

FIRELANDS REGIONAL MEDICAL CENTER SCHOOL OF NURSING
Sandusky, Ohio

COURSE OUTLINE

NURSING FOUNDATIONS

August 2009

TIME ALLOTMENT: 130 Theory Hours
38 Lab Hours
72 Clinical Hours
240 Total Hours
12 Credit Hours

PLACEMENT: Second Year
Fall Semester

TEACHING PERSONNEL:

Barbara Brunow, MSN, MEd, RN, CNE, CNS, Course Coordinator
Michelle Bussard, MSN, RN, ACNS-BC, CNS
Joli Reising, MSN, MEd, RN, CNS
Amy Smith, MSN, RN

COURSE OBJECTIVES:

At the conclusion of the course, the student will be able to:

1. Summarize legal, ethical issues, and cultural values impacting nursing roles. (1,4,6)*
2. Apply knowledge of anatomy, physiology, chemistry, nutrition, psychosocial and developmental principles. (1,2,3,4,5)*
3. Select appropriate techniques for communications with patients, families, and health care team members. (2,3,5,6)*
4. Participate as an accountable member of the health care team. (3,5,6)*
5. Perform psychomotor skills and selected nursing functions safely. (1,2,3,4,5)*
6. Apply the nursing process to the patient. (1,2,3,5)*
7. Demonstrate safe medication administration. (1,2,3,4)*
8. Develop responsibility for learning and for self-growth. (1,3,6)*

*Second Year Objectives

COURSE OVERVIEW:

This first nursing course provides a general background in health, health agencies, the role of the professional registered nurse and components of the nursing process. Psychomotor skills necessary to assist the individual to meet basic needs are developed and related to observation, physical assessment and interpersonal relationship skills. Emphasis is placed on safety measures and common problems related to integument, oxygen, mobility and sensation, circulation, nutrition, elimination, fluid and electrolytes and perioperative nursing in the clinical areas. The principles of drug administration are introduced. Nursing Foundations is presented in the fall semester. This course is taken in the second year. Prerequisite: All first year courses.

TEXTBOOKS:

REQUIRED:

Doenges, M.E., Moorhouse, M.F., & Murr, A.C. (2008). *Nurse's pocket guide* (11th ed.). Philadelphia: F.A. Davis.

Hodgson, B.B. & Kizior, R.J. (2009). *Saunders nursing drug handbook 2009*. Philadelphia: F.A. Davis.

Malarkey, L.M. & McMorrow, M.E. (2005). *Nursing guide to laboratory and diagnostic tests*. St. Louis: Saunders.

Mosby's Dictionary of Medicine, Nursing & Health Professions (2006), 7th ed. St. Louis: Mosby's.

Perry, A.G. & Potter, P.A. (2010). *Clinical nursing skills & techniques* (7th ed.). St. Louis: Mosby/Elsevier.

Pickar, G. (2007). *Dosage Calculations* (8th ed.). Albany: Delmar.

Taylor, C., Lillis, C., & LeMone, P. (2007). *Fundamentals of nursing: The art and science of nursing care* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

ATI: Fundamentals for Nursing: Review Module. Version 6.0.

ATI: Basic Nursing Skills DVD

TEACHING METHODS:

CD/DVD

Demonstrations

Discussion

Games

Skills Practice

Power Point

Planned Lab

Planned Clinical Experience

METHODS OF STUDENT EVALUATION:

- Quizzes
- Skills Lab Demonstration
- Unit Tests
- Comprehensive Final Exam
- Evaluation of Clinical Performance
- Patient Profile Database
- Care Plans
- Instructor Feedback
- Final Clinical Evaluation
- Lab Final Examination

REFERENCES:

