



**VNSG 1323-501CL**  
**Basic Nursing Skills Lecture and Lab**  
**Spring 2023**  
**Wednesdays - Lecture 0800-1100 and**  
**Lab 1115-1215, 1315-1615**  
**Location:**  
**Steam building Room 237 – Lecture**  
**Steam Building Room 238 - Lab**

**Instructor Information:**

Lauren McElyea, MSN, RN  
Email: [lmceleya@com.edu](mailto:lmceleya@com.edu)  
Office number: 409-933-8458

**Student hours and location:**

Office hours will be as follows:

Mondays: Virtual appointments only

Tuesdays and Thursdays: 1300-1600

Location: You must have an appointment with me prior to coming to my office, Check in with the Nursing office and they will call my office to come out to get you. My office number is 225-37.

**Required Textbook/Materials:**

1. Williams, P. (2022) *deWit's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US).

2. Spring 2023 Elsevier 360 Bundle

3. **\*\*Skills lab bag – required to be purchased by the second week of school**

4. Codes for each resource in Evolve:

a. Evolve Resources for Fundamental Concepts and Skills for Nursing, 6th Edition

By Patricia A. Williams

ISBN: 9780323776721

Course ID: 163528\_lmceleya3\_1001

Instructor: Lauren McElyea

b. Evolve Resources for Saunders Q & A Review for the NCLEX-PN® Examination, 6th Edition

By Linda Anne Silvestri  
ISBN: 9780323828819  
Course ID: 164621\_lmelyea3\_1001  
Instructor: Lauren McElyea

c. Spring 2023 Admits Clinical Skills: Skills for Nursing Collection, 1st Edition  
By Elsevier  
ISBN: 9780323396271  
Course ID: 155081\_com4\_1001  
Instructor: C OM

d. Spring 2023 Admits Elsevier Adaptive Quizzing for the NCLEX-PN Exam 4th Edition  
By Elsevier  
ISBN: 9780323882361  
Course ID: 166276\_com4\_1001  
Instructor: C OM

e. VNSG 1323 Spring 2023 Book-Organized: Sherpath for Williams Fundamental Concepts and Skills for Nursing, 6th Edition  
By Elsevier  
ISBN: 9780323873642  
Course ID: 165499\_com4\_1002  
Instructor: C OM

f. VNSG 1323 Spring 2023 Elsevier Assessment Builder - ECOMM, 1st Edition  
By Elsevier  
ISBN: 9780443115042  
Course ID: 168259\_com4\_1002  
Instructor: C OM

### **Recommended Textbook/Materials:**

1. Williams, P. A. (2022). *Study guide for fundamental concepts and skills for nursing*. Elsevier.
2. HESI. (2021). *Hesi comprehensive review for the NCLEX-PN examination 6th edition*.

Elsevier.

**Course Description:** This course provides mastery of entry level nursing skills and competencies for a variety of healthcare settings. Utilization of the nursing process as the foundation for all nursing interventions.

**Course requirements:** Prerequisite: BIOL 2401 with a grade of “C” or better. (Lecture 1, Lab 6, Credit 3. Prerequisite or Corequisite: BIOL 2402, VNSG 1122, VNSG 1227, VNSG 1260 with grade "C" or better.

**Determination of Course Grade/Detailed Grading Formula:**

**Grading Scale**

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99\*

D = 60 - 74.99

F= <60 \*A minimum final grade of “C” is required to pass this course.

**Grade Calculation**

All assignments, including pass/fail, must be submitted to pass the course.

The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade.

Late assignments will be accepted, however, are subject to points deduction per day, and as outlined in the Nursing Student Handbook.

See Grade Determination & Calculation in the Nursing Student Handbook.

**Grade Appeal Process:**

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2021-2022v6.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2021-2022v6.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.*

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2021-2022v6.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2021-2022v6.pdf)

Assignment	%
EAQ Quizzes ****	10%
Head to Toe Validation**	15%
Skills Competency Validation *** (Pass/Fail)30	Pass/Fail
Skills Practice “On Your Own” *** (10 Sessions)	5%
Vital sign sheet (50 vital signs) **	5%
Group Project	10%
Participation Grade **	5%

Pre-lecture activities**	5%
Exam 1*	10%
Exam 2*	10%
Exam 3*	10%
Comprehensive Final Exam*	15%
<b>Average Exam Total</b>	
<b>Total</b>	<b>100%</b>
<p>* <math>\geq 75\%</math> exam average required to pass the course  **Weighted assignments calculated only after 75% exam average met  ***<b>Must pass all skills</b> for course progression  ***All skills competencies require practice with validation  ****EAQ quizzes will be assigned, and the 6 highest grades will be taken for the percentage above.</p>	

### Late Work, Make-Up, and Extra-Credit Policy:

2.22 Late Assignments - All course assignments are expected to be completed and submitted to the assigned faculty on the specified due date and time stated by the instructor. Absence is not an acceptable excuse for a late assignment.

Make-Up Exams: Students will be allowed to make up a missed scheduled examination but will not be allowed to make-up missed quizzes. The exam make-up day will be set by the course facilitator. The makeup exam for unit exams will be an essay exam covering unit topics. If math problems are required on tests in the course, five math problems also will be on the make-up exam. The student in a course with a standardized final exam must take a make-up standardized final exam. If a student is unable to take the make-up exam on the date set by the course facilitator, a grade of zero will be recorded for the exam.

### Attendance Policy:

2.6.1 Theory/Lab Course Attendance Students are expected to attend every scheduled session for all classes. Instructors will keep an accurate record of class attendance. An absence is defined as missing half or more of a class period. Excessive absence is defined by nursing faculty as being absent for greater than three classes in nursing theory courses. A student will be given a warning for excessive absences. An instructor-initiated withdrawal may occur if a student continues to be absent after the warning is given.

