

ITT Technical Institute

NU230

Adult Nursing II

Onsite Course

SYLLABUS

Credit hours: 8

Contact/Instructional hours: 160 (40 Theory Hours, 120 Clinical Hours)

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

Prerequisite: NU130 Adult Nursing I; Prerequisite or Corequisite: GE257 Microbiology

Course Description:

This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with oxygenation, cardiac output, tissue perfusion, neurological conditions, emergencies, burns, or regulation and metabolism.

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 when providing direct care in the clinical setting.

Technology is used to reinforce course content.

Syllabus: Adult Nursing II

Major Instructional Areas

1. Selected medical-surgical patient conditions
2. Pathophysiology of complex patient conditions
3. Clinical experience caring for complex adult medical-surgical patients
4. Documentation
5. Physical assessment
6. Nursing process

Course Objectives

1. Incorporate the 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. Incorporate 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. Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
5. Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
6. Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
7. Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
8. Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
9. Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
10. Satisfactorily demonstrate assigned nursing skills.
11. Satisfactorily care for medical-surgical patients.

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 Quality of practice Collaboration
2	1, 6	Caring interventions	Ethics
3	1, 6	Clinical decision making Caring interventions	Planning Implementation Evaluation Professional practice evaluation Research
4	3	Assessment Clinical decision making	Assessment Diagnosis Outcomes identification Planning Implementation Evaluation Quality of practice
5	4, 5	Assessment Teaching and learning Managing care	Planning Implementation Evaluation Professional practice evaluation
6	1, 4	Assessment Teaching and learning	Assessment Diagnosis Outcomes identification Planning Evaluation
7	5	Professional behaviors Communication Caring interventions	Implementation Collegiality Collaboration
8	5, 6	Communication	Collegiality Collaboration Quality of practice
9	5, 6	Communication Professional behaviors	Collaboration Quality of practice
10	1, 6	Professional behaviors Caring interventions	Quality of practice

		Managing care	
11	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 effectively as a member of the health care team.
5. Demonstrate appropriate communication and behaviors when working with health care team members and patients from diverse backgrounds.

Course Outline

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

Unit	Activities
1. Oxygenation	<p>Content covered:</p> <p>Review <i>Anatomy & Physiology</i>:</p> <ul style="list-style-type: none"> ○ Relevant chapter(s) <p>Review <i>Pharmacology and the Nursing Process</i>:</p> <ul style="list-style-type: none"> ○ Relevant chapter(s) <p>Review <i>Fundamentals of Nursing</i>:</p> <ul style="list-style-type: none"> ○ Relevant chapter(s) <p><i>Medical-Surgical Nursing</i>:</p> <ul style="list-style-type: none"> ○ Chapter 29, “Assessment of the Respiratory System” ○ Chapter 30, “Care of Patients Requiring Oxygen Therapy or Tracheostomy” ○ Chapter 31, “Care of Patients with Noninfectious Upper Respiratory Problems” ○ Chapter 32, “Care of Patients with Noninfectious Lower Respiratory Problems” ○ Chapter 33, “Care of Patients with Infectious Respiratory Problems” <p>Complete <i>Virtual Clinical Excursions</i>:</p> <ul style="list-style-type: none"> ○ Lesson 11, “Cancer” ○ Lesson 12, “Asthma”

Unit	Activities
	<ul style="list-style-type: none"> ○ Lesson 13, “Emphysema and Pneumonia” ○ Lesson 14, “Pulmonary Embolism” Read from Saunders <i>Comprehensive Review for the NCLEX-RN® Examination</i> : Relevant chapters Writing Assignments: 1.1 Clinical Applications: 1.1
2. Cardiac Output and Tissue Perfusion (Part I)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 35, “Assessment of the Cardiovascular System” ○ Chapter 37, “Care of Patients with Cardiac Problems” ○ Chapter 38, “Care of Patients with Vascular Problems” ○ Chapter 40, “Care of Patients with Acute Coronary Syndromes” Complete <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lesson 15, “Atrial Fibrillation” ○ Lesson 16, “Hypertension” Writing Assignments: 2.1 Clinical Applications: 2.1
3. Cardiac Output and Tissue Perfusion (Part II)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 40, “Care of Patients with Acute Coronary Syndromes” ○ Chapter 41, “Assessment of the Hematologic System” ○ Chapter 42, “Care of Patients with Hematologic Problems” Complete <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lesson 17, “Blood Transfusions” Read from Saunders <i>Comprehensive Review for the NCLEX-RN® Examination</i> : Relevant chapters. Writing Assignments: 3.1 Clinical Applications: 3.1
4. Neurological (Part I)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 43, “Assessment of the Nervous System” ○ Chapter 44, “Care of Patients with Problems of the Central Nervous System: The Brain” ○ Chapter 45, “Care of Patients with Problems of the Central

