Course Number, Title, Section, Time and Location:
N233: Foundations of Nursing Practice, Section A
Mondays, Wednesdays and Fridays: 0920-1030, Main B11

Number of Credits: 4 credits

Placement /prerequisites/co-requisites: Sophomore Standing;
Prerequisite NRS230; Concurrent with NRS234

Faculty:
Faculty Name: Kathy Sampson, MSN, RN, CCRN
Office #: VOB6 [downstairs in Voorhees]
Telephone contact #: Office-650-4934; Cellular 262-366-4574 (call or text if urgent)
Faculty email address: ksampson@carrollu.edu
Office hours: Most Monday and Wednesday 1100-1300. Other days and times available by appointment

Course Description: This course is an introduction to the scientific basis and theoretical foundations of professional nursing practice. Nursing theory is incorporated with nursing process to enable the student to identify basic health responses and intervene appropriately at the foundational level of care. The student learns to use a systematic framework to implement the nursing process and begins to recognize and apply nursing research to practice. A continued development of an attitude of inquiry is expected.

Course Objectives: At the end of this course the student will have demonstrated the ability to:

1. Apply concepts from the arts and sciences when examining the impact of all elements of the environment on an individual’s functioning (Essential I.1,2)
2. Demonstrate self-direction in time and task management to prepare for class and to complete course assignments. (Essential I.9)
3. Understand and apply communication strategies that predict the establishment of effective professional and therapeutic relationships. (Essentials I.4; VI.2; IX.4)
4. Demonstrate the ability to accurately organize, document, and report patient assessment data, areas of concern, care given, and patient response using the SOAP/SBAR or other appropriate charting/reporting formats. (Essentials IV.1, 3; IX.3, 4)
5. Integrate nursing theory, client history, clinical findings, pathophysiological concepts, and clinical decision-making in planning and evaluation of patient care in the long term care environment. (Essentials II.8; VII.1,2,3,7; IX.3, 8, 9)
6. Effectively engage in the nursing process developing patient care plans consistent with the Carroll University Criteria for Care Planning. (Essentials II.8; III.1, 2, 4; IV.6; VII.7; IX.1, 3, 4, 5, 8, 21)
7. Apply suitable strategies for health teaching when given a simulated data base or an actual nursing problem focus(Essentials VII.5,6; IX.7)
8. Engage in evidence based clinical decision-making that reflects the integration of professional and patient perspectives, nursing theory, practice and research. (Essential III.1,6, IX.11)
9. Recognize the influence of development and culture on health (Essential I.5; VII.3)
10. Reflect on one’s own beliefs and values as they relate to professional practice.(Essential VIII.6,7)
11. Promote patient advocacy through acquisition of resources and the application of Deontology, Utilitarianism, and an ethic of care when seeking the resolution of ethical dilemmas in nursing practice.(Essentials I.6; VIII.11)
12. Understand the dynamic nature of small group behavior and applies leadership concepts and skills including communication, team-building, negotiation and conflict management in the development and delivery of a community teaching project.(Essentials II.1; VI.3,5)
13. Demonstrate accountability for high quality care through effective collaborative-assessment and accurate and self-assessment of small group processes (Essentials II.1; VI.3,5)

14. Demonstrate professional socialization using expressions of self that reflect the ethical principles, values, roles and responsibilities of professional nursing. (Essentials IV.8; VI.1; VIII.1, 2; IX.5, 6, 14)

15. Recognize that an open questing mind is the premiere attribute of the true professional and embraces the pursuit of practice excellence, life-long learning, and professional engagement as a means to support personal, professional growth and development. (Essential I.9; VIII.13)

QSEN: The Quality and Safety Education for Nursing

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

1. Safety
   The student will:
   • Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

2. Patient-Centered Care:
   The student will:
   • Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

3. Evidence based practice
   The student will:
   • Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

4. Quality Improvement (QI)
   Students will:
   • Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

5. Information technology
   Students will:
   • Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

6. Teamwork and Collaboration
   Students will:
   • Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Required/recommended Textbooks and necessary materials: All previous courses’ required nursing texts, and:


**Optional Text:**


The following Nursing Concepts are the focus of NRS233:

- Valuing and advocacy in professional nursing
- Ethical responsibilities and legal aspects of professional practice
- Communication, patient teaching & professional behavior in health care
- Nursing process: assessment, diagnosis, planning, intervention and evaluation
- Safety & mobility in patient care
- Activity and exercise
- Asepsis/isolation
- Personal hygiene and basic cares
- Nutrition & elimination
- Skin integrity and basic wound care
- Oxygenation and Circulation
Methods of Evaluation

All students are required to achieve a mean score of 78% on all exams and quizzes in order to pass the course. If the student is not successful in meeting the required quiz/exam mean score, there will be no consideration of any successfully completed coursework in determining final course grade and the student may earn a maximum final course grade of "C". Unsuccessful completion of course work will always be considered when determining final course grade. There will be no rounding up of quiz or exam grades. No extra credit assignment points may be used to earn back points for quizzes or exam scores. At no time will extra credit points be used in determining student achievement of required quiz/exam mean score.

Determination of final course grade: If the student meets the required 78% quiz/exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of total points accrued for exams, quizzes, and course assignments according to the grading scale below:

Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>C</td>
<td>78-82%</td>
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<tr>
<td>D</td>
<td>68-72%</td>
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<tr>
<td>F</td>
<td>67% and below</td>
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Note: Students must achieve a grade of BC in NRS 233 to progress in the nursing program.

Assignments:

It is the student's responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related course documents are posted on LMS.

Expectations regarding completion of weekly group study activities including all NCLEX question reviews [Texts: Berman & Synder, and Nugent], and Evolve case studies are outlined on the course calendar.

- Weekly Log: Documentation of Study Group Activities (Appendix A) (Course Objectives 1-7,9,13)
  - Evolve Case Studies On-line Group Work
  - Content-specific NCLEX question review from:

- Institute for Healthcare Improvement (IHI) Open School Patient Safety Modules (Appendix B) (Course Objectives 15, 16)

- HIPPA- see ATI leaning module(Appendix B)(Course Objectives 15)

- Bloodborne Pathogen on-line education modules (Appendix B)(Course Objectives 15)

- Handwashing and Standard Precautions module (Appendix B) (Course Objectives 15)

- ATI Practice Tests and Modules (Appendix C) (Course Objectives 2, 3,5,8-10, 14, 15)
- The Teaching Project (Appendix D) (Course objectives: 1-3, 7-9, 12-15)
- Medication Math Mania Policy and Procedures (Appendix E)
- Care Plan Discussion Forum (Appendix F) (Course Objectives 1, 2, 4-6, 8, 15)
- Course Calendar (Appendix G)

**Approximate Point Distribution:  [Exam values may change]**

**Exams and Quizzes: Approximately 70% of total course**

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>49</td>
<td></td>
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<tr>
<td>Exam #3</td>
<td>60</td>
<td></td>
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<tr>
<td>Exam #4</td>
<td>65</td>
<td></td>
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<tr>
<td>Exam #5</td>
<td>50</td>
<td></td>
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<tr>
<td>ATI-comprehensive Fundamentals Exam</td>
<td>60</td>
<td></td>
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<tr>
<td>Final Exam Comprehensive</td>
<td>132</td>
<td></td>
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<tr>
<td>Online and classroom quizzes</td>
<td>119</td>
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<tr>
<td>Math Mania Quizzes</td>
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<td></td>
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<tr>
<td>- Mid-Term (1% quiz/exams)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>- Final (1% quiz/exams)</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>608</strong></td>
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All students must achieve a mean score of 78% on all exams and quizzes in order to pass the course.

**Written Assignments, online modules, etc. Approximately 30% of total course**

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<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
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<tbody>
<tr>
<td>Group Teaching Project in conjunction with NRS234</td>
<td>100</td>
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<tr>
<td>Evolve Apply case studies (9 Evolve X 4 points) + 5 pt xtra credit</td>
<td>32+5 xtra credit</td>
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<tr>
<td>Study Group Documents (10 weeks X 2 points)</td>
<td>20</td>
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<tr>
<td>IHI Open School Modules (4 X 15 each)</td>
<td>60</td>
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<tr>
<td>Bloodborne Pathogen module</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI HIPPA module</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Handwashing Module</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Care Plan Discussion Forum</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ATI Practice Test A- 1st and retake with remediation completed on time</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI Practice Test B- 1st and retake with remediation completed on time</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ATI Nurses Touch: Communication</td>
<td>10 xtra credit</td>
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<tr>
<td>ATI Nurses Touch: Wellness</td>
<td>10 xtra credit</td>
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<tr>
<td>All nursing dept clinical documents submitted on time [CPR, etc]</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Journal Article: Medication Errors 5 pt xtra credit</td>
<td>+5 xtra credit</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>290+30xtra</strong></td>
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### Total Course Points Combined

<table>
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<tr>
<th>Evaluation Methods Combined</th>
<th>Points</th>
<th>Points Achieved</th>
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</thead>
<tbody>
<tr>
<td>Exams and Quizzes Points (70%)</td>
<td>608</td>
<td>608</td>
</tr>
<tr>
<td>Written Assignments, Online modules etc. (30%)</td>
<td>290 + 30</td>
<td>290 + 30</td>
</tr>
<tr>
<td>Total Points Combined (100%)</td>
<td>898 + 30</td>
<td>898 + 30</td>
</tr>
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### Faculty Policies:

**Attendance:** Attendance is required for all lectures. Attendance will be taken during class. You may not sign in for another student; that constitutes a breach in Academic Integrity and may result in unsuccessful completion of the course. Lectures meet three times per week for 70 minutes. Required preparation for each lecture is outlined in the course calendar. It is expected that the student will contact faculty ahead of scheduled class time regarding any absence, late arrival or early departure. Faculty will determine and administer consequence(s) for any absence(s) on a case by case basis.

