

Isabella Graham Hart School of Practical Nursing

**Practical Nursing I
Fundamentals Of Nursing
Course Syllabus**

Course Information:

Course Number: PN 101

Course Title: Fundamentals Of Nursing (526.5 hours)

Theory Clock Hours: 202.5

Clinical Hours: 97.5

Skills Lab Hours: 124.5

Simulation Hours: 25.5

Course Delivery Mode: Residential

Course Description:

This course provides an introduction to nursing and the roles of the nurse. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for nursing skills is presented. The student is then given an opportunity to learn then demonstrate basic nursing skills in the classroom and laboratory setting.

Simulation is a teaching method that enhances active student learning. It engages students in real-life scenarios in which they can connect theory to clinical practice. Students will engage in evidence-based scenarios that support best practices and provide students with a safe and supportive learning environment.

Program Outcomes (PO):

1. Practice nursing that is patient/client-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of clients. (Patient-Centered Care)
2. Serve as a member of the interdisciplinary health care team to promote continuity of client care. (Interdisciplinary Collaboration)
3. Question the basis for nursing actions using current evidence from scientific and other credible sources as a basis for nursing practice and clinical judgment. (Evidence-Based Practice)
4. Promote quality improvement by contributing to the implementation of care-related plans to improve health care services. (Quality Improvement)
5. Provide a safe environment for clients, self, and others. (Safety)
6. Use information technology in the provision of client care. (Informatics)
7. Identify how one's personal strengths and values affect one's identity as a nurse and one's contribution as a member of a health care team. (Professionalism)
8. Use leadership skills in the provision of safe, quality client care. (Leadership)

Student Learning Outcomes:

1. Discuss concepts integral to the provision of safe, quality, and client-centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, and communication. (PO 1)
2. Investigate the various health care settings and interdisciplinary health care team members (PO 2)
3. Describe the elements of the nursing process to clinical decision-making. (PO 3)
4. Discuss client care concepts and their relationship to providing care that is safe for the nurse and client: medication administration, documentation, body mechanics and ergonomics, and nursing process (PO 5)
5. Discuss the history of nursing, the role of the nurse, and scope of practice related to the established code of ethics, nurse practice acts, and professional registrations/certifications (7)
6. Recognize the relationship of profession related concepts to client care: client-centered care, interdisciplinary collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership. (PO 1, 2, 3, 4, 5, 6, 7, 8)

Required Texts:

- Assessment Technologies Institute. (2019). *Fundamentals for nursing PN review module edition 10.0*. Assessment Technologies Institute, LLC.
- Assessment Technologies Institute. (2019). *Nursing leadership and management review module edition 8.0*. Assessment Technologies Institute, LLC.
- Assessment Technologies Institute (2020). *Pharmacology for nursing PN review module edition 8.0*. Assessment Technologies Institute, LLC.
- Burton, M.A., Smith, D. W., & May Ludwig, L.J. (2019). *Fundamentals of nursing care: Concepts, connections & skills* (3rd ed.). F.A. Davis.
- Dahlkemper, T. (2020) *Nursing leadership, management, and professional practice for the LPN/LVN* (7th ed.). F. A. Davis.
- Martinez de Castillo, S.L. & Werner-McCullough, M. (2021). *Calculating drug dosages a patient safe approach to nursing and math* (2nd ed.). F.A. Davis.

Recommended Texts:

- Deglin, J., Vallerand, A., Sanoski, C. (2019). *Davis' drug guide for nurses* (16th ed.). Philadelphia: F. A. Davis.
- Doenges, M. E., Moorhouse, MF., Murr, A.C. (2019). *Nurse's pocket guide: diagnosis, prioritized interventions, and rationales* (15th ed.). F. A. Davis.
- Van Leeuwen, A.M., Bladh, M. L. (2019). *Davis's comprehensive manual of laboratory and diagnostic tests with nursing implications* (8th ed.). F. A. Davis.
- Venes, D.J. (Ed.). (2017). *Taber's cyclopedic medical dictionary* (23rd ed.). F.A. Davis.

Method of Instruction:

- Textbook readings
- Podcasts
- In-class lecture and group discussions
- Student presentations
- Assignments
- Group work
- Videos
- Interactive activities

Grade Scale

An 80% or better is required for the successful completion of Practical Nursing I.

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for assigned reading material, written assignments, active participation, demonstration of employability skills, in-class/skills lab/clinical activities, and for seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignment, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing or further study.

Success on the NCLEX-PN State Board Examination is necessary for licensure to practice nursing. This may become improbable when grades fall below 80%.

Progression Requirements:

- A minimum 80% average in each individual nursing course
- A minimum 75% average in Anatomy and Physiology
- Obtain a 90% or greater on the Math Calculation Exam
- A minimum 80% average for assignments in each area of Clinical, Skills Lab and Simulation. If a student does not achieve an 80% in a specified area an Academic Improvement Plan will be required for progression. The student must meet the goals of the plan to continue in the program.
- A satisfactory grade is required in the Clinical and Skills Lab to progress to each course and for graduation.

Summary of Units

Unit of Instruction	Hours
Management of Care	24
Dosage and Calculation	6
Psychosocial Integrity	18
Infection Control	12
Basic Care and Comfort	12
Review of Systems	18
Safety	12
Lifespan	24
Nutrition	12
Phys Adaptation	24
Pharm	18
Total hours	180

Theory Methods of Evaluation

Grading Methods	Worth
Exams (10) (6%)	60%
Pre Class Assignment	5%
Course Assignments	5%
Comprehensive Final Exam	10%
Clinical	5%
Skills Lab	5%
Simulation Lab	5%
ATI	5%

Clinical Methods of Evaluation

<p>Weekly Assignments</p> <ul style="list-style-type: none">• Journal• Narrative Note• Nursing process worksheet• Data gathering worksheets• Communication worksheets	<p>Worth of overall clinical grade 10%</p>
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Grade Scale

Medical Surgical Clinical is worth 5% of the overall final PN II course grade.

Clinical Student Learning Outcomes:

1. Provide safe, holistic, client-centered care for diverse clients experiencing acute health care problems.
2. Use effective verbal and nonverbal communication skills when providing care for clients and working with family members and the health care team
3. Identify the scientific rationale necessary to meet the basic physical, psychosocial and cultural needs of all clients based on evidence-based practice.
4. Enhance student's ability to promote client safety and quality health care.
5. Minimize of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
6. Use information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
7. Demonstrate accountable and responsible behavior of the nurse that incorporates legal and ethical principles and complies with standards of nursing practice.
8. Utilize a set of skills that directs and influences others in the provision of individualized, safe, quality client care.

Clinical Objectives:

1. Use effective verbal and nonverbal communication skills when providing care for clients and working with family members and the health care team
2. Enhance student's ability to promote client safety and quality health care.
3. Apply ethical and legal concepts to the care of clients in acute care settings. Improve performance, communication, and efficiency in the clinical setting.
4. Demonstrate development of critical thinking skills through the use of reflective thinking, journaling, and problem solving through the nursing process.
5. Promote the empowerment of the student in preparation for the clinical setting.
6. Encourage students to self-analyze their performance and use critical thinking during the reflection process.

7. Demonstrate the ability to pass medications safely and competently.
8. Identify normal and abnormal lab values and relate them to client's medical conditions.
9. Document observations and data collection appropriately and timely in the medical record.
10. Correctly identifies from assigned client information-diagnosis, pathology/etiology of disease, nursing diagnosis, interventions and outcomes.

Clinical Attendance Policy

Attendance is necessary to meet the clinical student learning objectives successfully and to learn how to apply theory to clinical practice. Passing of clinical objectives is not possible if the faculty determines that student absence resulted in failure to meet the clinical learning objectives.

Failure to comply with the attendance procedures will be considered no call no show.

The clinical day begins at 7:30 am for days /4:00 pm for evenings

Students who arrive at clinical after 7:35 am/4:05 pm will be dismissed for the day, and one clinical day will be counted as absenteeism.

Students are allowed one clinical absence per semester before dismissal from the program

Clinical Day Procedure

Clinical Day:

Preconference:

Before the start of the clinical day, a pre-conference will be held. The time and location of the pre-conference are at the discretion of the clinical instructor. The focus will be reviewing goals for the day, including learning objectives. The pre-conference is intended to be a brief review of the day's activities. Clinical instructors will assist the clinical group in identifying care priorities, learning opportunities, and organizational needs.

