ITT Technical Institute

NU130

Adult Nursing I

Onsite Course

SYLLABUS

Credit hours: 8

Contact/Instructional hours: 155 (40 Theory Hours, 10 Lab Hours, 105 Clinical Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: NU120 Clinical Nursing Concepts and Techniques II, NU121 Dosage Calculations, NU205 Pharmacology, GE259 Human Anatomy and Physiology II

Course Description:

This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with mobility, gastrointestinal function, protection, excretion, or reproduction. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated in both the nursing skills laboratory and in the clinical setting. Technology is used to reinforce course content.

Syllabus: Adult Nursing I

Instructor:	
Office hours:	
Class hours:	

Major Instructional Areas

1. Selected medical-surgical patient conditions
2. Pathophysiology of selected conditions
3. Intravenous calculations and administration
4. Clinical experience caring for adult medical-surgical patients
5. Documentation
6. Physical assessment
7. Nursing process
8. National patient safety goals

Detailed Topical Outline

I. Introduction to Medical-Surgical Patient Care
    A. Critical Thinking in the Role of the Medical-Surgical Nurse
    B. Definitions of Health
    C. Role of the Medical-Surgical Nurse
    D. Concept of Caring
    E. Practice Settings for Medical-Surgical Nursing
    F. Overview of the Nursing Process
    G. Selected Medical-Surgical Patient Conditions
    H. Assessment
    I. Documentation and Reporting
    J. Medication Administration
II. Care of the Adult with Problems of Mobility
    A. Musculoskeletal System
        1. Anatomy and Physiology Review
        2. Assessment Techniques
    B. Interventions for Clients with Musculoskeletal Problems
        1. Metabolic Bone Disease
        2. Osteomyelitis
        3. Bone Tumors
        4. Disorders of the Hand
        5. Disorders of the Foot
        6. Other Disorders of the Skeleton
        7. Muscular Diseases

     C. Interventions for Clients with Musculoskeletal Trauma
1. Fractures
2. Amputations
3. Crush Syndrome
4. Complex Regional Pain Syndrome
5. Sports-Related Injuries

III. Care of the Adult with Problems of Digestion, Nutrition, and Elimination
     A. Gastrointestinal System
        1. Anatomy and Physiology Review
        2. Assessment Techniques
     B. Nursing Interventions
        8. Oral Cavity Problems
        9. Esophageal Problems
        10. Stomach Disorders
        11. Noninflammatory Intestinal Disorders
        12. Inflammatory Intestinal Disorders
        13. Liver Problems
        14. Problems of the Biliary System and Pancreas
        15. Malnutrition and Obesity

IV. Care of the Adult with Problems of Protection
     A. Concepts of Inflammation and the Immune Response
     B. Interventions for Clients with Infections
     C. Assessment of the Skin, Hair, and Nails
     D. Interventions for Clients with Skin Related Problems

V. Care of the Adult with Problems of Excretion
     A. Assessment of the Renal/Urinary System
     B. Interventions for Clients with Urinary Problems
     C. Interventions for Clients with Renal Disorders
     D. Interventions for Clients with Acute and Chronic Renal Failure

VI. Care of the Adult with Problems of Reproduction
     A. Assessment of the Reproductive System
     B. Interventions for Clients with Breast Disorders
     C. Interventions for Clients with Gynecologic Problems
     D. Interventions for Male Clients with Reproductive Problems
     E. Interventions for Clients with Sexually Transmitted Diseases

Course Objectives

1. Provide patient care based on specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients requiring medical-surgical care.
2. Describe concepts of human values that provide a basis for nursing care.
3. Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
4. Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients with problems related to mobility, gastrointestinal function, protection, excretion, or reproduction.
5. Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
6. Explain the role of the nurse in health promotion and maintenance in diverse health care settings.
7. Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
8. Apply the elements of the communication process and effective communication technique when providing care to medical-surgical patients.
9. Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
10. Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
11. Satisfactorily demonstrate assigned nursing skills based on Skills Performance Checklists.
12. Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool.