Students who miss more than 2 lectures will be considered habitually absent. Habitual absence will result in lowering of the total assignment grade by ½ letter grade. For example, if your total assignments are a letter grade B, your assignment grade will be lowered to B/C; lowering assignment grades could result in an overall, unsuccessful grade in the course. Any student who leaves lecture before the end of scheduled class time will be considered absent for that class period. Any absence must be communicated prior to start of class and all are marked as an unexcused absence.

**Cell Phones:** Cell phones are not permitted during any class time; in the classroom, at clinical or in laboratory. A student using a cell phone during class, lab or clinical will be dismissed on the first offense. Students will receive one warning for cell phone use in class, lab or clinical resulting in dismissal for the day; a second usage may result in a final course grade of “F.” (Faculty may determine and administer consequence(s) for any cell phone use on a case by case basis).

**Personal computers, iPad, etc.:** Personal technology devices are allowed in the classroom only; not in the lab or clinical setting. The devices are limited to note taking purposes and professional referencing only. Any diversion to social media sites will result in loss of entire classes’ privilege in use of technology devices in the classroom.

**Missed quizzes and exams:** Tardiness on the day of a scheduled quiz or exam will result in a lost opportunity for the student to take that quiz or exam, and a grade of ZERO will be administered. **Unexcused absence** on the day of a quiz or exam will yield the same outcome: **make-up quizzes will not be given for any reason; student receives a zero on missed quizzes.** **Excused Absence** is the event of serious student illness or death of an immediate family member, which may result in the opportunity for a make-up exam at faculty discretion. Students must provide evidence of excused absence criteria. **Any absence must be communicated prior to start of class.** Make-up exams for excused absence may be given in essay format.

**Late assignments:** Submission of all required student work by due date is an expectation of this course. Extensions will be granted only in extenuating circumstances and must be negotiated with instructor prior to due date. Inability to communicate clearly, and in a timely fashion regarding anticipated difficulty meeting deadlines is evidence that the student lacks the attitude and skill necessary to think critically and to assume professional accountability as required by course objectives. Failure to follow directions on any given assignment will result in a deduction of points; **a minimum of a 10% deduction.** Students will have one attempt to successfully complete written assignments. No assignments may be corrected or redone for points. Late completion of online and ATI modules will result in 0 points; however are required to still be completed. Student will be unsuccessful in NRS233 and/or NRS 234 if assignments are not completed.

**Extra Credit**
Credit for any completed extra credit opportunities will only be given if all scheduled homework, assignments, and quizzes are completed by due dates in course.

**Unsuccessful Student Progress and Completion of Student Learning Contracts:** Students who are unsuccessful at mid-term (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures, and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract in order to successfully complete the course. **Documentation** of requirements on the learning contract is the student’s responsibility to maintain and present upon faculty request.

**Professional Accountability & Integrity-**
Effective communication is an expectation of this course. Student communication, both verbal and non-verbal must evidence respect for individuals at all times. Faculty reserves the right to dismiss any student from lecture, when in the opinion of faculty a student demonstrates behaviors that evidence disrespect for others. Disrespectful behavior includes but is not limited to those behaviors which interfere with the learning or demonstration of learning by student colleagues (i.e., excessive talking during lectures, tardiness to exams.). All students are expected demonstrate behaviors consistent with the Carroll University Nursing Program Standards of Professional Conduct of the Student.

Students are expected to complete all quizzes, math homework, and assignments independently unless described as a team study topic.

Certain nursing courses within the Carroll University Nursing Program require additional classroom time outside of the scheduled hours. It is the responsibility of the student to work with the Nursing Faculty if there is a scheduling conflict with other courses. Do not assume you can skip another course for a nursing course.

Email etiquette:
As the Carroll University environment is considered a professional setting any email correspondence between you and the professor must be written in a professional manner. More specifically, your emails should be: composed clearly and articulately; use formal, professional language; include relevant subject heading and what class you are in (e.g., Question about Project for NRS 320); and use proper spelling, grammar, and punctuation. Emails that do not meet these standards may not receive a response.

In general, email will be answered during standard business hours: 9am-5pm Monday through Friday. Do not assume that emails sent outside of those hours, or on weekends, will be returned until the resumption of standard business hours.

Professional Conduct of the Student:
The student:
1. Attendance – Attends all required classroom, clinical, nursing program, and university activities.
2. Attentiveness – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.
3. Authority – Demonstrates respect for all those placed in authority.
4. Communication – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.
5. Cooperation – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.

Campus Information:
Writing Assistants at Carroll University
The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation.

To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or you can log into my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section.

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy, in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. Students will complete quizzes, Math Mania homework, and other individual
assignments independently; if completed otherwise, this will constitute a breach in Academic Integrity and may result in unsuccessful completion of the course. If you have questions about appropriate citations, please ask.

Accommodation for Disabilities:
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 262-524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Course Schedule: See attached Appendix G
Weekly log of Study Group Activity (Appendix A)

(Group leader to upload to drop box for entire study group)

Total hours of Group Study This Week: _____ hrs _____ min.
Week on syllabus calendar this log pertains to: Week# ______
Date(s) group met this week: ____________
Time in and time out:

**Note: EVOLVE Case Studies require 78% to get credit; group to redo until 78% achieved

Group Members Present (Printed Names):

Group Members Absent:

Focus of Study: [exam prep, case studies, certain assignment]

Group Activities: [What text chapters were reviewed, what text were used to review NCLEX questions, which Evolve case studies were completed, etc]
Online module assignments: (Appendix B)

**IHI Open School On-line Patient Safety Modules** – see details on LMS for submission

1. **101-Introduction to Patient Safety**
2. **102-From Error to Harm**
3. **103-Human Factors and Safety**
4. **104-Teamwork and Communication in a Culture of Safety**

**ATI HIPPA Learning Module**: Complete at ATItesting.com – see details on LMS for submission

**Bloodborne Pathogens On-line Learning Module** – see details on LMS for submission

**Hand Hygiene and Standard Precautions Module** – see details on LMS for submission

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**ATI Practice Tests and Tutorial videos and skill post-tests**: (Appendix C)

Product ID CDN004660420

**Tutorials : post tests require 90%**

ATI Practice Test A **AND** Practice Test B- 1st and retake with remediation - required

Practice Test A- ID:
Practice Test B- ID:

1. **Take the Practice Test** under practice test tab. *If you receive a 78% on the test you are done*. Upload evidence to LMS.
2. If you are *less than 78%*, then you need to **complete the ATI remediation plan** [see ATI for instruction] and submit a screen shot or other evidence the remediation is complete. “My ATI” has a learning plan for you.
   - Choose your 3 lowest scores and revisit [remediate] those topics. ATI “My Results” will lead you through the remediation plan
3. Finally **retake the Practice test**, after the remediation is completed, **until 78% is achieved**. Submit evidence of the new successful score and remediation.

**ATI Practice assessment – extra credit**

**Nurses Touch: Professional Communication**

After finishing the tutorial module and case study with Q&A, complete the practice assessment. Submit your practice assessment score of at least 78%. Retake the test until 78% is achieved.
Assessment ID: 8459750

**ATI Practice assessment- extra credit**

**Nurses Touch: Wellness and Self-Care**

After watching the tutorial, complete the practice assessment. Submit your score of at least 78%. Retake the test until 78% is achieved.
Assessment ID: 8459752

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**Evolve Case Studies**

Evolve ID: 10385_jhansen123_1001
Carroll University Nursing: Foundations of Practice
NRS233/234 Group Teaching Presentation Directions

**Purpose:** The NRS233/234 group teaching assignment provides an opportunity for students to engage in small group process. In addition, the project affords an opportunity for students to learn the role of a nurse educator in planning, implementing, and evaluating a teaching plan.