2.6.2 Punctuality in Theory/Lab Courses Students arriving after the designated class start time will sit quietly at the back of the class until after the break. Students who are repetitively tardy will be given a warning by faculty. Repetitive tardiness is defined by nursing faculty as greater than six tardies in a single nursing course. Arriving late to class after a specified break also is defined as a tardy and counts toward the six

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Basic medical terminology, vocabulary, and abbreviations used in healthcare.	Lecture Skills Practice	Paper quiz EAQ Exam Skills Demonstration
2. Identify the steps of the nursing process during interactions in the simulated laboratory setting.	Lecture Skills Practice	Paper quiz EAQ Exam Skills Demonstration
3. Demonstrate therapeutic communication techniques and data collection during basic physical assessment in a laboratory setting	Lecture Skills Practice	Paper quiz EAQ Exam Skills Demonstration
4. Demonstrate correct usage of basic principles of medical and surgical asepsis in simulated laboratory setting.		
5.		

**Academic Dishonesty:** (Describe your academic dishonesty policy and state consequences if it is violated)

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact [insert name and title of direct supervisor] at [phone number/email address].

**Course outline:**

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf).

*An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*  
[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbanks@com.edu](mailto:hbanks@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 1.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Learning Modules****Unit 1: Infection Prevention and Control: Protective Mechanisms and Asepsis****Concepts: Infection, Evidence, Development, and Health Promotion****Chapters to review: Chapter 16****Student Learner Objectives**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles as Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

**Theory**

1. List the types of microorganisms that can cause infection in humans.
2. Discuss the links in the infection process and give an example of each.
3. Discuss factors that make older adults more susceptible to infection.
4. Explain how the body's protective mechanisms work to prevent infection.
5. Explain how the inflammatory and immune responses protect the body.
6. Identify means for removal or destruction of microorganisms on animate and inanimate objects.
7. Compare and contrast medical asepsis and surgical asepsis.

8. Describe accepted methods of disinfection and sterilization.
9. Describe the four stages of infection.
10. List two common health care–associated infections (HAIs) and describe three ways to decrease the occurrence of each.
11. Explain how Transmission-Based Precautions are used with Standard Precautions.
12. Compare and contrast Airborne Precautions with Droplet Precautions.
13. Discuss the special requirements for Airborne Precautions when the patient has pulmonary tuberculosis.
14. Compare infection prevention and control procedures appropriate for the hospital with those used in the home.
15. List techniques for handling specimens; disposing of soiled linen, trash, and sharps; and cleaning equipment in the isolation setting.
16. Give three examples of how the nurse can provide psychosocial care of a patient in isolation.

### **Clinical Practice**

1. Discuss the surveillance, prevention, and control of infections in hospitalized patients.
2. Demonstrate proper hand hygiene techniques.
3. Consistently demonstrate the application of the US Centers for Disease Control and Prevention (CDC) Standard and Transmission-Based Precautions while caring for patients.
4. Prepare to teach a home care patient with a wound infection how to prevent the spread of infection to family members.
5. Use Standard Precautions when caring for patients.
6. Use Transmission-Based Precautions when caring for patients.
7. Properly bag and remove soiled linens and trash from an isolation room.
8. Teach a patient or family member how to properly dispose of soiled items at home.
9. Teach a patient or family member proper hand hygiene techniques.

### **Learning Content**

#### **Infectious Agent**

- Bacteria
- Prions
- Protozoa
- Viruses
- Rickettsia
- Fungi
- Helminths
- Other Infectious Agents

#### **Process (Chain) of Infection**

- Causative Agent (Link One)
- Reservoir



- Mode of Transfer
- Portal of Entry
- Susceptible Host

### **Body Defenses Against Infection**

- Inflammatory Response
- Immune Response

### **Asepsis and Control of Microorganisms**

- Medical Asepsis and Surgical Asepsis
- Hand Hygiene
- Standard Precautions
- Cleaning and Disinfection

### **Sepsis in the Home Environment**

#### **Infection Control Surveillance**

#### **Infection**

- Stages of Infection
- Health Care-Associated Infections (HAIs)

#### **Infection Prevention and Control**

- Standard Precautions
- Airborne Precautions
- Droplet Precautions
- Contact Precautions
- Airborne Precautions
- Modified Precautions
- COVID Precautions

### **Personal Protective Equipment (PPE)**

- Needle Stick Injuries

### **Psychological Implications**

- Promoting Social Interaction
- Combating Sensory Deprivation

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Older Adult Considerations**

- Infection Control in the Older Adult

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process Case study reviews.
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Hand washing
- Use of Personal Protective Equipment

## **Unit 2: Measuring Vital Signs**

**Concepts: Thermoregulation, Patient Teaching, Safety, Technical and Informatics, Evidence, Gas Exchange, Development, and Perfusion**

### **Chapter to review: Chapter 21**

#### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

#### **Theory**

1. List the anatomic structures involved in the regulation of the vital signs and describe their functions.
2. Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure, and respiration.
3. List the factors that affect body temperature.
4. Discuss normal and abnormal characteristics of the pulse.
5. Describe the respiratory patterns considered to be normal and abnormal.
6. Explain the relationship of Korotkoff sounds to systolic and diastolic blood pressure.
7. State why pain is considered the fifth vital sign.

