy Ch 21, 22)

1. Identify the goals of cancer therapy.
2. Distinguish between cancer surgery for cure and cancer surgery for palliation.
3. Discuss how the nursing care needs for the client undergoing cancer surgery compare to those for the client undergoing any other type of surgery.

4. Compare the purposes and side effects of radiation therapy and chemotherapy for cancer.
5. Develop a community-based teaching plan for the client receiving external beam radiation.
6. Identify nursing interventions to promote safety for the client experiencing chemotherapy-induced anemia or thrombocytopenia.
7. Develop a community-based teaching plan for the client receiving chemotherapy.
8. Prioritize nursing care for the client with chemotherapy-induced neutropenia.
9. Prioritize nursing care for the client with mucositis.
10. Explain the rationale for hormonal manipulation therapy.
11. Discuss the uses of biologic response modifiers as supportive therapy in the treatment of cancer.
12. Explain the basis of targeted therapy for cancer.
13. Identify clients at risk for oncologic emergencies.
14. Prioritize nursing care needs for clients experiencing oncologic emergencies.

**Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

**Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *hematologic system and immune response*.

***Week Eight (Internet class)***

Continue Unit IV

NERVOUS SYSTEM

Quiz #4 (over week seven and eight material)

**XIV. Problems of the Nervous System**

- a. Assessment of The Nervous System
- b. Interventions for Clients with Problems of the Brain
- c. Interventions for Clients with Problems of the Spinal Cord
- d. Interventions for Clients with Problems of the Peripheral Nervous System
- e. Neurological Medications

**Reading Assignment:**

Iggy Chapters 41, 42, 43, 44

Silvestri Chapter 63

**Work Assignment:**

#10 medication entries

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

### Assessment of the Nervous System (Iggy Ch 41)

1. Compare the functions of the major divisions of the nervous system.
2. Describe the mechanisms of nerve impulse transmission.
3. Identify the structure and function of different areas of the central and peripheral nervous system.
4. Identify common physiologic changes associated with aging that affect the nervous system.
5. Perform a neurologic history.
6. Perform a comprehensive neurologic physical assessment.
7. Perform a rapid neurologic assessment and interpret findings.
8. Interpret results of cerebrospinal fluid analysis.

### Interventions for Clients with Problems of the Brain (Iggy Ch 42)

1. Compare the assessment findings of migraine, cluster and tension headaches.
2. Develop a teaching plan for a client diagnosed with migraine headaches.
3. Differentiate the common types of seizures, including presenting clinical manifestations.
4. Identify collaborative management options for treating clients diagnosed with epilepsy.
5. Explain the nursing interventions required when providing care for a client having a seizure.
6. Outline the priorities for care of clients with meningitis and encephalitis.
7. Describe the pathophysiology of Parkinson disease.
8. Identify nursing implications related to giving medications for Parkinson disease.
9. Identify the roles of the interdisciplinary health care team and family in developing a comprehensive individualized treatment plan for the client with Alzheimer's disease.
10. Explain the use of drug therapy for clients with Alzheimer's disease.
11. Prioritize care for clients with Alzheimer's disease.
12. Analyze legal/ethical concerns related to genetic counseling of clients with Huntington disease.

### Interventions for Clients with Problems of the Spinal Cord (Iggy Ch 43)

1. Identify risk factors that contribute to back pain.
2. Explain health promotion measures to prevent back pain.
3. Plan care for the client having a discectomy, laminectomy, or spinal fusion.
4. Analyze the common nursing diagnoses and collaborative problems for the client with an acute spinal cord injury (SCI).
5. Describe the role of the health care team in the recognition and treatment of typical medical complications that are experienced by clients with an SCI.
6. Prioritize the nursing care of the client with an SCI.
7. Evaluate the expected outcomes for the client with an SCI.
8. Identify the clinical manifestations and treatment options associated with spinal cord tumors.
9. Explain the pathophysiology of multiple sclerosis (MS), including the six basic types.
10. Discuss the role of medications in managing clients with MS.

11. Compare and contrast the clinical manifestations of MS and amyotrophic lateral sclerosis.

#### Interventions for Clients with Problems of the Peripheral Nervous System (Iggy Ch 44)

1. Compare and contrast the pathophysiology and etiology of Guillain-Barré syndrome (GBS) and myasthenia gravis (MG).
2. Analyze assessment data for a client with GBS or MG to determine common nursing diagnoses.
3. Prioritize nursing care for the client with GBS or MG.
4. Evaluate nursing care for the client with GBS or MG based on expected outcomes.
5. Differentiate between a myasthenic crisis and a cholinergic crisis.
6. Identify specific nursing actions regarding medication administration for the client with MG.
7. Prioritize postoperative care for the client undergoing peripheral nerve repair.
8. Compare and contrast trigeminal neuralgia and facial paralysis.
9. Discuss the role of drug therapy in managing the client with trigeminal neuralgia and facial paralysis.
10. Explain the purpose of surgery for clients with trigeminal neuralgia.

#### Neurological Medications (Silvestri Ch 63)

Describe actions, indications, contraindications, side effects and interventions associated with neurological medications.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as decided by instructor and student)

**Skills Lab Activities:** Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of the nervous system*.

### ***Week Nine***

#### Start Unit V

### MUSCULOSKELETAL SYSTEM SENSORY SYSTEM

#### **XV. Problems of the Musculoskeletal System**

- d. Assessment of The Musculoskeletal System
- e. Interventions for Clients with Problems of the Musculoskeletal System
- f. Musculoskeletal Medications

#### **XVI. Problems of the Sensory System**

- a. Assessment of The Eye and Vision
- b. Assessment of The Ear and Hearing

#### **Reading Assignment:**

Iggy Chapters 46, 48, 49, 50  
Silvestri Chapter 65

**Work Assignment:**

#10 medication entries

Mid-semester Clinical Evaluation Due

Care Plan/Concept Map #2 Due

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

**Assessment of the Musculoskeletal System (Iggy Ch 49)**

1. Recall the anatomy and physiology of the musculoskeletal system.
2. Explain how physiologic aging changes of the musculoskeletal system affect care of older adults.
3. Conduct a musculoskeletal history using Gordon's Functional Health Patterns.
4. Evaluate important assessment findings in a client with a musculoskeletal health problem.
5. Explain the use of laboratory testing for a client with a musculoskeletal health problem.
6. Identify the use of radiography in diagnosing musculoskeletal health problems.
7. Describe follow-up care for clients undergoing musculoskeletal diagnostic testing.