**Plan:** All NRS233/234 students will complete a group teaching project covering a faculty-approved, Age-specific topic on the established due date. NRS233/234 students are challenged to teach the children at the United Community Center [UCC] an Age-Specific topic of interest during a 20 minute presentation held at the UCC on the designated day. In addition, students will video record the presentation and upload the video to LMS per course calendar due date. Students will work in groups of 4, and all students will actively engage their audience for a maximum of 20 minutes in teaching their topic, and allow additional time for Q&A; maximum of 30 minutes is allowed from start to finish. All team members are expected to participate in the presentation. Students are responsible to obtain supplies to create a tri-fold poster, video presentation, and handout materials.

*NRS234 instructor can copy your handouts through Carroll U duplication with at least two week notice.*

All NRS233/234 students will participate in developing learning outcomes and evaluating if learning occurred. Students should assess audience knowledge after the presentation to determine if Lesson plan’s learning outcomes were met. Group teaching presentations must evidence student application of at least one Learning Theory; see K&E text Chapter 27. Group members are expected to actively engage the UCC audience. Finally, students will reflect on their teaching effectiveness through both Peer Feedback from video presentation and feedback received from UCC audience.

**Group Process:** Effective group process will require ongoing self and collaborative assessment, the implementation of professional communication strategies including negotiation and conflict management, and effective time and task management. The roles and responsibilities of each member are to be determined by the group with one specific requirement: all students are to assume the role of leader (meeting facilitator) and recorder at least one time during the project planning; you must meet a minimum of 4 times to fulfill this requirement.

**Evaluation and Grading:** All groups must compile and submit evidence of their teaching project for evaluation as outlined in the Teaching Project Criteria by the due date. Late submissions will deduct 10% of total possible points for each day late.

All presentations will be pre-recorded and uploaded to LMS for peer review one week prior to UCC presentation. The Video Producing Team must supply a peer feedback tool to collect peer review data. This tool will provide the team data, along with UCC classroom feedback, to identify barriers, strengths, and other evaluation summary of the presentation.

Each student will be assigned peer videos to view and complete the team’s provided peer feedback tool, and return the comments to that team.

It is the video producing teams’ responsibility to ensure the video is uploaded correctly to NRS234 LMS and can be retrieved and viewed at due date.

**Rules of presentation: Poster or Powerpoint slides and classroom Handouts:**

- **All posters** must reflect understanding and application of “Poster, Poster” see LMS for faculty provided resource. (See LMS for Poster-Poster reference; be sure posters are age appropriate, font is readable, references, names included, etc). Posters or copy of Powerpoint slides are to be given to faculty for grading after UCC presentation. Include age appropriate information, readable font, APA references, member names included, etc

- Powerpoints can be presented on Smart Boards in most classrooms.

- **Educational handouts** must be age appropriate with proper APA. Handouts are intended to add interaction and student engagement during presentation. Provide a copy of any handouts or learning materials to your NRS234 instructor.
N233/234: Analysis of Group Process: Group assessment: (group completes together after each meeting)

Group Teaching Topic: __________________________ Date: __________ Meeting start time: ________ end-time: ______

Members Present: ______________________________________________________________________________________

Members Absent: ______________________________________________________________________________________

Meeting # __________________

Group Member Assuming the Leadership Role today: __________________________

Evaluate the group leader's strengths and opportunities for growth: support your conclusions with evidence.

Analyze each group member's participation in the planning and decision making process: identify strengths and opportunities for growth. Be sure to include commentary on blocking behaviors that you observed.

Discuss how you were feeling as the group interaction was taking place.

**Conflict occurs in every group always.** Document the specific areas of conflict that emerged in today's meeting and your group's efforts to resolve them.
Lesson Plan

Step 1: Planning the Lesson

Instructional Materials.
1.
2.
3.

Instructional Objectives
1.
2.

Step 2: Present Lesson

• Lesson intro- Example: Bill will introduce our topic and other Nursing students

1.
   A.

B.

• Learning objectives/outcomes

Upon completion of the lesson, learner will be able to: [what are measurable outcomes]
1.

2.

• Planned activity, handouts, discussion, or interaction with audience during presentation

1.

2.

• Evaluation of student learning [how will you evaluate learning]

1.

2.
A team's purpose is defined by its team charter or contract. The charter will identify a team's mission, guidelines to function, objectives, time frame, and consequences of actions.

<table>
<thead>
<tr>
<th>Member Names</th>
<th>Contact #</th>
<th>Email</th>
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</table>

**Purpose of the team:**
(Why was the team formed?)

**Team Established Guidelines:**
(Include the rules for members to have a successful team: what are responsibilities, contribution, communication, collaboration, etc., rules)

**Ensuring Fair Contribution and Collaboration to Accomplish the Team Goal:**
(How will your team make sure all members contribute fairly? How will you address team members who are not contributing fairly?)

**Non-involvement behaviors and lack of team commitment:**
(What are the consequences of a team member who lacks participation and does not meet established deadlines?)

**Resolving Conflict:**
(All team experience conflict. How will your team defuse and resolve conflicts?)
NRS233/234 Teaching Project

Application of Learning Theory Report Form

Teaching Topic: ______________________

Complete as a group, typed format and include in final folder of evidence. Use as many copies of this form as necessary to provide rationale and demonstrate your application of learning theories referenced from K&E Chapter 27. One or more theories are required to be identified.

Group Members:

_____________________________________________________________________________
_____________________________________________________________________________

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

Learning Theory: __________________________________________________________

Evidence of application in teaching project presentation:

[add more as necessary]

Peer feedback Tool: Create a written tool that your peers will complete as they watch your video recording of the presentation. The tool is a way for your team to gather constructive criticism of what you did well, what could be improved, if you were professional in the delivery of the presentation, evaluation of your teaching effectiveness, and evidence of learning. The written feedback will be returned to you and your team will summarize the feedback in your final team evaluation of the presentation.

Final Assessment and Evaluation of teaching effectiveness: Group is responsible to evaluate their presentation in a 1-page paper or less. Team will acknowledge potential barriers to learning and evidence measures of actual learning among UCC audience participants and from peer evaluations of the recorded video presentation. Indicate in your team evaluation evidence that shows learning occurred based on results from UCC audience feedback &N23/324 peer evaluations.
# NRS233/234 Group Teaching Project Rubric

**Rubric for Poster Presentation: Evaluation and Grading Form**

**Group Members:**
1. ______________________  2. ______________________
3. ______________________  4. ______________________

**Topic:** ___________________________________________  Faculty evaluating: ___________________

<table>
<thead>
<tr>
<th>Before Presentation: Evidence to be uploaded to Courseworks</th>
<th>Team initials as completed</th>
<th>Faculty initials as received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Age specific teaching topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Charter/contract on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plan with learning outcomes on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Presentation uploaded on LMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Feedback Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Presentations: …. UCC clinical week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Presentation: Evidence to be uploaded to Courseworks</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation and evaluation of group process [(Analysis of Group Process)] - each individual submits once -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assessment and Evaluation of student learning: Group is responsible to evaluate presentation in a 1-page paper or less. Indicate evidence that learning occurred based on results from UCC audience feedback &amp;N233/234 peer evaluations -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Submit copy of Feedback tool used for peer evaluation-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. APA formatted reference page-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Professional Accountability:

- All deadlines met (2 points)
- Follows all directions: Poster, handouts, and project requirements submitted (2 points)
- Team Charter/contract complete and submitted (5 points)
- Each group member demonstrates professional dress and grooming at presentation (5 points)

### Analysis of Group Process:

Each Team member provides at least one Analysis of Group Process with assessment-documentation and evaluation that reflects understanding of small group dynamics, effective problem-solving, conflict resolution strategies, and the value of peer feedback (10 points)

### Evidence of Scholarly Work:

Presentation: Poster, Powerpoint slides, and handouts are visually appealing and professionally constructed. Posters will have evidence that students used faculty-provided resource, "Poster, Poster". Includes handouts and other teaching aids that are easy to read, have appropriate font, are age appropriate, include proper APA citations.

Both poster, Powerpoint slides, and handouts are accurate, and free of spelling and grammatical errors. All members names must be on all presentation materials [handouts, posters, Powerpoint] (20 points)

Effective incorporation and evidence of learning theories in presentation (5 points)

Lesson Plan: detailed and specific to Age population (10 points)

Appropriate incorporation of scholarly literature in presentation (5 points)

Final Evaluation of teaching effectiveness: acknowledges potential barriers to learning and evidences measures of actual learning among UCC audience participants and from peer evaluations. (10 points)

APA formatting and reference page (4 points)

### Evidence of Professional Communication:

Presentation reflects group respect for audience (2 points)

20-30 minutes time frame adhered: includes presentation, Q&A (5 points)

Group members effectively engage audience throughout the presentation (10 points)

Written peer feedback tool is thoughtfully developed and effectively distributed to peers (5 points)

### Faculty Comments:

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
<th>Final Score: ________/100</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Medication Math Mania Policy and Procedures (Appendix E)

**Purpose**
To assure an environment of safety in medication calculation and administration

**Procedures for Theory Courses:**
Med Math Mania (MMM) will occur in selected nursing didactic course(s) each semester of the nursing program.