## **Clinical Practice**

1. Demonstrate measuring and recording the body temperature of an adult and a child at the oral, rectal, axillary, and tympanic (eardrum) sites using electronic or tympanic thermometer.
2. Demonstrate measuring and recording an apical pulse and a radial pulse.
3. Demonstrate counting and recording respirations.
4. Demonstrate measuring and recording blood pressure.
5. Demonstrate using an automatic vital signs machine to monitor pulse and blood pressure.
6. Recognize deviations from normal vital sign patterns.
7. Determine factors that might be adversely affecting the patient's temperature, pulse, respiration, or blood pressure.

## **Learning Content**

### **Overview of Structure and Function Related to the Regulation of Vital Signs**

- How is Body Heat Produced
- What Factors Affect Body Heat Production
- Regulators of Body Temperature
- How Does Fever Occur? Physiologic Effects
- Physiologic Mechanisms Controlling Pulse
- What is? Respirations
- Organs of Respirations
- How is Respiration Controlled
- What is Blood Pressure
- Physiologic Factors Affecting Blood Pressure
- Vital Sign Changes with Aging

### **Measuring Body Temperature**

- Factors Influencing Temperature Readings
- Problems of Temperature Regulation
- Measuring Body Temperature
- Glass Thermometers
- Electronic Thermometers
- Disposable Thermometers

### **Measuring the Pulse**

- Common Pulse Points
- Pulse Rate
- Pulse Characteristics

### **Measuring Respirations**

- Respiratory Patterns
- Measuring Oxygen Saturation

### **Measuring the Blood Pressure**

- Equipment to Measure BP

- Korotkoff Sounds
- Hypertension
- Hypotension

### **Pain, the Fifth Vital Sign**

### **Automated Vital Sign Monitoring**

### **Documenting Vital Signs**

- Recording Temperature Measurements
- Recording Pulse Measurements
- Recording BP Measurements
- Evaluating Vital Signs

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Older Adult Considerations**

- Unique Aspects of Physiological Assessments in Older Adults

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews.
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Measuring Temperatures
- Measuring Pulses
- Measuring Respirations
- Measuring Blood Pressures – Manual and Automatic

### **Unit 3: Assessing Health Status/Physical Assessment**

**Concepts: Caregiving, Cognition, Communication, Culture, Development, Evidence, Gas Exchange, Health Promotion,**

#### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

#### **Theory**

1. Discuss the types of assessment used in various situations.
2. Demonstrate the techniques used during physical examination.
3. Describe how to gather information for a comprehensive database for a patient.

#### **Clinical Practice**

1. Assess the patient's psychosocial and physical functioning by gathering information in an organized way.
2. Perform a basic physical examination on a patient.
3. Perform a visual acuity test on a patient.
4. Carry out focused physical assessments of the cardiovascular, respiratory, gastrointestinal, and neurologic systems.
5. Teach patients the assessment techniques for the early detection of cancer.
6. Educate patients about the recommendations for periodic diagnostic testing.
7. Assist with a medical examination by positioning and draping the patient and organizing the equipment.

#### **Learning Content**

##### **Data Collection and Assessment**

###### □ Assessment

- Data Collection
- Psychosocial Assess
- Cultural Assessment
- Physical Assessment
- Techniques PA
- Percussion
- Olfaction
- Height & Weight
- Basic PA
- Vital Sign Measure

## Body System Review

Head/Neck  
Chest/Heart  
Lungs  
Skin  
Extremities  
Abdomen

- Assisting w Physical Exam
- Special Focus Examinations
  - Eyes
  - Ears
  - Hearing
  - Comprehension

## Application of the Nursing Process

- Assessment
- Nursing Diagnosis □ Planning
- Implementation

## Gerontology Considerations

- Physiological Assessment (Dahlkemper, 2020, Chapter 15)
- Common Clinical Problems (Dahlkemper, 2020, Chapter 16)
- Psychological Assessment (Dahlkemper, 2020, Chapter 17)

## Learning Activities

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

## Skills

- Performing a Physical Exam
- Narrative Documentation of an Assessment
- Documentation of Assessment

**Head-To-Toe-Assessment:**

Level: \_\_\_ Week: \_\_\_ Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advance Directives: \_\_\_ Resuscitate \_\_\_ DNR \_\_\_

Other \_\_\_\_\_

Medical/Surgical DX: \_\_\_\_\_ Allergies: \_\_\_\_\_

Pt's Initials: \_\_\_ DOA: \_\_\_\_\_ Age: \_\_\_ Sex: \_\_\_ Ht: \_\_\_\_\_ Wt: \_\_\_ kg

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

V/S: T \_\_\_ P \_\_\_ R \_\_\_ BP \_\_\_\_\_

<b>Neuromuscular</b>	
<p>Glasgow Coma Scale (GSC) (Circle best score in each category)</p> <p><u>Eye Opening</u></p> <p>4 Spontaneously 3 In response to speech 2 To painful stimulus 1 No eye opening to any stimulus</p> <p><u>Verbal Response</u></p> <p>5 Oriented to person, place, &amp; time 4 Engages in conversation, but content confused 3 Inappropriate words 2 Incomprehensible sounds 1 No verbal response</p> <p><u>Motor Response</u></p> <p>6 Obeys commands appropriately 5 Attempts to purposely remove painful stimuli 4 Withdrawn 3 Abnormal flexion in response to painful stimuli 2 Abnormal extension in response to painful stimuli 1 No movement to painful stimuli</p> <p>Total GCS Score _____</p>	<p>Level of Consciousness: Lethargic ___ Confused ___ Alert ___</p> <p>Seizures ___ Last seizure on _____ (date)</p> <p>Orientated: Time ___ Place ___ Person ___</p> <p>Grips: Equal/Unequal Strong ___ Weak ___</p> <p>ROM of Extremities: Full ___ Partial ___</p> <p>Weakness ___ Numbness _____</p> <p>Speech: Clear ___ Slurred _____</p> <p>Eyes: Left ___ Right _____ (PERRL_)</p> <p>Sclera: _____</p> <p>Vision: Blurred _____ Double _____</p> <p>Safety: Bed rails _____ Double _____</p> <p>Fall Precaution: _____</p> <p>Call Light Within Patient Reach: _____</p>