Unit	Activities
	Nervous System: The Spinal Cord” Exams: Units 1–3 Clinical Applications: 4.1
5. Neurological (Part II)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 46, “Care of Patients with Problems of the Peripheral Nervous System” ○ Chapter 47, “Care of Critically Ill Patients with Neurologic Problems” Complete <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lesson 18, “Lumbosacral Back Pain” Read from Saunders <i>Comprehensive Review for the NCLEX-RN® Examination</i> : Relevant chapters. Writing Assignments: 5.1 Clinical Applications: 5.1
6. Sensation and Cognition	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 48, “Assessment of the Eye and Vision” ○ Chapter 49, “Care of Patients with Eye and Vision Problems” ○ Chapter 50, “Assessment of the Ear and Hearing” ○ Chapter 51, “Care of Patients with Ear and Hearing Problems” Complete <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lesson 19, “Glaucoma” Writing Assignments: 6.1 Clinical Applications: 6.1 Midterm Clinical Evaluation
7. Emergencies	Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 11, “Care of Patients with Common Environmental Emergencies” ○ Chapter 28, “Care of Patients with Burns” Exams: Units 4-6 Clinical Applications: 7.1
8. Regulation and Metabolism (Part I)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> :

Unit	Activities
	<ul style="list-style-type: none"> ○ Chapter 64, “Assessment of the Endocrine System” ○ Chapter 65, “Care of Patients with Pituitary and Adrenal Gland Problems” Clinical Applications: 8.1
9. Regulation and Metabolism (Part II)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 67, “Care of Patients with Diabetes Mellitus” Complete <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lesson 24, “Diabetes Mellitus, Part 1” ○ Lesson 25, “Diabetes Mellitus, Part 2” Writing Assignments: 9.1 Clinical Applications: 9.1
10. Regulation and Metabolism (Part III)	Review <i>Anatomy & Physiology</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Review <i>Pharmacology and the Nursing Process</i> : <ul style="list-style-type: none"> ○ Relevant chapter(s) Read from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter 66, “Care of Patients with Problems of the Thyroid and Parathyroid Glands” Read from Saunders <i>Comprehensive Review for the NCLEX-RN® Examination</i> : Relevant chapters. Exams: Units 7–9 Clinical Applications: 10.1 Course Review
11. Course Review and Final Examination	NCLEX Review Session Saunders <i>Comprehensive Review for the NCLEX-RN® Examination</i> : <ul style="list-style-type: none"> ○ Chapters 53, 54, 57–60, 65, 66 Review from <i>Medical-Surgical Nursing</i> : <ul style="list-style-type: none"> ○ Chapter Key Points for Chapters 11, 28–33, 35, 37, 38, 40–51, 64–67 Review <i>Virtual Clinical Excursions</i> : <ul style="list-style-type: none"> ○ Lessons 11–19, 24–25 Review <i>Clinical Nursing Skills & Techniques</i> : <ul style="list-style-type: none"> ○ Skills 19-1 to 19-3 ○ Skills 21-4, 21-6 ○ Skill 22-3 ○ Skills 25-3 to 25-4 ○ Skills 26-1 to 26-3 ○ Skills 29-1 to 29-2 ○ Skills 43-6, 43-9 ○ Procedural Guideline 5-3

Unit	Activities
	<ul style="list-style-type: none"> ○ Procedural Guidelines 19-2 to 19-3 ○ Procedural Guideline 22-1 Final Clinical Evaluation Final Exam HESI Adult Nursing Exam