- Adams, M.P., Holland, L.N., & Bostwick, P.M. (2008). *Pharmacology for nurses* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Astle, S.M. (2005). Restoring electrolyte balance. *RN*, 68(5), 35-39.
- Dillon, P. (2004). *Nursing health assessment*. Philadelphia: F. A. Davis.
- Harkreader, H., Hogan, M.A., & Thobaben, M. (2007). *Fundamentals of nursing* (3rd ed.). St. Louis: Saunders.
- Kozier, B., Erb, G. Berman, A., & Burke, K. (2008). *Fundamentals of nursing* (8th ed.). Upper Saddle River, NJ: Prentice Hall Health.
- Lilley, L.L., Harrington, S., & Snyder, J.S. (2007). *Pharmacology and the nursing process* (5th ed.). St. Louis: Mosby.
- Macklin, D., Chernecky, C., & Infortuna, H. (2005). *Math for clinical practice*. St. Louis: Mosby.
- Milne, C.T. (2008, July). Wound healing in older adults. *Advance for Nurse Practitioners*, 53-56.
- Odom-Forren, J. (2005, November). Surgical-site: still a reality. *OR Insider*, 16-20.
- Ogden, S.J. (2007). *Calculation of drug dosages* (8th ed.). St. Louis: Mosby.
- Pasero, C. & McCaffery, M. (2005). No self-report means no pain-intensity rating. *AJN*, 105(10), 50-53.
- Perry, J. & Jagger, J. (2005, November). Slash sharps risk for surgical personnel. *OR Insider*, 28-29.
- Potter, P.A. & Perry, A.G. (2009). *Fundamentals of nursing* (7th ed.). St. Louis: Mosby.
- Ratliff, C.R. (2008, July). Wound exudate: an influential factor in healing. *Advance for Nurse Practitioners*, 32-35.

<http://thePoint.LWW.com/Taylor6e>

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
Verbalize expectations and requirements for successful completion of the course.	INTRODUCTION AND OVERVIEW OF COURSE (2 HOURS)	
	<p>A. Welcome</p> <p>B. Overview Course Outline</p> <p>C. Course Calendar</p> <p>D. Review Course Orientation Document</p> <ol style="list-style-type: none"> 1. Course Description 2. Course Objectives 3. Grading 4. Quizzes 5. Unit Tests 6. Final Exam 7. ATI 8. Attendance Policy 9. Student Accountability Flow Chart 10. Skills Lab 11. VCE <p>E. Review Evaluation of Clinical Performance Tool</p> <ol style="list-style-type: none"> 1. Observation of a Nurse in the Hospital 2. Dress Code <p>F. Review Student Handbook Sections</p> <ol style="list-style-type: none"> 1. Academic Policies 2. Attendance Policies 3. Confidentiality 4. Dress Code 5. Plagiarism Statement 6. Student Accountability Flow Chart 7. Student Conduct 8. Testing Policies 9. Course Document Receipt Signature 	<p>Handouts:</p> <ul style="list-style-type: none"> • Course Outline • Course Calendar • Course Orientation • Student Handbook • Evaluation of Clinical Performance Tool • Observation of a Nurse in the Hospital • Clinical Groups for Observing a Nurse • Clinical Groups A & B • Student Confidentiality Agreement • FRMC Main Campus Map • Parking

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
	UNIT I - VITAL SIGNS ASSESSMENT, LEGAL/ETHICAL, AND INFECTION CONTROL (28 HOURS)	
Identify the contribution which the profession of nursing makes in the provision of health care. (6,8)*	A. Profession of Nursing 1. Definition 2. Aims of nursing care	Read: Taylor Chapters 1, 2, 4
Describe Maslow's hierarchy of basic human needs. (6)*	B. Basic Human Needs and the Contribution of the Nurse 1. Hierarchy of basic needs -- Maslow 2. Concepts of culture and ethnicity 3. Wellness, health, illness 4. Safety 5. Growth and Development – Erikson (p. 378)	
State factors that affect the interaction of the nurse and the patient using the concepts of culture and ethnicity. (1,6)* Describe wellness, health and illness. (2)* Compare the different settings in which healthcare is provided. (4)*	C. Health Care Delivery System 1. Nursing's role in healthcare 2. Healthcare settings 3. Framework for care 4. Financial aspects of healthcare 5. Community based healthcare 6. Health team members 7. Trends in healthcare 8. Roles of the nurse 9. Nursing informatics 10. National Patient Safety Goals	Complete: Pickar Chapters 1 – 5 to prepare for dosage calculations
Compare the roles of members of healthcare teams. (4,8)*		
Discuss trends and issues affecting healthcare delivery. (4,8)*		
Discuss the relationship between informatics and quality healthcare. (1,3)*		
Describe importance of obtaining vital signs, pain assessment and physical assessment. (2)*	D. Vital Signs 1. Vital signs a. temperature b. pulse c. respirations/pulse oximetry d. blood pressure e. pain	Read: Potter & Perry Chapters 32 & 33 Audio Visuals: VS and Assessment techniques Lab: VS and Head-to-Toe Assessment Read: Perry & Potter Skills Ch. 5 & Ch. 6 Prep Skills: Assessing VS and performing a basic head to toe assessment
Discuss the purposes of physical assessment. (1,2,3)*	E. Physical Assessment 1. Purpose of physical examination 2. Health history a. general survey	Skill 5-1, 5-2, 5-3, 5-4, 5-5, 5-6 Skill 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7 2 ATI Skills Modules: Vital Signs and Physical Assessment of the Adult
*Course Objectives		

