

ITT Technical Institute
NU2530T
Adult Nursing I
Onsite and Online Course

SYLLABUS

Credit hours: 8

Contact/Instructional hours: 192 (48 Theory Hours, 144 Clinical Hours)

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

Prerequisite: NU1421 Clinical Nursing Concepts and Techniques II or equivalent;

Prerequisite or Corequisite: SO2550 Sociology or equivalent

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 when providing direct care in the clinical setting. Technology is used to reinforce course content.

Where Does This Course Belong?

The course is preceded by general education courses that include Strategies for the Technical Professional, College Mathematics I, Composition I, Human Anatomy and Physiology I and II, Microbiology, and Psychology, and nursing courses that include Nursing Roles I, Medical Terminology/Dosage Calculations, and Clinical Nursing Concepts and Techniques I and II, and Pharmacology. Typically, in the 5th quarter, the nursing student is taking Sociology concurrently with this Adult Nursing I course.

This course is required for the Associate of Nursing program. This program covers the following core areas:

- Core Area I: Nursing Values,
- Core Area II: Nursing Roles,
- Core Area III: Nursing Process,
- Core Area IV: Competent Nursing Care,
- Core Area V: Health Promotion and Maintenance,
- Core Area VI: Therapeutic Communication Skills.

Course Summary

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

1. Introduction to Medical-Surgical Patient Care
 - 1.1. Critical Thinking in the Role of the Medical-Surgical Nurse
 - 1.2. Collaborating with the Interdisciplinary Health Care Team
 - 1.3. Role of the Medical-Surgical Nurse
 - 1.4. Concept of Caring and Compassion
 - 1.5. Providing Patient-Centered Care
 - 1.6. Overview of the Nursing Process
 - 1.7. Selected Medical-Surgical Patient Conditions
 - 1.8. Documentation and Reporting Using Health Informatics
 - 1.9. Medication Administration
 - 1.10. National, Federal, and State Safety Goals
 - 1.11. Quality Improvement
 - 1.12. Institute of Medicine Core Competencies for Health Professionals
 - 1.13. Implementing Evidence-Based Practice (EBP)
2. Care of the Adult with Medical-Surgical Problems
3. Care of the Adult with Problems of Protection
 - 3.1. Concepts of Inflammation and the Immune Response
 - 3.2. Interventions for Patients with Infections
 - 3.3. Assessment of the Skin, Hair, and Nails
 - 3.4. Interventions for Patients with Skin-Related Problems
 - 3.5. Clinical Experience Caring for Adult Medical-Surgical Patients with Protection Problems
4. Care of the Adult with Problems of Excretion
 - 4.1. Assessment of the Renal/Urinary System
 - 4.2. Interventions for Patients with Urinary Problems
 - 4.3. Interventions for Patients with Gastrointestinal Problems
 - 4.3. Interventions for Patients with Renal Disorders
 - 4.4. Interventions for Patients with Acute and Chronic Renal Failure
 - 4.5. Clinical Experience Caring for Adult Medical-Surgical Patients with Excretion Problems
5. Care of the Adult with Problems of Reproduction
 - 5.1. Assessment of the Reproductive System
 - 5.2. Interventions for Patients with Breast Disorders
 - 5.3. Interventions for Patients with Gynecologic Problems
 - 5.4. Interventions for Male Patients with Reproductive Problems
 - 5.5. Interventions for Patients with Sexually Transmitted Diseases
 - 5.6. Clinical Experience Caring for Adult Medical-Surgical Patients with Reproductive Problems
6. Care of the Adult with Mobility Problems
 - 6.1. Assessment of Patients with Musculoskeletal System Problems
 - 6.2. Health Promotion, Illness Prevention Interventions for Patients with Musculoskeletal Trauma
 - 6.3. Interventions for Patients with Musculoskeletal Trauma
 - 6.4. Clinical Experience Caring for Adult Medical-Surgical Patients with Mobility Problems