**Interventions for Clients with Problems of the Musculoskeletal System (Iggy, Ch 50)**

1. Explain the risk factors for primary and secondary osteoporosis.
2. Implement interventions to decrease the risk for developing osteoporosis.
3. Describe the role of drug therapy in the prevention and management of osteoporosis.
4. Compare and contrast osteoporosis and osteomalacia.
5. Identify common assessment findings in clients with Paget's disease of the bone.
6. Differentiate acute and chronic osteomyelitis.
7. Analyze assessment data to determine common nursing diagnoses and collaborative problems for the client with a malignant bone tumor.
8. Explain the pathophysiology and risk factors for carpal tunnel syndrome.
9. Identify treatment options for the client diagnosed with carpal tunnel syndrome.
10. Describe common disorders of the foot, including hallux valgus and plantar fasciitis.
11. Explain the role of the nurse when caring for an adult client with muscular dystrophy.

**Musculoskeletal Medications (Silvestri Ch 65)- MEDICATION CARDS**

Describe actions, indications, contraindications, side effects and interventions associated with musculoskeletal medications.

**Assessment of the Eye and Vision (Iggy Ch 46)**

1. Explain the concept of refraction in relation to how the cornea, lens, aqueous humor, and vitreous humor contribute to vision.
2. Describe age-related changes in the eye, eyelids, and vision.
3. List five systemic disorders that have an impact on the eye and vision.
4. Discuss which elements of a client's history might predict visual impairment later in life.
5. Interpret the findings of visual acuity by the Snellen chart.



6. Describe two methods of assessing extraocular muscle function.
7. Describe the proper technique for examining the client's eyes with an ophthalmoscope.
8. Discuss the educational needs of a client undergoing fluorescein angiography.
9. Explain the relationship between intraocular pressure and eye health.
10. Use proper technique to instill eye drops.

#### Assessment of the Ear and Hearing (Iggy Ch 48)

1. Describe the key elements to inspect when performing assessment of the external ear.
2. Describe age-related changes in the structure of the ear and hearing.
3. Identify 10 common drugs that affect hearing.
4. Demonstrate the correct use of an otoscope.
5. Describe the landmarks of the tympanic membrane (eardrum).
6. Compare air conduction of sound with bone conduction of sound.
7. Demonstrate the correct use of a tuning fork in performing the Weber and Rinne tests for hearing.
8. Prioritize educational needs for the client about to undergo pure-tone audiometry and electronystagmography.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of the musculoskeletal and sensory system*.

#### ***Week Ten (Internet class)***

##### Unit V Continued

#### GASTROINTESTINAL SYSTEM

#### Quiz #5 (over week nine and ten material)

#### XVII. Problems of the Gastrointestinal System

- a. Assessment the Gastrointestinal System
- b. Interventions for Clients with Esophageal Disorders
- c. Interventions for Clients with Stomach Disorders
- d. Interventions for Clients with Liver Disorders
- e. Gastrointestinal Medications

#### **Reading Assignment:**

Iggy Chapters 55, 57, 58, 61  
Silvestri Chapter 53

#### **Work Assignment:**

#10 medication entries

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

**Assessment the Gastrointestinal System (Iggy Ch 52)**

1. Recall the anatomy and physiology of the gastrointestinal (GI) system.
2. Identify GI system changes associated with aging.
3. Perform a GI history using Gordon's Functional Health Patterns.
4. Evaluate important physical assessment findings in a client with digestion, nutrition, and elimination (GI) health problems.
5. Explain the use of laboratory testing for a client with a GI health problem.
6. Describe the use of radiography in diagnosing GI health problems.
7. Explain follow-up care for clients who have invasive radiographic examinations.
8. Plan pre-procedure and follow-up care for clients having endoscopic procedures.

**Interventions for Clients with Esophageal Disorders (Iggy Ch 54)**

1. Explain the pathophysiology of gastroesophageal reflux disease (GERD).
2. Assess the client who is experiencing GERD.
3. Plan the nursing care for clients with GERD.
4. Identify medications that are used for GERD and nursing implications for each classification.
5. Develop a postoperative teaching plan for the client having a hiatal hernia repair.
6. Identify the differences in the incidence of esophageal cancer among cultural groups.
7. Describe the risk factors for esophageal cancer.
8. Analyze assessment data to determine common nursing diagnoses for the client with esophageal cancer.
9. Discuss the priorities for postoperative care of the client undergoing surgery for esophageal cancer.

**Interventions for Clients with Stomach Disorders (Iggy Ch 55)**

1. Compare etiologies and assessment findings of acute and chronic gastritis.
2. Describe the key components of collaborative management for clients with gastritis.
3. Compare and contrast assessment findings associated with gastric and duodenal ulcers.
4. Identify the most common medical complications that can result from peptic ulcer disease (PUD).
5. Analyze assessment data to determine common nursing diagnoses associated with PUD.
6. Discuss drug therapy for gastritis and PUD.
7. Prioritize interventions for clients with upper gastrointestinal bleeding.
8. Plan preoperative and postoperative care for the client undergoing gastric surgery.
9. Evaluate outcomes for clients with PUD.
10. Explain Zollinger-Ellison syndrome and its associated clinical manifestations.
11. Analyze risk factors for gastric carcinoma, including cultural considerations.
12. Plan postoperative care for clients who have undergone surgery for gastric cancer.
13. Discuss the psychological and emotional concerns of clients with gastric cancer.

**Interventions for Clients with Liver Disorders (Iggy Ch 58)**

1. Describe the pathophysiology and complications associated with cirrhosis of the liver.
2. Interpret laboratory test findings commonly seen in clients with cirrhosis.
3. Analyze assessment data from clients with cirrhosis to determine priority nursing diagnoses and collaborative problems.
4. Formulate a collaborative plan of care for the client with severe late-stage cirrhosis.
5. Identify emergency interventions for the client with bleeding esophageal varices.
6. Evaluate care for clients with cirrhosis.
7. Develop a community-based teaching plan for the client with cirrhosis of the liver.
8. Compare and contrast the transmission of hepatitis A, B, and C viral infections.
9. Explain ways in which each type of hepatitis can be prevented.
10. Discuss the primary concerns about the increasing incidence of hepatitis C in the United States.
11. Identify treatment options for clients with cancer of the liver.
12. Describe the typical complications that result from liver transplantation.

