

Exam	Course Content	Hrs	Interactive Learning Strategies	Reading Assignments	Resource Technology
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CCRI NURSING PROGRAM

NURSING I

SYLLABUS C

FALL, 2009

I	Philosophy & Objectives Conceptual Framework	1	Distinguish between caring for and caring about as presented in the CCRI Nursing Program Philosophy and Conceptual Framework. Identify concepts inherent in the Philosophy and Conceptual Framework of the CCRI Nursing Program. Identify concepts inherent in: caring action, the nurse-patient relationship, the nursing process, nursing arts and scientific knowledge, the interplay of man, health, and environment. Interpret inherent professional values that act as a standard to guide nursing practice.	Philosophy & Objectives Conceptual Framework	All titles listed in this column are videocassettes with the video number listed beside it. The length of the video is listed in parenthesis. Computer programs are listed as CAI. www.ccri.edu/nursing/philosophy.shtml www.ccri.edu/nursing/concept.shtml http://www.ccri.edu/nursing/formsdocs.shtml
I	Basic Human Needs: Person, Family, Community	1	Assess needs of assigned patient. Set priorities in planning care according to Maslow's model. Relate Maslows' theory to the multifaceted (mind, body, spirit) dimensions of human beings.	Taylor Ch 2 Ackley Appendix A	
I	Health System Management: The Nursing Process Care Plan Requirements For NURS 1010	5	Compare Standards of Practice for the LPN and RN. Examine HIPAA regulations and institutional compliance. Using the standardized language of NANDA/NIC/NOC, develop a nursing care plan in a clinical conference session as a group effort with assistance from the clinical instructor. Develop two additional nursing care plans. Include one physical and one psychological nursing diagnosis in each. In the nursing care plan assignments, demonstrate the use of critical thinking in adapting NOC based outcomes and NIC based interventions to specific patient situations. Cite examples of leading and managing behaviors demonstrated by unit nursing staff. Discuss "Cultures of Safety," Quality Improvement. Identify own leadership and management qualities/ traits. Develop a concept map illustrating the collaborative roles	Taylor Ch 1 p 12 -24 Ch 4 p 73-76, Ch 5 p 91-92 Ch 7 p 121-145 Ch 11 - 17 Ackley Appendix A & B, Section 1 p 1-14 Case Studies 1 & 2, p 4-6 Lewis Ch 1, Appendix B	Ackley Online Care Plan Constructor: www1.us.elsevierhealth.com/Evolve/Ackley/N www.ccri.edu/nursing/pdfs/nursingprocess-0 http://www.nсна.org/ BN-209 Nursing Process and Critical Thinking: Critical Thinking in the Nursing Process (28) HE-089 Legal & Ethical Issues in Nursing (25) HE-155 Legal Aspects Nursing Practice Documentation the Best Defense (25)

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			of the unit staff. Include tasks delegated and factors to consider when delegating tasks. Develop a time tool to assist in organizing and prioritizing patient care activities. Using the Simulation Learning System, employ simulation scenarios to practice the steps of the nursing process.		
I	Self Care Facilitation: Hygiene	2	Identify potential hazards in the client's environment. Appraise the client's need for rest, comfort, and activity. Demonstrate hygienic care for a client in bed. Demonstrate the changing of an open, closed, occupied, and surgical bed. Provide care to clients with sensory/perceptual alterations. Discuss aspects desirable for promotion of a therapeutic/healing environment, using current evidence-based practice interventions.	Taylor Ch 37 Lynn Ch 7, p 323-372 Ch 10 p 569-574 Ch 12 p 635-644 Ackley p 696-705	<u>BN-225</u> Hand Hygiene & Gloving (225) <u>BN-258</u> Asepsis (First part of Video only) <u>BN-089</u> Protecting Your Back (19) <u>BN-262</u> Hygiene (38) Oral Care-WEBCT Computer Skills-Basic Care
I	Immobility Management and Body Mechanics	2	Appraise the patient's need for assistance with activity and rest. Recognize the need for proper body mechanics during nursing activities. Implement nursing interventions to promote client mobility. Implement interventions to prevent or minimize the hazards and complications of immobilization, especially in the elderly. Examine clinical institution's Fall Prevention Protocols, Fall Risk Assessments.	Taylor Ch 38 p. 1183-1186, 1193-1205 Ch 39 Lynn Ch 8 p 374-379 Ch 9, 645-648 Ackley p 501-504, 543-556 751-757 Grodner , p126-127	<u>BN-264</u> Activity (30) <u>BN-228</u> Preventing Falls (24)
I	Safety/Health Risk Identification: Vital Signs	2	Accurately measure and record vital signs. Distinguish normal from abnormal vital sign data considering the individual characteristics and the current physiological and psychological state of the patient. Utilize the Simulation Learning System to record electronically vital signs assessed. Value role in delegating tasks, assessment, and documentation of normal and abnormal findings.	Taylor Ch 24, p 1643-1645 Lynn Ch 1	<u>BN-257</u> Vital Signs (30) <u>Vital Signs-Additional Help</u> <u>BN-220</u> Temperature (16) <u>BN-221</u> Pulse (15) <u>BN-222</u> Respirations (10) <u>BN-223</u> Blood Pressure (16) Computer Skills; Vital Signs, Assessment & Health Screening