Post Conference:

Post conferences are intended to discuss nursing care challenges of interest for the benefit of all the students in the clinical group and to share ideas for meeting these challenges. The clinical instructor will facilitate the post-conference discussion. Each student is expected to participate in evaluating the day's goals and learning experiences. Activities relevant to the clinical focus will be discussed with emphasis on expected and actual

outcomes of care, alternative interventions, and staff nurse responsibilities in the overall management of care for the client.

Clinical Attire:

- Students must only wear approved uniforms to lab and clinical.
- Uniforms must be laundered, free of wrinkles, and free of stains.
- Identification Badge must be worn above the waist at all times.
- Plain, white, long or short sleeve t-shirts may be worn under the uniform.
- An approved warm-up jacket.
- Clean white nursing shoes or white sneakers
- No open-heeled clogs or shoes with holes in them (like Crocks) are allowed.
- White socks or stockings.
- Bandage scissors, black ink pen, watch (with a second hand), and stethoscope.
- Hair must be tied back, off the face, and is to be worn at or above the collar at all times.
- Students having a mustache or beard must keep it short, neat, and clean; Facial hair must be able to fit under or be entirely covered by a surgical mask.
- Fingernails are to be kept short and clean, not to extend beyond the fingertips, and nail polish must be in good repair.
- Undergarments may not be visible through the clinical uniform.
- Wedding bands and small earrings (limit of two per year) are permitted.
- Tattoos of offensive nature must be covered.

The following are NOT permitted:

- Use of perfumes, scented lotions, and aftershave.
- Artificial nails/gel polish/acrylic/dipped/powder nails.
- Artificial/false eyelashes are not permitted in the lab or clinical setting.
- Non-natural colored hair (i.e., pink, green, bright red, blue, purple, etc.)

Non-compliance with dress code:

- Will result in the implementation of the IGH Due Process Procedures for Student Dismissal (page 53).

Skills Lab Methods of Evaluation

Grading Methods	Worth
Pre-work (review videos and checklists, ATI, discussion board post/responses)	33.33%
Lab practice (hands-on)	33.33%
Post-Work (ATI/ discussion board post/responses)	33.33%

Grade Scale

Skills Lab is worth 5% of your final PN I Course Grade.

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for assigned reading, written assignments, and active participation in learning. It is required that students demonstrate employability skills, in-class/skills lab/clinical activities, and seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignment, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing or further study.

Student Learning Outcomes:

Students will:

1. Demonstrate use and knowledge of standard precautions.
2. Demonstrate knowledge of a safe environment.
3. Participate in identifying safety needs of the client.
4. Demonstrate safe medication administration utilizing the six rights and appropriate patient identification.
5. Learn and develop documentation(Chart by Exception) essentials for each Semester I topic
6. Develop and demonstrate professional behavior and communication skills.
7. Demonstrate clinical judgment and participate in the evaluation of outcomes.
8. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Skills Lab Objectives:

1. Provide a risk-free environment for student learners to practice what they learned in theory.
2. Enhance student's ability to promote patient safety and quality health care.
3. Increase clinical competence through topics selected Skills Lab .
4. Improve performance, communication, and efficiency in the clinical setting.
5. Promote the empowerment of the student in preparation for the clinical setting.

Method of Instruction:

- Lab practice (hands-on)
- Discussions/ Discussion Boards
- Videos (ATI)

Pre-work: Skills Lab pre-work is due the night before Skills Lab. The pre-work is necessary for the student to understand the Skill that they will practice in Skills Lab the next day. This pre-work is essential to the student's understanding of what they will be practicing the following day in Skills Lab. Students will be at a disadvantage if these items are not completed prior to coming to lab. Pre-work can include any of the following(previewing Skills videos and checklists on ATI or FA Davis, responding to Discussions on Schoology, completing Pre-tests in ATI). If you have questions regarding the pre-work, you should reach out to the instructor before the day of your skills lab. Students will receive a zero if pre-work is not completed and it cannot be made up.

Participation: Participation in Skills Lab is essential for students to be able to practice what they learned in theory in a safe environment and then apply it in the clinical setting. Students who are actively engaged and participating in the skills lab and trying to learn will be rewarded for their effort. Students who do not participate in the skills practice in any way will receive a grade of 0 for their participation grade.

Post-Work: Post-work assists the instructor in determining if the student understood the learning objectives for the day. Post work can include: (discussion board posts or answering questions to a video case study-ATI, med template, etc.). All post work assignments must be submitted to the submission box in Schoology.

Skills Lab Policy

It is the expectation that student's will arrive to lab on time; attend all required lab sessions and achieve competency through assignments and practice. See student handbook for policy details on attendance, code of conduct, professionalism, dress code and grading. Students are responsible for their skills performance competency as follows

- Use professional behavior in the Skills Lab. This includes, but may not be limited to the following:
 - Demonstration of appropriate behavior during teachings and demonstrations. This includes not talking while staff members are giving instructions, engaging in and actively participating in the Skills demonstrations.
 - Be professional just as you would if you were in a "real" patient setting.
- What happens in the lab stays in the lab:
 - Students are allowed to make mistakes in the lab so that active learning can take place. This information should not be discussed outside of the lab.

- Follow the Dress Code:
 - Refer to the student handbook
 - Appropriate clinical uniforms must be worn at all times during the day.
 - Those who are not in proper uniform for Skills may be asked to leave

Preparation:

The student will be prepared for the assigned skills lab class by completing the following *prior* to the lab:

1. Pre-Work is designated per skill on the learning management system.
2. Read the procedure checklist which indicates the order in which the skill should be completed
3. Watch the video of the skill, when a video is available

The student will demonstrate understanding of the skill *after* lab by doing the following:

1. Post-work is designated per skill
2. Skills test out

Materials:

The student will be prepared to practice the skill assigned and bring the following materials to lab:

1. Required equipment
2. Required documents
3. Stethoscope
4. Watch with a second hand
5. Skills procedure checklist
6. Writing utensil

Station Maintenance:

It is the student’s responsibility to clean and straighten the practice station after each practice or check off skills session.

Open Lab:

Open lab is an opportunity for the student to practice skills independently and with peers. A faculty member will be available for questions at this time. It is not mandatory to attend open lab however it is highly recommended. A schedule of open lab times will be posted via Schoology through a Sign up Genius.

Semester I PNI Skills
Handwashing

PPE

Occupied/Unoccupied Bedmaking

Personal Hygiene (bed bath)

Vital signs

Wound Care

Safe Patient Handling/Ambulation

GI Flush

Head to Toe Data Collection

Simulation Student Learning Outcomes:

Students will:

1. Utilize critical thinking and problem-solving processes that provide a framework for caring for patients in a structured healthcare setting.
2. Provide safe and effective nursing care in collaboration with members of the health care team using critical thinking, problem-solving, and the nursing process in a variety of settings through direct care, assignment, or delegation of care.
3. Evaluate clinical data, current literature, responses, and outcomes to therapeutic interventions to make appropriate nursing practice decisions within the scope of PN licensure.
4. Identify how their participation in best practice procedures contributes to quality improvement.
5. Implement appropriate interventions to promote a quality and safe environment for patients and their families.
6. Learn documentation essentials in Care Connect, RRH's electronic medical record.
7. Develop professional behavior and communication skills.
8. Delegate care based on the needs and acuity of the client within the scope of practice of each member of the health care team.

Simulation Objectives:

1. Provide a risk-free environment for student learners that reinforce critical thinking and clinical reasoning.
2. Enhance student's ability to promote patient safety and quality health care.
3. Increase clinical competence through selected simulation scenarios.
4. Improve performance, communication, and efficiency in the clinical setting.
5. Promote evidence-based decision making.
6. Promote the empowerment of the student in preparation for the clinical setting.
7. Facilitate debriefing and positive feedback to enhance student learning.
8. Encourage students to self-analyze their performance and use critical thinking during the reflection process.