<p>15 points = Normal function  7 points or less = Comatose status  3 points = Possible brain death</p>	<p>Activity Level: _____ Patient Tolerance: _____</p> <p>Pain Level: _____ (Scale of 1-10)  Quality: _____</p> <p>Duration: _____</p> <p>Location: _____</p> <p>Intensity: _____</p> <p>How Pain is Relieved: _____</p> <p>Comments: _____</p> <p>Cooperative _____ Uncooperative _____</p> <p>Agitated _____ Calm _____</p> <p>Withdrawn _____</p> <p>History of Depression: _____ Depressed Now _____</p> <p>Mood Swings _____</p> <p>Emotional Level: _____</p>
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**Respiratory**

<p>Breath Sounds:  Clear Right _____ Clear Left _____</p> <p>Crackles Right _____ Left _____</p> <p>Rales Right _____ Left _____</p>	<p>SOB _____ without exertion _____ with exertion _____</p> <p>Requires O2 at Home _____ l/minute</p> <p>Requires O2 at Hospital _____ l/minute</p> <p>Nailbeds _____ Cap Refills &lt; / &gt; 3seconds</p>
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<p>Wheezing Right _____ Left _____</p> <p>_____ Congested _____</p> <p>Cough Productive _____ Non-Productive _____</p>	<p>Mucous Membranes: _____</p> <p>Respirations: Labored / non-labored _____</p> <p>Comments: _____</p> <p>Special Precautions: _____</p>
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	Number of pillows: _____ _____
<b>Cardiovascular</b>	
Any stated problems: _____ Rhythm: Regular _____ Irregular _____ Pulse Rate & Rhythm: Apical _____ Radial _____ Palpitations: _____ Comments: _____	Chest Pain: _____ with or without exertion _____ Location: _____ Dizziness: _____ Cyanosis: _____ Phlebitis: _____ Homan's Comments: _____ _____
<b>Gastrointestinal</b>	
Diet at Home: _____ Diet Ordered: _____ NPO: _____ Appetite: _____ Snacks: _____ Current Weight: _____ Kg Weight Changes: From _____ Kg to _____ Kg Over what period of time _____ Special Precautions: _____ NGT _____ Patent _____ Suction _____ Teeth: _____ Gums: _____ Lips: _____	Nausea/Vomiting: _____ Constipation: Diarrhea: Abdomen: Soft _____ Firm _____ Distended _____ Non-distended Tender: _____ Location Bowel Sounds: _____ Last BM: _____ (date) Drains: _____ Tubes _____ Stoma _____ Rectum: _____ Hemorrhoids: _____
<b>Genitourinary</b>	

<p>Female</p> <p>Genitalia: _____ LMP _____</p> <p>Menstrual Problems</p> <p>_____</p> <p>Discharge _____ Last PAP Smear</p> <p>_____</p> <p>Urination: Burning _____</p> <p>Retention _____</p> <p>Urgency _____ Color</p> <p>_____</p> <p>Foley _____ Urostomy</p> <p>_____ Intake _____</p> <p>Output _____</p>	<p>Male</p> <p>Genitalia:</p> <p>_____</p> <p>Prostate Problems</p> <p>_____</p> <p>Discharge</p> <p>_____</p> <p>Incontinence _____ Hematuria</p> <p>_____</p> <p>Ketones _____ Glucose</p> <p>_____</p> <p>Comments:</p> <p>_____</p>
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**Skin**

<p>Any stated problems:</p> <p>_____</p> <p>Color: Pale ___ Cyanotic ___ Dusky</p> <p>___ Flushed _____</p> <p>Temperature: Cool ___ Hot ___ Warm</p> <p>___ Dry ___ Diaphoretic _____ Turgor</p> <p>_____</p> <p>Lesions _____ Intact</p> <p>_____</p> <p>Scrapes _____ Burns _____ Incisions</p> <p>_____</p> <p>Scars: _____ Tattoos:</p> <p>_____ Restraints:</p> <p>_____</p>	<p>Drainage</p> <p>_____</p> <p>Pressure Sores:</p> <p>#1 Stage _____ #2 Stage</p> <p>_____</p> <p>#3 Stage _____ #4 Stage</p> <p>_____</p> <p>Packings:</p> <p>_____</p> <p>Hygiene: Self _____ Assist _____ Total</p> <p>Care _____</p> <p>Sutures:</p> <p>_____</p> <p>Traction: _____</p>
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**Pressure Sore Classification**