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I	Communication Enhancement	2	<p>Discuss the tasks associated with the three phases of the therapeutic relationship.</p> <p>Discuss techniques that enhance therapeutic communication with clients.</p> <p>Explain four levels of presence.</p> <p>Employ therapeutic communication skills in client interactions.</p> <p>Demonstrate therapeutic communication via role playing exercises.</p> <p>Relate caring behavior to therapeutic communication.</p> <p>Demonstrate competence accessing WebCT course materials, as well as utilization of evidence based practice research databases.</p>	<p>Taylor Ch 21</p> <p>Ackley, p 215-223</p>	<p><u>BN-070</u> Connecting with Your Patient: Non-Verbal Communication for the Health Care Professional (21)</p> <p>Dementia with Dignity: (WEBCT)</p> <p>Communicating Effectively (19)</p> <p>Meeting the Special Challenges (22)</p> <p>Enhancing Quality of Life (22)</p> <p>http://www.ccri.edu/nursing/formsdocs.shtml</p> <p><i>The Helping Interview Enhancing Therapeutic Communication-3 Video's</i></p> <p><u>BN-245</u> Helper Qualities & Attending Skills (19)</p> <p><u>BN-246</u> Opening, Questioning and Silence (20)</p> <p><u>BN-247</u> Responding & Closing (20)</p> <p><u>BN-219</u> Core Concepts in Nursing: Therapeutic Communication (20)</p>
II	Self Care Facilitation: The Older Adult	4	<p>Discuss patients' rights in relation to the older adult living in the community or long term care facility.</p> <p>Perform a physical assessment of assigned elderly patient.</p> <p>Plan and participate in an activity (recreation, therapeutic) with a nursing home patient.</p> <p>Implement a plan to increase sensory stimulation with nursing home patients.</p> <p>Discuss implementation of Advanced Directive Issues in your nursing home.</p> <p>Differentiate between therapeutic and social communication.</p>	<p>Taylor Ch 20</p> <p>Ch 34</p> <p>Ch 27 p 676-687</p> <p>Ch 25 p 610</p> <p>Ch 30 p 882</p> <p>Ch 31 p 944</p> <p>Ch 38 p 1191</p> <p>Ch 39 p 1271</p> <p>Ch 40 p 1354</p> <p>Ch 45 p 1610</p> <p>Ch 46 p 1701</p> <p>Lewis p 66-83</p> <p>Ackley p200-207, 816-832, 339-345, 351-357, 316-318, 318-320, 528-530</p> <p>Lynn Ch 11 p</p>	<p><u>BN-190</u> Assessment of the Older Adult: An Overview (23)</p> <p><i>Elder Issues:</i></p> <p><u>BN-229</u> Elder Abuse (27)</p> <p><i>Caring for Individuals with Cognitive & Sensory Challenges-3 video tapes:</i></p> <p><u>BN-240</u> Hearing Impairment (18)</p> <p><u>BN-241</u> Visual Impairment (22)</p> <p><u>BN-242</u> Cognitive Impairment (29)</p>

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II	Safety/Health Risk Identification: Physical Assessment	4	Demonstrate four techniques used in performing a physical exam. Conduct a physical assessment of each body system in a systematic manner on an assigned patient. Utilize the Simulation Learning System to document electronically physical assessment data.	Taylor Ch 25 Lynn Ch. 2 Lewis Ch 4	<u>MS-224</u> Performing Respiratory Assessment Lippincott's Head-to-Toe Assessment: 2007 <u>BN-269</u> Normal Physiologic Changes(27)
II	Risk Management: Infection Control	3	Identify the body's normal defenses against infection. Discuss clinical assignments with localized versus systemic infection.	Taylor Ch 27, Ch 38 Lynn Ch 4, Ch 8 to p 431 Karch , p 97-133 Lewis p 243-249 Grodner, p 342-348	
II	Infectious Disease	1	Outline classes of drugs used to treat infection. Identify individual cases of infectious diseases in the clinical area; Discuss primary, secondary, and tertiary prevention of each Discuss ethical implications of increased costs r/t hospital acquired infection		
II	Drug Management: Drug Dose Calculations	2	Successfully complete math test. Convert units of measure from one dosage system to another. Calculate oral and parenteral dosages.	Pickar <u>Dosage Calculations</u> (Note Math Track) Karch CD Ch 5	<u>CAI</u> : Dosage Calculations CD from Pickar Textbook (you must have the CD to access the program in the Nursing Lab)
II	Self Care Facilitation: Sleep Enhancement	1	Perform a sleep assessment on a patient Discuss variances in sleep diary reports Teach principles of sleep hygiene to patients with disturbed sleep patterns	Taylor , p 1335-1362 Karch , p 563-564, 313-325	