Nursing Standards/Program Objectives

Course Objectives	Program Level Objectives (I or II)	NLNAC Core Components	ANA Standards
1	2	Professional behaviors Education	Professional practice evaluation Planning
2	1, 6	Professional behaviors Caring interventions Clinical decision making	Planning Implementation Evaluation
3	1, 6	Clinical decision making Caring interventions	Planning Implementation Evaluation Professional practice evaluation Research
4	3	Clinical decision making Assessment	Assessment Diagnosis Planning Implementation Evaluation Quality of practice

Course Objectives	Program Level Objectives (I or II)	NLNAC Core Components	ANA Standards
5	4, 5	Assessment Teaching and learning Managing care	Planning Implementation Evaluation Professional practice evaluation
6	4	Collaboration Managing care	Outcomes identification Education Resource utilization Quality of practice
7	1, 4	Assessment Teaching and learning	Assessment Diagnosis Outcomes identification Planning Evaluation
8	5	Professional behaviors Communication Caring interventions	Implementation Collegiality Collaboration
9	5, 6	Communication	Quality of practice Collegiality Collaboration
10	1, 6	Professional behaviors Caring interventions Managing care	Quality of practice
11	3, 6	Caring interventions Managing care	Assessment Diagnosis Outcomes identification Planning Evaluation Quality of practice Collaboration
12	3, 6	Caring interventions Managing care	Assessment Diagnosis Outcomes identification Planning Evaluation Quality of practice Collaboration

SCANS Objectives

1. Organize, interpret, and communicate information.
2. Choose procedures, tools, or equipment appropriate to specific nursing skills and techniques.
3. Perform computations and choose appropriate mathematical techniques to calculate basic dosages.

4. Participate as a member of the health care team.
5. Work with health care team members and patients from diverse backgrounds.

Course Outline

- Note: All graded activities are listed below in the pattern of <Unit Number>.<Assignment Number>. For example, Lab 2.1 refers to the 1st lab activity in Unit 2.
- Clinical assignments will be designated by your instructors.

Unit	Activities

1. Introduction	Content covered:
	Medical-Surgical Nursing:
	  o Chapter 1, "Introduction to Medical-Surgical Nursing"
	Fundamentals of Nursing:
	  o Chapter 21, "Managing Patient Care"
	Labs: 1.1
	Clinical Applications: 1.1

2. Mobility	Read from *Medical-Surgical Nursing*:
	  o Chapter 52, "Assessment of the Musculoskeletal System"
	  o Chapter 53, "Care of Patients with Musculoskeletal Problems"
	  o Chapter 54, "Care of Patients with Musculoskeletal Trauma"
	Complete *Virtual Clinical Excursions*:
	  o Lesson 20, "Osteoporosis"
	  o Lesson 21, "Osteomyelitis"
	Read from *Comprehensive Review for the NCLEX-RN® Examination*:
	  o Chapter 68 Musculoskeletal System
	  o Chapter 69 Musculoskeletal Medications

3. Digestion and Nutrition	Read from *Medical-Surgical Nursing*:
	  o Chapter 55, "Assessment of the Gastrointestinal System," pp. 1180–1191
	  o Chapter 56, "Care of Patients with Oral Cavity Problems"
	  o Chapter 57, "Care of Patients with Esophageal Problems"
	  o Chapter 58, "Care of Patients with Stomach Disorders"
	  o Chapter 63, "Care of Patients with Malnutrition and Obesity"
	Labs: 3.1
	Clinical Applications: 3.1

Unit	Activities
4. Elimination	Read from *Medical-Surgical Nursing*: o Chapter 59, "Care of Patients with Noninflammatory Intestinal Disorders" o Chapter 60, "Care of Patients with Inflammatory Intestinal Disorders" o Chapter 61, "Care of Patients with Liver Problems" o Chapter 62, "Care of Patients with Problems of the Biliary System and Pancreas" Complete *Virtual Clinical Excursions*: o Lesson 22, "Intestinal Obstruction/Colorectal Cancer" Read from Saunders *Comprehensive Review for the NCLEX-RN® Examination*: o Chapter 55, "Gastrointestinal System" o Chapter 56, "Gastrointestinal Medications" Writing Assignments: 4.1 Labs: 4.1 Exams: Units 1-3 Clinical Applications: 4.1
5. Protection (Part I)	Read from *Medical-Surgical Nursing*: o Chapter 20, "Care of Patients with Arthritis and Other Connective Tissue Diseases" o Chapter 21, "Care of Patients with HIV and Other Immunodeficiencies" o Chapter 22, "Care of Patients with Immune Function Excess: Hypersensitivity (Allergy) and Autoimmunity," pp. 383–395 o Chapter 23, "Cancer Development" Complete *Virtual Clinical Excursions*: o Lesson 10, "Osteoarthritis and Total Knee Replacement" Read from Saunders *Comprehensive Review for the NCLEX-RN® Examination*: o Chapter 69, "Immune Disorders" o Chapter 70, "Immunological Medications" Writing Assignments: 5.1 Labs: 5.1 Clinical Applications: 5.1