#### Gastrointestinal Medications (Silvestri Ch 53)- MEDICATION CARDS

Describe actions, indications, contraindications, side effects and interventions associated with gastrointestinal medications.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as decided by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of the gastrointestinal system*.

### ***Week Eleven***

#### Start Unit VI

#### GROWTH AND DEVELOPMENT ACROSS THE LIFE SPAN

#### Unit V Exam

### **XVIII. Growth and Development Across the Life Span**

- a. Theories of Growth and Development
- b. Developmental Stages
- c. Health Care of Older Adults
- a. End-of Life Care

#### **Reading Assignment:**

Iggy Chapters 3, 7

Silvestri Chapters 21, 22

#### **Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

Theories of Growth and Development (Silvestri Ch 21)

1. Describe Freud's theory psychosexual development.
2. Explain Piaget's theory of cognitive development.

3. Identify stages with the Erikson's psychosocial theory.
4. Describe the process of moral development based on Kohlberg's theory.

#### Developmental Stages (Silvestri Ch 22)

1. Describe developmental characteristics and nursing implications associated with the hospitalized infant, toddler, preschooler, school-age, and adolescent child.
2. Identify communication approaches for development ages.

#### Health Care of Older Adults (Iggy Ch 3)

1. Identify four subgroups of older adults.
2. Describe nursing interventions for relocation stress syndrome.
3. Discuss common health issues that may concern older adults.
4. Explain why older adults are often at high risk for falls.
5. State common interventions for older clients at high risk for falls.
6. Describe the nursing care required for clients who are restrained.
7. Explain the effects of drugs on the older adult.
8. Compare and contrast delirium and dementia.
9. Interpret the signs and symptoms of elder neglect or abuse.
10. Describe government and community resources that are available for older adults.

#### End-of Life Care (Iggy Ch 7)

1. Describe the pathophysiology of death.
2. Explain the purpose for advance directives.
3. Discuss the philosophies of palliative and hospice care.
4. Describe the role of the nurse and the interdisciplinary team in end-of-life care.
5. Interpret the common physical and emotional signs of impending death.
6. Identify common symptoms of distress near death.
7. Describe common psychosocial issues for clients and their families near death.
8. Describe a plan of care to assist clients and families in coping with the dying process.
9. Describe care of the client after death.
10. Discuss the ethical and legal obligations of the nurse with regard to end-of-life care.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *problems of the endocrine and renal/urinary system*.

**Week Twelve (Internet class)**  
Continue Unit VI  
ENDOCRINE SYSTEM  
RENAL/URINARY SYSTEM

Quiz #6 (over week eleven and twelve material)

**XIX. Problems of the Endocrine System**

- a. Assessment of The Endocrine System
- b. Interventions for Clients with Diabetes Mellitus
- c. Endocrine Medications

**XX. Problems of the Renal/Urinary System**

- a. Assessment of the Renal/Urinary System
- b. Interventions for Clients with Urinary Problems
- c. Interventions for Clients with Renal Problems
- d. Renal/Urinary Medications

**Reading Assignment:**

Iggy Chapters 61, 64, 65, 66, 67

Silvestri Chapters 51, 59

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

Assessment of The Endocrine System (Iggy Ch 61)

1. Describe the relationship between hormones and receptor sites.
2. Explain negative feedback as a control mechanism for hormone secretion.
3. Discuss the structure and function of the hypothalamus.
4. Discuss the structure and function of the anterior and posterior pituitary glands.
5. Discuss the structure and function of the adrenal glands.
6. Discuss the structure and function of the thyroid and parathyroid glands.
7. Discuss the structure and function of the pancreas.
8. Describe changes in the endocrine system associated with aging.
9. Identify laboratory tests that aid in determining endocrine function and dysfunction.

Interventions for Clients with Diabetes Mellitus (Iggy Ch 64)

1. Compare the age of onset, clinical manifestations, and pathologic mechanisms of type 1 and type 2 diabetes mellitus.
2. Identify clients at risk for type 2 diabetes mellitus.
3. Explain the effects of insulin on carbohydrate, protein, and fat metabolism.
4. Evaluate laboratory data to determine whether the client is using the prescribed dietary, medication, and exercise interventions for diabetes.
5. Explain the effect of aerobic exercise on blood glucose levels.
6. Describe the significance of ketone bodies in the urine of a diabetic client.
7. Discuss the dietary requirements of clients taking Humalog insulin before meals.
8. Identify eating habits and patterns that place the diabetic client at increased risk for hypoglycemia and hyperglycemia.

9. Compare the mechanisms of action of the sulfonylureas, meglitinide analogs, biguanides, alpha glucosidase inhibitors, and thiazolidinediones as antidiabetic agents.
10. Explain the effect of hypertension on the development of diabetic nephropathy and diabetic retinopathy.
11. Identify clients at risk for hypoglycemia.
12. Prioritize nursing interventions for the client with mild to moderate hypoglycemia and moderate to severe hypoglycemia.
13. Identify clients at risk for diabetic ketoacidosis (DKA).
14. Prioritize nursing interventions for clients with DKA.
15. Identify clients at risk for hyperglycemic-hyperosmolar nonketotic syndrome (HHNS).
16. Prioritize nursing interventions for clients with HHNS.
17. Use laboratory data and clinical manifestations to determine the effectiveness of the interventions for DKA and HHNS.
18. Describe the steps required for subcutaneous insulin administration.
19. Describe the correct technique to use when mixing different types of insulin in the same syringe.
20. Compare the clinical manifestations of hyperglycemia and hypoglycemia.

#### Endocrine Medications (Silvestri Ch 51)

Describe actions, indications, contraindications, side effects and interventions associated with medications to treat endocrine problems.

#### Assessment of the Renal/Urinary System (Iggy Ch 65)

1. Compare and contrast kidney function with functions of the ureters, bladder, and urethra.
2. Describe the roles of the afferent and efferent arterioles in glomerular filtration.
3. Explain the influence of antidiuretic hormone and aldosterone on urine formation and composition.
4. Describe age-related changes in the renal/urinary system.
5. Use laboratory data to distinguish between dehydration and renal impairment.
6. Describe how to obtain a sterile urine specimen from a client with a Foley catheter.
7. Identify teaching priorities for a client who needs to obtain a 24-hour urine specimen.
8. Identify teaching priorities for a client who needs to obtain a “clean-catch” urine specimen.
9. Describe the correct techniques to use in physically assessing the renal system.
10. Prioritize nursing care for the client during the first 24 hours following intravenous (IV) urography.