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 nursing profession when providing care to patients requiring medical-surgical care.
2. Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care.
3. Utilize evidence-based best practices and follow federal and state regulatory requirements 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 disease processes 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 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 Legal
2	1,6	Caring interventions	Ethics Legal
3	3, 6	Professional behaviors Caring interventions Clinical decision making	Quality of practice
4	1, 3, 6	Clinical decision making Caring interventions	Planning Implementation Evaluation Professional practice evaluation Research
5	3	Assessment Clinical decision making	Assessment Diagnosis Outcomes identification Planning Implementation Evaluation Quality of practice
6	4, 5	Assessment	Planning

Course Objectives	Program-Level Objectives (I or II)	NLNAC Core Components	ANA Standards
		Teaching and learning Managing care	Implementation Evaluation Professional practice evaluation
7	1, 2, 5	Professional behaviors Assessment	Assessment Outcomes identification Planning Collaboration
8	1, 4, 6	Assessment Teaching and learning	Assessment Diagnosis Outcomes identification Planning Implementation Evaluation
9	5	Communication Managing care	Education Collegiality Collaboration Resource utilization
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

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Ignatavicius, D. D., & Workman, M. L. (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., et al. (2013). <i>Clinical decision-making study guide for medical-surgical nursing: patient-centered collaborative care</i> (7th ed.). St. Louis, MO: Saunders.			
HESI (2014). <i>HESI Comprehensive review for the NCLEX-RN® examination</i> (4th ed.). St. Louis, MO: Elsevier.			
LeFever Kee, J. and Marshall, S. M. (2013). <i>Clinical calculations: with applications to general and specialty areas</i> (7th 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). <i>Nursing diagnosis handbook: an evidence-based guide to planning care</i> (10th ed.). St. Louis, MO: Mosby.			
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.			
Mosby. (2013). <i>Mosby's dictionary of medicine, nursing & health professions</i> (9th ed.). St. Louis, MO: Elsevier Mosby.			
Pagana, K. D., & Pagana, T.J. (2013). <i>Mosby's diagnostic and laboratory test reference</i> (11th ed.). St. Louis, MO: Mosby.			
Potter, P. A., & Perry, A. G. (2013). <i>Fundamentals of nursing</i> (8th ed.). St. Louis, MO: Mosby. (includes <i>Virtual Clinical Excursions for Fundamentals of Nursing</i>)			
Potter, P. A., & Perry, A. G. (2013). <i>Study guide for fundamentals of nursing</i> (8th ed.). St. Louis, MO: Mosby.			
Skidmore-Roth, L. (2013). <i>Mosby's drug guide for nursing students</i> (10th ed.). St. Louis, MO: Mosby.			
Workman, L., LaCharity, L., & Kruchko, S. L. (2011). <i>Understanding pharmacology: essentials for medication safety</i> (1st ed.). St. Louis, MO: Saunders.			

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

Recommended Resources

Journals

- *American Journal of Nursing*
- *The American Nurse*
- *American Nurse Today*
- *The International Journal of Nursing: Terminologies and Classifications*
- *Nursing and Health Care*
- *Nursing and Health Care Perspectives*
- *Nursing and Health Care Perspectives on the Community*
- *Critical Care Nursing Clinics of North America*
- *Nursing Research*
- *International Journal of Nursing Terminologies and Classifications*
- *The Online Journal of Nursing Issues Today*

Books

- Lewis, S. L., Dirksen, S. R., Hietkemper, M. M., Bucher, L., & Camera, I. M. (2010). *Medical-surgical nursing: assessment and management of clinical problems* (8th ed.). St. Louis, MO: Mosby.
- Mahan, L. K., Escott-Stump, S., & Raymond, J. L. (2011). *Krause’s food and the nutrition care process* (13th ed.). Philadelphia, PA: Saunders.
- Stanhope, M., & Lancaster, J. (2009). *Foundations of nursing in the community: community-oriented practice* (3rd ed.). St. Louis, MO: Mosby.