**NRS 100  NRS 230  NRS233  Fa320 and 312  NRS316  NRS417**

**Quizzes:**
Two quizzes will occur during the semester. Course Faculty will schedule Quiz #1 between weeks 4-7; Quiz #2 will be scheduled between weeks 9-14 in the semester.

The Midterm Quiz is 1% of total test/quiz points.
The Final Quiz is worth 1% of total Test/Quiz point

Each quiz will have 10 questions. Students must achieve a 90% on the MMM quiz to earn full test/quiz "points" in the course. (Less than 90% = 0 points)

Each Quiz will consist of 2 questions from each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication to equal the 10 quiz questions.

Grading will follow the MMM policy outlined below. (i.e errors in rounding)
MAT 101 will be strongly recommended for students who score below a 90% on the final Math Quiz.

If a student does not achieve the 90% on the "midterm" math quiz he/she will remediate with the MMM tutor for 1 hour in order to be eligible to take the final quiz.

Math commons hours posted under Learning Commons - http://divisions.carrollu.edu/library/LC/MathCommons.asp.
Math tutors will be required to sign the student’s MMM remediation log.
Submit Remediation log to course faculty
Failure to complete remediation as outlined above will result in a zero of mid-term quiz and the inability to take the final MMM quiz, which will result in an additional zero.

**Practice Problems**
Select theory course(s) will include a minimum of 6 weeks of MMM practice problems, as directed by course faculty.

**MMM practice will consist of 5 problems** from one each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication

**MMM weekly practice problems are not awarded course points.**

**MMM problems will include corresponding textbook chapter as a reference for student learning.**
Students will keep a weekly log of their math problems and the percent correct (sample log below).
Corrected problems and logs will be returned to students on a weekly basis.
Math problems will include weight medication, injectable medications, oral medications, parenteral (IV) medication problems, and powdered medications math problems.

**Students need to achieve a 78%. (4 or 5 correct)**
Students that achieve less than 78% (2 or more incorrect) must follow the math support procedure below:
Remediation in the math commons for a minimum of 1 hour  
Math commons hours posted under Learning Commons - http://divisions.carrollu.edu/library/LC/MathCommons.asp.  
Math tutors will be required to sign the student's MMM Remediation.  
MMM Remediation problems submitted in theory course the following week.

Procedure for Clinical Courses –  
All students will be tested on math medication calculations for safe medication administration at the beginning of each clinical nursing course.  
NRS 234 will test during the first week of the off campus clinical experience.  
Junior and senior level clinical courses will test during the first two weeks.  

Each clinical math competency will have 20 questions – each worth 5 points.  

Students must score a 90% to pass the math competency.

4. If a student fails to achieve a 90% on the math competency, the student must attend a math learning session with a math faculty member within the next week. A math retest is scheduled within 7 days of the first math competency.  

Students cannot administer medications in the clinical setting until they achieve a 90% on the math competency.  
Students that are unsuccessful on the initial and second math competency are not allowed to participate in clinical at health care facilities.  
Students who are unable to participate in clinical will be graded unsuccessful in the course.

Medication Math Calculation Rules and Accepted Abbreviations

1. Rounding with parenteral and Intravenous (IV) medications -  
When the problem requires the nurse to draw medication up in a syringe:  
The student must round their answer to the nearest tenth:  

   if the total volume to be administered is \( \geq 1 \text{ ml} \) (i.e. 3.2ml’s)  
   This is appropriate because syringes are graduated in 10ths.  
or

The student must round their answer to the nearest hundredth:  

   if the total volume to be administered is < 1ml.  
   This is appropriate because 1ml syringes are demarcated in 100ths and this is the size syringe you would choose to draw up a volume of < 1ml (i.e. 0.25ml)  

When the final answer has a decimal number (i.e. 3.68) \( \geq 5 \), round up to the next nearest number.  
Example: 3.68 = 3.7  

When the final answer is a decimal number (i.e. 3.24) \( \leq 4 \), keep the original number.  Example: 3.24 = 3.2  

When the problem requires the nurse to calculate the rate of infusion of an IV medication or Intravenous fluid (IVF) that will be delivered via an electronic pump, the student must round their answer to the nearest tenth (33.34ml/hr = 33.3ml/hr).  

When the problem requires the nurse to calculate the rate of infusion of an IV medication or IVF that will be delivered via gravity flow, the student must round their answer to a whole number (33.34ml/hr = 33ml/hr)

2. Rounding with Oral and Enteral Medication Administration (nasogastric(NG), gastrostomy tube (G-Tube, etc.)
Administration of ½ tablets or ¼ tablets is appropriate. Therefore, answers for problems requiring administration of oral tablets must be rounded to the nearest ¼ tablet. When administering oral medications via a dropper or oral syringe, round to the nearest tenth. Example: Lasix is available at 40mg/5ml, you are to administer 100mg per g-tube. Total administrated dose is 12.5ml.

Calculator use -
Student may use a basic (non-graphing) calculator for math competency testing. Students are expected to bring their own calculator and not share during examination. Cell phones or other hand help devices (ipad) will not be allowed in lieu of a calculator. Students must show their work on the written test form in order to earn credit for the problem.

Answers-
All answers must include the appropriate unit of measurement and all answers must be circled in order to earn credit for their answer. Rounding will be implemented at the final answer if the problem has multiple steps. (i.e. the problem requires you to first convert pounds to kilograms, then calculate the concentrations, and finally use the kg and concentration results to calculate the final dose. Rounding would be done when you calculate the final dose and not in the previous steps.)

Conversions-
All nursing students must memorize the following conversion equivalents. The conversion equivalents listed below are the units of measure used in math calculations related to medication preparation on math competency tests. For example, a problem requiring an answer in tsp must be calculated using the 5ml equivalent. No reference notes or conversion charts will be allowed during math quiz.

<table>
<thead>
<tr>
<th>Liquids:</th>
<th>Weight:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tsp = 5 ml</td>
<td>1 kg = 2.2 lb</td>
</tr>
<tr>
<td>3 tsp = 1 tbs or 1T</td>
<td>milli = one thousandth (0.001)</td>
</tr>
<tr>
<td>8 oz = 1 cup</td>
<td>micro = one millionth (0.000001)</td>
</tr>
<tr>
<td>16 oz = 1 lb</td>
<td>1 mg = 1000 mcg</td>
</tr>
<tr>
<td>16 oz = 1 pt</td>
<td>1000 mg = 1 gram</td>
</tr>
<tr>
<td>2 pints = 1 quart</td>
<td>1000 grams = 1 kilogram</td>
</tr>
<tr>
<td>4 quarts = 1 gallon</td>
<td>1 grain = 60 mg</td>
</tr>
<tr>
<td>1 oz = 30 ml</td>
<td>1 gram = 15 grains</td>
</tr>
<tr>
<td>1 ml = 1 cc</td>
<td>1 oz = 30 gram</td>
</tr>
<tr>
<td>1000 ml = 1 liter</td>
<td></td>
</tr>
</tbody>
</table>
**Abbreviations**

The following abbreviations must be **memorized** by all Carroll University nursing students. Students are responsible for all the abbreviations below including the "do not use" list as mandated by the Joint Commission (JC) and those abbreviations that have been adopted by some institutions as part of a more extensive "do not use" list. No Carroll University nursing student will be allowed to use a reference list for math quiz.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>IVP</td>
</tr>
<tr>
<td>b.i.d</td>
<td>IVPB</td>
</tr>
<tr>
<td>t.i.d.</td>
<td>L</td>
</tr>
<tr>
<td>q.i.d.</td>
<td>mg</td>
</tr>
<tr>
<td>ac</td>
<td>mcg</td>
</tr>
<tr>
<td>pc</td>
<td>mEq</td>
</tr>
<tr>
<td>po</td>
<td>tsp</td>
</tr>
<tr>
<td>IM</td>
<td>Tbs</td>
</tr>
<tr>
<td>IV</td>
<td>Tab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stat</td>
<td>P</td>
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<tr>
<td>s</td>
<td>NPO</td>
</tr>
<tr>
<td>cap</td>
<td>PRN</td>
</tr>
<tr>
<td>ml</td>
<td>g</td>
</tr>
<tr>
<td>kg</td>
<td></td>
</tr>
</tbody>
</table>
**DO NOT USE** abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>U U</td>
<td>Unit</td>
<td>write &quot;unit&quot;</td>
</tr>
<tr>
<td>IU IU</td>
<td>international units</td>
<td>write &quot;international units&quot;</td>
</tr>
<tr>
<td>Q.D., QD, q.d., or qd</td>
<td>daily</td>
<td>write &quot;daily&quot;</td>
</tr>
<tr>
<td>Q.O.D., QOD, q.o.d., or qod</td>
<td>every other day</td>
<td>write &quot;every other day&quot;</td>
</tr>
<tr>
<td>MS, or MSO₄</td>
<td>morphine sulfate</td>
<td>write &quot;morphine sulfate&quot;</td>
</tr>
<tr>
<td>MgSO₄</td>
<td>magnesium sulfate</td>
<td>write &quot;magnesium sulfate&quot;</td>
</tr>
<tr>
<td>Trailing zeroes (X.0 mg)</td>
<td></td>
<td>write &quot;X mg&quot;</td>
</tr>
<tr>
<td>Lack of leading zeroes (.X mg)</td>
<td></td>
<td>write &quot;0.X mg&quot;</td>
</tr>
</tbody>
</table>