Simulation Methods of Evaluation

Grading Methods	Worth
Pre-Work	33.33%
Participation in Simulation	33.33%
Journal	33.33%

Pre-work: Simulation pre-work is due at the start of simulation. The pre-work is necessary for the student to understand the simulation for the day. Because this pre-work is essential to the student's learning, it is not accepted late. This assignment is the ONE exception to the late assignment policy in the student handbook. You will receive a zero if it is not completed and turned into the submission box in Schoology on time. If you have questions regarding the pre-work, you should reach out to the instructor before the day of your simulation.

Participation: Participation in simulation is key to learning. Students who are fully engaged in the simulation and are participating and trying to learn will be rewarded for their effort. Students who do not participate in simulation in any way will receive a grade of 0 for their participation grade.

Journal: Reflection on learning is vital for the student and also assists the instructor in determining if the student has met the learning objectives for the day. Journals will be guided through questions found under the journal assignment for that simulation day. Answers to the journal questions should be well thought out and demonstrate that the student has put time and effort into their answers and will be graded accordingly. Journals must be submitted to the submission box in Schoology.

Simulation Policy

- Use professional behavior in the Simulation Lab. This includes, but may not be limited to the following:
 - Demonstration of appropriate behavior during teachings and demonstrations. This includes not talking while staff members are giving instructions, engaging in simulated situations, and actively participating in the clinical demonstrations.
 - Be professional just as you would if you were in a “real” patient setting.
- What happens in the lab stays in the lab:
 - Students are allowed to make mistakes in the lab so that active learning can take place. This information should not be discussed outside of the lab.
 - All students should be allowed to learn from the lab experiences in the same manner and discussing scenarios with students who attend the lab at a later time takes away every student's opportunity for learning.
- Follow the Dress Code:
 - Appropriate clinical uniforms must be worn at all times during the day.
 - Those who are not in proper uniform for simulation may be asked to leave.

- Bring all the necessary supplies:
 - Stethoscope
 - Watch with second hand
 - Pen
 - Assigned pre-work
 - Any books or resources necessary for the day
- Phones are not to be used during simulation time. Cellular phones and electronic devices should be set to the “off” or “silent” position while students are in the Simulation Lab, even when doing prep work or watching videos.
- Use appropriate language/conversations at all times. Swearing, profanities, or abusive discussions will be grounds for immediate dismissal from the lab experience.
- Follow Standard Precautions. Sharps and syringes are to be disposed of in appropriate Sharps containers.
- Leave the simulation lab in order. Please dispose of any trash, clean work areas when finished, and put equipment back in its proper place when you are done using it.

Assignment Policy

All assignments including mandatory non-graded assignments, are selected to enhance student learning through application activities. As such, students are required to review and submit all assignments meeting the following expectations:

- Professionally and Scholarly, which means typed, with your name, date, title of assignment, and in proper APA format
- Submitted to the appropriate assignment folder
- Screenshots or Emails of assignments are not accepted
- Submitted on time
 - Graded assignments that are turned in within 72 hours from the due date are considered late and will receive a 15-point reduction in grade.
 - Any assignment not turned in within 72 hours of the due date will receive a zero for the assignment. There will be no chance to make up missed assignments.
 - Assignment grades will be posted to the student's learning management account within two weeks of the due date.
- Non-graded mandatory assignments earn a grade of pass or fail and are to be submitted as directed. These are required to progress to the next course, and failure to submit as required may result in failure of the course.

Exam Policy during COVID

IGHSPN has transitioned to Exam Soft testing platform for virtual integration and all future and in-person classes. Exam Soft is a test-taking platform that creates a secure testing environment to maintain academic integrity, which protects exam content and prepares students for the NCLEX exam.

Exam Soft will virtually proctor students during the allotted exam time. Students will need to follow these guidelines during exam testing

- Prior to starting the exam and during the exam students are required to be verified by Exam ID to verify that it is the student taking the exam.
- Camera requirements:
 - During the exam students are required to have the computer camera angled on the student during the entire duration of the exam.
 - The student must fix position and leave their camera on themselves.
 - During the exam, students' faces are required to be visible during the duration of the exam.
 - Looking off-screen multiple times is considered a breach in academic integrity.

Once the exam is completed and uploaded to Exam Soft, each student exam is reviewed for breaches in academic integrity. The academic integrity report is provided to the faculty for review. Students identified with a breach of academic integrity will be subjected to an academic misconduct investigation.

Academic misconduct violates the standards of the Nursing Profession as well as the standards and expectations at Isabella Graham Hart School of Practical Nursing and is punishable by warning, suspension, or dismissal from the program. See the Academic Misconduct policy for further details.

Exams

Regular attendance is a requirement of the program. If you are absent on the exam day, makeup exams must be completed within 24 hours of the return date.

A student is allowed a maximum of up to 30 minutes late. Students who arrive after 8:30am and 4:30pm will be required to reschedule the exam for the next class day.

Absence(s) or tardiness on exam days will result in the following:

- First occurrence: Students will be given a verbal warning for being tardy; missed time will be counted toward absenteeism.
- Second occurrence: Students will be given a written warning for being tardy; missed time will be counted toward absenteeism.
- Third occurrence: Students will be given a final written warning for being tardy; missed time will be counted toward absenteeism.

Exam grades will be posted on a student's learning management account within one week after all students have taken the scheduled exams.

Remediation after an exam

The following class meeting time after grades are posted, faculty responsible for holding the exam will have the first 30 minutes of class to provide remediation to all students by going over and discussing the frequently missed questions. Any student wanting further remediation will have an opportunity to complete a 25 question ATI quiz. This will not be an open book quiz. If a student scores an 80% or higher, they will receive 3 additional points on their exam.

Student Learning Assignments

Assessment Technologies Institute (ATI) TM, LLC

ATI is a learning system that is used to assess a student's mastery of content and to prepare the student for the NCLEX PN. IGHSPN utilizes practice and proctored assessments that allow students to monitor their achievement of content mastery. In PN I, students complete the Fundamental's Proctored Exam, focused review assessments. Results of assessments/assignments contribute to 5% of the final grade for the semester.

Davis Edge LPN/LVN

Davis Edge is a web-based adaptive learning system. The faculty will create a 25-question quiz that is based on each course's assigned chapter readings. The assigned quiz in Davis Edge is not time-limited, and you can exit and resume your work later. The quiz is intended to reinforce content obtained through the readings. You are encouraged to utilize your textbook while completing the quizzes.

Course Policies

COVID Attendance Policy

In light of the COVID virus, classes have been converted to an online format. Students are required to log onto each class via Zoom at the scheduled time. Online class expectations include:

- Log onto the classroom link 10 minutes before class
- Turn the video camera on and be visible during class
- Turn the microphone on mute
- Be sure you are in a place that is free of distraction
- You are required to wear your uniform top for class sessions
- Have all your classroom resources ready and available

Attendance Policy (for in person classes)

In order to support the achievement of student learning outcomes, it is important to decrease distractions and maximize learning opportunities in the classroom.

- It is recommended that students report to class 15 minutes before the start of class.
- The class will start promptly at 8:00 am/4:00pm.

- Late students will be allowed entrance to the classroom quietly.
- Missed time will be counted as absenteeism and may lead to an inability to fulfill program requirements of 1200 hours.

Academic Integrity/Misconduct Policy

The cornerstone of the Profession of Nursing is a commitment to integrity in all forms. The Academic Misconduct policy defines the approach used for acts of academic misconduct involving students at IGHSPN. Academic integrity requires students to act with honesty and integrity in performing their academic responsibilities. Responsibilities include:

- Preparing and completing assignments,
- Taking of examinations,
- Completing clinical work and/or skill competencies
- Maintaining a conscientious effort to abide by all policies set forth by the administration, faculty, and staff at IGHSPN.

Any compromise of academic integrity constitutes academic misconduct.

Instances of academic misconduct include, but are not limited to:

- Plagiarism: Presenting as one's work, the words or ideas of another individual without proper acknowledgment
- Reusing coursework from another course without the permission of the faculty
- Completing coursework for another student
- Misrepresenting the share of responsibility for collaborative coursework and/or assignments
- Working with other students on course assignments without the permission of the faculty
- Cheating on an exam or quiz. Examples of cheating include, but are not limited to:
 - Looking at another student's exam or quiz,
 - Leaving the proctored room during an exam or quiz,
 - Engaging in unauthorized communications during an exam, either on the phone or in person, during the exam/quiz
 - Using "cheat sheets" notes, the internet or other resources during the exam/quiz,
 - Failing to follow the instructions of an exam or quiz.
- Providing false information on or tampering with attendance records, academic records, or other official documents or means of identification
- Taking deliberate action to destroy or damage another person's academic work
- Recording and/or disseminating content without the permission of the faculty
- Enabling another student to commit any act of academic misconduct

See Academic Misconduct Policy for further details.