<p><b>Deep Tissue Injury:</b> Localized area of purple or maroon discoloration on intact skin d/t shear or pressure. Considered un-stageable, may progress quickly to stage III or IV.</p> <p><b>Stage I:</b> Area is pink, red, or mottled, skin unbroken, blanches to touch, lasting up to 15 minutes after pressure is released</p> <p><b>Stage II:</b> Skin appears cracked, blistered, and/or broken.</p>	<p><b>Stage III:</b> Full thickness skin loss, extending to the sc fat but not fascia, “crater” appearance, no visible bone, tendon or muscle.</p> <p><b>Stage IV:</b> Full thickness skin loss with exposed bone, muscle and structures. Tunneling, eschar.</p> <p><b>Un-stageable:</b> Base covered by slough or eschar, cannot evaluate depth. Must be debrided to evaluate staging and treatment.</p>
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Surrounding area is reddened.		
<b>IV Site</b>		
Site: _____ Type: _____ Gauge: _____ _____	IV Solution: _____ _____	
Condition: _____ Date/Time: _____ _____	Rate: _____ Pump in Use: _____ _____ Tubing Labeled: _____	
<b>Social History</b>		
Smoking: _____ Amount/Day: _____ Years: _____ _____	Language: _____ _____	
Alcohol: _____ Amount/Day: _____ Years: _____ _____	Education Level: _____ _____	
Drugs: _____ Amount/Day: _____ Years: _____ _____	Marital Status: Single _____ Married _____ _____ Widowed _____ Divorced _____	
Glasses: _____ Contacts: _____ Reading: _____ _____	Religious Preference: _____ _____	
Blind: _____ Legally Blind: _____ _____	Physical Impairment/ADL: Ambulatory _____ _____ W/C _____	
Dentures: Full _____ Partial _____	Walker _____ Cane _____ Bedridden _____	
Prosthetic Devices: _____ Deformities _____ _____	Contractures _____ Amputations _____ _____	

#### **Unit 4: Safely Lifting, Moving & Positioning Patients (Chapter 18)**

##### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

## **Theory**

1. Describe the anatomy and function of the musculoskeletal system.
2. Explain the importance of proper body mechanics, alignment, and position change for both patient and nurse.
3. Discuss the principles of safe body movement and positioning, giving an appropriate example for each principle.
4. Identify ways to maintain the patient's correct body alignment in bed or in a chair.
5. Describe the proper method for transferring a patient between a wheelchair and a bed.

## **Clinical Practice**

1. Correctly position a patient in the following positions: supine, prone, Fowler, and Sims.
2. Assist patients to sit up in bed.
3. Demonstrate complete passive range-of-motion (ROM) exercises for a patient.
4. Correctly transfer a patient from a wheelchair to a bed.
5. Transfer a patient from a bed to a stretcher.
6. Demonstrate the correct techniques for ambulating a patient and for breaking a fall while ambulating.

## **Learning Content**

### **Structures Involved in Positioning and Moving Patients**

- Bones
- Joint
- Bursae
- Skeletal Muscles
- Tendons
- Ligaments □ Cartilage

### **Functions of Bones for Positioning and Moving Patients**

### **Functions of Muscles for Positioning and Moving Patients**

### **System Changes with Aging**

### **Principles of Body Movement for Nurses**

- Obtain Help Whenever Possible
- Use Leg Muscles
- Provide Stability for Movement
- Use Smooth Coordinated Movements
- Keep Loads Close to the Body
- Keep Loads Near the Center of Gravity
- Pull and Pivot

### **Principles of Body Movement for Patients**

- Hazards of Improper Alignment and Positioning
- Pressure Injuries

### **Positioning**

- Moving Patients Up in Bed
- Therapeutic Exercises
- Lifting and Transferring
- Transferring Devices

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Older Adult Considerations**

- Promoting Wellness (Dahlkemper, 2020, Chapter 6)
- Safety (Dahlkemper, 2020, Chapter 7)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Positioning the Patient,
- Moving the Patient Up in Bed,
- Passive Range of Motion,
- Transfer to a Wheelchair and Stretcher,
- Ambulating the Patient

## **Unit 5: Hygiene/Personal Care/Skin Care and Pressure Injury Prevention (Chapter 19)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

## **Theory**

1. Describe the structure and function of the integumentary system.
2. Describe factors that influence personal hygiene practices.
3. List the skin areas most susceptible to pressure injuries.
4. Discuss risk factors for impaired skin integrity.
5. Discuss the purposes of bathing.
6. Describe how hygienic care for the younger and the older patient differs.

## **Clinical Practice**

1. Describe how to prevent and stage a pressure injury.
2. Perform a complete bed bath and back rub.
3. Provide oral care for an unconscious patient.
4. Prepare to provide personal care for a patient, including nail care, mouth care, perineal care, and shaving.
5. Assist a patient with the care of contact lenses.
6. Instruct a patient in ways to prevent buildup of cerumen in the ears.

## **Learning Content**

### **Overview of the Structure and Function of the Integumentary System**

- Structure of the Skin
- Function of Skin and Structures □ Changes in System due to Aging

### **Factors Affecting Hygiene**

- Skin and Pressure Injuries
- Bathing
- Therapeutic Baths
- Back Massage
- Perineal Care
- Mouth Care
- Hair Care
- Shaving
- Nail Care
- Eye Care
- Ear Care

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis □ Planning
- Implementation

### **Older Adult Considerations**

- Common Clinical Problems (Dahlkemper, 2016, Chapter 17)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Hygiene Care

## **Unit 6: Patient Environment and Safety (Chapter 20)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

### **Theory**

1. Discuss nursing responsibilities for environmental management.
2. Identify common noises in health care facilities and ways to minimize their effects on patients.
3. Explain the importance of neatness and order in the patient's environment.
4. Describe methods to prevent mechanical and thermal accidents and injury in health care facilities and the home.
5. Discuss the various forms of bioterrorism, safety measures to be taken, signs and symptoms of agents used, and measures to treat or contain the threat.
6. Discuss the principles for using protective devices.
7. Demonstrate knowledge of the legal implications of using protective devices.

### **Clinical Practice**

1. Discuss how the health care facility's environment affects your patient.
2. Using correct technique, make an unoccupied and an occupied bed.
3. Explain, according to your facility's procedures, how to clean up a biohazard spill.