Many institutions also have adopted a more extensive **DO NOT USE** list, some examples are listed below. **The nurse should write out the terms fully.**

- AS (left ear)
- AD (right ear)
- AU (both ears)
- HS (bedtime or half strength)
- SC and SQ (subcutaneous)
- D/C (discharge or discontinue)
- µ (means micrograms but can be mistaken for mg: write "mcg" or "micrograms")
- @ can be mistaken for the number "2": write "at"
- cc can be mistaken for a "u" if poorly written: write "ml" or "milliliter"
- KVO (Keep vein open)
- TKO (To keep open (vein))
- q1h, q2h, q3h, q4h etc. (every hour, every 2 hours, every three hours, every 4 hours)
- ad lib (as desired)
- fl (fluid)
- gtt/min (drops per minute)
- gr (grain)
Carroll University Nursing Program
MEDICATION MATH MANIA Log

Name:______________________

Circle Course:
NRS 100  NRS 230  **NRS 233**  Fa Semester 312&320  NRS 316  NRS 417
Semester:  FALL  **SPRING**
Year: _______________

Directions:
1. Each week submit Medication Math Mania problems and Log.
   a. Check calendar for course specific due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problems Correct out of 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Student will check where math error(s) occurred:**

<table>
<thead>
<tr>
<th>Incorrect Problem</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight based Ch. 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Injectable Ch. 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Ch. 17</td>
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<td></td>
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<tr>
<td>Parental (IV) Ch. 21 &amp; 22</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Powdered Ch. 19</td>
<td></td>
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</tbody>
</table>

- The Math quizzes will be given around midterm and towards the end of the semester.
- To be eligible to sit for the Math quiz, students must submit the completed Medication Math Mania work problems and log, including documentation of any Math Commons hours needed 1 week prior to the assigned quiz date.
- Chapters coincide with *Calculate with Confidence* math book required for all Nursing courses
Carroll University Nursing Program
MEDICATION MATH MANIA Remediation

Name:

Circle Course:
NRS 100  NRS 230  NRS 233  Fa Semester 312&320  NRS 316  NRS 417

Semester:  FALL  SPRING  Year: _______________

Directions:  Students that achieve less than 78% must follow the math support procedure below:

1. Remediation in the math commons for a minimum of 1 hour each week.
2. Math tutors will be required to sign the student's Math Mania Remediation.
3. Medication Math Mania Remediation problems submitted in theory course the following week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Remediation date</th>
<th>Hours Remediated</th>
<th>Problems Remediated</th>
<th>Math Tutor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>8</td>
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</tbody>
</table>
Submit a Nursing diagnosis, intervention, and rational with APA formatted citation and reference. Each submission is to be a Word entry into discussion forum related to Scenario written to the assigned week’s care plan [skin, infection, and nutrition]. You must include a complete nursing diagnoses following criteria, a properly written intervention and rational are required based on the SIM scenario [case study] provided in the forum. Be sure to cite all rational in APA format to receive full credit.

Each entry is worth 6 points. [6 points x 3 care plan discussion forums = Total 18 points]

6 points- Entry is a complete Nursing diagnosis and intervention written in Carroll University format, and followed with a rationale; cited from a primary, scholarly source. Reference is included with correct APA format.

3 to 5.9 points- Missing some portions of the above criteria.

1 to 2.9 points- missing major portions of the above criteria.

0 points- no entry, does not meet criteria

A minimum loss of 0.5 points will be given if entry is late.
<table>
<thead>
<tr>
<th>Week or Date</th>
<th>Course Content</th>
<th>Preparation for Class</th>
<th>Assignments and Quizzes/Exams</th>
<th>Weekly Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome back! -Orientation to 233/234, --Course Requirements and expectations</td>
<td>-READ Syllabus &amp; Student Contract (LMS)</td>
<td>-Thoroughly read NRS233 &amp; NRS234 course syllabi</td>
<td>Medication Administration: (NRS233: 1, 2, 8, 9)</td>
</tr>
<tr>
<td>1/22-1/28</td>
<td>WED/Friday: PPT and interactive lecture &amp; small group activity</td>
<td>WED/Friday: READ K&amp;E Ch35- Medications</td>
<td>-READ &amp;PRINT: 1. bring to class completed 1 copy of Student confidential profile (find on LMS documents)</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>-Legal Aspects of Nursing K&amp;E ch 4- [Student review-N100] -Values, Ethics &amp;Advocacy K&amp;E ch 5</td>
<td>READ &amp; review K&amp;E Ch 4-Legal &amp;Ch 5-Values/ Ethics (Review both from N100) [Quiz due Saturday 1/28 online]</td>
<td>2. READ I will provide a copy) Student Contract (on LMS); will sign @ orientation</td>
<td>Define selected terms related to the administration of medications</td>
</tr>
<tr>
<td>1/24</td>
<td>In Henke Classroom NC01</td>
<td>WED/Friday: PPT and interactive lecture &amp; small group activity</td>
<td></td>
<td>Describe legal aspects of administering medications</td>
</tr>
<tr>
<td>Thursday</td>
<td>NRS233/234 Orientation</td>
<td>WED/Friday:</td>
<td></td>
<td>Identify physiologic factors and individual variables affecting pharmacokinetics</td>
</tr>
<tr>
<td>1/26</td>
<td>0800-1150</td>
<td>MON: Nursing Process: Intro to Care Planning [review N100]</td>
<td></td>
<td>Identify essential parts of a medication order</td>
</tr>
<tr>
<td>Lab 1</td>
<td>Mon: -Critical Thinking [review N100]</td>
<td>MON/Wed: -Read: K&amp;E Ch 10- Critical Thinking [review N100], K&amp;E Ch 11-14 -“Nursing Process”-ADPIE</td>
<td></td>
<td>Describe various routes of medication administration</td>
</tr>
<tr>
<td>1/29-2/4</td>
<td>Wed: Safety</td>
<td>Mon: Math Homework #1 due in class “Medication Error” article -post test-extra credit due [no late submits accepted]</td>
<td></td>
<td>List examples of various types of medication orders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wed/FRI Small group activity in class: Care Plan on Safety</td>
<td></td>
<td>State systems of measurement that are used in the administration of medications</td>
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<td>Identify sites used for intra-dermal, subcutaneous, and intramuscular injections</td>
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<td>Describe essential steps in safely administering topical medications: dermatologic, ophthalmic, otic, nasal, vaginal, respiratory inhalation, and rectal preparations</td>
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<td>Discuss factors that commonly cause medication errors</td>
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<td>Discuss methods of educating a client about prescribed medications</td>
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<td>Safety (NRS233: 1-8 )</td>
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<td>Explain measures to prevent falls</td>
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<td>Discuss implementation of seizure precautions</td>
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<td>Discuss the National Patient Safety Goals (NPSGs) related to patient safety</td>
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<td>Identify common potential hazards throughout the life span</td>
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<td>Give examples of nursing diagnoses, outcomes, and interventions for clients at risk for accidental injury</td>
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<td>Safety Care Planning</td>
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<td>-Nursing Process</td>
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<td>-Safety</td>
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<tr>
<td>-Hygiene [NRS100 self-review ]</td>
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<td>Mon/Wed/Fri:</td>
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<tr>
<td>PPT and interactive lecture &amp; small group activity</td>
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| Wed: READ: Ch 32-Safety -View and Listen to LMS 'voice- PPT'-on Safety |
| Fri: READ: K&E Ch 33-Hygiene [NRS100 review] |