Civility Policy

Civility is generally defined as being polite, courteous, and respectful to others. Conversely, incivility can be described as any "speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior."

The IGH School of Practical Nursing Program is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Therefore, uncivil behavior will not be tolerated from students, faculty, or staff in any venue (classroom, clinical, simulation or lab).

A student experiencing or believes they have experienced uncivil behavior from another student, faculty, or staff should first attempt to address his/her concerns with that student unless they feel threatened or unsafe. In that case, or if the conversation is ineffective and the behavior continues, the student should speak with the Title IX Coordinator. If the issue is not resolved, the student should follow-up with the Title IX Coordinator.

*Clark, Cynthia M., and Springer, Pamela J., "Thoughts on Incivility: Student and Faculty Perceptions of Uncivil Behavior in Nursing Education," *Nursing Education Perspectives*, Vol. 28, No. 2, March/April 2007

Professionalism

The nursing profession has high standards that include appropriate conduct and personal appearance. The development of professional attitudes and behaviors is essential in preparation for a nursing career. The professionalism learned at IGH will serve as the foundation of professional demeanor during a career in health care. These standards are to be met at clinical facilities and school. Being unprofessional refers to any behavior that violates the Patient's Bill of Rights, the Code of Conduct, HIPAA requirements, or reflects negatively on Rochester Regional Health, Isabella Graham Hart School of Practical Nursing, or the nursing profession.

To assist the student with development of professional attributes, the student will be evaluated in all courses (Academic, Skills Lab, Simulation Lab, and Clinical) on professional characteristics, including, but not limited to:

- Honest and Ethical: express integrity
- Accountable: answerable for their actions
- Responsible: liable and conscientious
- Dependable: trustworthy and reliable
- Courteous: polite and respectful behavior and language, including both written and verbal communications.
- Punctual: arrives for class, lab, and clinical at the specified time and follows procedures for absenteeism.
- Dress professionally, appears neat and clean.
- Prepares for class, lab, clinical experiences
- Participates in class, lab, and clinical.

- Demonstrates self-motivation for professional learning.
- Practices nursing, in accordance with the PN/VN Nurse Practice Act, established standards of practice, and institutional policies and procedures.
- Utilizes an established nursing code of ethics, the Patient Bill of Rights, and the Self Determination Act as a framework for practice.
- Maintains professional accountability.

Cell Phone Use

The use of cellular phones or any other electronic communication devices, including but not limited to smartwatches for any purpose during exams, skills lab, simulation lab, or clinical hours is prohibited by IGHSPN. Electronic device use, ringing, and texting, use of social media such as Facebook, Twitter, etc., are unacceptable during class hours.

If any student is found to violate this policy, they will be asked to surrender the electronic device until the class is finished. Disciplinary actions will be taken against those who are unwilling to adhere to school policy. Please refer to the Code of Conduct Policy.

Prohibited Student Conduct and Policy

All IGHSPN students must conduct themselves appropriately and civilly, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and the care of school facilities and equipment.

The best discipline is self-imposed, and students must assume and accept responsibility for their behavior, as well as the consequences of their misconduct. The IGHSPN administration and faculty, however, recognize the need to set specific and clear rules for student conduct. The rules of conduct listed below are not all-inclusive. They are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their behavior and violate school rules will be required to accept the penalties for their conduct.

Consequences for the violation of any policy or required behaviors may lead to dismissal.

However, the IGHSPN administration reserves the right to impose a higher level of discipline or combine disciplinary consequences depending on the facts of each situation and the nature of the offense.

The following are guidelines used for determining disciplinary action and may be used in determining immediate dismissal from the program. The following may not be all-inclusive; therefore, any offenses outside the below will be reviewed on a case by case basis. Discipline will be imposed on students who engage in the following:

Disorderly Conduct: Examples of disorderly conduct include but are not limited to:

- Running in hallways
- Making unreasonable noise

- Using language or gestures that are profane, lewd, vulgar or abusive
- Obstructing vehicular or pedestrian traffic
- Engaging in any willful act which disrupts the regular operation of the school community
- Computer/electric communications misuse, including any unauthorized use of computers, software, or internet account; accessing inappropriate websites; or any other violation of the RRH acceptable use policy.
- Bringing to school or having in his/her possession any item considered a nuisance (audio or other personal music devices), dangerous (firearms, weapons, chains, sharp objects, firecrackers) or inappropriate (e.g., pornographic material)

Insubordinate Conduct: Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect
- Missing or leaving a class, school grounds or a clinical site without permission
- Entering any area without authorization
- Refusing to leave any classroom, lab or clinical site after being directed to do so by IGHSPN authorized personnel
- Accessing medical records without permission, including but not limited to HIPAA violations.

Disruptive Conduct: Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel
- Physically restraining or detaining any other person or removing such person from any place where he/she has authority to remain
- Obstructing the free movement of persons and vehicles in any place where such movement is authorized or permitted
- Bringing children, family, or friends to school during class hours without permission
- Recording of lectures without written permission from RRH
- Sending text messages or using a mobile device during class

Violent Conduct: Examples of violent conduct include:

- Committing an act of violence such as hitting, kicking, punching, scratching, spitting or biting (this is not an exhaustive list) upon a teacher, administrator, or other school employees, or attempting to do so; Committing an act of violence upon another student, or any other person lawfully on RRH property or attempting to do so
- Possessing a firearm or weapon; Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on RRH

property or at a school function

- Displaying what appears to be a firearm or weapon
- Threatening to use any firearm or weapon
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property
- Intentionally damaging, destroying or defacing school property

Endangering the Safety, Morals, Health or Welfare of Others: Examples of prohibited conduct include:

- Lying to school personnel
- Stealing the property of other students, school personnel, or any other person lawfully on RRH property or attending a school function
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, disability or other protected status as a basis for treating another in a negative manner
- Harassment, which includes a sufficiently severe action, or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing, demeaning, or threatening
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm
- Selling, using, or possessing obscene material
- Using vulgar or abusive language, cursing, or swearing
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either; "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- Inappropriately using, selling, or sharing prescription and over-the-counter drugs
- Gambling
- Indecent exposure, that is, exposure of the private parts of the body in a lewd or indecent manner
- "Sexting," which includes the sending, receiving, or possession of sexually explicit

messages, photographs, or images by electronic devices

- Cyberbullying, which includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs)
- Initiating a report of fire or other catastrophes without valid cause, misuse of 911, tampering with or discharging a fire extinguisher
- Engaging in any act which violates an established IGHSPN/RRH rule or policy, willfully inciting others to commit any of the acts herein, or engaging in irresponsible behavior or conduct contrary to decent, polite, honorable, and honest standards

Students Who Engage in Academic Misconduct: Examples of academic misconduct include:

- Plagiarism
- Cheating
- Copying
- Altering records
- Assisting another student in any of the above

Program Dismissal: Additional infractions that may constitute immediate dismissal from the program:

- Endangering the safety of a client through an act of omission or commission, including medication or dosage error
- Failure to secure faculty member when preparing and administering medications for a client
- Any action that results in the affiliating facility prohibiting a student from clinical participation at that site
- Any actions (or lack of) that result in the notification of the NYSDOH by a client/family or agency
- Repeated disruption or involvement in a verbal or physical altercation in a classroom or clinical setting
- Academic dishonesty including cheating or plagiarism
- Endangering the safety of a client or violating the school's Student Code of Conduct may result in an immediate academic dismissal at any time during the student's enrollment. The student is not eligible for re-admission into the nursing program