Unit	Activities

6. Protection (Part II)	Read from *Medical-Surgical Nursing*:
	 o Chapter 24, "Care of Patients with Cancer"
	 o Chapter 25, "Care of Patients with Infection"
	 o Chapter 27, "Care of Patients with Skin Problems"
	      o Pressure Ulcers, pp. 474–490
	      o Parasitic Disorders, pp. 496–496
	      o Psoriasis, pp. 498
	      o Skin Cancer, p. 502
	      o Stevens-Johnson Syndrome, p. 508
	 Review from *Medical-Surgical Nursing*:
	 o Chapter 26, "Assessment of the Skin, Hair, and Nails"
	 Read from Saunders *Comprehensive Review for the NCLEX-RN®* *Examination*:
	 o Chapter 51, "Oncological Disorders"
	 o Chapter 52, "Antineoplastic Medications"
	 Labs: 6.1
	 Clinical Applications: 6.1
	 Midterm Clinical Evaluation: 6.1

7. Excretion (Part I)	Read from *Medical-Surgical Nursing*: o Chapter 68, "Assessment of the Renal/Urinary System," pp. 1473–1488 o Chapter 69, "Care of Patients with Urinary Problems" Labs: 7.1 Exams: Units 4-6 Clinical Applications: 7.1
8. Excretion (Part II)	Read from *Medical-Surgical Nursing*: o Chapter 70, "Care of Patients with Renal Disorders" o Chapter 71, "Care of Patients with Acute Renal Failure and Chronic Kidney Disease" Read from Saunders *Comprehensive Review for the NCLEX-RN®* *Examination*: o Chapter 62 Renal System o Chapter 63 Renal Medications Clinical Applications: 8.1
9. Reproduction (Part I)	Read from *Medical-Surgical Nursing*: o Chapter 72, "Assessment of the Reproductive System," pp. 1588–1591 o Chapter 73, "Care of Patients with Breast Disorders" o Chapter 74, "Care of Patients with Gynecologic Problems," pp. 1611–1621 Clinical Applications: 9.1

Unit	Activities
10. Reproduction (Part II)	Read from *Medical-Surgical Nursing*: ○ Chapter 75, "Care for Male Patients with Reproductive Problems" ○ Chapter 76, "Care of Patients with Sexually Transmitted Diseases" Labs: 10.1 Exams: Unit 7-9 Clinical Applications: 10.1 Course Review
11. Course Review and Final Examination	NCLEX Review Session Saunders *Comprehensive Review for the NCLEX-RN®* *Examination*: ○ Relevant Chapters Review from *Medical-Surgical Nursing*: ○ Chapter Key Points for Chapters 1, 20–27, 52–63, 68–76 Review Virtual Clinical Excursions: ○ Lessons 10, 20–22 Review *Clinical Nursing Skills & Techniques*: ○ Chapters 4, 10–12, 21, 30, 31, 33, 35, 42, 43 ○ Skills 10-2 to 10-3 ○ Skills 11-2 to 11-4 ○ Skills 12-1 to 12-4 ○ Skill 21-2 ○ Skill 30-1 ○ Skill 31-4 ○ Skill 33-3 ○ Skill 35-1 ○ Skills 42-6, 42-8 ○ Skills 43-3, 43-5 ○ Procedural Guidelines 4-1 to 4-3 ○ Procedural Guideline 10-2 ○ Procedural Guideline 43-3 Lab Practical Final Final Clinical Evaluation Final Examination

Instructional Methods

The nursing curriculum is designed to utilize teaching strategies that promote higher cognitive thinking skills. This course applies critical thinking and the nursing process to the care of adult patients. The course uses individual learning strategies as well as small-group learning strategies to promote the use of these thinking processes. A skills laboratory component is included to teach nursing skills focusing on the care of adults with problems with mobility, digestion, nutrition, elimination, protection, excretion, or reproduction. Students will provide direct nursing care to adults in a variety of health care settings.

The course also uses class discussion and involvement by applying content to case studies and patient scenarios, many of which are delivered via the computer. These strategies put the content into a patient context, which provides a meaningful, realistic portrayal of nursing.

The assessment strategies used in this course include objective, multiple-choice NCLEX-style tests, writing assignments, return demonstration of select nursing skills, and performance in the clinical setting.