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES	
Describe subjective and objective findings while conducting a patient assessment. (2,3,5)*	b. subjective vs objective data	In class exercise: Practice manipulating patient assessment equipment	
Use techniques of inspection, palpation, percussion and auscultation during assessment. (2,5)*	3. Techniques of physical assessment a. inspection b. palpation c. percussion d. auscultation		
Complete a patient assessment in a systematic and organized manner, identifying normal and abnormal findings. (2,5)*	4. Physical assessment: review of systems a. skin, hair, nails b. head and neck c. chest and thorax d. cardiovascular e. abdomen f. musculoskeletal g. neurological		
Discuss nursing responsibilities before, during and after physical examination. (2,4,5)*	5. Documentation of data		
Apply ethical issues to examples in nursing practice. (1,8)*	F. Ethics and Values 1. Role of ethics in professional nursing 2. Contemporary ethical issues		Read: Potter & Perry Chapter 22 In class exercise: Ethical dilemmas Assignment: HIPPA ATI skills module
Describe laws affecting nursing practice. (1,7,8)*	G. Legal 1. Standards of Care 2. Advance Directives 3. Legal regulation of nursing practice 4. Legal safeguards for the nurse 5. Patient Bill of Rights and Responsibilities 6. ANA standards of nursing practice 7. Student liability		Read: Potter & Perry Chapter 23
Describe nursing interventions used to break the chain of infections. (2,5,6)*	H. Infection Control and Sterile Technique 1. Breaking the chain of infection 2. Hand washing and compliance with hand washing 3. Nosocomial infections 4. Isolation and barrier precautions 5. Nursing care actions to treat and prevent infections		Read: Taylor Chapter 27
Demonstrate correct hand washing technique. (2,5,)*	a. standard precautions b. airborne precautions c. droplet precautions		Lab: Hand washing / hand hygiene exercises Read: Perry & Potter Skills Ch. 7 Prep Skills: Hand Hygiene PPE 7-1, 7-2
Demonstrate correct technique for gowning, gloving and masking. (2,5)*			Classroom: PPE exercise
*Course Objectives			

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
Explain principles of surgical asepsis. (2,4,5)*	<ul style="list-style-type: none"> d. contact precautions 6. Surgical asepsis 	ATI Skills Module: Infection Control
	<u>UNIT I EXAM</u>	
Describe the communication process identifying factors that influence communication. (3)*	<p style="text-align: center;">UNIT II - COMMUNICATION, HYGIENE, AND INTEGUMENT (19 HOURS)</p> <p>A. The Communication Process</p> <ul style="list-style-type: none"> 1. Communication process 2. Factors affecting communication 3. Therapeutic communication vs social communication 4. Developing therapeutic communication 5. Therapeutic communication and the helping relationship 6. Blocks to communication 7. Impaired communication and special needs communication 	<p>Read: Taylor Chapters 21, 17</p>
Use effective communication and interpersonal skills to develop a helping relationship. (3,5,8)*	<ul style="list-style-type: none"> 4. Developing therapeutic communication 5. Therapeutic communication and the helping relationship 6. Blocks to communication 7. Impaired communication and special needs communication 	<p>Read: Pickar Chapters 3, 4, 5</p>
Discuss communication for an effective nurse-patient relationship during the admission, transfer, and discharge processes. (3,4)*	<p>B. Communication and Continuity of Patient Care</p> <ul style="list-style-type: none"> 1. Documenting care <ul style="list-style-type: none"> a. admission and discharge b. patient education c. discharge planning 2. Reporting care <ul style="list-style-type: none"> a. transfer and discharge b. incident reports c. student reporting - off 3. Methods of charting patient care 4. Confidentiality 5. HIPAA 	
Describe effective interventions for patients with impaired verbal communication. (1,3,4)*		
Identify ways to maintain confidentiality of records and reports. (1,3)*		Electronic Documentation (Meditech Labs)
Describe specific nursing interventions to communicate with patients with sensory deprivation. (2,3,5)*	<p>C. Sensory Deprivation</p> <ul style="list-style-type: none"> 1. Communication with the visually and hearing impaired patient 2. Communication with the confused patient 3. Communicating with the unconscious patient 	
*Course Objectives		