Internet Resources

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 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	www.nursingworld.org/MainMenuCategories/Ethics

Internet Site	Internet Address
	Standards/CodeofEthicsforNurses/Code-of-Ethics.aspx
<p>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.</p>	
<p>American Nurses Association’s Center for Ethics and Human Rights</p>	www.nursingworld.org/MainMenuCategories/EthicsStandards.aspx
<p>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.</p>	
<p>Centers for Medicare & Medicaid Services</p>	https://www.cms.gov/
<p>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.</p>	
<p>National Institutes of Health</p>	www.nih.gov/
<p>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.</p>	
<p>NANDA International (formally North American Nursing Diagnosis Association)</p>	www.nanda.org/
<p>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.</p>	
<p>The Joint Commission</p>	www.jointcommission.org/
<p>The Joint Commission provides evaluations and accreditations for organizations such as</p>	

Internet Site	Internet Address
<p>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.”</p>	
<p>National Council of State Boards of Nursing (at the website, review the Board of Nursing for your home state)</p>	<p>https://www.ncsbn.org/boards.htm</p>
<p>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.</p> <p>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.</p>	
<p>Centers for Disease Control and Prevention (CDC)</p>	<p>www.cdc.gov/</p>
<p>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.</p>	
<p>Other References</p>	
<p>Code of Ethics for Nurses with Interpretive Statements</p>	<p>http://www.nursingworld.org/codeofethics</p>
<p>Nursing: Scope and Standards of Practice</p>	<p>www.nursingworld.org/scopeandstandardsofpractice</p>
<p><i>Nursing’s social policy statement</i> (2010) American Nurses Association</p>	<p>www.nursesbooks.org/Main-Menu/eBooks/General/Social-Policy-Statement.aspx</p>
<p>Resources for National Patient Safety Goals:</p>	<p>www.qsen.org www.iom.edu</p>
<p>Evolve Student Resources</p>	<p>http://evolve.elsevier.com</p>
<p>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.</p>	

ITT Tech Virtual Library (accessed via Student Portal | <http://library.itt-tech.edu/Pages/default.aspx>)

- CINAHL

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Collaborating with health care team
- Health informatics
- Intravenous calculations and administration
- Medical-surgical nursing
- Problems with digestion
- Problems with the excretory system
- Problems with immune responses
- Problems with mobility
- Problems with the reproductive system
- Sexually Transmitted Diseases
- Quality Improvement

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> ▪ Do take a proactive learning approach. ▪ Do share your thoughts on critical issues and potential problem solutions. ▪ Do plan your course work in advance. ▪ Do explore a variety of learning resources in addition to the textbook. ▪ Do offer relevant examples from your experience. ▪ Do make an effort to understand different points of view. ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences. 	<ul style="list-style-type: none"> ▪ Don't assume there is only one correct answer to a question. ▪ Don't be afraid to share your perspective on the issues analyzed in the course. ▪ Don't be negative about the points of view that are different from yours. ▪ Don't underestimate the impact of collaboration on your learning. ▪ Don't limit your course experience to reading the textbook. ▪ Don't postpone your work on the course deliverables – work on small assignment components every day.

Course Outline

NOTE: P/F = Pass/Fail; S/NI/U = Satisfactory/Needs Improvement/Unsatisfactory

<p>Unit 1: INTRODUCTION TO MEDICAL-SURGICAL NURSING</p> <p>Upon completion of this unit, students are expected to discuss methods of providing the nursing principles below:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care.. ▪ Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. ▪ 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. ▪ Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings. ▪ Explain the role of the nurse in health promotion and maintenance in diverse health care settings. ▪ Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients. ▪ Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			<p>Out-of-class work: 8 hours</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		
	<p>Grading Category</p>	<p>Activity/Deliverable Title</p>	<p>Grade Allocation (% of all graded work)</p>
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapter 1 	<p>Assignment</p>	Unit 1 Assignment 1: EBP Case Scenario	<p>1.25%</p>
	<p>Clinical</p>	Unit 1 Clinical 1: Nursing Care Plan/Concept Map	<p>S/NI/US</p>
	<p>Clinical Applications</p>	Unit 1 Clinical Applications 1	<p>P/F</p>