4. Discuss your clinical facility's response plan to a bioterrorism threat.
5. Given an emergency scenario, practice triaging the victims.
6. Correctly apply an extremity immobilizer.

## **Learning Content**

### **Factors Affecting the Environment**

- Temperature
- Ventilation
- Humidity
- Lighting
- Odor
- Noise
- Interior Design
- Neatness □ Privacy

### **Patient Unit**

- Patient Room Assembly
- Beds
- Bed Position
- Making

### **Safety**

- Hazards
- Falls
- Burns
- Smoking
- Fire
- Hazardous Material
- Biohazards
- Bioterrorism
- Poison

### **Protective Devices**

- Legal Implications
- Alternatives
- Principles of Protective Devices
- Documentation

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning



- Implementation

### **Gerontology Considerations**

- Activity, Rest, and Sleep as Criteria for Health (Dahlkemper, 2020, Chapter 9)
- Safety (Dahlkemper, 2020, Chapter 7)
- Unique Aspects of Physiological Assessments in Older Adults (Dahlkemper, 2020, Chapter 15)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills:**

- Making an Unoccupied Bed,
- Making an Occupied Bed, and
- Applying Protective Devices

## **Unit 7: Lab Testing (Chapter 24)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

### **Theory**

1. Discuss appropriate psychosocial care and education for patients undergoing diagnostic tests or procedures.
2. Prepare to perform a capillary glucose test, a venipuncture, a throat culture, an electrocardiogram, a urine dipstick test, and a stool for occult blood test.
3. Describe each of the categories of tests that are commonly performed.

4. Explain factors to be considered when an older adult is to undergo diagnostic testing.

### **Clinical Practice**

1. Provide pretest and posttest nursing care, including appropriate education, for patients undergoing diagnostic tests and procedures.
2. Attend to psychosocial concerns of patients undergoing various diagnostic testing.
3. Perform a random blood glucose test using capillary blood and a glucometer.
4. Correctly use Standard Precautions whenever obtaining or handling specimens for diagnostic tests.
5. Correctly fill out laboratory and test requisition forms.

### **Learning Content**

#### **Overview of Structure and Function Related to the collection of diagnostic testing**

- Assessment of area of which specimen will be collected
- Structures of anatomy that specimens can be collected

#### **Patient unit**

- Supplies needed
- Patient positioning
- How specimen should be sent to the lab

#### **Safety**

- Needle sticks
- Environment
- Patient education

#### **Application of the nursing process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Gerontology Considerations**

- Due to normal aging process, lab values may differ from younger adults
- Older adults who are repeatedly kept NPO for various diagnostic testing are susceptible to dehydration and electrolyte imbalances.
- Older adults with a cardiac history must be monitored carefully for signs of vasovagal response.

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process

- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

**Skills:**

- Phlebotomy and obtaining blood samples with a vacutainer system
- Performing a capillary blood test: blood glucose
- Performing a urine dipstick test
- Obtaining a stool specimen for occult blood culture, or ova and parasites
- Obtaining culture specimens: throat and wound

**Unit 8: Medication Administration: Oral, Topical, Inhalant, Parenteral (Chapter 34)**

**Unit 9: Intravenous Medications, Intradermal, Subcutaneous, Intramuscular (Chapter 35)**

**Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

**Theory**

1. Describe the legal and professional responsibilities of the licensed practical nurse/licensed vocational nurse (LPN/LVN) related to medication administration.
2. Identify all of the parts of a complete medication order.
3. Compare and contrast the hard copy medication administration record (MAR) and the electronic medication administration record (eMAR).
4. Discuss the types of technology used in hospitals and their effect on medication errors.
5. Identify the advantages and disadvantages of the unit-dose system and the prescription system.
6. Summarize four principles to be followed when giving a medication through a feeding tube.
7. Analyze special considerations when administering oral and topical medications to an older adult.
8. Evaluate your responsibilities in the event of a medication error.
9. Identify the principles for safe and effective administration of intradermal, subcutaneous, and intramuscular injections.

10. List the routes used for administering parenteral medications and the advantages and disadvantages of each route for pediatric, adult, and older adults.
11. Summarize the signs and symptoms of anaphylactic shock.

### **Clinical Practice**

1. Recognize the different types of medication orders (e.g., scheduled or routine, PRN, stat, and one time).
2. According to the facilities policy, identify the times used for scheduled medications (i.e., daily, BID, TID, and QID).
3. Demonstrate the accounting for doses of controlled medications that must be withdrawn from the locked narcotics cabinet or dispensed from an automatic dispensing unit.
4. Prepare and apply topical medications such as eye ointments, eardrops, nasal medications, transdermal patches, and topical ointments.
5. Write a care plan for a patient who is receiving medication that includes patient-specific data, an identified nursing diagnosis, and interventions that you would use.
6. Give oral and topical medications using the Six Rights of Medication Administration.
7. Teach a patient to use a metered-dose inhaler.
8. Instill a vaginal and a rectal suppository safely and effectively.
9. Document medication administration and your patient's response to the therapy.
10. Using clinical judgment, choose the appropriate syringe and needle for the type of injection ordered.
11. Follow Standard Precautions when administering injections and disposing of used equipment.
12. Aseptically and accurately withdraw and measure the ordered dose of a medication from a vial or an ampule.
13. Demonstrate reconstitution of a medication from a powder.
14. Demonstrate the correct method for drawing up two types of medications, including insulin, in one syringe.
15. Use the Six Rights of medication administration, including checking for patient drug allergies.
16. Prepare and administer an intradermal injection, using the Six Rights and aseptic technique.
17. Correctly prepare and administer a subcutaneous injection with 100% accuracy.
18. Correctly prepare and administer an intramuscular injection with 100% accuracy.
19. Locate the appropriate site on a patient to give an intradermal, subcutaneous, or intramuscular injection by identifying correct anatomic landmarks.
20. Evaluate your documentation of injections after administration.