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Assess integumentary system and the adequacy of hygiene self-care behaviors using appropriate assessment skills. (3,5)*</p> <p>Demonstrate individualized hygiene practices used when assisting a patient. (2,5,6)*</p> <p>Demonstrate techniques used when assisting patients with hygiene measures, various types of baths, and those used in cleaning each part of the body. (2,4,5,6)*</p> <p>Describe the processes involved in wound healing. (2)*</p> <p>Assess and document various wounds. (2,4,5)*</p> <p>Implement appropriate dressing changes for different kinds of wounds. (2,5,6)*</p> <p>Identify patients at risk for pressure ulcer formation. (2,5)*</p> <p>List appropriate nursing interventions for a patient with impaired skin integrity. (5,6)*</p>	<p>D. Personal Hygiene</p> <ol style="list-style-type: none"> 1. Assessment and hygiene practice 2. Bathing 3. Peri-care 4. Assisting with bedpan 5. Bed making <ol style="list-style-type: none"> a. occupied b. unoccupied 6. Oral hygiene 7. Grooming 8. Room environment <p>E. Skin Integrity and Wound Care</p> <ol style="list-style-type: none"> 1. Pressure ulcers 2. Risk factors for pressure ulcer development 3. Wound classification and types 4. Risk assessment scales 5. Factors affecting wound healing 6. Nursing interventions 7. Wound management 8. Types of dressings 9. Heat and cold therapy 10. Complications of integument healing 	<p>Read: Potter & Perry Chapter 39 Lynn Chapters 7, 8</p> <p>Videotapes in class: Bathing, Hygiene and Personal Care Providing Oral Care Bed making</p> <p>Lab: Personal hygiene techniques Read: Perry & Potter Skills Ch. 17 Prep Skill: Personal Hygiene Skill 17-1, 17-2, 17-3, 17-4, 17-5, 17-6, 17-7 ATI Skills Module: Patient Hygiene</p> <p>Read: Potter & Perry Chapter 48</p> <p>In class demonstration: Sterile gloves, sterile trays, and interventions to decrease skin pressure</p> <p>Video in class: Pressure Ulcers</p> <p>Lab: Sterile technique and dressing Review: Elastic stockings & SCD Skill 10-3 Toileting Skill 33-1, 34-1 Read: Perry & Potter Skills Ch. 8 & Ch. 38 Prep Skills: Sterile technique and dressing Saline-moistened dressing 8-2, 8-3, 38-1, 39-1 2 ATI Skills Modules: Surgical Asepsis and Wound Care</p> <p style="text-align: center;"><u>UNIT II EXAM</u></p>