Weekly Unit of Instruction
January 2021

Unit	Content	Dates			
		Pre-class assignments Due 8:00 AM Days Due 4:00 PM Eves	Class Dates	Exam Date	Post Class Assignments Due 8:00 AM Days Due 4:00 PM Eves
1	Management of Care Dosage Calculation	1/22/21	1/22, 1/25, 1/27, 2/1 1/26	2/10	2/10/21
2	Psychological Integrity	2/2/21	2/2, 2/3, 2/9	2/17	2/17/21
3	Infection Control	2/10/21	2/10, 2/16	2/24	2/24/21
4	Basic Care and Comfort	2/17/21	2/17, 2/23	3/3	3/3/21
5	Health Assessment	2/24/21	2/24, 3/2, 3/3	3/10	3/10/21
6	Safety and Mobility	3/9/21	3/9, 3/10	3/17	3/17/21
7	Lifespan	3/16/21	3/16, 3/17, 3/23, 3/24	3/31	N/A
8	Nutrition	3/30/21	3/30, 3/31	4/7	4/7/21
9	Physiological Adaptation	4/6/21	4/6, 4/7, 4/13, 4/14	4/21	4/21/21
10	Pharmacology	4/20/21	4/20, 4/21, 4/27	5/4	5/4/21
	Dosage Calculation Review	4/28/21	4/28	Dosage Calculation Exam 5/5	N/A
	Fundamentals Comprehensive Review	N/A	5/4, 5/5, 5/10	5/11	N/A
	ATI Proctored Fundamentals Assessment	practice assessment	5/5/21	5/10/21	Remediation

Fundamentals of Nursing
Unit 1- Management of Care

Unit Objectives

- Define terminology related to the Management of Care
- Investigate nursing considerations pertinent to Management of Care
- Examine nursing diagnosis and interventions appropriate for Management of Care
- Provide nursing interventions used in caring for clients pertaining to Management of Care
- Describe basic principles, systems, and techniques of fundamental nursing practice
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Management of Care

Date	Content	Student Learning Activities
Day 1	<p>The Vista of Nursing</p> <ul style="list-style-type: none"> • History of Nursing • Options for Entering Nursing • Advancing Your Career • Being a Lifelong Learner • Characteristics of Nurses • Professionalism in Nursing • Nursing Theories and Theorists • Trends in Nursing Practice • The Impact of Nursing <p>Health Care Delivery, Settings, and Economics</p> <ul style="list-style-type: none"> • Health-Care Team • Determining the Delivery of • Effective Care • Delivery of Nursing Care • Health-Care Economics 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch.1, pp.1-13 Review Key Terms: p.1</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 2, pp.14-27 Review Key Terms: p.14</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p>

		<p>Health Care Delivery Systems Ch 1, pp. 3-6</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute The Interprofessional Team Ch. 2, pp. 7-10</p>
Day 2	<p>Professionalism</p> <ul style="list-style-type: none"> • Nursing Responsibilities • QSEN Competencies <p>Ethical and Legal</p> <ul style="list-style-type: none"> • Ethical Issues in Nursing • Legal Issues in Nursing • Legal Documents • Professional Responsibilities <p>Scope of Practice</p> <ul style="list-style-type: none"> • Delegation • Supervision 	<p>In-class Discussion Agencies and their role in Care of clients.</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 1, pp. 7- 11</p> <p>Nursing leadership and management: Review module (8th ed.) ATI Nursing, Assessment Technologies Institute Professional Responsibilities Ch. 3, pp. 35-50</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch.3, pp.28-43 Review Key terms p. 28</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Ch. 3, pp. 11-14 Legal Responsibilities Ch. 4, pp. 15-20</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith</p>

		<p>Ch.1, pp.4-5 Ch.3, p. 40</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Delegation and Supervision</p> <p>Ch. 6 pp. 26-30</p>
Day 3	Dosage and Calculation Module	<p><u>Pre-class Assignment- Due before Class</u></p> <p>Martinez de Castillo, S.L. & Werner-McCullough, M. (2021). <i>Calculating drug dosages a patient safe approach to nursing and math</i> (2nd ed.). F.A. Davis</p> <p>Basic Math Interactive Tutorial Complete Basic Math Tutorial on addition, subtraction, multiplication, and division. these functions to fractions and decimals.</p> <p>Podcast Complete Math Competency and Anxiety podcast</p> <p>Martinez de Castillo, S.L. & Werner-McCullough, M. (2021). <i>Calculating drug dosages a patient safe approach to nursing and math</i> (2nd ed.). F.A. Davis</p> <ul style="list-style-type: none"> • Ch.1 • Ch. 17 • Ch. 2 • Ch. 3 • Ch. 4 • Ch. 7 • Ch. 8 • Ch. 9 • Ch. 14 <p>Assigned Math worksheets for each chapter</p> <p>REMINDER – ATI Complete required Dosage Calculation 3.0 Practice Assessment. Units, 1, 3, 5 and 7.</p>

Day 4	<p>Nursing Process: Critical Thinking and Decision Making</p>	<p>Nursing leadership and management: Review module (8th ed.) ATI Nursing, Assessment Technologies Institute <i>only read</i> Assigning, Delegating, and Supervising Ch.1, pp.7-10</p> <p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch.4, pp. 44-70</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Nursing Process Ch.7, pp.31-36 Critical Thinking and Clinical Judgement Ch.8, pp. 37-40</p>
Day 5	<p>Documentation</p> <ul style="list-style-type: none"> • Purpose of documentation • Confidentiality of documentation • Uses of documentation forms • Types of medication records • Data to document 	<p>Fundamentals of Nursing Care: Concepts, Connections, & Skills (3rd ed.) Burton, May Ludwig, & Smith Ch.5, pp. 71-99 Review Key terms p. 71</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Ch. 5, pp.21-26</p>

	<ul style="list-style-type: none"> • Methods of recording patient information • Electronic health record • Long term care documentation • Home health documentation • Five documentation mistakes 	<p>Post-Class Assignment Interdisciplinary Roles</p> <p><u>ATI</u> Complete required Dosage Calculation 3.0 Practice Assessment.</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

In- Class Discussion

Class Discussion: Regulatory Agencies Group Exercise

Please come prepared on Day Two of Management of Care to discuss the agencies listed below and their role in the care of our clients. As nurses, we work with many different agencies and it is important to understand their contributions to healthcare.

1. US Department of Health and Human Services
2. US Food and Drug Administration
3. US Department of Veterans Affairs
4. NYS Department of Health
5. NYS Office of Professions
6. The Joint Commission
7. Det Norske Veritas Germanischer Lloyd (DNV – GL Healthcare)
8. Occupational Safety and Health Administration
9. World Health Organization
10. Centers for Disease Control
11. Centers for Medicare and Medicaid Services
12. National Institute of Health
13. American Nurses Association

Post-Class Assignment

Interdisciplinary Roles

Discipline’s Role in the Care of the Client: Define what each of these members of the healthcare team do for the client. You must cite where you obtained the information. **Do not cut and paste please.**

Physician:	1
Physician Assistant:	1
Nurse Practitioner:	1
RN:	1
LPN:	1
Patient Care Technician or Unlicensed Assistive Personnel:	1
Social Worker:	1

Care Manager:	1
Dietician:	1
Medical Laboratory:	1
Physical Therapist:	1
Occupational Therapist:	1
Home Care:	1
Pastoral Care:	1
Student Nurse:	1
Identify another member of the interdisciplinary team that was not listed above:	1

Reference:	2
	Total
	18

Fundamentals of Nursing
Unit 2-Psychosocial Integrity

Unit Objectives

- Define terminology related to the Psychosocial Integrity
- Investigate nursing considerations pertinent to Psychosocial Integrity
- Examine nursing diagnosis and interventions appropriate for Psychosocial Integrity
Provide nursing interventions used in caring for clients pertaining to Psychosocial Integrity
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Psychosocial Integrity

Date	Content	Student Learning Activities
Day 1	<p>Communication and Relationships</p> <ul style="list-style-type: none"> • The Communication Process • Types of Communication • Factors That Affect Communication • Active Listening • Styles of Communication • Therapeutic Communication 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.6, pp. 101-118</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Therapeutic Communication Ch.32, pp.177-181</p>
Day 2	<p>Patient Teaching</p> <ul style="list-style-type: none"> • Learning • Teaching About Health and Illness • Documentation of Teaching • Teaching Patients About Internet Resources 	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.12, pp.196-204 Review Key Terms: p.196</p>

		Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Client Education Ch.17, pp. 89-93 <u>In-Class Assignment</u> What Makes a Great Nurse Poster
Day 3	Promoting Health and Wellness <ul style="list-style-type: none"> • Theories of Wellness and illness • Promoting Wellness • Illness • Stress and Adaptation 	Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.7, pp.119-130 Review Key Terms: p.119 Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Coping Ch.33, pp.183-189 Self-Concept and Sexuality Ch. 34, pp.189 – 193 <u>In-Class Assignment</u> Grey’s Anatomy “Bubble Boy”
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

In-Class Assignment

TV Viewing Assignment. Watch Grey’s Anatomy, “Bubble Boy”

(<https://www.youtube.com/watch?v=tT51LDO9lo40>) break into assigned groups and answer the following questions.