#### Interventions for Clients with Urinary Problems (Iggy Ch 66)

1. Describe the clinical manifestations of cystitis.
2. Develop a community-based teaching plan for a person at risk for cystitis.
3. Describe nursing interventions to prevent urinary tract infections among hospitalized clients.

4. Compare the pathophysiology and manifestations of stress incontinence, urge incontinence, overflow incontinence, mixed incontinence, and functional incontinence.
5. Describe the mechanisms of action, side effects, and nursing implications for the management of a urinary tract infection with sulfonamide and fluoroquinolone antibiotics.
6. Describe the techniques used to assess pelvic floor strength in the client who is experiencing some incontinence.
7. Explain the proper application of exercises to strengthen pelvic floor muscles.
8. Explain the drug therapy for different types of incontinence.
9. Develop a community-based teaching plan for the client who must perform intermittent self-catheterization for incontinence.
10. Prioritize nursing care for the client with renal colic.
11. Describe the manifestations of urinary obstruction.
12. Describe the common clinical manifestations of bladder cancer.

#### Interventions for Clients with Kidney Disorders (Iggy Ch 67)

1. Prioritize nursing care for the client with polycystic kidney disease.
2. Describe the clinical manifestations of hydronephrosis.
3. Identify clients at risk for pyelonephritis.
4. Describe the mechanisms of action, side effects, and nursing implications for drug therapy for pyelonephritis.
5. Use laboratory data and clinical manifestations to determine the effectiveness of therapy for pyelonephritis.
6. Compare the pathophysiology and clinical manifestations of acute glomerular nephritis and nephrotic syndrome.
7. Explain the relationship between hypertension and renal disease.
8. Prioritize nursing care for the client during the first 24 hours after a nephrectomy.
9. Explain how diabetic nephropathy can affect glucose metabolism and control in the client with diabetes mellitus.
10. Describe strategies to prevent renal trauma.

#### Renal/Urinary Medications (Silvestri Ch 59)

Describe actions, indications, contraindications, side effects and interventions associated with medications to treat renal/urinary problems

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *growth and development across the life span*.

**Week Thirteen**  
Start Unit VII  
REPRODUCTIVE AND MATERNITY NURSING

Unit VI Exam

XXI. Reproductive and Maternity Nursing Considerations

- a. Assessment of the Reproductive System
- b. Obstetrical Assessment
- c. Prenatal Period
- d. Labor and Delivery
- e. The Postpartum Period
- f. Care of the Newborn
- g. Maternity and Newborn Medications
- h. Interventions for clients with sexually Transmitted Diseases

**Reading Assignment:**

Iggy Chapter 69

Silvestri Chapters 25, 26, 27, 28, 29, 30, 31, 32

**Work Assignment:**

Care Plan/Concept Map #3 Due

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

Assessment of the Reproductive System (Iggy Ch 69)

1. Review the anatomy and physiology of the male and female reproductive systems.
2. Discuss the components of a health history for reproductive health problems using Gordon's Functional Health Patterns.
3. Explain the procedures for physical assessment of the male and female reproductive systems.
4. Describe the client preparation for common reproductive diagnostic tests.
5. Interpret common reproductive laboratory diagnostic test findings.

Obstetrical Assessment (Silvestri Ch 25)

1. Describe Nagele's rule for calculating estimated date of confinement.
2. Define gravidity and parity.
3. Identify presumptive, probable, and positive signs of pregnancy.
4. Explain measurements of fundal height as pregnancy progresses.
5. Describe the effect of rubella, STD, HIV and substance abuse on the fetus.
6. Identify indications for laboratory and diagnostic testing during pregnancy.
7. Describe nutritional considerations during pregnancy.

Prenatal Period (Silvestri Ch 25, 26)

1. Describe physiological changes in the prenatal period by body system.
2. Identify common psychological maternal changes during pregnancy.
3. Describe mechanism and treatment of discomfort during the prenatal period.



### Labor and Delivery (Silvestri Ch 27, 28)

1. Explain the process of labor and mechanisms of labor.
2. Explain the importance of and methods to identify fetal position and presentation.
3. Describe reassuring and nonreassuring patterns of fetal heart rate and uterine activity during labor.
4. Explain differences in breathing techniques during stages of the four stages labor.
5. Plan the care of a woman in labor throughout each stage.
6. Describe indications for anesthesia.
7. Describe current obstetrical practices, their indications, and nursing implications.

### The Postpartum Period (Silvestri Ch 29, 30)

1. Identify physiological maternal changes in the uterus, lochia, cervix, vagina, ovaries, breasts, and urinary and gastrointestinal tract postpartum.
2. Describe changes in vital signs and assessment procedure for the postpartum patient.
3. Explain the importance of teaching in the postpartum period.
4. Describe nursing interventions to address pain management.
5. Describe the teaching plan for a mother who wishes to breast-feed her infant.

### Care of the Newborn (Silvestri Ch 31)

1. Describe the Apgar scoring procedure.
2. Identify the initial care of the newborn in the birth room.
3. Explain normal findings on physical exam of the newborn, including reflexes.
4. Describe the teaching plan for care of a newborn.
5. Explain how the preterm newborn differs from the post-term newborn.
6. Identify interventions for the SGA and LGA infant.
7. Describe the causes, assessment, and interventions for Respiratory Distress Syndrome.
8. Describe the causes, assessment, and interventions for Meconium Aspiration Syndrome.
9. Describe the causes, assessment, and interventions for Bronchopulmonary Dysplasia.
10. Describe the causes, assessment, and interventions for Hyperbilirubinemia
11. Describe the causes, assessment, and interventions for Erythroblastosis Fetalis.
12. Describe the causes, assessment, and interventions for TORCH Syndrome.
13. Explain the assessment and nursing implications for the care of an addicted newborn and one with Fetal Alcohol Syndrome.
14. Describe a plan of care for the newborn of a diabetic mother.
15. Describe a plan of care for the newborn of a mother with HIV.

### Maternity and Newborn Medications (Silvestri Ch 32)

Describe actions, indications, contraindications, side effects and interventions associated with medications to treat maternity patients and newborns.