*Course Objectives

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Discuss drug legislation in the United States. (1,6,7)*</p> <p>Describe drug names, types of preparations, and types of drug orders. (7,8)*</p> <p>Describe principles used to prepare and administer medications safely by the oral, parenteral, topical, and inhalation routes. (1,2,3,5,7)*</p> <p>Obtain information for a medication history. (1,3,6,7)*</p> <p>Calculate drug dosages, using the various systems of equivalents. (1,5,7)*</p>	<p>UNIT III - PHARMACOLOGY (8 HOURS)</p> <p>A. Pharmacology</p> <ol style="list-style-type: none"> 1. Scope of nursing care 2. Knowledge base 3. Sources of information 4. Drug legislation 5. Adverse response to drugs 6. Mechanics of drug action 7. Clinical calculations 8. Complementary and alternative <p>B. Aspects of safe and effective drug administration</p> <ol style="list-style-type: none"> 1. Patient assessment data 2. The "Six Rights" of drug administration 3. Medication errors 4. Dosage measurements and calculation 5. Documentation/communication 6. Routes of medication administration <ol style="list-style-type: none"> a. parenteral b. enteral c. topical d. otic and ophthalmic e. other 7. Nursing responsibilities and implications <p>UNIT IV - MOBILITY, NUTRITION AND ELIMINATION (21 HOURS)</p> <p>A. Biomechanics and Mobility</p> <ol style="list-style-type: none"> 1. Mechanics of motion 2. Variables that affect body alignment and mobility 3. Assessment of mobility status 4. Body mechanics during transfer techniques 	<p>Read: Taylor Chapters 29 Appendix A</p> <p>Lynn Chapter 5</p> <p>Complete: Pickar Chapters 6, 7, 8</p> <p>Video: Medication Errors</p> <p>In class demonstration: Medication administration equipment</p> <p>Lab: Medication administration Read: Perry & Potter Skills Ch. 21, p. 530-536 Perry & Potter Skills Ch. 22, p. 573-603 Prep Skill: 21-1, 22-1, 22-2, 22-3, 22-4 3 ATI Skills Modules: Medication Administration 1, 2, 3</p> <p>Complete: Pickar Chapters 9, 10, 11</p> <p style="text-align: center;"><u>UNIT III EXAM</u></p> <p>Read: Taylor Chapter 39 Lynn Chapter 3, pp. 93-96, Lynn Skills 3-1, 3-2, 3-3, 3-4, 3-6 Chapter 9, pp. 459-464,</p>
<p>*Course Objectives</p>		

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Identify changes in physiological and psychosocial functions associated with immobility. (2,5,6)*</p> <p>Perform nursing measures that help to prevent complications of immobility. (2,5,6)*</p> <p>Use correct body mechanics when positioning, moving, lifting, and ambulating patients. (2,5,6)*</p> <p>Describe equipment needed for safe patient handling and movement. (2,5,6)*</p> <p>Describe the major categories of health and safety hazards faced by nurses and other health-care workers in the hospital setting. (1,2,4,8)*</p> <p>Discuss preventive strategies to reduce occupational risks to health-care workers. (1,2,4,8)*</p> <p>Discuss the components of nutritional and fluid assessment. (2,5)*</p> <p>Describe nursing interventions to help patients achieve nutritional goals. (2,5)*</p> <p>Demonstrate NG tube insertion using correct technique. (2,5)*</p> <p>Differentiate between enteral and parenteral nutrition. (2,5)*</p> <p>Demonstrate methods to assist patient to eat and drink. (3,4,5,6)*</p>	<ol style="list-style-type: none"> 5. Body systems affected by alteration in mobility 6. Ambulation with assistance 7. Common interventions to promote correct body alignment <ol style="list-style-type: none"> a. mattress b. adjustable bed c. bed cradle d. comfort measures e. ROM f. Restraints <p>B. Safety in Nursing Practice</p> <ol style="list-style-type: none"> 1. Biologic hazards 2. Chemical hazards 3. Environmental and mechanical hazards 4. Psychosocial hazards 5. Promotion of safety in the health-care setting 6. Disaster, hazardous materials and MSDS 7. National Patient Safety Goals <p>C. Nutrition and Fluids</p> <ol style="list-style-type: none"> 1. Common clinical diets 2. Measuring I & O 3. Feeding 4. Feeding via various tubes 5. Enteral feedings <ol style="list-style-type: none"> a. medication administration b. complications 6. Promoting nutrition and hydration 	<p>Lynn Skills 9-1, 9-2, 9-3, 9-4, 9-5, 9-7, 9-8, 9-9, 9-10</p> <p>Guest lecturer: Physical therapist</p> <p>Lab with physical therapist: Transfer techniques, body mechanics, and types of restraints Prep Skill: 9-1, 9-2, 10-4</p> <p>ATI Skills Module: Ambulation transferring and ROM</p> <p>Read: Taylor Chapter 26</p> <p>Guest lecturer: Safety officer</p> <p>On-line viewing of MSDS manual</p> <p>Read: Taylor Chapter 42 Lynn Chapter 11, pp. 593-598 Lynn Skills 11-1, 11-3, 11-6</p> <p>In class demonstration: Common I & O items found in the clinical area <u>I & O calculation quiz</u></p> <p>Lab: Nasogastric tube Read: Perry & Potter Skills Ch. 31 Perry & Potter Skills Ch. 34, p. 914-921 Prep Skill: Nasogastric insertion Nasogastric irrigation 31-1, 31-2, 31-3, 34-4</p> <p>2 ATI Skills Modules: Nasogastric intubation Enteral feeding</p>