Prepare thorough and thoughtful answers for each of the following:

- a. Examples of strategies that facilitated communication.
- b. Examples of use of blocks to communication.
- c. A description of one example of effective communication.
- d. A description of one example of nonverbal communication.
- e. Examples of communication that fostered cultural stereotyping.
- f. Examples of communication that fostered age stereotyping.

What Makes a Great Nurse Poster?

Using the PowerPoint template provided make a poster of your inspiration for becoming a nurse. It should be a collage of what drew you to nursing, qualities you feel that make a good nurse and qualities that you already possess to become a good nurse.

Fundamentals of Nursing I
Unit 3--Infection Control

Unit Objectives

- Define terminology related to the Infection Control
- Investigate nursing considerations pertinent to Infection Control
- Examine nursing diagnosis and interventions appropriate for Infection Control
- Provide nursing interventions used in caring for clients pertaining to Infection Control
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Infection Control

Date	Content	Student Learning Activities
Day 1	<p>Medical Asepsis, Surgical Asepsis and Infection Control</p> <ul style="list-style-type: none"> • Causes of Infection • Chain of Infection • Types of Infection • Defenses Against Infection • Preventing infection 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch.14, pp. 225-247</p> <p>Review Key Terms: p.225</p> <p>Ch.22, pp. 424-441</p> <p>Review Key Terms: p.424</p> <p>Fundamentals for Nursing: Review module (9th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Medical and Surgical Asepsis</p> <p>Ch.10, pp.49– 52</p> <p>Infection Control</p> <p>Ch.11, pp. 53– 56</p>

		Bacterial, Viral, Fungal and Parasitic Infections Ch. 56, pp.349-354
Day 2	Medical Asepsis, Surgical Asepsis and Infection Control; Continued <ul style="list-style-type: none"> • Disinfection and Sterilization • Principles of Sterile Technique 	In-Class Assignment View “Contagion” movie in class Post-Class Assignment Submit questions regarding Contagion in Schoology <u>ATI</u> Complete required Dosage Calculation 3.0 Practice Assessment
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

In-Class Assignment

View the movie “Contagion” in class.

Post- Class Assignment

Answer questions pertaining to the movie “Contagion”. The rubric for the assignment can be viewed below.

Question	0	1	2	3	4	Points Given
Who is patient Zero?	No answer, or answer wrong	Answer is correct				
Why did Gwyneth Paltrow's husband not get infected?	No answer, or answer wrong	Answer is correct				
What was the role of the CDC in the film?	No answer, or answer wrong	Provided 1 of 4 answers	Provided 3-2 answers	Provided all 4 answers		
What part does private industry play in fighting this epidemic?	No answer, or answer wrong	Provided 1 answer	Provided 2 answers	Provided 3 answers		
What is the organization that deals with the outbreak?	No answer, or answer wrong	Answer is correct				
What role does social media play in the outbreak and why?	No answer, or answer wrong	Gives 1 example with explanation	Gives 2 examples with explanation	Gives 3 examples with explanation	Gives 4 examples with explanation	
What was the origin of the virus?	No answer, or answer wrong	Answer is correct				
What was/were the mode(s) of transmission, explain the mode(s) and give examples	No answer, or answer wrong	Answer, no explanation of mode, and no example	Answer, with explanation of mode, and no example	Answer with explanation of mode and, example given.		
Can this virus be categorized as an emerging, virus? Why?	No answer, or answer wrong	Answer with no explanation	Answer with explanation			
How realistic do you think this film was? Explain?	No answer, or answer wrong	Answer with no explanation	Answer with explanation			
What breach of ethical principle occurred during this movie and what are some potential consequences from it?	No answer, or answer wrong	Answer with no explanation	Answer with explanation			/25

Fundamentals of Nursing
Unit 4-Basic Care & Comfort

Unit Objectives

- Define terminology related to Basic Care and Comfort
- Investigate nursing considerations pertinent to Basic Care and Comfort
- Examine nursing diagnosis and interventions appropriate for Basic Care and Comfort
Provide nursing interventions used in caring for clients pertaining to Basic Care and Comfort
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Basic Care and Comfort

Date	Content	Essential Readings
Day 1	<p>Personal Care</p> <ul style="list-style-type: none"> • Activities of daily living (ADL's) <p>Urinary Elimination</p> <ul style="list-style-type: none"> • Normal Urinary Elimination • Assessing Urine and Urinary Output • Alterations In Urinary Function • Caring for Patients with Altered Urinary Function • Specimen collection 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.15, pp. 248-278 Review Key Terms: p.248</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Hygiene Ch.37, pp. 211 - 215</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 25 p. 510 <i>*only read urine test</i> Ch. 31 p. 662-695 Review Key Terms: p.662</p>

		<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Urinary Elimination</p> <p>Chapter 44 pp. 251 – 257</p>
Day 2	<p>Bowel Elimination</p> <ul style="list-style-type: none"> • Normal bowel elimination • Assessment of bowel elimination • Alterations in bowel elimination • Alterative bowel elimination • Specimen collection • Ostomy Care • <p>Rest and Restorative Sleep</p>	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch.30, pp. 631-661</p> <p>Review Key Terms: p.631</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Bowel Elimination</p> <p>Ch.43, pp. 245-249</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch.19, pp. 366 – 372</p> <p>Review Key Terms: p.366</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Rest and Sleep</p> <p>Ch.38, pp. 217 – 220</p> <p>In-Class Assignment</p> <p>Participate discussion on It Depends: A on Developing Empathy</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

In- Class Assignment

It Depends: A Discussion on Developing Empathy:

This assignment focuses on what it feels like to be in a client's shoes. You will be engaged in a thoughtful discussion with your peers about what it feels like to spend 24 hours in a "wet" adult brief. Your focus will be on an empathic approach to an incontinent client and a nursing focus to the care provided.

To earn full credit for this assignment you will need to:

- Answer the following questions thoroughly and thoughtful
- Initiate one post
- Respond to one of your peer's post

1. How did you feel wearing the wet brief?

2. How do you think incontinence will affect your client?

3. Think like a nurse:

- What are two emotional and two physical nursing considerations you would make based on your experience?

See discussion board rubric below:

Criteria	0 Points	0.5 Points	1.0 Points	1.5 Points	2.0 Points	Points Given
Response to Discussion	Student does not participate in discussion	Student does not address discussion question	Minimal response to the discussion question	Responds to the discussion but does not stimulate further discussion	Responds with empathy and is able to stimulate further discussion	
Description of Experience	Student does not participate in discussion	Student does not communicate ideas	Communication of ideas is hard to follow and requires clarification		Communication are descriptive and easy to follow	
Interaction with Peers	Student does not respond		Replies to others but with no specific feedback		Responds to others with thoughtful feedback	
Relating to Patient Experience	Student does not participate in discussion		Minimal explanation given		Demonstrates ability to identify empathy to the patient experience	
Able to think as a Nurse; emotional, physical (Give examples)	Student does not participate in discussion		Minimal explanation given and no examples given		Meaningful explanation given along with examples	
Mechanics	Student does not participate in discussion	Multiple spelling and grammar errors. Post lacks organization and/or late post/replies	Less than 5 spelling or grammar errors	Less than 2 spelling or grammar errors. Writer is clear and organized	No spelling or grammar errors. Writing is clear and concise. All postings on time.	/12

Practical Nursing I
Unit 5 Health Assessment

Unit Objectives

- Define terminology related to the Review of Systems
- Investigate nursing considerations pertinent to the Review of Systems
- Examine nursing diagnosis and interventions appropriate for Review of Systems
- Provide nursing interventions used in caring for clients pertaining to Review of Systems
- Describe basic principles, systems, and techniques of fundamental nursing practice
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontologic, pediatric, and cultural considerations for clients pertaining to Review of Systems