### Interventions for Clients with Sexually Transmitted Diseases (Iggy Ch 74)

1. Explain how sexually transmitted diseases (STDs) can be prevented.
2. Compare the stages of syphilis.
3. Prioritize nursing care for the client with syphilis at each stage.
4. Identify the role of drug therapy in managing clients with genital herpes (GH).
5. Discuss the psychosocial effects of having an STD.
6. Develop a community-based teaching plan for clients diagnosed with gonorrhea.

7. Describe the assessment findings that are typical in clients with *Chlamydia trachomatis* infection.

**Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

**Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *reproductive and maternity nursing considerations*.

***Week Fourteen (Internet class)***

Continue Unit VII

**PEDIATRIC NURSING**

Quiz #7 (over weeks thirteen and fourteen material)

**XXII. Pediatric Nursing**

- a. Neurological, Cognitive, Psychiatric Pediatric Disorders
- b. Eye, Ear and Throat Pediatric Disorders
- c. Respiratory Pediatric Disorders
- d. Cardiovascular Pediatric Disorders
- e. Gastrointestinal Pediatric Disorders
- f. Metabolic & Endocrine Pediatric Disorders
- g. Renal & Urinary Pediatric Disorders
- h. Integumentary Pediatric Disorders
- i. Musculoskeletal Pediatric Disorders
- j. Hematological Pediatric Disorders
- k. Oncological Pediatric Disorders
- l. Acquired Immunodeficiency Pediatric Disorders
- m. Infectious & Communicable Disease Pediatric Disorders

**Reading Assignment:**

Silvestri Chapters 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to describe assessment techniques, diagnostic methods and nursing interventions associated with:

Integumentary Pediatric Disorders (Silvestri Ch 33)

Hematological Pediatric Disorders (Silvestri Ch 34)

Oncological Pediatric Disorders (Silvestri Ch 35)

Metabolic & Endocrine Pediatric Disorders (Silvestri Ch 36)

Gastrointestinal Pediatric Disorders (Silvestri Ch 37)

Eye, Ear and Throat Pediatric Disorders (Silvestri Ch 38)

Respiratory Pediatric Disorders (Silvestri Ch 39)

Cardiovascular Pediatric Disorders (Silvestri Ch 40)

Renal & Urinary Pediatric Disorders (Silvestri Ch 41)

Neurological and Cognitive Disorders (Silvestri Ch 42)  
Musculoskeletal Pediatric Disorders (Silvestri Ch 43)  
Infectious & Communicable Disease Pediatric Disorders (Silvestri Ch 44)

**Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

**Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *pediatric nursing*.

***Week Fifteen***

**PSYCHIATRIC NURSING**

Unit VII Exam

**XXIII. Psychiatric Nursing**

- a. Foundations of Psychiatric Mental Health Nursing
- b. Mental Health Disorders
- c. Addictions
- d. Crisis Theory and Interventions
- e. Psychiatric Medications

**Reading Assignment:**

Silvestri Chapters 68, 69, 70, 71, 71

**Work Assignment:**

Evidence-Based Practice Paper Due --- Presentations in class  
Final Clinical Evaluation Due

**Learning Outcomes:**

Upon completion of the reading assignment/class discussion, the student will be able to:

Foundations of Psychiatric Mental Health Nursing (Silvestri Ch 68)

1. Discuss principle application and phases of the nurse-patient relationship.
2. Describe the difference between coping and defense mechanisms.
3. Explain why the rationale and methods to protect and support client rights is important.

Mental Health Disorders (Silvestri Ch 69)

1. Identify symptoms of progressive levels of anxiety and nursing measures to address this problem.
2. Describe a patient with post-traumatic stress disorder syndrome and devise a treatment plan.
3. Identify characteristic symptoms and signs, assessment methods, and nursing implications for the following problems:
  1. Obsessive-compulsive disorder
  2. Somatoform disorders
  3. Dissociative disorders

4. Mood disorders
5. Schizophrenia
6. Paranoid disorders
7. Personality disorders
8. Neurocognitive disorders

#### Addictions (Silvestri Ch 70)

1. Describe the difference between anorexia nervosa and bulimia nervosa.
2. Identify treatment options for eating disorders.
3. Describe the risk factors for alcohol abuse and psychological and systemic complications.
4. Describe early signs of and manifestations of alcohol withdrawal
5. Describe a plan of care for the patient with alcohol withdrawal, including safety precautions and client/family education.
6. Identify signs and symptoms of intoxication with CNS depressants, stimulants, opioids, hallucinogens, inhalants, and marijuana.

#### Crisis Theory and Interventions (Silvestri Ch 71)

1. Describe phases and intervention principles for crisis intervention.
2. Identify the nurse's role and action in comforting the patient experiencing grief, loss and coping with end-of-life issues.
3. Explain triggers and manifestations of mild, moderate, and severe depression.
4. Identify the safety precautions for the depressed and suicidal patient.
5. Describe the nursing care for patient undergoing electroconvulsive shock therapy.
6. Describe the nurse's role in reporting and treating victims and perpetrators of violence and abuse.

#### Psychiatric Medications (Silvestri Ch 72)- MEDICATION CARDS

Describe actions, indications, contraindications, side effects and interventions associated with psychiatric medications.

#### **Clinical- 12 hours**

(up to 2 hours may be spent in skills lab reviewing skills as determined by instructor and student)

#### **Skills Lab Activities:**

Utilizing a variety of student directed learning situation including but not limited to case studies, computer assisted learning programs, videos, and patient simulation models in the nursing skills lab, the student will demonstrate understanding of the objectives listed for this week and competency and clinical application in *psychiatric nursing*.

### ***Week Sixteen***

#### Unit VII Exam

#### **Work Assignments:**

Evidence-Based Practice Paper and Presentation Due

Final Clinical Evaluation Due

Comprehensive Final Exam

# ***LEARNING TOOLS***

Clinical Guidelines, Requirements, & Objectives  
Daily Preceptor Evaluation  
Clinical Assessment Tool  
Medication Classification Entries

## **RN Refresher Clinical Preceptorship Orientation Guide**

(provided separately)

Clinical Preceptorship Evaluation Tool  
Midterm Evaluation  
Final Evaluation  
Clinical Journal Form  
Student Self-Goal Guide  
Clinical and Skills Lab Log/Activity Report  
Preceptee (Student) Evaluation  
Preceptor Evaluation



**NORTHLAND PIONEER COLLEGE**  
**NURSING PROGRAM**  
**NUR 291 Fall 2019**

Clinical Guidelines, Requirements, and Objectives

Focus is on the impact of acute health/illness transitions on individuals, families, and groups. Emphasis is on synthesis and application of nursing therapeutics in the transition of students to their role in the profession of nursing with an introduction to organizational transitions. Concepts of nutrition, pharmacology, pathophysiology, and nursing therapeutics are integrated.