Instructional Materials and References

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Gray Morris, D.C. (2014). *Drug calculations online for calculate with confidence* (user guide, access code, and textbook package) (6th ed.). St. Louis: Mosby.			
Ignatavicius, D. D., & Workman, L. M. (2013). *Medical-surgical nursing: Patient-centered collaborative care* (7th ed.). St. Louis, MO: Saunders.			
Ignatavicius, D. D., Conley, P.B., Lee, A. H., & Rose, D. (2013). *Clinical decision-making study guide for medical-surgical nursing* (7th ed.). St. Louis, MO: Saunders. (*Virtual Clinical Excursion)*.			
Lilley, L. L., Rainforth Collins, S., & Snyder, J. S. (2014). *Pharmacology and the nursing process* (7th ed.). St. Louis, MO: Mosby.			
Lilley, L. L., Rainforth Collins, S., & Snyder, J. S. (2013). *Study guide for pharmacology and the nursing process* (7th ed.). St. Louis, MO: Mosby.			
Perry, A. G., Potter, P. A., & Ostendorf, W. (2014). *Skills performance checklists for Clinical nursing skills & techniques* (8th ed.). St. Louis, MO: Mosby.			

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Potter, P. A., Perry, A.G., Stockert, P., Hall, A., & Ochs, G. (2012). *Study guide for fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby.			
Perry, A. G., & Potter, P. A. (2013). *Clinical nursing skills & techniques* (8th ed.). St. Louis, MO: Mosby.			
Potter, P. A. (2013). *Virtual clinical excursions for fundamentals of nursing.* (8th ed.). St. Louis, MO: Mosby.			
Potter, P. A., & Perry, A. G. (2013). *Fundamentals of nursing.* (8th ed.). St. Louis, MO: Mosby.			
Silvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN® examination* (6th ed.). St. Louis, MO: Saunders.			
Other items*	**New to this Course**	**Carried over from Previous Course(s)**	**Required for Subsequent Course(s)**
Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby.			
Gahart, B. L., & Nazareno, A. R. (2014). *2014 Intravenous medications: A handbook for nurses and health professionals* (30th ed.). St. Louis, MO: Mosby.			
Pagana, K. D., & Pagana, T. J. (2013). *Mosby's diagnostic and laboratory test reference* (11th ed.). St. Louis, MO: Mosby.			
Skidmore-Roth, L. (2013). *Mosby's drug guide for nurses* (10th ed.). St. Louis, MO: Mosby.			

*NOTE: Students may use other editions of references for this class.

References

ITT Tech Virtual Library (accessed via the Student Portal) and **CINAHL Plus with Full Text**:

From the home page, select School of Study, then select Breckinridge School of Nursing and Health Science. This site provides databases and access to Professional Organizations.

If you wish to search the database, click databases. Then click EbscoHost CINAHL Plus with Full Text

The link below is a direct link to this databases.

- *CINAHL Plus with Full Text*

Other References

Other resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

Evolve Online Learning System's Student Site

Evolve Student Resources are available to you online as part of the supplemental materials for this course. Helpful activities and content can be accessed to support your learning experience.

From http://evolve.elsevier.com:

- Log in as **Student**. You may need to click the **Switch to Student View** button on the right side of the page.

- Locate the "How To" area on the page that opens.

- Click **Request Evolve Resources** and follow the step-by-step instructions to register for the Evolve Student Resources for the textbooks listed above.

- Click on the title to view the Product Page.

- Under the Student Resources heading, click on the **Register** link.

- Read the User Agreement. If you agree, click on **I accept these terms and conditions** and click the **Next** button.

- If you are an Evolve customer, enter your username and password and click the **Next** button. If you are a new user, select **I am a new user**, provide a password for your new account, and click the **Next** button.

- Submit your personal information on the next screen and click the **Next** button.

- Select your Opt-Out preference and click the **Next** button.

- You will be enrolled into the Student Resources site and your account information will be presented to you. Make sure to note your account information. Click the **Login to your account to access the online course!** link and close the registration window.

- Enter your account information on the login screen and click the **Login** () button. The textbook's title will be listed on your personal My Evolve page in the Courses section. Click on the title to access the Student Resources. Click on each chapter heading for great Web sites related to the topic of that chapter.

Web Sites

Internet Site	Internet Address
Organizations	
Academy of Medical-Surgical Nurses (AMSN)	http://www.medsurgnurse.org/
This association is the only professional nursing organization that is specifically dedicated to adult health/medical-surgical nurses. The mission of this association is to promote the health of adults.	
American Academy of Pain Medicine	http://www.painmed.org
A public information center for medical specialties the combine their focus on diagnosis, treatment and management of pain	
American Nurses Association (ANA)	http://www.nursingworld.org/
This association advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and lobbying the Congress and regulatory agencies on health care issues affecting nurses and the public.	
American Nurses Association's Code of Ethics	http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses
This site has the American Nurses Association's Code of Ethics with Interpretive Statements. These statements exist to assist nurses in identifying those ethical responsibilities and engaging in serious ethical reflection.	
American Nurses Association's Center for Ethics and Human Rights	http://nursingworld.org/ethics/
The Center is committed to addressing the complex ethical and human rights issues confronting nurses, and designing activities and programs to increase the ethical competence and human rights sensitivity of nurses. Through the Center, ANA's abiding commitment to the human rights dimensions of health care is demonstrated.	
Centers for Medicare & Medicaid Services	http://www.cms.gov/