*Course Objectives

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Assess bowel elimination using appropriate interview questions and physical assessment skills. (2,5,6)*</p> <p>Describe the nursing responsibility for frequently ordered bowel diagnostic tests. (4,5)*</p> <p>Demonstrate specific nursing procedures related to normal and abnormal bowel elimination. (5,6)*</p> <p>Assess urine elimination using appropriate interview questions and physical assessment skills. (2,3,4,5)*</p> <p>Describe the nursing responsibilities for frequently ordered urinary diagnostic tests. (2,4,6)*</p> <p>Demonstrate specific nursing procedures related to normal and abnormal urine elimination. (2,4,5,6)*</p>	<p>D. Intestinal Elimination</p> <ol style="list-style-type: none"> 1. Bowel assessment 2. Nursing procedures for normal and abnormal bowel elimination 3. Diagnostics <ol style="list-style-type: none"> a. stool sample b. oscopy procedures c. scheduling diagnostics 4. Bowel procedures <ol style="list-style-type: none"> a. enema b. suppositories c. digital removal of stool 5. Colostomy 6. Diet teaching <p>E. Urine Elimination</p> <ol style="list-style-type: none"> 1. Urine assessment 2. Nursing interventions for normal and abnormal urinary elimination 3. Diagnostics <ol style="list-style-type: none"> a. urinalysis b. IVP c. cystoscopy d. ultrasonography 	<p>Read Taylor Chapter 44 Lynn Chapter 13, pp. 703-705 Lynn Skills 13-1, 13-2, 13-3, 13-4, 13-5</p> <p>Video in class: Specimen Collection</p> <p>In class demonstration: Common bowel assessment equipment</p> <p>Read: Taylor Chapter 43</p> <p>Lab: Male and female catheterization Read: Perry & Potter Ch. 33, p. 860-890 Prep Skills: Catheterizing the male Catheterizing the female 33-1, 33-2, 43-1</p> <p>ATI Skills Module: Urinary catheter care</p> <p style="text-align: center;"><u>UNIT IV EXAM</u></p>

*Course Objectives

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
	UNIT V - OXYGENATION AND THE NURSING PROCESS (20 HOURS)	
Describe the principles of respiratory physiology. (2)*	A. Respiration 1. Respiratory physiology 2. Respiratory assessment 3. Factors affecting respiratory functioning 4. Common diagnostics 5. Interventions a. methods of O ₂ delivery b. incentive spirometry c. deep breathing d. coughing e. suctioning the trachea f. inhalant medications 6. Smoking cessation B. Communication and the nursing process 1. Assessment a. data collection method b. sources of data 2. Diagnosing a. reviews and interprets data b. formulates the nursing diagnosis c. prioritize the ND d. 3-part statements e. collaborative problems f. NANDA 3. Planning a. written patient oriented outcomes b. guidelines for outcome writing c. selecting nursing interventions that are individualized d. writing the plan of care e. setting priorities	Read: Potter & Perry Chapters 40 and 33 pg 596 Clinical Nursing Skills Skills: 23-1, 23-3, 25-1, 27-1
Describe nursing strategies to promote adequate respiratory functioning. (2,5)*		Classroom: nasal cannula, various masks, various airways, suctioning
Identify patient responses to alterations in respiratory function. (2,5)*		
Describe various respiratory treatments and diagnostic testing. (2,5)*		
Describe the 5 steps of the nursing process. (6)*		Read: Potter & Perry Chapters 16-20
List the benefits of correct use of the nursing process to patients and health team members. (6)*		Power Point presentation Outline Handout
Demonstrate correct format for writing a nursing diagnosis. (6)*		
Examine the relationship among actions, nursing orders and established outcomes. (6)*		
Document the plan of care completely, accurately, concisely, and factually. (6)*		
*Course Objectives		