Students who rotate to various clinical areas will need patient care assignments approved by their instructor. Students will provide direct patient care and assist in providing for the emotional, physical, and cultural comfort of their patients

They may assist client with activities of daily living but will also be able to:

- Assess the client using a physical and psychological skill format
- Formulate nursing diagnoses and nursing plans of care
- Monitor responses to medical treatments and nursing interventions
- Obtain vital signs
- Administer medication with RN supervision and observance of the five patient rights
- Perform venipuncture and initiation of IV therapy
- Administer medication by IV push and piggyback methods with RN supervision
- Perform central and PICC line care with RN supervision
- Administer oxygen
- Perform urethral catheterization and remove indwelling urethral catheters
- Perform non-invasive irrigation
- Insert and remove nasogastric tubes

In addition, new skills mastered in the skills lab may be performed in the clinical area. Students are required to have R.N. supervision for the performance of these skills:

- Inserting oral airway
- Endotracheal suctioning
- Endotracheal tube maintenance
- Tracheostomy care
- Set up and prepare chest drainage system
- Chest tube maintenance
- Administering an electrocardiogram
- Acute neurological exam
- Assist in administration blood products
- Assist in administration TPN

Students are to arrive to clinical on time, dressed to code, wearing name badge, with necessary tools (watch with second hand, black ink pen, clipboard, stethoscope, pocket penlight, hemostat, bandage scissor, additional as needed per rotation) and fully prepared each clinical day. They must call their clinical instructor and the unit to which they are assigned prior to the onset of the clinical shift to report an absence. Highly contagious illness or critical life events may result in an excused absence, to be made up per policy.

**NORTHLAND PIONEER COLLEGE  
NURSING PROGRAM  
NUR 291 Fall 2019**

**Daily Preceptor Evaluation**

Northland Pioneer College – NUR 291

Instructor: Tara Hendriksen Phone: \_\_\_\_\_

Student: \_\_\_\_\_ Clinical setting \_\_\_\_\_

RN Preceptor \_\_\_\_\_

Date/Time on floor: \_\_\_\_\_

Expectations: For assigned patient, student will:

- Provide total nursing care
- Perform nursing assessment
- Chart on what was completed and observed
- Follow preceptor RN to observe and help with other patients' nursing care
- When appropriate follow patient for procedures
- RN OR INSTRUCTOR SUPERVISION required for:**
  - medication administration by any route
  - perform venipuncture and initiation of IV therapy
  - perform central and PICC line care
  - insert and remove NG tube
  - insert and remove urethral catheters
  - wound care

**Please circle or describe any nursing skills student performed today.**

**Did student exhibit professional behavior: yes no**

**Did student provide nursing care that was safe: yes no**

- **if no please contact instructor at listed cell phone number**

**Your opinions and suggestions are valued. Please provide any comments on this paper or contact me directly. Thank you for your time.**

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### Medication Classification Entries

Instead of focusing on specific drugs, this assignment will help you identify commonalities among drug classes. You may also select from medications you are using in your clinical practicum. You will show 10 entries each week to your instructor. Take your cards with you to clinical. This is a mandatory assignment in this pass-fail class. Make your cards concise; too much detail will decrease the efficiency of this project (you can always refer to your drug guide for additional information). Refer to example card below prototype. You can use this as a template (copy to a new page), highlight where your information needs to go (the yellow sections in the prototype) and print over the highlighted areas.

Class: Enter Here	Generic name: Enter name here	Brand name: Enter name
Nursing Assessments: List any specific assessments needed	Most Common Side Effects: List only the most common side effects here.	Nursing planning and Implementation: Specific to this drug.
Major Indications: List major indications here	Major Drug-drug Interactions: Enter major drug-drug interactions here.	Patient/family education: Enter here.
Typical Route & Dose: Enter typical route and dosing schedule here.	Specific Contraindications: List specific contraindications other than hypersensitivity	Additional: Enter here

Class: HMG-CoA Reductase Inhibitors	Generic name: "statins" Lovastatin, simvastatin	Brand Name: Lipitor, Zocor, Crestor
Nursing Assessments: Liver enzyme tests	Most Common Side Effects: Headaches, nausea, gas, abdominal bloating	Nursing planning and Implementation: only Lovastatin needs to be taken with food, the others are ok on empty stomach
Major Indications: to lower cholesterol.	Major Drug-food Interactions: Grapefruit juice, Warfarin, cimetidine, niacin, anti-fungal agents	Patient/family education: s/s liver dysfunction, myopathy
Typical Route & Dose: PO-	Specific Contraindications: Liver disease, pregnancy	Additional

***LEADERSHIP  
PRESENTATION AND  
REPORT CRITERIA***

**NORTHLAND PIONEER COLLEGE  
NURSING PROGRAM**

**NUR 291 Leadership / Quality Improvement / Professional Development Project**

Purpose: To increase student knowledge, in preparation for transition to beginning nursing practice, of selected topics affecting the future of nursing, patient outcomes, finance/reimbursement, and access to/delivery of care.

Due dates:

September 18<sup>th</sup> by 1600 - Topic chosen and approved

November 14<sup>th</sup> by midnight -- Paper and fact sheet submitted in Moodle

December 11<sup>th</sup> – Presentation

**All topics must be approved by the instructor no later than September 18<sup>th</sup> at 1600. Late submissions will receive a 5-point penalty on the project grade.**

**Note: Faculty will print the fact sheet in black and white for you provided it is in Word. If you use Publisher or another program, or if you want color copies, you will need to provide copies for the class on the day of presentation.**

**Leadership Project Rubric**

<b>Paper Requirements:</b>	Description (minimum suggestions)	Points/Score
Topic description	Definition, concerns, implications for the profession	10/ _____
History of topic	Basic history, current research	10/ _____
Current status and implications for future	This should be the major part of your paper- this is not just your opinion, but should be based also on current trends/research and show critical thinking regarding future implications and need for possible legislation, policy, education, and research.	30/ _____
Length/References	3-4 pages; minimum of 3 <i>current, professional</i> references (less than 7 years old)	10/ _____
APA formatting Spelling/Grammar	Title page, header, page numbers, 12 pt. Times New Roman font, double-spaced, 1 inch margins, APA citing in-text, APA formatted reference page. Do not include an abstract. Spelling, grammar, and punctuation at college level or above. It is highly recommended that you submit your work to the Student Writing Center or tutor.com prior to submitting it for a grade.	10/ _____
<b>Presentation Requirements:</b>		
Handout	Single-sided fact sheet	10/ _____
Presentation	Verbal presentation: professional dress, speech and mannerism. Organized and not read directly from the paper. Length no more than 10 minutes.	20/ _____