<p>Unit 2: MOBILITY</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. ▪ 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. ▪ Teach about health and wellness to select medical-surgical patients across the life 			<p>Out-of-class work: 8 hours</p>
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span in diverse health care settings. <ul style="list-style-type: none"> ▪ Explain the role of the nurse in health promotion and maintenance in diverse health care settings. ▪ Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients. ▪ Demonstrate the use of information technology in health care when documenting care provided to select medical-surgical patients. ▪ Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 52–54 ▪ HESI, relevant chapters 	Assignment	Unit 2 Assignment 2: Virtual Clinical Excursions: Lesson 20, Osteoporosis, and Lesson 21, Osteomyelitis	1.25%
	Clinical	Unit 2 Clinical 2: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 2 Clinical Applications 2	P/F

<p>Unit 3: DIGESTION AND NUTRITION</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • 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. • Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. • 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. • Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings. • Explain the role of the nurse in health promotion and maintenance in diverse health care settings • Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care. • Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients. • Demonstrate the use of information technology to communicate, mitigate error, and support decision making. ▪ Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 		<p>Out-of-class work: 8 hours</p>
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READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapter 55, pp. 1219–1229 ▪ Ignatavicius, Workman, Chapters 56–58, 63 ▪ HESI, relevant chapters 	Assignment	Unit 3 Assignment 3: Virtual Clinical Excursions: Lesson 23, Malnutrition/Obesity	1.25%
	Clinical	Unit 3 Clinical 3: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 3 Clinical Applications 3	P/F

Unit 4: ELIMINATION

Upon completion of this unit, students are expected to:

- 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.
- Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients.
- 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.
- Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
- Explain the role of the nurse in health promotion and maintenance in diverse health care settings
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients.
- Demonstrate the use of information technology in health care when documenting care provided to select medical-surgical patients.
- Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool.

Out-of-class work:
4 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 59–62 ▪ HESI, relevant chapters 	Assignment	Unit 4 Assignment 4: Virtual Clinical Excursions: Lesson 22, Intestinal Obstruction/Colorectal Cancer	1.25%
	Clinical	Unit 4 Clinical 4: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 4 Clinical Applications 4	P/F
	Exam	Exam 1: Units 1–3	16.6%

<p>Unit 5: PROTECTION (PART I)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • 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. • Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care.. • Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. • 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. • Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings. • Explain the role of the nurse in health promotion and maintenance in diverse health care settings. • Apply the elements of the communication process and effective communication techniques when providing basic nursing care to medical-surgical patients. • Demonstrate the use of information technology to communicate, mitigate error, and support decision making. • Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			<p>Out-of-class work: 8 hours</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		
	<p>Grading Category</p>	<p>Activity/Deliverable Title</p>	<p>Grade Allocation (% of all graded work)</p>
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 20–21, 23 ▪ Ignatavicius, Workman, Chapter 22, pp. 387–395 ▪ HESI, relevant chapters 	<p>Assignment</p>	<p>Unit 5 Assignment 5: Virtual Clinical Excursions: Lesson 10, Osteoarthritis and Total Knee Replacement</p>	<p>1.25%</p>
	<p>Clinical</p>	<p>Unit 5 Clinical 5: Nursing Care Plan/Concept Map</p>	<p>S/NI/US</p>
	<p>Clinical Applications</p>	<p>Unit 5 Clinical Applications 5</p>	<p>P/F</p>

<p>Unit 6: PROTECTION (PART II)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • 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. • Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care.. ▪ Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. ▪ Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical- 			<p>Out-of-class work: 8 hours</p>
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<p>surgical patients with problems related to mobility, gastrointestinal function, protection, excretion, or reproduction.</p> <ul style="list-style-type: none"> ▪ Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings. ▪ Explain the role of the nurse in health promotion and maintenance in diverse health care settings. ▪ Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients. ▪ Demonstrate the use of information technology to communicate, mitigate error, and support decision making. ▪ Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 24–26 ▪ Ignatavicius, Workman, Chapter 27 <ul style="list-style-type: none"> ○ Pressure Ulcers, pp. 484–499 ○ Parasitic Disorders, pp. 504–506 ○ Psoriasis, pp. 506–508 ○ Skin Cancer, pp. 509–512 ○ Stevens-Johnson Syndrome, p. 516 ▪ HESI, relevant chapters 	Assignment	Unit 6 Assignment 6: Teaching Strategy for Prevention of Decubitus Ulcer	1.25%
	Clinical	Unit 6 Clinical 6: Midterm – Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 6 Clinical Applications 6: Midterm Clinical Evaluation	P/F

Unit 7: EXCRETION (PART I)

Upon completion of this unit, students are expected to:

- 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.
- Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care.
- Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients.
- 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.
- Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
- Explain the role of the nurse in health promotion and maintenance in diverse health care settings.