### **Learning Content**

#### **Nursing Responsibilities Medication Administration**

- Promotion of Safety - Six Rights

#### **Medication Orders**

- Types of Orders
- Regularly Schedules / Routine Medication Orders

- Dosage of Medications
- Routes of Oral and Topical Medication Administration
- Medication Administration and Technology □ Medication Administration Record

### **Medication Administration Systems**

- Unit Dose System
- Prescription System
- Preparation Controlled Substances from Dispenser

### **Topical Drugs**

- Ointments □ Suppositories

### **Oral Medication**

- Tablets, capsules, powders

### **Eye and Ear Medications**

- Ophthalmic – drops, ointments
- Positioning

### **Nasal**

#### **Medication**

Positioning

### **Inhalation Medication**

- Metered
- Use of Spacer
- **Vaginal Medication**

### **Rectal Medications**

### **Principles of Parenteral Injections**

### **Routes for Parenteral Medications**

- Intradermal Route
- Subcutaneous Route
- Intramuscular Route

### **Injection Equipment**

- Types of Syringes
- Measurement Scales
- Needle Gauge and Length
- Preventing Needle Sticks
- Syringes and Needle Selection - Preparing the Syringe for Use

### **Parenteral Solutions**

- Using a Medication Ampule
- Using a Medication Vial
- Reconstitution of a Drug
- Compatibility of Medications
- Injection of Medications

- Anaphylactic Shock

### **Medication Errors**

- Reporting
- Near Miss Reporting

### **Gerontology Considerations**

- Physiological Assessments in Older Adults (Dahlkemper, 2020, Chapter 15)
- Pharmacology in Older Adults (Dahlkemper, 2020, Chapter 20)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Administering Oral Medications
- Instilling Eye Medications
- Instilling Otic Medication
- Inserting Rectal Suppositories
- Administering Intradermal Injection
- Administering Subcutaneous Injection
- Administering Intramuscular Injection
- Preparing a Syringe for Use
- Withdrawing Medication from a Vial
- Combining Insulins
- Giving a Z-Track Injections

## **Unit 10: Nutrition Therapy, Assisted Feeding (Chapter 26,27)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient

Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

### **Theory**

1. Identify the nurse's role related to nutritional therapy and special dietary needs.
2. Compare and contrast a full liquid diet with a clear liquid diet.
3. Explain the different dietary modification levels: pureed, mechanically altered, advanced, and regular.
4. Describe health issues related to nutrition.
5. List disease processes that may benefit from nutritional therapy.
6. Verbalize the rationale for assisted feedings and tube feedings.
7. List the steps for the procedure to insert, irrigate, and remove a nasogastric tube.
8. Discuss the procedure for tube feeding.
9. Identify the medical rationale and nursing care for a patient receiving peripheral parenteral nutrition (PPN) and total parenteral nutrition (TPN).
10. Understand the possible complications associated with modified diets, tube feedings, PPN, and TPN.

### **Clinical Practice**

1. Using therapeutic communication, assist a patient who requires a special diet.
2. Develop a patient education plan for nutritional therapy.
3. Demonstrate insertion, irrigation, and removal of a nasogastric tube.
4. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic gastrostomy (PEG) tube.
5. Know your facility's policies, procedures, and protocols for nutrition-related problems and complications with tube feedings.

### **Learning Content**

#### **Goals of Nutritional Therapy**

#### **The Postoperative Patient**

#### **Health Issues Related to Nutrition**

- Feeding and Eating Disorders
- Anorexia Nervosa
- Obesity
- Pregnancy
- Substance-Related and Addictive Disorders

#### **Disease Processes that Benefit from Nutritional Therapy**

- Cardiovascular Disease
- Diabetes Mellitus
- HIV/AIDS

#### **Assisted Feeding**

- Nasogastric and Enteral Tubes
- Percutaneous Endoscopic Gastrostomy or Jejunostomy Tubes
- Feeding Tubes and Pumps

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Older Adult Considerations**

- Nutrition (Dahlkemper, 2020, Chapter 8)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Assisting a Patient with Feeding
- Nasogastric Tube/J-Tube/G-Tube Feeding
- Nasogastric Tube Irrigation
- Nasogastric Tube Removal
- Insertion NGT
- Using a Feeding Pump
- Administrating Medications via feeding tube

### **Unit 11:**

**End-Of-Life/Resuscitation (Chapter 15)**

**Admitting, Transferring, and Discharging Patients (Chapter 23)**

**Complementary and Alternative Therapies (Chapter 32)**



## **A. End-Of-Life/Resuscitation (Chapter 15)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

#### **Theory**

1. Correlate the stages of grief and of dying with their associated behaviors and feelings.
2. Discuss the concept of hospice care.
3. Identify three common fears a patient is likely to experience when dying.
4. Describe common symptoms related to physiologic changes at end-of-life stages.
5. List the common signs of impending death.
6. Illustrate the difference between the patient's right to refuse treatment and assisted suicide.
7. Understand ethical guidelines in the *Code of Ethics for Nurses* regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.

#### **Clinical Practice**

1. Identify ways in which you can support or instill hope in the terminally ill patient and his family.
2. Demonstrate compassionate therapeutic communication techniques with a terminally ill patient and/or his family.
3. Describe one nursing intervention for comfort care that can be implemented in a hospital or a nursing home for a dying patient for each of the following problems: pain, nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.
4. Explain the reason for completing an advance directive to a terminally ill patient, as well as what "health care proxy" and "DNR/DNI".
5. Prepare to provide information regarding organ or tissue donation in response to family questions.
6. Assist with postmortem care for a deceased patient.