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
Implement a plan of care. (6)*	<ol style="list-style-type: none"> 4. Implementation <ol style="list-style-type: none"> a. carrying out the plan of care b. related interventions should answer: What? When? and How often? c. document the plan of care d. review and revise 5. Evaluation <ol style="list-style-type: none"> a. achievement of outcomes b. modification of plan c. discontinuation of plan d. quality improvement 	Small group work: Mini-case studies/formulation of nursing diagnosis, goal, and interventions
Explain the importance of continuing evaluation and reassessment of nursing goals. (6)*		<u>UNIT V EXAM</u>
	<p>UNIT VI - PERIOPERATIVE AND FLUID AND ELECTROLYTE BALANCE (16 HOURS)</p>	
Describe the surgical experience, including perioperative phases, classification of surgery, types of anesthesia, informed consent and advance directives, and ambulatory surgery. (1,2,4,6)*	<ol style="list-style-type: none"> A. The Surgical Experience <ol style="list-style-type: none"> 1. Classification of surgical procedures 2. Anesthesia 3. Informed consent 4. Advance Directives 5. Ambulatory surgery 	Read: Perry & Potter Ch. 48 (wounds) p. 1294- 1299 Ch. 50 (cleansing skin and drain sites) p. 1324- 1341
Discuss a preoperative nursing history and physical assessment to identify patient strengths as well as factors that increase the risks for surgical and postoperative complications. (3,4,6)*	<ol style="list-style-type: none"> B. Preoperative Nursing Care <ol style="list-style-type: none"> 1. Assessment 2. Presurgical testing 3. Preop ND 4. Preop teaching 5. Preop procedure 6. Medications 	
Describe preparation of a patient physically and psychologically for surgery. (1,2,4,5)*	<ol style="list-style-type: none"> C. Intraoperative Nursing Care <ol style="list-style-type: none"> 1. Positioning 2. Intraoperative ND 3. Transfer to the Postanesthesia Care Unit (PACU) 	Read: Perry & Potter Clinical Nursing Skills Ch. 36
*Course Objectives		

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Identify assessments and interventions specific to prevention of complications in the immediate and early postoperative phases. (3,5,6)*</p> <p>Use the nursing process to develop an individualized plan of care for the surgical patient during each phase of the perioperative period. (2,3,4,5,6)*</p> <p>Describe the functions, regulation, sources, and losses of the main electrolytes of the body. (2)*</p> <p>Explain the principles of osmosis, diffusion, active transport, and filtration. (2)*</p> <p>Recognize normal values, as well as values representing imbalances of electrolytes. (2,4)*</p> <p>Discuss clinical assessments for determining fluid and electrolyte imbalances. (2,5)*</p> <p>Describe nursing interventions for clients with fluid and electrolyte imbalances. (1,2,5)*</p> <p>Plan, implement, and evaluate nursing care related to select nursing diagnosis involving fluid and electrolyte imbalances. (1,2,3,5,6)*</p>	<p>D. Postoperative Nursing Care</p> <ol style="list-style-type: none"> 1. Immediate postoperative care 2. Postoperative procedures 3. Postop ND 4. Postop assessment and interventions on return to unit 5. Nursing interventions to prevent or monitor postoperative complications 6. Nursing management of hypovolemia <p>E. Postoperative Ambulatory Surgery</p> <p>F. Fluid and Electrolyte Balance</p> <ol style="list-style-type: none"> 1. Distribution, composition, and movement of body fluids 2. Regulation of body fluids 3. Regulation of electrolytes 4. Fluid and electrolytes and the nursing process 5. Fluid imbalances <ol style="list-style-type: none"> a. fluid volume deficit (FVD) b. fluid volume excess (FVE) c. hyperosmolar imbalance - dehydration d. hypoosmolar – water excess 6. Electrolyte imbalances <ol style="list-style-type: none"> a. sodium b. potassium c. calcium d. magnesium 7. Nursing interventions related to fluid and electrolyte imbalance <ol style="list-style-type: none"> a. assessing imbalances, I&O b. preventing c. developing a dietary plan d. modifying fluid intake e. administering medications f. role of IV therapy 	<p>Read: Taylor Chapter 41 pp 966-992</p> <p>Assignment: VCE Lesson 13</p> <p>In class exercise: Case Studies in fluid and electrolytes</p>