Out-of-class work:
8 hours

<ul style="list-style-type: none"> Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients. Demonstrate the use of information technology to communicate, mitigate error, and support decision making. Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Ignatavicius, Workman, Chapter 68, pp. 1533–1549 	Assignment	Unit 7 Assignment 7: Teaching Plan for Patient Who Has Been Discharged Home with a Urinary Diversion	1.25%
<ul style="list-style-type: none"> Ignatavicius, Workman, Chapter 69 	Clinical	Unit 7 Clinical 7: Nursing Care Plan/Concept Map	S/NI/US
<ul style="list-style-type: none"> HESI, relevant chapters 	Clinical Applications	Unit 7 Clinical Applications 7	P/F
	Exam	Exam 2: Units 4–6	16.6%

Unit 8: EXCRETION (PART II)

Upon completion of this unit, students are expected to:

- 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.
- Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients.
- 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.
- Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
- Explain the role of the nurse in health promotion and maintenance in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool.

Out-of-class work:
8 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Ignatavicius, Workman, Chapter 70 	Clinical	Unit 8 Clinical 8: Nursing Care Plan/Concept Map	S/NI/US
<ul style="list-style-type: none"> Ignatavicius, Workman, 	Clinical	Unit 8 Clinical Applications 8	P/F

Chapter 71, pp. 1600–1620 ▪ HESI, relevant chapters	Applications		
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<p>Unit 9: REPRODUCTION (PART I)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • 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. • Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. • 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. • Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings. • Explain the role of the nurse in health promotion and maintenance in diverse health care settings. • Demonstrate the use of information technology to communicate, mitigate error, and support decision making. • Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool. 			<p>Out-of-class work: 8 hours</p>
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READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapter 72, pp. 1647–1659 ▪ Ignatavicius, Workman, Chapter 73 ▪ Ignatavicius, Workman, Chapter 74, pp. 1684–1694, 1699–1711 ▪ HESI, relevant chapters 	Assignment	Unit 9 Assignment 8: Nursing Care for Patients with Gynecologic Problems	1.25%
	Clinical	Unit 9 Clinical 9: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 9 Clinical Applications 9	P/F

<p>Unit 10: REPRODUCTION (PART II)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients. ▪ 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, 			<p>Out-of-class work: 8 hours</p>
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- protection, excretion, or reproduction.
- Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
- Explain the role of the nurse in health promotion and maintenance in diverse health care settings.
- Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients.
- Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 75–76 ▪ HESI, relevant chapters 	Clinical	Unit 10 Clinical 10: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 10 Clinical Applications 10	P/F
	Exam	Exam 3: Unit 7–9	16.6%

Unit 11: COURSE REVIEW AND FINAL EXAMINATION

Upon completion of this unit, students are expected to:

- 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.
- Describe concepts of human valuing that are essential for ethical decision making when providing a basis for nursing care..
- Utilize evidence-based best practices and follow federal and state regulatory requirements when providing care to select medical-surgical patients.
- 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.
- Teach about health and wellness to select medical-surgical patients across the life span in diverse health care settings.
- Explain the role of the nurse in health promotion and maintenance in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Apply the elements of the communication process and effective communication techniques when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Identify quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily complete all objectives on the Adult Nursing I Clinical Evaluation Tool.

Out-of-class work:
10 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> ▪ Ignatavicius, Workman, Chapters 1, 20–27, 52–63, 68–76 ▪ Ignatavicius, Lessons 10, 20–23 ▪ HESI, relevant chapters 	Clinical	Unit 11 Clinical 11: Final Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 11 Clinical Applications 11: Final Clinical Evaluation	P/F
	Exam	Exam 4: Final Exam (Units 1–10)	35%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Nursing Care Plan/Concept Map

Nursing 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 plans/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.