<table>
<thead>
<tr>
<th>Bring to class:</th>
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<tbody>
<tr>
<td>-K&amp;E text</td>
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<tr>
<td>-Ackley- Care Plan book text</td>
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<tr>
<td>-bring Laptop: At least 1 teaching team member bring laptop to start electronic care plan doc on Wednesday. All students need computer for quiz Friday</td>
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</tbody>
</table>

| Fri: |
| Quiz #2- Medications: K&E Ch 35 & Smith Ch 1 & 3 - quiz (15 pt)- in class 30 minutes- *Bring computer to class |
| Sat: |
| -Blood-born Pathogen post-test & Handwashing module due by 2/4 upload to Courseworks |
| (Late = no points, but must still be completed) |

| Explain measures to prevent falls |
| Discuss alternatives to restraints |
| Nursing Process: ADPIE (NRS233: 1, 3- 7, 9) |
| Describe the phases of the nursing process |
| Differentiate objective and subjective data and primary and secondary data |
| Compare closed and open-ended questions |
| Identify the components of a nursing diagnosis |
| Compare nursing diagnoses, medical diagnoses, and collaborative problems |
| Develop a nursing diagnosis statement |
| Explain how standards of care and preprinted care plans can be individualized and used in creating a comprehensive nursing care plan |
| Identify essential guidelines for writing nursing care plans |
| State the purposes of establishing client goals/desired outcomes |
| Describe the relationship of goals/desired outcomes to the nursing diagnoses |
| Identify guidelines for writing goals/desired outcomes |
| Describe the process of selecting and choosing nursing interventions |
| Identify guidelines for implementing nursing interventions |
| Explain how evaluating relates to other phases of the nursing process |
| Name the two components of an evaluation statement |
| Formulate an evaluation statement |

| Hygiene: Ch 33 [review NRS100] |
| Describe hygienic care that nurses provide to clients |
| Identify factors influencing personal hygiene |
| Identify normal and abnormal assessment findings while providing hygiene care |
| Apply the nursing process to common problems related to hygienic care of the skin, feet, nails, mouth, hair, eyes, ears, and nose |
| Identify the purposes of bathing |
| Describe various types of baths |
| Explain specific ways in which nurses help hospitalized clients with hygiene |
| Describe steps for identified hygienic-care procedures |

| Week 3 2/5-2/11 |
| Mon: Skin |
| Mon: Math Homework #2 due in class |
| Mon: Team Safety care Plan one team member upload to LMS |

<p>| Skin integrity and basic wound care (NRS233: 1, 3- 8) |
| Describe factors affecting skin integrity |
| Identify clients at risk for pressure ulcers |</p>
<table>
<thead>
<tr>
<th>Lab 2 07-1200</th>
<th>Wed: Growth &amp; Development</th>
<th>Mon/Wed: PPT and interactive lecture</th>
<th>Fri: EXAM 1 Nursing Process, Medication [K&amp;E and Smith], Safety, Critical Thinking, Hygiene 50 points</th>
<th>Wed: Read: K&amp;E Ch 20 - Concepts of Growth &amp; Development</th>
<th>Fri: Study Group Assignment due: Exam Prep: Fundamentals Success NCLEX Q&amp;A, K&amp;E Student Workbook related to current course content #1 Evolve Case Studies: skin integrity (Group Leader's upload copy of group Score)</th>
<th>Wed: Bring to class: Carpenito text book Teaching topic choice due: Thrus: Quiz #3 ANA books-(6 pt)-online- due 2/9-2355 Fri: Faculty Approval of group teaching topic due: Team Teaching topic due - email Kathy top 3 choices by 2/10 EXAM 1- Describe the four stages of pressure ulcer development Differentiate primary and secondary wound healing Describe the three phases of wound healing Identify three major types of wound exudates Identify the main complications of and factors that affect wound healing Identify assessment data pertinent to skin integrity, pressure sites, and wounds Identify nursing diagnoses associated with impaired skin integrity and identify essential aspects of planning care to maintain skin integrity and promote wound healing Discuss measures to prevent pressure ulcer formation. Describe nursing strategies to treat pressure ulcers, promote wound healing, and prevent complications of wound healing Identify physiologic responses to and purposes of heat and cold; Discuss contraindications for use of heat or cold</th>
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<tr>
<td></td>
<td>Mon: Health Promotion: Conception to Adolescence</td>
<td>Wed: Economics: Elders Health Promotion: Elders Fri: Communication &amp; Documentation</td>
<td>Mon: Read: K&amp;E Ch 21- Health Promotion: Conception to Adolescence</td>
<td>Wed: READ: K&amp;E Ch 23- Promote Health Elders Fri: READ: K&amp;E Ch 26 - communication K&amp;E Ch15 - Documenting (both are review NRS 100)</td>
<td>— Mon: Math Homework #3 due in class — Teaching Team: Team Charter /contract One team member upload to LMS — Skin: Care plan discussion forum entry Study Group Assignment due: Exam Prep: Fundamentals Success NCLEX Q&amp;A, K&amp;E Student Workbook related to current course content Fri: Sat: All ATI-HIIPAA post-test and All IHI Open School Certificates of completion: PS 101-104 – due: 2/18 2355 -If late, no points, but must be completed to pass both N233/234 submit all documentation to LMS Courseworks</td>
<td>Health promotion across the life span: conception through Adolescence (NRS233: 1, 5, 6, 10) Describe usual physical development of individuals across the lifespan Trace psychosocial development according to Erikson from infancy through adolescence Explain cognitive development according to Piaget from infancy through adolescence Identify assessment activities and expected characteristics from birth through late childhood Identify essential activities of health promotion and protection to meet the needs of individuals across the lifespan Health promotion across the life span: Elders Identify the different categories of elders as they range from 65 to 100 years of age Describe the demographic, socioeconomic, ethnicity, and health characteristics of elders in the United States Describe ageism and its contribution to the development of negative stereotypes about elders Describe the different care settings for elders Describe the usual physical changes that occur during older adulthood Describe developmental tasks of the older adult Describe psychosocial changes that the older adult adjusts to during the aging process Explain changes in cognitive abilities while aging</td>
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<td>Week 5</td>
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<td>MON:</td>
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<tr>
<th>Mon:</th>
<th>READ: K&amp;E ch41-sexuality (self-study)</th>
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<td>Math Competency: NRS234 students only</td>
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<td>20 Qs = 40 minutes</td>
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<tr>
<th>Mon:</th>
<th>Math Homework #4</th>
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<td>Infection: Care plan discussion forum entry</td>
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| Mon: | ATI: each student complete ATI Nurse's Touch: Communication Practice Assessment - extra credit |

**Describe selected health problems associated with elders**

**List examples of health promotion topics for older adulthood**

**Discuss the nurse's role in prevention and early detection of elder abuse**

**Explain the issues involved in adapting to a major transition in late life**

**Identify the range of care giving situations and the potential challenges and opportunities of each**

**Discuss nursing responses with older adults and their families who are assuming caregiver roles or experiencing other transitions**

**Examine family relationships in late life**

**Mental health and wellness in late life**

**Discuss factors contributing to mental health and wellness in late life**

**Evaluate interventions aimed at promoting mental health and wellness in older adults**

**Sexuality: (NRS232: 1, 5, 6, 7)**

- Define sexual health
- Give examples of how the family, culture, religion, and personal ethics influence one’s sexuality

**Documentation**

(NRS233: 3, 4, 13, 14)

- Compare and contrast different documentation methods: problem-oriented medical records, PIE, focus charting, charting by exception, computerized records.
- Explain how various forms in the client record (e.g., flow sheets, progress notes, care plans, critical pathways, Kardexes, discharge/transfer forms) are used to document steps of the nursing process.
- Identify and discuss guidelines for effective recording that meets legal and ethical standards.
- Identify essential guidelines for reporting client data.
- Demonstrate understanding of SBR reporting.
- Identify prohibited abbreviations, acronyms, and symbols that cannot be used in any form of clinical documentation.

<table>
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<th>Client Teaching: (NRS233: 1, 2, 8-15)</th>
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<tr>
<td>Effectively work in a small group to develop and deliver a teaching plan</td>
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<tr>
<td>Identify factors of and barriers to learning</td>
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Leading, Management, and Delegating

**Mon/Wed:** PPT and interactive lecture

**Fri:** Exam II - 49 pts

Skin, G&D, Health Promotions: ch 21 & 23, communication, documentation, sexuality

If **unsuccessful** on Math Competency; schedule retake week 6 [Friday] after 1 hour review with math tutor [show evidence of review to Kathy]

**Wed:** READ: K&E Ch 27- Teaching, Ch 28- Leading, Management, and Delegating

**Fri:** Exam II

**Study Group Assignment due:**

**Exam Prep:** Fundamentals Success NCLEX Q&A, K&E Student Workbook related to current course content

**Wed:**

Thurs: **Quiz #4** E&M Ch 24-Older Adult due by 2/23

Fri: **Exam II**

Assess client learning needs, readiness to learn, and the learning environment

Describe the essential parts of a client teaching plan

Describe ways to incorporate teaching with routine nursing care

Professional Nurse

Describe purpose of Code of Ethics for Nurses.