UNIT VI EXAM

*Course Objectives

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
<p>Conduct a basic pain assessment of a patient in pain to select individualized interventions. (2,3,6)* Select an individualized pain management plan of care for a patient in pain. (1,2,5,6)* Evaluate the outcomes of pain relief therapy. (2,4,6)* Explain the stages of sleep, symptoms of sleep deprivation, factors that affect rest and sleep, and common problems related to sleep. (1,2,4,6)*</p> <p>Describe nursing measures that aid rest and sleep needs. (2,6)*</p> <p>Discuss definitions and causative factors associated with stress and anxiety. (1,2,6)* Summarize symptoms and behaviors that are likely to be observed in a person experiencing stress or anxiety. (1,2,6)* Describe health-and-illness related events in which stress and anxiety are likely to occur. (2,6)*</p> <p>Demonstrate beginning competence in clinical judgement and interpretation of stress and anxiety. (1,2,4)* Identify nursing interventions that are usually effective in reducing stress and anxiety. (6)* Use a holistic framework in the assessment and intervention of health concerns for patient sexuality. (1,2,3,6)* Implement health protection and health promotion principle for patients. (6)* Discuss own feelings about sexuality. (1,8)*</p> <p>*Course Objectives</p>	<p>UNIT VII - COMFORT, STRESS, SEX AND SPIRITUALITY (11 HOURS)</p> <p>A. Pain and comfort 1. Pain assessment 2. Pain theories 3. Pain management a. pharmacologic b. nonpharmacologic 4. Evaluation of pain</p> <p>B. Rest and sleep 1. Stages of sleep 2. Sleep deprivation 3. Factors affecting rest and sleep</p> <p>C. Stress and anxiety 1. Stresses 2. Reactions and consequences 3. Nursing diagnosis related to stress and anxiety 4. Nursing interventions to decrease stress and anxiety 5. Personal nursing self-assessment</p> <p>D. Sexual health protection and promotion 1. Sexuality development 2. Guidelines for the nurse a. insight into own beliefs b. terminology c. confidentiality</p>	<p>Read: Taylor Chapter 41</p> <p>Guest Speaker: Patient Advocate</p> <p>Read: Taylor Chapter 40</p> <p>Read: Taylor Chapter 32</p>

COURSE OUTLINE

UNIT OBJECTIVES	CONTENT	RELATED LEARNING EXPERIENCES
Discuss spiritual beliefs and needs as they relate to the lifespan. (1,6)*	<p>E. Spirituality</p> <ol style="list-style-type: none"> 1. Factors affecting spirituality 2. Assessing spiritual needs 3. Role of the nurse and the clergy on the health team <p>F. Needs of the terminally ill patient</p> <ol style="list-style-type: none"> 1. Psychologic needs: <ol style="list-style-type: none"> a. listening b. touch c. information d. spiritual e. grief 2. Physiologic needs: <ol style="list-style-type: none"> a. nutrition, fluid b. hygiene c. elimination d. position 3. Clinical signs of death: <ol style="list-style-type: none"> a. vital signs b. other c. do not resuscitate 4. Care of the body after death 5. The family 6. Autopsy, coroner's case 7. Wills, living wills, and POA 8. The nurse and the dying patient 	Read: Taylor Chapter 35
Describe the nurse's role in assessment of spiritual needs. (1,6)*		Read: Taylor Chapter 36
Discuss psychological and physical needs of the terminally ill patient. (2,5)*		Guest speaker: Hospital Chaplain
Identify physiologic signs of approaching death. (2,5)*		Read: Taylor Chapter 33
Describe the nurse's responsibility in after-death procedures and rituals. (2,6)*		
List instances indicating that a death is a coroner's case. (1)*		Guest speaker: Spiritual Care Manager
Describe POA, living wills, DNR and legal wills. (1)*		<u>ATI – Non-proctored tests</u>
		<u>ATI – Proctored quiz</u>
	<u>COMPREHENSIVE FINAL EXAM</u> (2 HOURS)	

*Course Objectives
2009 NF Course Outline
BB/MB/JR/ss