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 review component should be included in the first week of the course as part of clinical orientation to address/reinforce nursing skills noted on the Skills Checklist, which focus on the care of adults with problems with oxygenation, cardiac output, tissue perfusion, neurological function, emergencies, burns, or regulation and metabolism. 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, HESI Exam, 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)
Ackley, B. J., & Ladwig, G. B. (2014). <i>Nursing diagnosis handbook: An evidence-based guide to planning care</i> (10th ed.). St. Louis, MO: Mosby.			
Gray Morris, D.C. (2014). <i>Drug calculations online for calculate with confidence</i> (user guide, access code, and textbook package) (6th ed.). St. Louis: Mosby.			
Ignatavicius, D. D., & Workman, L. M. (2013). <i>Medical-surgical nursing: Patient-centered collaborative care</i> (7th ed.). St. Louis, MO: Saunders. (with <i>Virtual Clinical Excursions</i>).			
Ignatavicius, D. D., Conley, P.B., Lee, A. H., & Rose,			

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
D. (2013). <i>Clinical decision-making study guide for medical-surgical nursing</i> (7th ed.). St. Louis, MO: Saunders.			
Lilley, L. L., Rainforth Collins, S., & Snyder, J. S. (2014). <i>Pharmacology and the nursing process</i> (7th ed.). St. Louis, MO: Mosby.			
Lilley, L. L., Rainforth Collins, S., & Snyder, J. S. (2014). <i>Study guide for pharmacology and the nursing process</i> (7th ed.). St. Louis, MO: Mosby.			
Perry, A. G., Potter, P. A., & Ostendorf, W. (2014). <i>Skills performance checklists for Clinical nursing skills & techniques</i> (8th ed.). St. Louis, MO: Mosby			
Potter, P. A., Perry, A.G., Stockert, P., Hall, A., & Ochs, G. (2012). <i>Study guide for fundamentals of nursing</i> (8th ed.). St. Louis, MO: Mosby.			
Perry, A. G., & Potter, P. A. (2014). <i>Clinical nursing skills & techniques</i> (8th ed.). St. Louis, MO: Mosby.			
Potter, P. A. (2013). <i>Virtual clinical excursions for fundamentals of nursing.</i> (8th ed.). St. Louis, MO: Mosby.			
Potter, P. A., & Perry, A. G. (2013). <i>Fundamentals of nursing.</i> (8th ed.). St. Louis, MO: Mosby.			
Silvestri, L. A. (2011). <i>Saunders comprehensive review for the NCLEX-RN® examination</i> (5th ed.). St. Louis, MO: Saunders.			
Other Items*			
Gahart, B. L., & Nazareno, A. R. (2014). <i>2014 Intravenous medications: A handbook for nurses and health professionals</i> (30th ed.). St. Louis, MO: Mosby.			
Pagana, K. D., & Pagana, T. J. (2013). <i>Mosby's diagnostic and laboratory test reference</i> (11th ed.). St. Louis, MO: Mosby.			
Skidmore-Roth, L. (2013). <i>Mosby's drug guide for nursing students</i> (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 database.

- [*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 Student Resources

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.

Web Sites

Internet Site	Internet Address
Organizations	
Academy of Medical-Surgical Nurses (AMSN)	www.amsn.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 Nurses Association (ANA)	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	

Internet Site	Internet Address
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	www.nursingworld.org/MainMenuCategories/EthicsStandards.aspx
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	https://www.cms.gov/
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)	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	www.jointcommission.org/
The Joint Commission provides evaluations and accreditations for organizations such as critical access	

Internet Site	Internet Address
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.”	
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
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 (CDC)	www.cdc.gov/
A component of the Department of Health and Human Services, the CDC’s 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.	
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/scopeandstandardspractice
<i>Nursing’s social policy statement</i> (2010) American Nurses Association	www.nursesbooks.org/MainMenu/eBooks/General/Social-Policy-Statement.aspx
Resources for National Patient Safety Goals:	www.qsen.org www.iom.edu
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.	

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

Clinical Applications and Evaluation

Skills Performance Checklist Adult Nursing II

The Skills Performance Checklist is to be maintained by the Adult Nursing II student. 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 Two Skills Adult Nursing II	Taught (date)	Practiced (dates)	Competence/Notes (date)
Taking care of contact lenses			
Taking care of an artificial eye			
Eye irrigation			
Care of hearing aids			
Measuring oxygen saturation (pulse oximetry)			
Using metered-dose inhalers			
Using small-volume nebulizers			
Administering ear drops			
Administering ear irrigations			
Endotracheal tube care			
Tracheostomy care			
Caring for patients with chest tubes/disposable drainage			
Assisting with removal of chest tubes			
Reinfusion of chest tube drainage			
Initiating blood therapy			
Monitoring for adverse reactions to transfusion			
Mixing parenteral medications in one syringe			
Administering subcutaneous injections			
Collecting sputum specimens by			

Level Two Skills Adult Nursing II	Taught (date)	Practiced (dates)	Competence/Notes (date)
suction			
Blood glucose monitoring			
Supporting patients and families in grief			
Symptom management in palliative care			
Care of the body after death			
Review/application of all level one skills			

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 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 client’s needs, not just a medical diagnosis.