## **Suggested Topics for Leadership Project**

The importance of near miss reporting  
Staffing and skill mix in the delivery of safe care  
Personality type/mix in the workplace  
Gender differences in the workplace  
Multigenerational workforce in health care  
Customer service and outcomes of care  
Reimbursement models and delivery of care  
Caring for the caregiver  
Health care customer service surveys (HCAHPS, etc.)  
Burnout and quality of patient care/outcomes  
Early elective deliveries as a quality/reimbursement concern  
Communication as a patient safety tool  
The impact of mandated nursing ratios on finances, quality, and staffing  
Nursing education level and patient outcomes  
Transparency and disclosure of medical errors  
Telemedicine as a means of care delivery in rural areas  
Decreasing readmissions for patients with chronic illness  
Caring for increasingly complicated patients outside the hospital setting  
Magnet status and the implications for nurses and patients  
Leadership styles in the workplace  
Sleep deprivation and the impact on patient outcomes  
Shift length and patient outcomes  
Differences between nurse and physician communication styles  
The role of informal leadership in health care  
Facilitating widespread change among reluctant followers  
The role of professional unions in health care  
Organizational culture and employee turnover  
Just Culture in health care  
Importance of ED throughput in decreasing cost and increasing patient satisfaction/outcomes  
Access to care considerations in rural areas  
The relationship between quality, culture, and cost in health care  
The impact of adverse drug events in the health care setting  
Challenges to performing medication reconciliation and strategies for improvement  
Impaired health care professionals in the work place  
The nurse as victim when a medical error occurs (“Second Victim” phenomena)  
Errors of omission in nursing and the impact on patient care  
Documentation guidelines and litigation protection  
Lateral violence among nurses  
Safe harbor and implications for practice  
Connecting patients to health care through the use of patient portals  
Population health as the focus of the future  
Patient and family-centered care and patient outcomes/satisfaction  
Antibiotic stewardship as a patient safety tool  
“Always” events and safety engineering (such as “forcing functions”)  
Addressing the psychological safety of health care consumers  
Value Based Purchasing as a quality improvement/patient safety tool  
Mandatory CEUs for nursing license renewal

***NURSING CONCEPT MAP  
and  
PRESENTATION CRITERIA***

1.	Patient demographics and history of the present problem. Include patient age, sex, allergies, date of admission, date you provide care, and any other background information pertinent to our understanding of this patient.	____/5 points
2.	Pathophysiology of the present problem <i>in your own words</i> . Verbal presentation must demonstrate thorough understanding of the pathophysiology as it relates to patient signs/symptoms, medical orders, and nursing priorities/interventions.	____/5 points
3.	Current vital signs including O2 sat and PQRST pain assessment, physical assessment by body system, and psychosocial assessment (all done by you). Include the significance of findings, but if not significant to the current problem, do not include. What is the patient's overall appearance? What statements (in quotes) are made by the patient/family? Consider affect, MMSE, and any other information pertinent to the patient's care. <i>What trends are you watching and why?</i>	____/10 points
4.	Current medical orders and medications related to the present problem. Include rationale for each order/medication, the expected results of each medication/treatment, and medications/treatments which may be ordered if the current regime does not lead to the desired results. <i>Include any anticipated/recommended changes based on assessment findings.</i>	____/5 points
5.	Most recent serum sodium, potassium, glucose, BUN and creatinine values, WBC, hemoglobin, platelet count and neutrophil count with a discussion of the implications of abnormal values for this patient. <i>How do these values correlate with assessment findings and current medications/treatments?</i>	____/5 points
6.	Other abnormal labs done within last 48 hours with a discussion of their importance for this patient. If additional labs that you feel would be important have not been done, list them and explain what you might expect to see and why. Include a discussion of why you feel the missing labs are important to assess for this patient. <i>What labs should be or are currently being trended--why?</i>	____/5 points
7.	Pertinent diagnostic tests the patient has undergone in the last 48 hours, either before or during the current hospitalization. Discuss why these tests are important, the results, and the implications of the results. If there are pertinent tests which have not been done, list them and include a discussion of why you feel they are important to assess for this patient.	____/5 points
8.	List 5 nursing priorities for the day you provide care to the patient, ranked in order of importance. Discuss your rationale for choosing these priorities during the oral presentation in lab. You may use NANDA (nursing dx) format but are not required to do so. Priorities are patient-centered and <i>specific to this patient</i> . Include both physical and psychosocial priorities as appropriate, but no more than 5 total.	____/10 points
9.	For each of the 5 nursing priorities listed in #7 above, what is a goal to be accomplished by the end of your shift (short-term goal) and a goal to be accomplished by discharge (long-term goal)?	____/10 points
10.	List 5 <b>priority</b> interventions for each nursing priority and include rationale for your interventions. The rationales are discussed during your presentation in lab.	____/10 points
11.	Include a minimum of 5 discharge planning needs. Verbal presentation discusses the importance of these needs and why. Evaluate progress toward discharge overall (since admission) and on the specific day you care for the patient. What could potentially jeopardize on-time discharge and why?	____/10 points
12.	List 5 Priority Teaching needs for this patient/family. Link this to assessment/data. Include rationales and discuss during presentation.	____/5 points
13.	Concept map is neat, legible, and assembled on a poster board or tri-fold display board. The map is easy to read and includes color, shape, or other coding for ease of readability. A key is included. Relationships on the map are clearly shown between the data, concepts and patient and critical thinking and judgement is evident.	____/10 points
14.	Student demonstrates understanding of client and needs when presenting map to lab instructor and classmates. An SBAR tool is used to organize the verbal presentation, and the presentation takes 10 minutes or less. An APA-formatted reference list is attached to the back of the presentation board. Spelling, grammar, and punctuation are correct.	____/5 points
		____/100 <b>points</b>

# ***CALCULATE YOUR GRADE***

**Grading policy as defined by program:**

- A = 91 - 100%
- B = 85 - 90%
- C = 78 - 84%
- F = 77% and below, unacceptable to continue in the program