Internet Site	Internet Address
The Centers for Medicare & Medicaid Services (CMS) is a branch of the U.S. Department of Health and Human Services. CMS is the federal agency that administers the Medicare program and monitors the Medicaid programs offered by each state.	
National Institutes of Health	www.nih.gov/
The National Institutes of Health (NIH) is a part of the U.S. Department of Health and Human Services and the primary federal agency for conducting and supporting medical research. It leads the way toward important medical discoveries that improve people's health and save lives. NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cure for common and rare diseases. Composed of 27 institutes and centers, the NIH provides leadership and financial support to researchers in every state and throughout the world.	
NANDA International (formally North American Nursing Diagnosis Association)	http://www.nanda.org/
This association is dedicated to increasing the visibility of nurses' contribution to patient care. This visibility is enhanced by the use of standard nursing terminology. The use of this terminology should be used to document care for reimbursement, contribute to the development of informatics, and name patient responses to health problems, life processes, and wellness.	
The Joint Commission	http://www.jointcommission.org/
The Joint Commission provides evaluations and accreditations for organizations such as critical access hospitals, nursing homes and long-term care facilities, and other health care facilities. Their mission is "to continuously improve the safety and quality of care provided to the public through the provision of health care accreditation and related services that support performance improvement in health care organizations."	
RSS Feeds of Podcasts on Sentinel Alerts	http://www.jointcommission.org/podcast.aspx?CategoryId=1
National Council of State Boards of Nursing (at the website, review the Board of Nursing for your home state)	https://www.ncsbn.org/boards.htm

Internet Site	Internet Address
The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose membership comprises the boards of nursing in the 50 states, the District of Columbia, and four United States territories: American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands. The purpose of NCSBN is to provide an organization through which boards of nursing act and counsel together on matters of common interest and concern affecting the public health, safety, and welfare, including the development of licensing examinations in nursing. The website provides links to all state boards and nurse practice acts.	
Centers for Disease Control and Prevention: Medication Safety Program	http://www.cdc.gov/medicationsafety
The CDC is a component of the Department of Health and Human Services. Its mission is to collaborate to create the expertise, information, and tools that can be used to protect personal health, community health and national health. This health promotion is done by the prevention of disease, injury and disability, and preparedness for health threats.	
U.S. Department of Health and Human Services (subscriptions@hhs.gov)	http://www.hhs.gov/
Sign up to receive notices from Drug Shortages for U.S. Food and Drug Administration (FDA) and Recalls, Market Withdrawals, & Safety Alerts for USDA.	
Other References	
Code of Ethics for Nurses with Interpretive Statements	http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Revision-of-Code-of-Ethics-Panel
Nursing: Scope and Standards of Practice	www.nursingworld.org/scopeandstandardsofpractice
Nursing's social policy statement (2010) American Nurses Association	www.nursesbooks.org/Main-Menu/eBooks/General/Social-Policy-Statement.aspx
Resources for National Patient Safety Goals:	www.jointcommission.org/standards_information/npsgs.aspx www.qsen.org www.iom.edu

Internet Site	Internet Address
Evolve Student Resources	http://evolve.elsevier.com
Evolve Student Resources are available to you online as part of the supplemental materials for this course. Helpful activities and content can be accessed to support your learning experience.	

Clinical Applications and Evaluation

Skills Performance Checklist
Adult Nursing I

The Skills Performance Checklist is to be maintained by the nursing student in this course. The student is responsible for filling in the dates of initial instruction and demonstration, the dates that the skill is practiced in lab and clinical settings, and learning needs related to that skill at midterm and final evaluation conferences. The student is responsible for informing the clinical instructor of all skill competencies and learning needs, and to be proactive in seeking opportunities for practice.