#### **Learning Content**

##### **Nurses Attitudes Toward End-of-Life Care**

- Change, Loss, and Grief

##### **Death and Dying**

- End-of-Life Care within Health Care System
- Hospice and Palliative Care □ The Dying Process

##### **Nurses and the Dying Process**

- Common Problems of the Dying Patients and Nursing Management

##### **Signs of Impending Death**

- Physical Signs
- Psychosocial and Spiritual Aspects of Dying

### **Legal and Ethical Aspects of Life-and-Death Issues**

- Advanced Directives
- Euthanasia
- Adequate Pain Control □ Organ and Tissue Donation

### **Postmortem (After Death) Care**

- Autopsy

### **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

### **Older Adult Considerations**

- End-of-Life Issues (Dahlkemper, 2020, Chapter 10)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Post-Mortem Care
- Documentation

## **B. Admitting, Transferring, and Discharging Patients (Chapter 23)**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

## **Theory**

1. Differentiate between routine and emergency admissions.
2. Describe the role of the admitting department.
3. Identify the elements included in a patient's orientation to the nursing unit.
4. Discuss five types of information that must be included in the discharge form sent with a patient going to another facility.
5. Delineate the necessary information to include on a patient's discharge instructions when the patient is going directly home.
6. Explain the procedure for pronouncing and recording a patient's death.

## **Clinical Practice**

1. Orient a patient to the patient unit and the hospital.
2. Assist with the performance of an admission assessment.
3. Assist with the transfer of a patient to another unit.
4. Use correct communication techniques to ensure safe handoff of a patient to another nurse, department, or facility.
5. Interact with the social worker regarding the discharge needs of an assigned patient.
6. Demonstrate appropriate interaction with the family of a patient who has died.

## **Learning Content**

### **Types of Admissions**

- Routine Admissions □ Emergency Admissions

### **Admission Process**

- Preadmission Procedures/Requirements
- Authorization for Admission
- Admitting Department Function
- Orientation to Nursing Unit
- Initial Nursing Assessment
- Initiating the Medical Record
- Patient Reaction to Admission

### **Patient Transfer to Another Hospital**

### **Discharging Patient**

### **Extended Care/Rehab Discharge**

### **Discharge to Home**

- Discharge w Home Health □ Discharge Against Medical Advice

### **Death of a Patient**

- Autopsies
- Organ Donation

- Providing Support
- Pronouncement of Death

### **Gerontology Considerations**

- Environments of Care (Dahlkemper, 2020, Chapter 11)
- Rehabilitative and Restorative Care (Dahlkemper, 2020, Chapter 19)
- Psychosocial Assessment (Dahlkemper, 2020, Chapter 17)

### **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process
- Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

### **Skills**

- Admitting
- Transferring
- Discharging Patients

## **C. Complementary and Alternative Therapies (Chapter 32)**

### **Student Learner Objectives**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles as Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

### **Theory**

1. Discuss the use of complementary health approaches (CHAs) in integrative medicine.
2. Consider each therapy that is considered a part of CHAs.
3. Examine five commonly used complementary health approaches.
4. Contrast four mind and body interventions.
5. Direct patients to information needed to make a decision on whether to use an herbal remedy.
6. Describe the desired outcome of spinal manipulation during chiropractic treatment.

## **Clinical Practice**

1. Assist patients in using relaxation and imagery.
2. Assess the use of complementary health approaches by assigned patients.
3. Direct patients to information about complementary health approaches.

## **Learning Content**

- Complementary health approaches are used along with or instead of conventional medical treatments.
- NCCIH is researching the efficacy of various therapies.
- There are two main categories of complementary health approaches: mind and body interventions and natural products.
- Homeopathic medicine, naturopathic medicine, traditional Chinese medicine, traditional healers, and Ayurveda are examples of complementary health approaches that are not part of mind and body interventions or natural products.
- Herbs and other supplements may interact with prescription medications.
- Many herbs may be taken safely.
- Be prepared to direct patients to information about complementary health approaches.
- Encourage the patient to check the qualifications and certification of a CHA practitioner.

## **Application of the Nursing Process**

- Assessment
- Nursing Diagnosis
- Planning
- Implementation

## **Older Adult Considerations**

- Rehabilitation and Restorative Care in the Older Adult (Dahlkemper, 2020, Chapter 19)

## **Learning Activities**

- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process Case study reviews.
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment

## **Skills**

## **Unit 1 – 11: Medical Terminology**

**This will be the pre-lecture activities assigned in Blackboard, all instruction and learning activities will be found there.**

### **Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in understanding the use of basic medical terminology and abbreviations.

1. Recognize prefixes, suffixes, word roots, and combining forms.
2. Demonstrate understanding of the rules for combining word parts to write medical terms correctly.
3. Identify and distinguish abbreviations.
4. Demonstrate understanding of the primary accent used in pronunciation.
5. Match medical specialists with the areas in which they specialize.
6. Identify selected medical conditions associated with each specialty.
7. Identify the prefixes, combining forms and suffixes for colors, procedures, symptoms, and diagnoses, diagnostic studies, directional terms, anatomical terms.
8. Build and analyze medical terms with combining forms and suffixes.
9. Identify and write correct term when presented with its definition or match terms with their definitions.
10. Identify and write terms for selected structures, pathologies, and interventions of each body system.
11. Spell medical terms correctly