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

1. Gather data: sources include client 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:

ITT Technical Institute
Associate of Science in Nursing
Nursing Care Plan

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 client course since admission):	
Social/cultural/spiritual/developmental/support system/environmental factors:	
Current treatments and medications (list with administration times):	
Pertinent lab/X-ray/diagnostic procedure results:	
Significant assessment findings:	

Preclinical Data Assessment and Development of Plan of Care	Revision Notes
Priority nursing diagnoses (diagnosis):	
Priority nursing interventions (planning/interventions):	
Client/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
Assignments	10%
Quizzes (unannounced)	5%
Exams	50%
Final Exam	25%
HESI Adult Nursing Exam	10%
TOTAL	100%
Clinical Evaluations	P/F
Assign	S/NI/US
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.
- 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 II 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 written assignments must be completed and turned in.
- The instructor has the discretion to give unannounced quizzes in class to assess student preparation 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.
- The HESI Adult Nursing nationally normed test will be administered at the end of this course. This HESI exam covers content in Adult Nursing I and II and will count 10% of the course grade.

- 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 of Science in Nursing
Clinical Evaluation Tool
Level Two Objectives – Adult Nursing II

Student _____

Clinical Agency _____

Faculty _____

Rating Scale

Outstanding = O

The student consistently works above the level expected of a second-year nursing student. The behavior/response being evaluated has been demonstrated consistently.

Satisfactory = S

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

Needs to Improve = NI

The student’s performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a second-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 second-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

Not Observed = NO

The faculty member has not observed the student perform the behavior. Any rating of “Not Observed” must have an explanatory rationale for omission.

By midterm evaluation, the student must achieve an “O,” “S,” or “NI” on 70% of evaluated behaviors.

By final evaluation, the student must achieve an “O” or “S” on 80% of evaluated behaviors.

Clinical Application and Evaluation

Clinical Evaluation Tool

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
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OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
<p>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.</p> <p>A. Explains pathophysiology of patient’s disease process.</p>			
<p>B. Applies knowledge of patient’s environmental dimensions to meet their physical, psychological, developmental, social, cultural, and spiritual needs.</p>			
<p>C. Participates effectively in appropriate data collection for delivery of optimal health care.</p>			
<p>D. Applies knowledge of growth and development to provide age-appropriate care.</p>			
<p>2. Applies 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.</p> <p>A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice.</p>			
<p>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.</p>			
<p>C. Maintains confidentiality of all patient information.</p>			
<p>D. Interacts with all patients and team members in a respectful manner.</p>			
<p>E. Identifies advocacy needs of the patient.</p>			
<p>F. Demonstrates caring in interactions with patients..</p>			
<p>G. Identifies aspects of care that could be delegated to other members of the health team.</p>			
<p>H. Demonstrates accountability for previous learning.</p>			
<p>I. Demonstrates accountability and responsibility for competent nursing care.</p>			
<p>J. Incorporates ethical, professional and regulatory standards in provision of patient care.</p>			
<p>K. Demonstrates awareness of own strengths and limitations as a team member.</p>			
<p>L. Seeks information about quality improvement in the care setting.</p>			
<p>M. Respects the property of patients, family, significant others, and the clinical agency.</p>			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
<p>3. Applies the nursing process in the implementation of competent nursing care.</p> <p>A. Develops a nursing care plan which addresses the patient as a holistic person.</p>			
<p>B. Assessment</p> <ol style="list-style-type: none"> 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. 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. 			
<p>C. Diagnosis</p> <ol style="list-style-type: none"> 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. 			
<p>D. Planning</p> <ol style="list-style-type: none"> 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. 			
<p>E. Implementation</p> <ol style="list-style-type: none"> 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 			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
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.			
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. Provides 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. Applies safe and therapeutic communication skills in caring for 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			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
policies and procedures.			
I. Displays empathy through active listening.			
J. Incorporates appropriate boundaries of therapeutic relationships.			
K. Protects confidential information.			
6. Applies 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 federal and state regulatory requirements 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 CLINICAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

FINAL CLINICAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

Addendum for NU230 Adult Nursing II

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 both theory and clinical components. Your progress will be regularly assessed through writing assignments, quizzes, unit exams, HESI Adult Nursing Exam, and a final exam.