Level One Skills Adult Nursing I	Taught (Date)	Practiced (Dates)	Competence/Notes (Date)
Giving change-of-shift report			
Documenting nurses' progress notes			
Incident reporting			
Continuous passive motion (CPM) machine			
Applying elastic stockings and sequential compression devices (SCDs)			
Assisting with ambulation and use of canes, crutches, and walker			
Care of the patient in skin traction			
Care of the patient in skeletal traction and pin site care			
Care of the patient with immobilization devices			
Placing a patient on a support surface			
Placing a patient on an air-suspension bed			
Placing a patient on an air-fluidized bed			
Placing a patient on a bariatric bed			
Placing a patient on a rotokinetic bed			
Administering medications by nasogastric (NG) tube			
Performing nutritional assessment			
Administering Enteral nutrition: nasoenteric, gastrostomy, or jejunostomy tube			
Initiating intravenous therapy			
Caring for central vascular access device			
Inserting a straight or indwelling catheter			
Care and removal of indwelling catheter			
Bladder scan and catheterization to determine residual urine			

Level One Skills Adult Nursing I	Taught (Date)	Practiced (Dates)	Competence/Notes (Date)
Performing catheter irrigation			
Applying a condom catheter			
Care of a suprapubic catheter			
Pouching a colostomy or an enterostomy			
Pouching a urostomy			
Catheterizing a urinary diversion			
Teaching medication self-administration			
Managing parenteral nutrition in the home			
Obtaining vaginal or urethral discharge specimens			
Collecting a sputum specimen by expectoration			
Administering medications: dosage calculation			

Nursing Care Plan/Concept Map

Care plans and/or concept maps are to be developed before clinical and brought to the clinical experience for review by the instructor. The document should be revised and completed based on the clinical experience. Care plan/concept maps will be graded on a satisfactory/needs improvement/unsatisfactory basis. Written feedback will be given to the student. This feedback will be included in the clinical evaluation tool at midterm and final clinical evaluation conferences.

Nursing Concept Map

Concept maps link theory to clinical practice via a diagram. Maps allow the student to visualize health promotion and maintenance within the context of the whole person and the environment of care, i.e., "to see the whole picture." Maps promote interventions based on the individual patient's needs, not just a medical diagnosis.

The following steps are to be followed in developing a concept map:

1. Gather data: sources include patient interview, history and records of current hospital stay, medications, staff resources, etc.
2. Create a patient problem list.
3. Use a blank unlined sheet of paper.
4. Diagram the relationships among the problems (cause and effect); use arrows to show the direction of the relationship.
5. On the arrow, explain the relationship between the problems (pathophysiology).
6. Cluster concepts and related data on your map.
7. Color code diagram if desired; use a key to explain the meaning of the colors.
8. Identify pertinent labs and diagnostic tests related to each problem.
9. Correlate medications and therapies to each problem.
10. Include symptoms/responses from psychological, physiological, sociocultural, spiritual, and developmental domains.
11. Identify nursing diagnoses.
12. Bring to clinical and be prepared to discuss in terms of desired outcomes and interventions.
13. Revise as directed and submit to clinical instructor.

Nursing Care Plan

The Nursing Care Plan links theory to clinical practice via a written table. Care Plans allow the student to organize data and apply theory to developing plans of care for individual patients. The following format is to be used to develop a patient care plan:

<div align="center">

ITT Technical Institute
Associate of Science in Nursing
<u>Nursing Care Plan</u>

</div>

Student name _____   Date _____

Patient age _____ Support system _____

Admitting diagnosis: _____

Secondary diagnoses: _____

Preclinical Data Assessment and Development of Plan of Care	Revision Notes
Admission (summarize events leading up to point of admission):	
Summary of current visit history (summarize patient course since admission):	
Patient social/cultural/spiritual/developmental/support system/environmental factors:	
Current treatments and medications (list with administration times):	
Pertinent lab/X-ray/diagnostic procedure results:	

Preclinical Data Assessment and Development of Plan of Care	Revision Notes
Significant assessment findings:	
Priority nursing diagnoses (diagnosis):	
Priority nursing interventions (planning/interventions):	
Patient/family response to interventions (implementation/evaluation):	

Course Evaluation and Grading

Evaluation Criteria Table

The final grades will be based on the following weighted categories:

Category	Weight
Writing Assignments	10%
Quizzes (unannounced)	5%
Exams	50%

Final Exam	35%
Total	**100.00%**
Lab Practicals	**P/F**
Clinical Evaluations	**P/F**
Assign	**P/F**
Evaluation	**P/F**

NOTE:

Punctual and regular attendance at clinical is mandatory; the student is to abide by the policies noted in the Student Handbook. All clinical hours must be completed; students will not be permitted to leave a clinical site prior to the scheduled completion time.