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III	Risk Management: Skin/Wound Management	2	<p>Develop and implement a plan of care for a patient with an infection or risk for infection.</p> <p>Explain conditions that promote the onset of nosocomial infections.</p> <p>Identify principles of medical and surgical asepsis in clinical practice.</p> <p>Correctly perform the proper procedure for hand-washing, protective isolation techniques (applying surgical mask, sterile gown and sterile gloves), sterile dressings, bandages and binders with supporting rationale for implementation.</p> <p>Demonstrate use of Standard Precautions. Discuss normal stages of wound healing and complications. Explain factors that impair and promote wound healing.</p> <p>Identify for each patient particular risks for infection.</p> <p>Conduct an assessment of open and closed wounds with discussion of primary and secondary intention.</p>	<p>Taylor, Ch 38</p> <p>Lynn, Ch 8 to p 431</p> <p>Ackley pp. 495-500, 659-663, 839-842</p> <p>Lewis, Ch 13</p> <p>Van Leewen, p 492-516</p>	<p>http://www.dressings.org/</p> <p>www.woundcarenet.com</p> <p>www.aawm.org</p> <p>Wound Management CD-Rom Series: Healing, Evaluation, Arterial, Venous and Neuropathic wounds. Pressure Ulcers, Atypical, Debridement, Dressing, Physical Modalities. (On Computer)</p> <p>BN-258 Asepsis (25)</p> <p>BN-263 Skin Integrity & wound Care (27)</p> <p>BN-224 Breaking the Chain of Infection (27)</p> <p>BN-226 Basic Sterile Technique (22)</p> <p>BN-254 Sterile Dressing Change (15)</p>
III	Drug Management: Chemical Intervention	4	<p>Discuss need for and response to drug therapy in selected patients.</p> <p>Discuss nursing implications related A, D, M, E of drugs.</p> <p>Research selected drugs in Hospital Formulary, PDR, or other drug reference book.</p>	<p>Taylor Ch29, p761</p> <p>Karch Ch 1-4, 6, p 1020-1021, 1025-1032</p> <p>"The Proverbial Herb", AJN, Feb., 2001</p> <p>Grodner p 363-379</p>	<p>Optional: www.mederrors.com</p>
III	Drug Management: Medication Administration	2	<p>Correctly prepare and administer medication to selected patients (PO, SC, IM, insulin, N/G tube, topical).</p> <p>Discuss methods to improve compliance with drug therapy.</p> <p>Reflect on barriers to compliance and related nursing measures.</p> <p>Discuss the impact of cost issues on medication compliance.</p> <p>Discuss actions of the nurse when a med is ordered or</p>	<p>Taylor Ch 29</p> <p>Lynn Ch 5 p151-197, 236-290</p> <p>Karch Photo Atlas of Medication Administration</p> <p>Ackley, p 568-575, 520-527,</p>	<p>BN-259 Oral & Topical Medications (36)</p> <p>BN-249 The Six Rights of Medication Administration (29)</p> <p>BN-260 Injectable Medications (30)</p> <p>BN-250 Error Prevention (29)</p> <p>Medication Challenges in the Elderly</p> <p>BN-243 Part 1 (18)</p> <p>BN-244 Part 2 (23)</p> <p>Additional Help Administration of</p>