Date	Content	Student Learning Activities
Day 1	<p>Physical Assessment</p> <ul style="list-style-type: none"> • What is Physical Assessment? • Assessment Components Related to Each Body System • Performing an Initial Head-to-Toe review of systems • Documentation <p>Vital Signs</p> <ul style="list-style-type: none"> • The Six Vital Signs • Body Temperature • Pulse • Respiration • Blood Pressure • Oxygen Saturation 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.21, pp.388-423</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Data Collection and General Survey Ch. 26, pp. 129-134 Head and Neck Ch. 28, pp. 145-152 Thorax, Heart and Abdomen Ch. 29, pp. 153-162 Integumentary and Peripheral Vascular Systems Ch.30, pp. 163-168 Musculoskeletal and Neurosensory Systems Ch. 31, pp. 169-174</p>

	<ul style="list-style-type: none"> • Pain Assessment • Documenting Vital Signs 	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.17, pp.310-342 Review Key Terms: p.310</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Vital Signs Ch. 27, pp. 135-144</p>
Day 2	<p>Pain Management</p> <p>Complementary and Alternative Therapies</p> <ul style="list-style-type: none"> • Alternative Therapy versus Complementary Therapy • Western Medicine • Eastern and Alternative Health Care • Types of Complementary and Alternative Medicine 	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 19, pp. 357-365</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Pain Management Ch.41, pp.235-240</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.11, pp.184-195</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Complementary and Alternative Therapies. Ch.42, pp. 241-244</p>
Day 3	<p>Sensory Perception</p> <p>Ethnic, Cultural, and Spiritual Aspects of Care</p> <ul style="list-style-type: none"> • Ethnicity and Culture • Transcultural Nursing and Cultural Competence 	<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Sensory Perception Ch. 45, pp. 259-266</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p>

	<ul style="list-style-type: none"> • How Culture Affects Health Care • Death and Dying • Delivering Culturally Sensitive Care • Barriers to Health Care • Religion, Spiritually, and Creativity 	<p>:</p> <p>Ch. 8, pp.131-142</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Cultural and Spiritual Nursing Care Ch. 35, pp. 193-202</p> <p>Post-Class Assignment Complete Supplement Assignment</p> <p><u>ATI</u> Complete required Dosage Calculation 3.0 Practice Assessment</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

Post-Class Assignment

Directions for Clinical Supplement Presentation

Students will break in groups and be assigned a supplement. The topic for your Clinical Supplement Assignment will be assigned to you during lecture when Complementary and Alternative Medicine is addressed. An example will be demonstrated along with time for questions and clarification. Each student within a clinical group will be assigned a specific supplement. The students will need to research the assigned supplement using a credible sources. Submit completed assignment in Schoology.

Questions are as listed below:

- What is the supplement used for?
- What type of patient **should not** use your herbal supplement?
- What pharmaceutical drugs are contraindicated?
- Are there any evidence/research to support its use?
- Reference source cited

Fundamentals of Nursing
Unit 6-Safety & Mobility

Unit Objectives

- Define terminology related to the Safety and Mobility
- Investigate nursing considerations pertinent to Safety and Mobility
- Examine nursing diagnosis and interventions appropriate for Safety and Mobility
- Provide nursing interventions used in caring for clients pertaining to Safety and Mobility
Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontologic, pediatric, and cultural considerations for clients pertaining to Safety and Mobility

Date	Content	Student Learning Activities
Day 1	<p>Safety</p> <ul style="list-style-type: none"> • Safe environment for patients • Safe environment for nursing staff 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 13, pp 205-224</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Client Safety Ch.12 , pp 57-61</p> <p>Home Safety Ch.13 pp 63-70</p>
Day 2	<p>Ergonomic Principles</p> <ul style="list-style-type: none"> • Safe environment for patients • Safe environment for nursing staff 	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 13, pp 205-224 Ch.16, pp. 279-309</p>

	<p>Mobility and Immobility</p> <ul style="list-style-type: none"> • Effects of immobility • Positioning patients • Moving and lifting patients <p>Dosage Calculations Math Practice</p>	<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Ergonomic Principles Ch.14 pp 71-74</p> <p>Mobility and Immobility Ch.40 pp 219-226</p> <p><u>Post-Class Assignment</u> Home Safety Review written assignment submitted in Schoology.</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

Post-Class Assignments

Home Safety Review

Write an essay regarding your findings of the Home Safety Review and interventions that would reduce the risk of injury to the client. This should be a maximum of 200 words, double spaced in font 12 Times New Roman, cite reference as appropriate. DO NOT include any private information regarding the person (think HIPAA).

As a nurse, you may one day be working as a community health nurse. You will be asked to enter people's homes and asked to look for safety hazards among others. Your RN will ask you to document things like oxygen use, smoking habits, count how many throw rugs are present, electrical cords, etc.

In this assignment, you will review a home for the following hazards:

- Oxygen tubing/equipment
- Smoking habits (especially if oxygen is in use)
- Amount of throw rugs in the home /condition of floors
- Adaptive equipment being used (toilet, shower, ambulation, etc.)
- Potential trip/fall hazards
- Electric extension cords
- Medications
- Pets/animals
- Any other potentially unsafe things you might find

Fundamentals of Nursing
Unit 7-Nursing through the Lifespan

Unit Objectives

- Define terminology related to the Lifespan
- Investigate nursing considerations pertinent to the Lifespan
- Examine nursing diagnosis and interventions appropriate for the Lifespan
- Provide nursing interventions used in caring for clients pertaining to The Lifespan
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to the Lifespan.

Date	Content	Student Learning Activities
Day 1	<p>Promoting Health & Wellness</p> <ul style="list-style-type: none"> • Theories of wellness and illness • Promoting wellness • Illness • Stress and adaptation <p>Growth and Development Throughout the Life Span</p> <p>Infants (birth to 1 year) Toddlers (1 to 3 years)</p> <ul style="list-style-type: none"> • Concepts of growth and development • Principals of growth and development • Stages of child development • Health concerns for infants 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.7, pp 119-130</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Health Promotion and disease prevention Ch. 16, pp 85-88</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 9, pp 143-162</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p>

		<p>Infants Ch. 18, pp 93-98</p> <p>Toddlers Ch. 19, pp 99-102</p>
Day 2	<p>Growth and Development Throughout the Life Span-continued</p> <p>Preschoolers (3 to 6 years) School-Age Children (6 to 12 years) Adolescents (12 to 20 years) Young Adults (20 to 35 years)</p>	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 9, pp 143-162 Review Key Terms: p.143</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Preschoolers Ch.20, pp 103-106</p> <p>School-Age Children Ch.21 pp 107-110</p> <p>Adolescents Ch.22, pp 111-114</p> <p>Young Adults Ch.23 pp 115-118</p> <p><u>In-Class Assignment</u> Aging Population in-class discussion</p>
Day 3	<p>Growth and Development Throughout the Life Span-continued</p> <p>Middle Adults (35 to 65 years) Care of the Elderly (age 65 and older)</p>	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 9, pp 143-162 Review Key Terms: p.143</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Middle Adults Ch.24 pp, 119-121</p>

	<p>Loss, Grief, and Dying</p> <ul style="list-style-type: none"> • Dealing with the Terminal patient • Facing Loss • The Dying Process • Nursing Care • Observation and Provision of Comfort • Postmortem Care 	<p>Older Adults Ch.25, pp 123-125</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.10, pp 163-183 Review Key Terms: p.163</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Grief, Loss and Palliative Care Ch. 36, pp 203-206</p> <p><u>Post-Class Assignment</u></p> <p><u>ATI</u> Complete required Dosage Calculation 3.0 Practice Assessment</p>
	<p>Skills/Simulation Lab</p>	<p>Complete assigned Student Learning Activities.</p>
	<p>Clinical</p>	<p>Complete assignments.</p>

In-Class Discussion

Aging Population Discussion

Think of a situation when you took care of someone who was elderly or an adult who is at least 65 years old and was either at home or admitted to a hospital or facility.

Interview someone you who is at least 65 years old. Using the following guidelines, collect the information below, and be ready for class discussion.