All nursing skills lab hours must be completed. The instructor has the discretion to permit students to make up missed labs. If the instructor permits students to make up missed labs, it is the responsibility of the student to:

1. Make up the missed lab prior to the next class meeting.

2. Prepare by reviewing all materials associated with the missed lab.

3. Utilize open nursing lab hours to practice if needed.

Clinical rotations are a required part of this course. You will apply theory and skills to care for the adult population in a variety of health care settings. The clinical learning activities and expected behaviors are based on the program's level and outcome objectives. You are expected to be prepared for each session and perform nursing care as assigned by your instructor. Reference the enclosed Adult Nursing I Clinical Evaluation Tool for expected behaviors. In order to gain a Pass (P) rating, you will have to satisfactorily care for your assigned medical-surgical patients. If you are unsuccessful, you will be awarded a Fail (F) rating.

All assignments must be completed and turned in.

The instructor has the discretion to give unannounced quizzes in class to assess student participation and understanding of the material. Quizzes cannot be made up.

No extra credit points will be given in this course.

For this course, the student must achieve at least a B for the final course grade for progression in the program. Refer to state specific guidelines as applicable.

Students are responsible for abiding by the Plagiarism Policy.

Grade Conversion Table

The final grades will be calculated from the percentages earned in class as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

ITT Technical Institute
Associate Degree in Nursing

Clinical Evaluation Tool
First Level (NU130, NU230) Objectives

Student_____

Clinical Agency_____

Faculty_____

Rating Scale

Satisfactory = S
The student consistently works at the level expected of a first-year nursing student. The behavior/response being evaluated has been demonstrated consistently.

Needs to Improve = NI   [This category may be used only at mid-quarter grading]
The student's performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a first-year nursing student. The student continues to need assistance.

Unsatisfactory = U
The student is unable to work at a level that is acceptable for a first-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

By mid-term evaluation, the student must achieve a minimum 80% "S" or "NI" on evaluated behaviors. A student not meeting this standard will meet with the clinical instructor to develop a learning contract.

By final evaluation, the student must achieve a minimum 80% "S" or higher on evaluated behaviors.

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
1. Apply nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent nursing care. A. Explains pathophysiology of patient's disease process. B. Applies knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social and spiritual needs. C. Participates effectively in appropriate data collection for delivery of optimal health care. D. Applies knowledge of growth and development to provide age-appropriate care.			
2. Examines nursing values within the roles of Provider of Care, Manger of Care and Member of the discipline of nursing and the interdisciplinary team to provide direct patient care across the lifespan. A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice. B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, religion, gender, sexual preference, socio-economic status, national origin, handicap, or disease. C. Maintains confidentiality of all patient information. D. Interacts with all patients and team members in a respectful manner. E. Identifies advocacy needs of the patient. F. Demonstrates caring in interactions with patients. G. Identifies aspects of care that could be delegated to other members of the health team. H. Demonstrates accountability for previous learning. I. Demonstrates accountability and responsibility for competent nursing care. J. Incorporates ethical, professional and regulatory standards in provision of patient care. K. Demonstrates awareness of own strengths and limitations as a team member. L. Seeks information about quality improvement in the care setting. M. Respects the property of patients, family, significant others, and the clinical agency.			

3. Applies the Nursing Process in the implementation of competent nursing care.
 	
A. Develops a nursing care plan which addresses the patient as a holistic person.
B. Assessment
  1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history).
  2. Conducts an accurate physical/mental assessment which incorporates patient's growth and development.
  3. Accurately identifies signs and symptoms of altered health state.
  4. Assesses levels of physical and emotional comfort.			