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:

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 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):	

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignments	10%
Quizzes (unannounced)	5%
Exams	50%
Final Exam	35%
TOTAL	100%
Clinical Evaluations	P/F
Assign	S/NI/US
Evaluation	P/F

NOTE: P/F = Pass/Fail; S/NI/U = Satisfactory/Needs Improvement/Unsatisfactory

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

The final grades will be calculated from the percentages earned in the course, 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

NOTE:

- See addendum for state-specific grading criteria, if applicable.

Clinical Application and Evaluation

Clinical Evaluation Tool

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. 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.</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 decision making. 6. Uses appropriate safety strategies to reduce reliance on memory. 7. Performs health education appropriate to patient needs and level of understanding. 			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
<p>F. Evaluation</p> <ol style="list-style-type: none"> 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. 			
<p>4. Applies health promotion and maintenance concepts in all health care settings.</p> <ol style="list-style-type: none"> 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. 			
<p>5. Utilizes safe and therapeutic communication skills in caring for individuals, families, groups, and communities across the life span.</p> <ol style="list-style-type: none"> 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. Communicate 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. 			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
<p>6. Demonstrates competent technical skills based on scientific rationales in the delivery of safe and effective nursing care.</p> <p>A. Provides safe and effective nursing care to patients using evidenced-based practice.</p> <p>B. Incorporates federal and state regulatory requirements into nursing care.</p> <p>C. Demonstrates preparedness to meet patient needs.</p> <p>D. Demonstrates accountability for previous learning.</p> <p>E. Seeks assistance from the instructor as needed.</p> <p>F. Submits assignments on time.</p> <p>G. Arrives to clinical on time.</p> <p>H. Wears appropriate attire and is well groomed.</p> <p>I. Actively participates in pre/post conference.</p> <p>J. Initiates plans for self-improvement as a member of the interdisciplinary team.</p>			

MIDTERM CLINICAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

FINAL CLINICAL EVALUATION

Faculty Comments:

Student Comments:

Grade: _____

Faculty: _____

Student: _____

Date: _____

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)

Addendum for NU2530 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 both theory and clinical components. Your progress will be regularly assessed through assignments, Nursing Care Plans/Concept Maps, clinical performance, quizzes, exams, 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	Ignatavicius, Workman, Chapter 1		X
	Unit 1 Assignment 1: EBP Case Scenario		X
	Unit 1 Clinical 1: Preparation		X
	Unit 1 Clinical 1: Nursing Care Plan/Concept Map	X	
	Unit 1 Clinical Applications 1	X	
	Quiz 1 Week 1 (Covers Unit 1)	X	
2	Reading Assignment: Ignatavicius, Workman, Chapters 52–54; HESI, relevant chapters		X
	Unit 2 Assignment 2: Virtual Clinical Excursions: Lesson 20, Osteoporosis, and Lesson 21, Osteomyelitis		X
	Unit 2 Clinical 2: Preparation		X
	Unit 2 Clinical 2: Nursing Care Plan/Concept Map	X	
	Unit 2 Clinical Applications 2	X	
3	Unit 3 Reading Assignment: Ignatavicius, Workman, Chapter 55, pp. 1219-1229; Ignatavicius, Workman Chapters 56–58, 63; HESI, relevant chapters		X
	Unit 3 Assignment 3: Virtual Clinical Excursions: Lesson 23, Malnutrition/Obesity		X
	Unit 3 Clinical 3: Preparation		X
	Unit 3 Clinical 3: Nursing Care Plan/Concept Map	X	
	Unit 3 Clinical Applications 3	X	