1. Describe the signs of aging you observe. Include physical, psychological, social, and emotional signs.
2. Describe the person's living arrangements. Include safety information, services they may be receiving, if there are others in the household, supports needed, financial issues. You don't need to give specific details regarding finances but include if they have financial concerns or difficulties and how that is affecting their living situation. Who does the housekeeping? Who prepares the meals? Who does the grocery shopping? How do they get to appointments? Do they live alone? Are there safety hazards or fall risks in the home? If you are interviewing them in the house, are there fall risks that they are not aware of or not willing to remove? If they should fall, who would they call? Are there any other concerns regarding their living arrangements?
3. Ask about their social activities or interests. What hobbies do they have? Are they members of any clubs or groups? Are there any activities they attend routinely outside the home? How do they get there and back home?
4. Make sure you ask them this question: ***What does being an older adult in our society mean to you?*** Write about their answer and the effect their response had on you.

Fundamentals of Nursing
Unit 8- Nutrition

Unit Objectives

- Define terminology related to Nutrition
- Investigate nursing considerations pertinent to Nutrition
- Examine nursing diagnosis and interventions appropriate to Nutrition
- Provide nursing interventions used in caring for clients pertaining to Nutrition
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Nutrition

Date	Content	Student Learning Activities
Day 1	<p>Nutrition</p> <ul style="list-style-type: none"> • Nutritional Guidelines • Essential Nutrients • Differing Nutritional Needs Over the Life Span • Influences on Nutrition <p>Nutritional Care and Support</p> <ul style="list-style-type: none"> • Supporting Nutritional Intake • Therapeutic Diets • Eating Disorders • Food-Drug Interactions • Enteral Tubes • Gastric Decompression • Enteral Nutrition • Complications Associates with Tube Feedings • Parenteral Nutrition • Nasogastric Intubation and Enteral Feedings 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.23, pp.442-461 Review Key Terms: p.442</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch.24, pp. 462-502</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Nasogastric Intubation and Enteral Feedings Ch. 54, pp.333-338</p>
Day 2	<p>Fluid, Electrolytes, and Introduction to Acid-Base Balance</p>	<p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p>

	<ul style="list-style-type: none"> • Water • Fluid Volume Imbalances • Electrolytes • Introduction to Acid-Base Balance 	<p>Ch.29, pp. 609-630</p> <p>Review Key Terms: p.609</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Fluid Imbalances Ch. 57, pp.355-358</p> <p>Electrolyte Imbalances Ch. 58, pp.359-367</p> <p><u>Post-Class Assignment</u> Nutrition Plan Presentation</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

Post-Class Assignment

Nutrition Plan Presentation

It is important as a nurse that you understand the theory supporting different patient’s dietary needs. This is especially important when a patient has dietary restrictions. The Nutrition presentation will help you determine what a patient can eat and how it will lead to better health and lifestyle. Please read the following instructions below:

- A restaurant will be assigned to you with a specific diet that you will learn about in Nutrition.
- You will be expected to create a dietary plan for your patient for breakfast, lunch or dinner
- Create a PowerPoint presentation that includes the name of the diet, the description of the diet, the name of the restaurant and why you picked the food plan.
- Download the menu from your restaurant and hand it in at the end of your presentation with your power points, this will count towards your grade.
- There is also a rubric in Schoology that I will be using to grade your presentation.

Fundamentals of Nursing
Unit 9- Physiological Adaptation

Unit Objectives

- Define terminology related to Physiological Adaptation
- Investigate nursing considerations pertinent to Physiological Adaptation
- Examine nursing diagnosis and interventions appropriate to Physiological Adaptation
- Provide nursing interventions used in caring for clients pertaining to Physiological Adaptation
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Physiological Adaptation

Date	Content	Student Learning Activities
Day 1	<p>Wound Care</p> <ul style="list-style-type: none"> • Types of wounds • Contamination of wounds • Pressure injuries • Other wounds found in hospitalized patients • Wound healing • Wound treatment • Measurement of wounds and observation of drainage • Cleaning wounds • Dressings • Documenting wound care 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 26, pp 522-556 Review Key Terms: p.522</p>
Day 2	<p>Pressure Ulcers, Wounds, & Wound Management</p> <ul style="list-style-type: none"> • General principles of wound management • Pressure ulcers 	<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Pressure Ulcers, Wounds, and Wound Management</p> <p>Ch 55, pp. 329-336</p>

Day 3	Respiratory Care <ul style="list-style-type: none"> • Normal oxygenation • Impaired oxygenation 	Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith Ch. 28, pp 575 – 588 Review Key Terms p.575 STOP at Nursing Interventions for Patients Needing Airway Assistance
Day 4	Airway Management <ul style="list-style-type: none"> • Pulse oximetry • Oxygen therapy • Sputum specimen collection 	Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Airway Management Ch. 53, pp 311-316 Post-Class Assignment Complete ATI practice Fundamentals assessment
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.

Fundamentals of Nursing
Unit 10- Pharmacology

Unit Objectives

- Define terminology related to Pharmacological and Parenteral Therapies
- Investigate nursing considerations pertinent to Pharmacological and Parenteral Therapies
- Examine nursing diagnosis and interventions appropriate to Pharmacological and Parenteral Therapies
- Provide nursing interventions used in caring for clients pertaining to Pharmacological and Parenteral Therapies
- Describe basic principles, systems, and techniques of fundamental nursing practice.
- Discuss the therapeutic nursing care for safety and precautions associated with the administration of medications.
- Integrate processes and skills of critical thinking, and leadership to promote and continuously improve the quality and safety of client care delivery.
- Differentiate gerontological, pediatric, and cultural considerations for clients pertaining to Pharmacological and Parenteral Therapies.

Date	Content	Essential Reading
Day 1	<p>Researching and Preparing Medications</p> <ul style="list-style-type: none"> • Fundamentals of Medications • Preparing to Administer Medications • Medication Errors <p>Administering Oral, Topical, and Mucosal Medications</p> <ul style="list-style-type: none"> • Routes of Administration • Nursing Responsibilities for Administering Oral, Topical, and Mucosal Medications 	<p>Pre-class Assignment- Due before Class</p> <ul style="list-style-type: none"> • In Davis Edge complete pre-class assignment questions prior to start of class (Due 8am for Day and 4pm Evening classes) <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch. 35, pp. 774-795</p> <p>Review Key Terms: p.774</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Pharmacokinetics and Routes of Administration</p> <p>Ch. 46, pp. 261-267</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith:</p>

	<ul style="list-style-type: none"> • Documentation of Medication Administration • Preventing Administration and Documentation Errors <p>Administering Intradermal, Subcutaneous, and Intramuscular Injections</p> <ul style="list-style-type: none"> • Injections • Medications • Comparison of Routes of Administration <p>Intravenous Therapy</p> <ul style="list-style-type: none"> • Purposes of Intravenous Therapy • Safe Administration of IV Drugs • IV Solution • Intravenous Equipment • Asepsis and Intravenous Therapy • Calculation of Infusion Rate • Initiating Peripheral Venipuncture • Complications of Peripheral Intravenous Therapy • Central Venous Access Device • Blood and Blood Products 	<p>Ch. 36, pp. 796-822 Review Key Terms: p.796</p> <p>Fundamentals of nursing care: concepts, connections, & skills (3rd ed.) Burton, May Ludwig, & Smith</p> <p>Ch. 37, pp. 823-854 Review Key Terms: p.823</p> <p>Ch. 38, pp. 855-905 Review Key Terms: p.855</p> <p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute Ch.49, pp. 289-294</p>
Day Two		<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Safe Medication and Administration and Error Reduction Ch. 47, pp. 269-276 Adverse Effects, Interactions, and</p>

		<p>Contraindications</p> <p>Ch. 50, pp.295-300</p> <p>Individual Considerations of Medication Administration</p> <p>Ch. 51, pp. 301-304</p>
Day 3	Dosage Calculations Math	<p>Fundamentals for Nursing: Review module (10th ed.) ATI Nursing, Assessment Technologies Institute</p> <p>Dosage Calculations</p> <p>Ch. 48, pp. 277-288</p> <p>Post-Class Assignment</p> <p>Complete ATI practice</p> <p>Pharmacology assessment</p>
	Skills/Simulation Lab	Complete assigned Student Learning Activities.
	Clinical	Complete assignments.