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			<p>dispensed incorrectly.</p> <p>Identify legal responsibilities and how nurses comply in your institution.</p> <p>Investigate delegation issues regarding medication administration in various practice settings.</p> <p>Analyze ways to administer pain medication to a frail, terminally ill patient receiving multiple injections.</p> <p>Discuss Medication Errors as a system failure issue.</p> <p>Practice electronic medication administration documentation.</p> <p>Discuss legal/ethical issues of electronic med documents</p>	531-533	<u>Injections:BN-230</u> Intramuscular (17) <u>BN-231</u> Subcutaneous (11)
III	Drug Management IV Fluid Dose Calculation	1	Calculate intravenous solution flow rates for large and small volume IV's.	<u>Lynn</u> Ch 15 p 850 <u>Pickar</u> Note Math Track	CD (IV's) Dosage Calculation
III	Nutrition Support	5	<p>Perform a nutritional assessment on assigned patient.</p> <p>Describe factors which influence your patient's dietary patterns and status.</p> <p>Develop a nursing care plan for a patient with a nutritional problem, including discharge planning.</p> <p>Incorporate cultural variations into diet teaching.</p> <p>Document electronically patient centered nutrition data with Simulation Learning System.</p>	<u>Taylor</u> Ch 42 <u>Lynn</u> Ch 11 <u>Ackley</u> p 575-594 <u>Grodner</u> , Ch 1-10, 14 <u>Lewis</u> , Ch 40, 41 p 971-980	<u>BN-227</u> Elder Issues: Nutrition for Independent Elders (25) <u>BN-265</u> Nutrition (34)
IV	Elimination Management	3	<p>Identify factors that commonly influence urinary and bowel elimination, and interventions to promote normal patterns.</p> <p>Compare and contrast common alterations in urinary and bowel elimination.</p> <p>Obtain a nursing history for a client with an alteration in urinary or bowel elimination; develop a plan of care and implement with appropriate nursing diagnoses.</p> <p>Implement measures to resolve urinary incontinence in an elderly patient.</p> <p>Describe characteristics of normal and abnormal urine and stool specimens.</p> <p>Obtain urine and stool specimens correctly: UA, C & S,</p>	<u>Taylor</u> Ch 43, Ch 44 <u>Lynn</u> Ch 12, Ch 13 <u>Ackley</u> p 171-176, 245-256, 311-315, 857-868, 451-480 <u>Van Leewen</u> , p 1192-1199 602-608 <u>Grodner</u> ,401-402	<u>BN-130</u> Assessment Review: Reproductive and Urinary System (30) <u>BN-255</u> Ostomy Self-Care Guide (10) <u>BN-256</u> Living with an Ostomy: <u>BN-268</u> Bowel Elimination (17) <u>BN-266</u> Urinary Elimination (26) <u>BN-267</u> Indwelling & Intermittent Catheters (30)

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			<p>occult blood.</p> <p>Insert urinary catheter (straight/indwelling).</p> <p>Discuss utilizing closed, open, and continuous irrigation methods.</p> <p>Apply a condom catheter.</p> <p>Administer an enema. Discuss the relationship between structure and function of bowel diversions and nursing care required.</p> <p>Educate a patient on bowel elimination issues.</p>		
IV	Electrolyte and Acid Base Balance	4	<p>Care for a patient with a fluid and major electrolyte imbalance.</p> <p>Identify data indicating fluid and electrolyte and acid base imbalances.</p> <p>Regulate IV Flow.</p> <p>Appreciate the nurse's role in assessment of electrolyte imbalances, analysis of lab data from electronic patient records, and appropriate communication with treatment team members.</p>	<p>Taylor Ch 46</p> <p>Ackley p367-391</p> <p>Lewis, Ch 17</p> <p>Karch, Ch 50, 51</p> <p>Van Leeuwen,</p> <p>Na 1064-1067</p> <p>K 974-978</p> <p>Cl 306-310</p> <p>Ca 259-263</p> <p>BG 226-232</p> <p>Mg 822-824</p> <p>PO4 939-942</p> <p>Osmo 899-902</p> <p>Grodner, Ch 8</p>	<p>BN-237 Nurse's Assessment: Signs and Symptoms of Fluid & Electrolyte Imbalances (30)</p> <p>BN-079 Ups & Downs of pH (16)</p> <p>BN-080 Respiratory Alkalosis & Acidosis (27)</p> <p>BN-081 Metabolic Alkalosis & Acidosis (29)</p> <p>CAI-CD ROM-Fluids & Electrolytes</p>
IV	Thermo-regulation	2	<p>State effects of heat and cold therapy on body tissues.</p> <p>Apply heat and cold to assigned patient utilizing safety principles.</p>	<p>Taylor Ch 38</p> <p>p 1221-1226, 1250-1254</p> <p>Lynn Ch 8 p 438-457</p> <p>Ackley p832-834</p>	
IV	Spiritual Growth	1	<p>Gain an appreciation of different religious beliefs and spiritual aspects of health and how these needs are met in health care agencies.</p> <p>Prepare to perform spiritual assessment through self-reflection.</p> <p>Provide nursing intervention to promote spiritual well-being.</p>	<p>Ackley, p 777-787, 676-682</p> <p>Taylor Ch 36</p>	<p>BN-170 Spiritual Care</p> <p>I Can Do That (30)</p>