**EXAM PORTION: (must remain at a minimum of 78%)**

**7 UNIT EXAM AVERAGE** \_\_\_\_\_

**COMPREHENSIVE FINAL** \_\_\_\_\_

**EXAM AVERAGE = \_\_\_\_\_ PERCENTAGE**

**COURSE PORTION: (must remain at a minimum of 78%)**

**7 UNIT EXAM AVERAGE** \_\_\_\_\_ X .49 = \_\_\_\_\_

**COMPREHENSIVE FINAL** \_\_\_\_\_ X .12 = \_\_\_\_\_

**QUIZ AVERAGE** \_\_\_\_\_ X .07 = \_\_\_\_\_

**LEADERSHIP PROJECT** \_\_\_\_\_ X .10 = \_\_\_\_\_

**NURSING CONCEPT MAP** \_\_\_\_\_ X .12 = \_\_\_\_\_

**COMPUTERIZED ASSIGNMENTS** \_\_\_\_\_ X .10 = \_\_\_\_\_

**FINAL COURSE TOTAL/GRADE = \_\_\_\_\_ / \_\_\_\_\_**



**RN REFRESHER  
NURSING SKILLS CHECKLIST**

STUDENT NAME: \_\_\_\_\_

**This is a RN refresher course, it is not an expectation that all skills will be checked off. Documentation is an expected component of each skill checked off.**

PROCEDURE	LAB DEMO	CLINICAL PRACTICE
<b><u>Regulatory Requisite</u></b>		
Oral Temperature -Adult	_____	_____
Axillary Temperature -Adult	_____	_____
Rectal Temperature -Adult	_____	_____
Tympanic Temperature -Adult	_____	_____
Oral Temperature - Child/Infant	_____	_____
Axillary Temperature - Child/Infant	_____	_____
Rectal Temperature - Child/Infant	_____	_____
Tympanic Temperature - Child/Infant	_____	_____
<b><u>Oxygenation Requisite: Adult Pulse</u></b>		
Pedal	_____	_____
Carotid	_____	_____
Temporal	_____	_____
Circulation Checks	_____	_____
<b><u>Oxygenation Requisite: Infant/Child Pulse</u></b>		
Radial	_____	_____
Apical	_____	_____
Brachial	_____	_____
Femoral	_____	_____
<b><u>Oxygenation Requisite: Blood Pressure</u></b>		
Adult	_____	_____
Child	_____	_____
Newborn	_____	_____
<b><u>Physical Assessment</u></b>		
(Head to Toe) Adult, Normal	_____	_____
(Head to Toe) Adult, Abnormal	_____	_____
(Head to Toe) OB, Normal	_____	_____
(Head to Toe) OB, Abnormal	_____	_____
(Head to Toe) Pediatric, Normal	_____	_____
(Head to Toe) Pediatric, Abnormal	_____	_____
(Head to Toe) Newborn, Normal	_____	_____
(Head to Toe) Newborn, Abnormal	_____	_____

PROCEDURE

LAB  
DEMO

CLINICAL  
PRACTICE

**Patient Teaching**

Comments:

\_\_\_\_\_

\_\_\_\_\_

**Charting Examples**

Comments:

\_\_\_\_\_

\_\_\_\_\_

**Oxygenation: Monitors**

Pulse oximetry

Fetal heart monitor (FHM)

\_\_\_\_\_

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**Oxygen Therapy**

Oxygen mask/cannula

Incentive spirometer

Regulation of O2 flow meter

Oxygen tent

Bulb syringe suctioning

Oral airway

Tracheostomy care

Endotracheal care

Endotracheal suctioning

Chest tubes

Ambu bag

EKG placement/ interpretation

ABG interpretation

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**Medication Administration**

Oral meds

Topical meds

Nose drops (adult)

Nose drops (child)

Ear drops (adult)

Ear drops (child)

Eye Medications (adult)

Eye Medications(child/infant)

Enteral meds

Inhalants

Suppositories

Vaginal suppository

Intradermal injection

Subcutaneous injection

Mixes insulins

Heparin/Lovenox injection

Intramuscular injection

Z-track injection

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Mix IM parenteral meds  
PROCEDURE

LAB  
DEMO

CLINICAL  
PRACTICE

**Isolation**

Donning/removal of Isolation clothing

**Collecting Specimens/Tests**

Glucometer  
Sterile urine specimen  
Cultures  
Gastric specimen  
Healstick newborn

**Wound Care**

Gloving (sterile)  
Dry dressing (sterile)  
Wet dressing (sterile)  
Wound irrigation (sterile)  
Simple dressing change  
Suture/staple removal

**Urinary**

Straight cath (male/female)  
Indwelling cath (male/female)  
Cath (child)  
Continuous bladder irrigation  
Removal of catheters  
Indwelling catheter care

**Intravenous Therapy**

Assess IV site  
Start IV  
Regulate IV  
Discontinue IV  
Change IV tubing  
Saline flush  
IV Flow Calculations  
Prepare IV meds  
Administer IV meds:  
    a. Secondary med  
    b. Bolus  
    c. Syringe pump  
Central line flush  
Dressing change  
Dosage Calculation  
Administer blood

**Charting Examples**

Comments:

PROCEDURE

LAB  
DEMO

CLINICAL  
PRACTICE

**Newborn Admission/Discharge**

Apgar assessment  
Gestational age assessment

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**Nutrition/Elimination**

Insert NG tube  
NG tube irrigation

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**Nutrition/Elimination: Feeding**

Bottle feed infant  
Prepare tube feeding  
Enteral feeding  
Total Parenteral Nutrition  
Lipids

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**Nutrition/Elimination: Intestinal**

Colostomy/ileostomy care  
Colostomy irrigation  
Enema

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**INSTRUCTOR NAME:**

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**INITIALS:**

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**PRECEPTOR NAME:**

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### **Student Acknowledgement**

By signing this statement, I acknowledge receipt of and understanding of this contract. I acknowledge the receipt of the NUR 222 Lecture/Clinical Syllabus, the current NPC Nursing Student Handbook, and the Northland Pioneer College Catalog that outline the Student Code of Conduct and Student Rights and Responsibilities. I understand that if I need clarification of any information in these documents, it is my responsibility to contact the faculty.

Student (Print Name) \_\_\_\_\_

Student (Signature) \_\_\_\_\_

Date: \_\_\_\_\_