Unit	Assignment	In-Class	Out-of-Class
	Quiz 2 Week 3 (Covers Units 2-3)	X	
4	Reading Assignment: Ignatavicius, Workman, Chapters 59–62; HESI relevant chapters		X
	Unit 4 Assignment 4: Virtual Clinical Excursions: Lesson 22, Intestinal Obstruction/Colorectal Cancer		X
	Unit 4 Clinical 4: Preparation		X
	Unit 4 Clinical 4: Nursing Care Plan/Concept Map	X	
	Unit 4 Clinical Applications 4	X	
	Exam 1 Preparation		X
	Exam 1: Units 1-3	X	
5	Ignatavicius, Workman, Chapters 20-21, 23; Ignatavicius, Workman Chapter 22 pp. 387-395; HESI, relevant chapters		X
	Unit 5 Assignment 5: Virtual Clinical Excursions: Lesson 10, Osteoarthritis and Total Knee Replacement		X
	Unit 5 Clinical 5: Preparation		X
	Unit 5 Clinical 5: Nursing Care Plan/Concept Map	X	
	Unit 5 Clinical Applications 5	X	
	Quiz 3 Week 5 (Covers Unit 4)	X	
6	Ignatavicius, Workman, Chapters 24–26; Ignatavicius, Workman Chapter 27, pp. 484–499, pp. 504-506, pp. 506–508, pp. 509–512 and 516; HESI and relevant chapters		X
	Unit 6 Assignment 6: Teaching Strategy for Prevention of Decubitus Ulcer	X	
	Unit 6 Clinical 6: Preparation		X
	Unit 6 Clinical Applications: Midterm Clinical Evaluation	X	
	Unit 6 Clinical 6: Midterm – Nursing Care Plan/Concept Map	X	
7	Ignatavicius, Workman Chapter 68, pp. 1533–1549; Ignatavicius, Workman Chapter 69 HESI, relevant chapters		X
	Unit 7 Assignment 7: Teaching Plan for Patient Who Has Been Discharged Home with a Urinary Diversion	X	
	Unit 7 Clinical 7: Preparation		X
	Unit 7 Clinical 7: Nursing Care Plan/Concept Map	X	
	Unit 7 Clinical Applications 7	X	
	Exam 2 Preparation		X
8	Exam 2: Units 4-6	X	
	Ignatavicius, Workman Chapter 70; Ignatavicius, Workman Chapter 71, pp. 1600-1620; HESI, relevant Chapters		X
	Unit 8 Clinical 8: Preparation		X
	Unit 8 Clinical 8: Nursing Care Plan/Concept Map	X	
	Unit 8 Clinical Applications 8	X	
9	Quiz 4 Week 8 (Covers Unit 8)	X	
	Ignatavicius, Workman, Chapter 72, pp. 1647–1659 ; Ignatavicius, Workman, Chapter 73; Ignatavicius, Workman, Chapter 74, pp. 1684–1694, 1699–1711; HESI, relevant chapters		X
	Unit 9 Assignment 8: Nursing Care for Patients With Gynecologic Problems	X	
	Unit 9 Clinical 9: Preparation		X

Unit	Assignment	In-Class	Out-of-Class
	Unit 9 Clinical 9: Nursing Care Plan/Concept Map	X	
	Unit 9 Clinical Applications 9	X	
	Exam 3 Preparation		X
10	Ignatavicius, Workman, chapters 75–76; HESI relevant chapters		X
	Unit 10 Clinical 10: Preparation		X
	Unit 10 Clinical 10: Nursing Care Plan/Concept Map	X	
	Unit 10 Clinical Application 10	X	
	Exam 4: Preparation		X
	Exam 3: Unit 7–9	X	
11	Ignatavicius, Workman Chapters 1, 20–27, 52–63,68–76 ;Ignatavicius, Lessons 10, 20–23; HESI, relevant chapters		X
	Unit 11 Clinical 11: Preparation		X
	Unit 11 Clinical 11: Final Nursing Care Plan/Concept Map	X	
	Unit 11 Clinical Applications 11: Final Clinical Evaluation	X	
	Exam 4 Preparation		X
	Exam 4: Final Exam (Units 1–10)	X	

Grades

Grading Category	Weight	In-Class	Out-of-Class
Assignment	10%		10%
Quiz	5%	5%	
Exam	50%	50%	
Final Exam	35%	35%	
TOTAL	100%	90%	10%
Clinical Evaluations	P/F		
Assign	S/NI/US		
Evaluation	P/F		