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			Relate spirit and well-being to hope and its effect on patient outcomes.		
IV	Cultural Awareness	2	Discuss six cultural phenomena and their impact on individuals representing diverse ethnic groups. Relate cultural influences to a healing environment. Adapt nursing interventions showing sensitivity to cultural phenomena. Value cultural diversity.	Taylor Ch 3, 28 Ackley, p 280-289 Lewis Ch 3 Grodner, p 342, 562-566	<u>Cultural Competence: Available through Web-CT 3 Programs</u>
V	Coping Assistance: Sexuality	1	Identify personal attitudes, beliefs, and biases related to sexuality. Discuss the nurse's role in maintaining or enhancing a client's sexual health. Define appropriate nursing diagnoses on sexuality and select interventions based on a client's sexual health. Formulate two sex-related questions that the nurse could use to determine whether a client has sexual concerns. Roll play within a simulated clinical environment to enhance sensitivity to client's sexual concerns. Practice presenting information on safe sex and STDs to a peer group.	Taylor Ch 35 Ackley, p 738-750 Lewis, p 1330-1331	<u>Dementia with Dignity: Dementia and Residents Rights: Freedom of Sexual Expression (16) (Available On-Line through Web-CT)</u>
V	Physical Comfort Promotion: Pain Management	2	Assess the patient's level of comfort. Identify behavioral signs and symptoms of pain. Describe how the patient's pain was managed. What data indicated pain relief? Discuss a regular schedule for administration of pain meds versus an as needed schedule (prn) in controlling pain. Describe the nurse's role in advocating for the patient in pain. Reflect on personal biases regarding the pain experience. Develop and implement a plan of care for a patient with pain. Using the Simulation Learning System, electronically document pain management data.	Taylor Ch 41 Ackley p 210-214, 600-619 Lewis Ch 10 Karch Ch 26 Lynn Ch 1	Pain-The Language of the Body & Mind <u>BN-212</u> The Management of Pain (25) <u>BN-213</u> The Psychology of Pain (18) <u>BN-214</u> The Physiology of Pain (18)
V	Patient Education	2	Utilize the nursing process in patient teaching by: <ul style="list-style-type: none"> assessment of the patient's learning needs statement of learning objectives (NOC outcomes) 	Taylor Ch 22 Ackley p 520-527, 816-831	www.healthfinder.gov www.musc.edu/medcenter/pted http://www.nlm.nih.gov/medlineplus/

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			<ul style="list-style-type: none"> implementation of NIC interventions using various (at least three) learning activities, including family participation as appropriate evaluation of patient's learning; measurement of outcome achievement. <p>Using the Simulation Learning System, electronically document patient education data.</p>	Lewis p 53-66	www.Familydoctor.org <u>BN-218</u> Core Concepts in Nursing: Patient/Client Education (30)
V	Perioperative Management	5	<p>Explain the concept of perioperative nursing. Discuss factors included in the preoperative assessment. Demonstrate post-operative exercises. Design a preoperative teaching program Compare and contrast the actions and side effects of general, regional, and local anesthesia. Identify factors to include in the post-operative assessment and rationale for prevention of post-op complications. Discuss the nurse's role in all phases of the peri-operative process; outpatient versus surgical patients, including specific issues for the elderly. Discuss common post-op interventions and their implications for nursing care: O₂ therapy, oral tracheal suctioning, IV fluids administration, NG, and surgical dressing. Discuss legal/ethical nursing responsibilities relative to the surgical patient.</p>	<p>Taylor Ch 30 Ch 45 p 1623, 1628-1630, 1650-1654 Lynn Ch 6 to p 319 Ackley p 505-510 Lewis, p 342-396</p>	
V	Coping Assistance: Grief Resolution	2	<p>Assess a patient's grief response relating it to the stages of the grieving process. Provide guidance and direction to dying patients/significant others regarding decisions/rights provided by the <u>Patients Self Determination Act</u>. Assist with appropriate, agency specific, documentation of end-of-life decisions. Review agency policy related to post mortem care. Implement nursing interventions to meet the special needs of the dying. Reflect on personal feelings.</p>	<p>Taylor Ch 32, Ch 33 Ackley p 396-404 Lewis, Ch 11</p>	<p><u>PY-101</u> Dealing with Death & Dying (45) <u>HE-079</u> Ethical Question Kit: Death & Dying (24)</p>