Define Nursing's Social Policy Statement.

Define Nursing: Scope and Standards of Practice

Discuss ethics committees' role in health care.

**Leadership and conflict management**

Compare and contrast leadership and management.

Differentiate formal from informal leaders.

Compare and contrast different leadership styles.

Identify characteristics of an effective leader.

Describe the characteristics of tasks appropriate to delegate to unlicensed and licensed assistive personnel.

Describe barriers to effective communication within small groups

Analyze an effective communication process

Evaluate the components of group dynamics

Identify the components of team building

List the elements of the decision-making process

Analyze the relationship between decision-making and leadership

Define conflict

Identify categories of potential conflict

Differentiate conflict management from decision making

Identify conflict management strategies

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**Week 6 2/26-3/4**

Clinical Orientation week 07-1200

**MON:** Activity/exercise

Elders: joints and bones

**WED:** Pain Management

**Fri:** Sensory

Mon/Wed/Fri: PPT and interactive lecture

**Mon:** READ: K&E Ch 44: Activity

**Wed:** READ: K&E Ch 46: Pain Management

**Fri:** READ K&E Ch 38: Sensory

**[Plan to Retake Math, if needed, Friday after NRS23: 1030-1130]**

**Mon:**

— Nutrition: Care plan discussion forum.

Math Homework #5

**Study Group Assignment due:**

**Exam Prep:** Fundamentals Success NCLEX Q&A, K&E Student Workbook related to current course content

**#2 Evolve Case Studies: Mobility** (Group Leader's upload copy of group Score)

**#3 Evolve Case Studies: Pain** (Group Leader's upload copy of group Score)

**Activity- Exercise:**

(NRS233:1, 5, 6, 8)

Discuss four basic elements of normal movement.

Differentiate isotonic, isometric, isokinetic, aerobic, and anaerobic exercise

Discuss the physiological and pathological influences on body alignment and joint mobility

Compare the effects of exercise and immobility on body systems

Problems related to immobility

Develop nursing diagnoses and outcomes related to activity, exercise, and mobility problems

**Bone and Joint Problems in the older adult**

Describe the most common bone and joint problems affecting older adults
| **FRI:** One group member submit Teaching Lesson Plan  
 Sat: *Due by Saturday 3/4:* Team Teaching: Lesson Plan due- upload LMS | Discuss the potential dangers of osteoporosis  
 Recognize postural changes that suggest the presence of osteoporosis  
 Relate the differences in osteoarthritis in rheumatoid arthritis  
 **Pain** *(NRS233: 1, 5, 6, 7)*  
 Discriminate between physiological and neuropathic pain categories  
 Describe the four processes involved in nociception and how pain interventions can work during each process  
 Describe the gate control theory and its application to nursing care  
 Identify subjective and objective data to collect and analyze when assessing pain  
 Compare and contrast barriers to effective pain management affecting nurses and clients  
 Differentiate tolerance, dependence, and addiction  
 Describe pharmacologic interventions for pain  
 Describe the World Health Organization’s ladder step approach developed for cancer pain control  
 Give an example of rational polypharmacy described by the American Pain Society  
 Identify risks and benefits of various analgesic delivery routes and analgesic delivery technologies  
 Describe nonpharmacologic pain control interventions  
 **Sensory Perception and Communication** *(NRS233: 1, 5, 6, 7,)* *(NRS234: 1, 6, 7)*  
 Describe factors influencing sensory function  
 Identify clinical signs and symptoms of sensory overload and deprivation  
 Describe essential components in assessing a client’s sensory-perception function  
 Discuss factors that place a client at risk for sensory disturbances  
 Develop nursing diagnoses and outcome criteria for clients with impaired sensory function  
 Identify strategies to promote and maintain orientation to person, place, time, and situation for the client with acute confusion/delirium  
 Explain several usual cognitive and sensory changes in older adults  
 Discuss cognitive and sensory factors influencing learning in late life and appropriate teaching and learning strategies |
| Week 7  
3/5-3/11 | Mon: Stress 
Alzheimer diagnosis-update on disease  
Wed: Critical Thinking: 
DVD: “Alzheimer’s Project”  
MON: PPT and interactive lecture & small group activity  
FRI: Exam 3 (60 points) 
pain, sensory, activity, stress, Teaching, 
Leading, management, and Delegating | Mon: Read: K&E 42-Stress  
Mon: Math Homework #6 
Study Group Assignment due:  
Exam Prep: Fundamentals Success NCLEX Q&A, 
K&E Student Workbook related to current course content  
#4 Evolve Case Studies: Sensory (Group Leader’s upload copy of group Score)  
Wed: none  
Thurs: Quiz #5- E&M Ch 12-exercise- 10pt – due by 3/9  
FRI: Exam III | Stress & Coping: 
(NRS233: 1, 5, 6, 7)  
Differentiate the concepts of stress as a stimulus, as a response, and as a transaction.  
Identify physiologic, psychologic, and cognitive indicators of stress  
Differentiate four levels of anxiety  
Discuss types of coping and coping strategies  
Identify essential aspects of assessing a client’s stress and coping patterns  
Identify nursing diagnoses related to stress  
Describe interventions to help clients minimize and manage stress in the long-term care environment |
| Spring Break  
No classes | Spring Break  
3/12-3/18 | Spring Break  
3/12-3/18 | }
| Week 8  
3/19-3/25 | Mon: Nutrition  
Wed: Urinary Elimination  
Fri: Fecal Elimination 
-math quiz #1  
Mon/Wed/Fri: PPT, video and interactive lecture | Mon: READ: K&E Ch 41 Nutrition  
Wed: READ: K&E Ch-48-Urinary Elimination  
 Fri: Read: K&E Ch 49-Fecal Elimination  
Math Quiz #1 | Mon: Math Homework -none 
Study Group Assignment due:  
#5 & #6-Evolve Case Studies: Urinary, 
& Constipation (Group Leader’s upload copy of group Score)  
Exam Prep: Fundamentals Success NCLEX Q&A, 
K&E Student Workbook related to current course content  
Fri: Math Quiz #1: 6 points (20 min)-in class  
Students must achieve a 90% on the MMM quiz to earn full test/quiz “points” in the course. (Less than 90% = 0 points)  
Sat: ATI Practice test A due 3/25-due today3/25  
Quiz # 6 E&M Ch 11-nutrition-8pt-due 3/30 [next week]  
Quiz#7 Asepsis K&E Ch 31- (10 pt)-on line - due 4/1 [next week] | Nutrition  
(NRS233: 1, 5, 6 )  
Identify essential nutrients and their dietary sources  
Discuss body weight and body mass standards  
Identify factors influencing nutrition  
Discuss essential components and purposes of nutritional assessment and nutritional screening  
Identify developmental nutritional considerations  
Identify risk factors for and clinical signs of malnutrition  
Discuss nursing interventions to treat clients with nutritional problems  
Plan nursing care associated with nursing diagnoses related to nutritional problems  
Nutritional needs of the older adult  
Identify factors affecting the nutrition of older adults  
Discuss interventions to promote improved nutrition for older adults  
Discuss assessment and interventions for older adults with dysphagia  
Identify strategies to ensure adequate nutrition for older adults  
Elimination  
(NRS233: 1, 5, 6 ) |
Identify factors that influence urinary elimination
Identify common causes of selected urinary problems
Describe nursing assessment of urinary function, including subjective and objective data
Identify normal and abnormal characteristics and constituents of urine
Develop nursing diagnoses, desired outcomes, and interventions related to urinary elimination
Delineate ways to prevent urinary infection
Explain the care of clients with retention catheters or urinary diversions
Identify factors that influence fecal elimination and patterns of defecation
Identify common causes and effects of selected fecal elimination problems.
Identify examples of nursing diagnoses, outcomes, and interventions for clients with elimination problems
Identify measures that maintain normal fecal elimination patterns
Describe the purpose and action of commonly used enema solutions

Week 9

Mon: Circulation
Wed: Oxygenation
Fri: Exam IV (65 points)
Circulation, oxygen, urine and fecal elimination, nutrition
Mon/Wed PPT, video and interactive lecture
Mon: READ: K&E 51-Circulation
Wed: READ: K&E 50-Oxygenation
Fri: Exam IV

Mon: Math Homework #7
Study Group Assignment due:
Exam Prep: Fundamentals Success NCLEX Q&A, K&E Student Workbook related to current course content
#7 & #8-Evolve Case Studies: Nutrition & Breathing (Group Leader's upload copy of group Score)
Wed:
Thurs:
Quiz #6 E&M Ch 11-nutrition-8pt-due 3/30
Fri: EXAM IV
Saturday:
Quiz #7 Asepsis K&E Ch 31- (10 pt)-on line - due 4/1
Team Teaching-Upload Video Presentation and Peer feedback tool due 4/1