OBJECTIVES AND BEHAVIORS	**M**	**F**	**COMMENTS**
5. Assesses patient's ability to perform activities of daily living.			
6. Assesses patient's patterns of coping and interacting.			
7. Elicits patient values, preferences and expressed needs, and health goals.			
8. Assesses available and accessible human and material resources.			
C. Diagnosis			
1. Verifies data collected.			
2. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements.			
3. Prioritizes nursing diagnoses.			
4. Documents nursing diagnoses in the plan of care.			
D. Planning			
1. Develops realistic, measurable short and long term goals and outcome criteria with the patient.			
2. Plans individualized interventions which are supported by relevant resources.			
3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs.			
4. Incorporates national patient safety resources to focus attention on patient safety.			
5. Identifies resources based on necessity and availability.			
E. Implementation			
1. Performs interventions within the standards and policies of the nursing unit.			
2. Ensures safety of patients and care environment.			
3. Initiates requests for help and seeks instruction when appropriate to situation.			
4. Clarifies role and accountability in relation to other health care team members.			
5. Demonstrates effective use of technology and information technology to communicate, mitigate error, and support decision making.			
6. Uses appropriate safety strategies to reduce reliance on memory.			
7. Performs health education appropriate to patient needs and level of understanding.			
F. Evaluation			
1. Evaluates nursing care based on short term goals/patient outcomes.			
2. Identifies data to support evaluation.			
3. Continually validates data and modifies nursing care plan based on patient's response.			
4. Utilizes critical thinking and judgment in responding to changes in patient status.			
5. Identifies quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
4. **Applies health promotion and maintenance concepts in all health care settings.** A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation and or disease management. B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management. C. Promotes the patient's ability to make informed decisions. D. Evaluates effectiveness of teaching.			
5. **Utilizes safe and therapeutic communication skills in caring or individuals, families, groups and communities across the life span.** A. Practices therapeutic communication techniques when interacting with patients and families, groups or communities. B. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care. C. Examines effectiveness of own communication with patients, families and health team members. D. Communicates patient values, preferences and expressed needs to other members of the health care team. E. Solicits input from other team members to improve individual performance. F. Expresses self clearly and directly with others. G. Documents pertinent data correctly in a succinct, accurate, relevant, timely and informative manner. H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures. I. Displays empathy through active listening. J. Incorporates appropriate boundaries of therapeutic relationships. K. Protects confidential information.			
6. **Demonstrates competent technical skills based on scientific rationales in the delivery of safe and effective nursing care.** A. Provides safe and effective nursing care to patients using evidenced based practice. B. Incorporates relevant national patient safety goals into nursing care. C. Demonstrates preparedness to meet patient needs. D. Demonstrates accountability for previous learning. E. Seeks assistance from the instructor as needed. F. Submits assignments on time. G. Arrives to clinical on time. H. Wears appropriate attire and is well groomed I. Actively participates in pre/post conference J. Initiates plans for self improvement as a member of the interdisciplinary team.			

MIDTERM EVALUATION

Date: 3/17/2014

Faculty Comments:

Student Comments:

Grade:_____

Faculty:_____

Student:_____

Date:_____

FINAL EVALUATION

Faculty Comments:

Student Comments:

Grade:_____

Faculty:_____

Student:_____

Date:_____

Addendum for NU130 Adult Nursing I

Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of theory. Your progress will be regularly assessed through assignments, quizzes and exams.

Out-of-Class Work

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the "Course Outline" section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

Assignments

Unit	Assignment	In-Class	Out-of-Class
1	Read Ch 1 in *Medical-Surgical Nursing* Ignatavicius		X
	Straw Project/Communication	X	
	Saunders NCLEX questions		X
	Read *Medical-Surgical Nursing* Chapters 53, 54, 55		X
2	Read Chapters 53, 54, 55 in *Medical-Surgical Nursing*		X
	Complete Virtural Excursion Lesson 20, 21	X	
	Complete NCLEX Questions Ch 68, 69		X
	Case studies	X	
3	Read *Medical-Surgical Nursing* 56, 57, 58, 63		X
	Study for Test #1		X
	Complete NCLEX Questions		X
	Case studies	X	
4	Test Units 1-3	X	
	Virtual Excursion Lesson 21	X	
	Complete NCLEX Questions 55 & 56		X

Unit	Assignment	In-Class	Out-of-Class
	Read *Medical-Surgical Nursing* 59, 60 61, 62		X
5	Read *Medical-Surgical Nursing* Chapter 24, 25, 26, 27		X
	Evidence-Based Practice article for clinical problem using virtual library		X
	Complete NCLEX Question 69 & 70		X
	Case Studies	X	
6	Read *Medical-Surgical Nursing* Chapter 68, 69, 70		X
	Complete NCLEX Questions Chapters 51 & 52		X
	Present EBP Article	X	
	Case Studies	X	
	Study for Units 4-6 Test		X
7	Read *Medical-Surgical Nursing* Chapter, 68-69		X
	Complete NCLEX Questions 62		X
	Case Studies	X	
	Study for Units 7 & 8 Test		X
8	Read *Medical-Surgical Nursing* Chapters 70 & 71		X
	NCLEX Questions 63		X
	Case Studies	X	
9	Study for Units 7-9 Exam		X
	Read *Medical-Surgical Nursing* Chapter 72-74 as directed in unit outline		X
	Complete NCLEX Questions		X
	Practice NCLEX Questions	X	
10	Exam Units 7-9		
	Read *Medical-Surgical Nursing* Chapters 75 & 76		X
	Review for final exam		X
11	Final	X	

Grades

Grading Category	Weight	In-Class	Out-of-Class
Assignments	20%	10%	20%
Quizzes/ HESI	10%		10%
Exams (40%) Final (30%)	70%	70%	
TOTAL	**100%**	**80%**	**30%**