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 <i>Medical-Surgical Nursing</i> Chapters 29-33		X
	Writing Assignment: VCE Lesson 11-14		X
	Respiratory Disorder Quiz		X
	Clinical Skills: <ul style="list-style-type: none"> • Skill 26-1 Using Metered-Dose Inhalers • Skill 26-1 Managing Closed Chest Drainage Systems • Skill 26-2 Assisting with Removal of Chest Tubes • Skill 26-3 Autotransfusion of Chest Tube Drainage • Skill 43-6 Collecting Sputum Specimens by Suction 		X
2	Read <i>Medical-Surgical Nursing</i> Chapters 35-38, 40		X
	Writing Assignment: VCE Lesson 15 -16		X
	Heart Failure Case Study	X	
	Unit 1 Quiz		X
	Clinical Skills: <ul style="list-style-type: none"> • Skill 25-4 Tracheostomy Care 		X

Unit	Assignment	In-Class	Out-of-Class
3	Read <i>Medical-Surgical Nursing</i> Chapters 40-41		X
	Writing Assignment: VCE Lesson 17		X
	Cardiovascular Quiz		X
	Study for Unit 1-3 Exam		X
	Clinical Skills: <ul style="list-style-type: none"> Procedural Guideline 5-3 Measuring Oxygen Saturation (Pulse Oximetry) Skill 25-3 Performing Endotracheal Tube Care 		X
4	Read <i>Medical-Surgical Nursing</i> Chapters 43-45		X
	Unit 1-3 Exam	X	
	Hematology Quiz		X
	Writing Assignment: VCE Lesson 14		X
5	Writing Assignment: VCE Lesson 18		X
	Read <i>Medical-Surgical Nursing</i> Chapters 46-47		X
	Powerpoint Presentations	X	
	Quiz 5		X
6	Read <i>Medical-Surgical Nursing</i> Chapters 48-51		X
	Writing Assignment: VCE Lesson 19		X
	Powerpoint Presentations	X	
	Clinical Skills: <ul style="list-style-type: none"> Lab Check-offs Procedural Guideline 19-2 Taking Care of Contact Lenses Procedural Guideline 19-3 Taking Care of an Artificial Eye Skill 19-1 Eye Irrigation Skill 19-3 Care of Hearing Aids Skill 21-5 Administering Ear Drops Skill 19-2 Ear Irrigations 	X	
	Study for Unit 4-6 Exam		X
7	Read <i>Medical-Surgical Nursing</i> Chapters 11, 28		X
	Unit 4-6 Exam	X	
	Environmental / Burns Quiz		X
	Clinical Skills: <ul style="list-style-type: none"> Skill 29-1 Initiating Blood Therapy Skill 29-2 Monitoring for Adverse Reactions to 		X

Unit	Assignment	In-Class	Out-of-Class
	Transfusions <ul style="list-style-type: none"> • Procedural Guideline 22-1 Mixing Parenteral Medications in One Syringe • Skill 22-3 Administering Subcutaneous Injections • Skill 43-9 Blood Glucose Monitoring 		
8	Read <i>Medical-Surgical Nursing</i> Chapters 64-65		X
	Endocrine Quiz		X
	Unit 7 Quiz		X
9	Read <i>Medical-Surgical Nursing</i> Chapter 67		X
	Writing Assignment: VCE Lesson 24 -25		X
	Diabetes Mellitus Quiz		X
	Lab Check-offs	X	
	Study for Unit 7-9 Exam		X
10	Read <i>Medical-Surgical Nursing</i> Chapter 66		X
	Thyroid/Parathyroid Quiz		X
	Unit 7-9 Exam	X	
	Study for Unit Final Exam		X
11	Final Exam Units 1-10	X	
	HESI Adult Nursing Exam	X	

Grades

Grading Category	Weight	In-Class	Out-of-Class
Writing Assignments	10%		10
Quizzes (unannounced)	5%		5
Unit Exams	50%	50	
HESI Adult Nursing Exam	10%	10	
Final Exam	25%	25	
TOTAL	100%	85%	15%