Circulation: (NRS233: 1, 5, 6)
Identify major risk factors for the development of coronary heart disease
Discuss the manifestations of cardiovascular disorders
List signs of alterations in cardiovascular function
Identify and describe nursing measures to promote circulation
Describe the critical nature of cardiopulmonary resuscitation
Oxygenation: (NRS233:1, 5, 6)
Explain the role and function of the respiratory system in transporting oxygen and carbon dioxide to and from body tissues
Identify factors influencing respiratory function
Identify common manifestations of impaired respiratory function
Describe nursing measures to promote respiratory function and oxygenation
Explain the use of therapeutic measures (medications, inhalation therapy, oxygen therapy, artificial airways, suctioning, and chest tubes to promote respiratory function
State outcome criteria for evaluating client response to measures that promote adequate oxygenation
### Week 10
#### 4/2-4/8
**UCC-4 (T & R)**
06-1200

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<tr>
<th>Day</th>
<th>Activity</th>
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<tr>
<td><strong>Mon:</strong></td>
<td><strong>Fluid/Electrolytes, Acid-base</strong></td>
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<td><strong>Wed:</strong></td>
<td><strong>Self Concept</strong></td>
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<td><strong>Fri:</strong></td>
<td><strong>no class</strong></td>
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<tr>
<td><strong>Mon:</strong></td>
<td><strong>READ: K&amp;E Ch 52- Fluid/Electrolytes, Acid-base</strong></td>
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<td><strong>Wed:</strong></td>
<td><strong>Read: K&amp;E Ch 39- Self-concept</strong></td>
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<td><strong>Fri:</strong></td>
<td><strong>no class</strong></td>
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### Week 11
#### 4/9-4/15
**NH-5 (T & R)**
06-1200

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<th>Day</th>
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<tr>
<td><strong>Mon:</strong></td>
<td><strong>Sleep</strong></td>
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<tr>
<td><strong>Wed:</strong></td>
<td><strong>Teach team work day</strong></td>
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<tr>
<td><strong>Fri:</strong></td>
<td><strong>Exam #5</strong> <em>(53 points)</em> self concept, Fluid/electrolytes/acid base, sleep</td>
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<tr>
<td><strong>Mon:</strong></td>
<td><strong>Read: K&amp;E Ch 45- Sleep</strong></td>
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<td><strong>Wed:</strong></td>
<td><strong>Teach team work day</strong></td>
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<td><strong>Fri:</strong></td>
<td><strong>Exam #5</strong></td>
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### Basic fluid, electrolyte, acid base balance
(NRS233: 1, 5, 6, 8)
Discuss the function, distribution, movement, and regulation of fluids and electrolytes in the body
Identify factors affecting normal body fluid, electrolyte, and acid-base balance
Discuss the risk factors for and the causes and effects of fluid, electrolyte, and acid-base imbalances
Collect assessment data related to the client's fluid, electrolyte, and acid-base balances
Identify examples of nursing diagnoses, outcomes, and interventions for clients with altered fluid, electrolyte, or acid-base balance including geriatric clients
Teach client measures to maintain fluid and electrolyte balance

### Self-concept
(NRS233: 1, 5, 6, 7)
Identify four dimensions of self-concept
Identify common stressors affecting self-concept and coping strategies
Describe the essential aspects of assessing role relationships
Identify nursing diagnoses related to altered self-concept
Describe nursing interventions designed to achieve identified outcomes for clients with altered self-concept in the long-term care environment
Describe ways to enhance client self-esteem

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### Sleep
(NRS233: 1, 5, 6, 7)
Explain the functions and the physiology of sleep
Identify the characteristics of the sleep states: NREM and REM sleep
Describe variations in sleep patterns throughout the life span
Identify factors that affect normal sleep
Describe common sleep disorders
Identify the components of a sleep pattern assessment
Develop nursing diagnoses, outcomes, and nursing interventions related to sleep problems
Describe interventions that promote normal sleep
### Week 12
**4/16-4/22**

**NH-6 (T & R)**
06-1200

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<th>Day</th>
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<tr>
<td><strong>Mon:</strong></td>
<td>Loss, Grief and Dying</td>
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<td><strong>Wed:</strong></td>
<td>Loss, Grief and Dying</td>
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<td><strong>Fri:</strong></td>
<td>Health Promotion: Young adult to mid-age</td>
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<td>Mon/Wed/Fri PPT, video and interactive lecture</td>
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<tr>
<td><strong>Mon/Wed:</strong></td>
<td>READ: K&amp;E Ch-43-Loss, Grief and Dying</td>
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<td><strong>Fri:</strong></td>
<td>Read: K&amp;E Ch -22</td>
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<td>Health Promotion: Young adult to mid-age</td>
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| Mon: **Study Group Assignment due:** |
| Exam Prep: Fundamentals Success NCLEX Q&A, K&E Student Workbook related to current course content |
| **Wed:** Xtra Credit [individual submission] Evolve Case Studies: Loss, Grief and Dying (Each Individual must submit own score for extra credit) due by Wed 4/18 @ 2355. (Late will not be accepted) |
| **Fri:** Group Teaching Project- final documents due- 4/21 |

**Quiz #10 E&M Ch 20 School-age child-10pt-Due 4/30**

### Week 13
**4/23-4/29**

**EXPO week**
06-1200

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Mon:</strong></td>
<td>NPP work day</td>
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<tr>
<td><strong>Wed:</strong></td>
<td>Health Promotion: Family -math quiz #2</td>
</tr>
<tr>
<td><strong>Fri:</strong></td>
<td>ATI testing day 0920-1030 (60 points)</td>
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</tbody>
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| Mon: **Math Homework #8** |
| ATI: ATI Nurse’s Touch: Wellness Practice Assessment- extra credit |

| Study Group Assignment: |
| Exam Prep: Fundamentals Success NCLEX Q&A, K&E Student Workbook related to current course content |

**WED: Math Quiz #2- 6 points**

*Students must achieve a 90% on the MMM quiz to earn full quiz "points". (Less than 90% = 0 points; student can have 1 wrong)*

### Loss, grieving, death (NRS233: 1, 3, 5, 6, 10, 11)
- Describe types and sources of losses
- Discuss selected frameworks for identifying stages of grieving
- Identify clinical symptoms of grief
- Discuss factors affecting a grief response
- Identify measures that facilitate the grieving process
- List clinical signs of impending and actual death
- Describe helping clients die with dignity
- Describe the role of the nurse in working with families or caregivers of dying clients

**Health Promotion: Adult (NRS233: 1, 5 , 6, 10)**
- Compare and contrast the following generational groups: Baby boomers, Generation X, and Generation Y
- Identify characteristic tasks of development during young and middle adulthood
- Explain changes in cognitive development throughout adulthood
- List examples of health promotion topics for young and middle adulthood
- Differentiate disease processes that affect the "younger" young adult from the "older" young adult
- Evaluate strategies that the nurse can use to reduce the risks associated with young adult behaviors
- Analyze occupational, cultural, and ethnic risk factors that may affect young adults
<table>
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<tr>
<th>Time</th>
<th>Description</th>
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| Tues & Thurs | - NPP- due Tuesday & Thursday on clinical day by 2255  
- submit entire NPP paper to Courseworks by 2255 [late: loss of 10% points per day] |
| Wed: | Thurs: Due: Retake ATI Practice test B - after Focused Review of Practice Test B completed  
Fri: Quiz #11 E&M Ch21 Adolescent - 10 pt Due 4/30 |

### Week 14  
4/30-5/6  
EXPO Remediation  
Reading day 5/4

| Mon: | Professional Nurse Decisions and Ethical Dilemmas |
| Wed: | Exam Review in class |
| Mon: | "Bring an open mind" |
| Wed: | Exam review day (Optional attendance) |
| Mon: | Study Group Assignment: None |
| Wed: | None |
| Thurs: | None |

- Mon: Study Group Assignment: None  
- Wed: None  
- Thurs: None  

Schedule Final Clinical Evaluations with clinical instructor [bring lab log and master skill list]

### Roles and responsibilities of the professional nurse
(NRS233: 7-11, 14, 15)  
Demonstrate understanding and valuing of Nursing’s Social Policy Statement (ANA, 2003).  
Demonstrate knowledge and understanding of the Nursing Scope and Standards of Practice (ANA, 2004).  
Recognize that an open and questing mind is the premiere attribute of the true professional and embraces the pursuit of practice excellence, life-long learning, and professional engagement as a means to support professional growth and development.  
Discuss ethics committees’ role in health care.

**Final Exam Week**

| Monday 5/2: | Final exam cumulative 0800-1000 (132 points)  
| Final Exam | Final exam cumulative Monday 5/2: 0800-1000  
| Schedule Final Clinical Evaluations |