

ITT Technical Institute

NU2630

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):

Prerequisites: NU2530 Adult Nursing I or equivalent

Course Description:

This course introduces 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.

Instructor:	_____
Office hours:	_____
Class hours:	_____

Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:
<Insert diagram>

Adult Nursing II is taken in the 6th quarter of the eight-quarter associate nursing program. The course is preceded by general education courses which include Strategies for the Technical Professional, College Mathematics I, Composition I, Anatomy and Physiology I and II, Microbiology, Psychology, Sociology and nursing courses which include Nursing Roles I, Medical Terminology/Dosage Calculations, and Clinical Nursing Concepts and Techniques I/II, Pharmacology and Adult Nursing I. Concurrently in the 6th quarter the nursing student is taking Mental Health Nursing.

NOTE: Refer to the catalog for the state-specific course and program information, if applicable.

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, and
- Core Area VI: Therapeutic Communication Skills.

Course Summary

Major Instructional Areas

1. Selected medical-surgical patient conditions
2. Pathophysiology of selected conditions
3. Clinical experience caring for adult medical-surgical patients
4. Documentation
5. Physical assessment
6. Nursing process
7. Federal and state patient safety

Detailed Topical Outline

1. 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. 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 Problems of Oxygenation
 - 2.1. Assessment of the Respiratory System
 - 2.2. Interventions for Patients with a Tracheostomy
 - 2.3. Interventions for Patients with Infectious and Noninfectious Respiratory Problems
 - 2.4. Health Promotion, Illness Prevention Interventions for Patients with Oxygenation Problems
 - 2.5. Clinical Experience Caring for Adult Medical-Surgical Patients with Oxygenation Problems
3. Care of the Adult with Problems with Cardiac Output and Tissue Perfusion Problems
 - 3.1. Assessment of the Cardiovascular System
 - 3.2. Interventions for Patients with Cardiac Problems
 - 3.3. Interventions for Patients with Vascular Problems
 - 3.3. Interventions for Patients with Acute Coronary Syndromes
 - 3.4. Assessment of the Hematologic System
 - 3.5. Interventions for Patients with Hematologic Problems
 - 3.6. Health Promotion, Illness Prevention Interventions for Patients with Cardiac Output and Tissue Perfusion Problems
 - 3.7. Clinical Experience Caring for Adult Medical-Surgical Patients with Cardiac Output and Tissue Perfusion Problems
4. Care of the Adult with Problems of the Nervous System
 - 4.1. Assessment of the Nervous System
 - 4.2. Interventions for Patients with Central Nervous System Problems
 - 4.3. Interventions for Patients with Peripheral Nervous System Problems
 - 4.4. Interventions for Critically Ill Patients with Neurological Problems
 - 4.5. Health Promotion, Illness Prevention Interventions for Patients with Nervous Problems
 - 4.6. Clinical Experience Caring for Adult Medical-Surgical Patients with Problems of the Nervous System
5. Care of the Adult with Sensation and Cognition Problems
 - 5.1. Assessment of the Eyes and Vision
 - 5.2. Assessment of the Ears and Hearing

- 5.3. Health Promotion, Illness Prevention Interventions for Patients with Sensation and Cognition Problems
- 5.4. Interventions for Patients with Eye and Vision Problems
- 5.5. Interventions for Patients with Ear and Hearing Problems
- 5.6. Clinical Experience Caring for Adult Medical-Surgical Patients with Sensation and Cognition Problems
- 6. Care of the Adult with Regulation and Metabolism Problems
 - 6.1. Assessment of the Endocrine System
 - 6.2. Health Promotion, Illness Prevention Interventions for Patients with Endocrine Problems
 - 6.4. Interventions for Patients with Endocrine Problems: Diabetes
 - 6.5. Interventions for Patients with Pituitary and Adrenal Gland Problems
 - 6.6. Interventions for Patients with Endocrine Problems: Thyroid and Parathyroid
 - 6.7. Health Promotion, Illness Prevention Interventions for Patients with Nervous Problems
 - 6.8. Clinical Experience Caring for Adult Medical-Surgical Patients with Regulation and Metabolism Problems
- 7. Care of the Adult with Common Environmental Emergencies
 - 7.1. Assessment of Patients with Common Environmental Emergencies
 - 7.2. Health Promotion, Illness Prevention Interventions for Patients with Common Environmental Emergencies
 - 7.3. Interventions for Patients with Common Environmental Emergencies
 - 7.5. Interventions for Patients with Burns
 - 6.4. Clinical Experience Caring for Adult Medical-Surgical Patients with Common Environmental Emergencies and Burns

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 and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher level nursing care.
- 3. Utilize evidence-based best practices and relevant federal and state 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 disease processes 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 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 behavior Education	Professional practice evaluation Planning Quality of practice Collaboration

Course Objectives	Program-Level Objectives (I or II)	NLNAC Core Components	ANA Standards
2	1,6	Caring interventions	Ethics Legal
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 behavior Communication Caring interventions	Implementation Collegiality Collaboration
8	5, 6	Communication	Collegiality Collaboration Quality of practice
9	5, 6	Communication Professional behavior	Collaboration Quality of practice
10	1, 6	Professional behavior 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. (includes <i>Virtual Clinical Excursions for Fundamentals of Nursing</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. & 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: 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	

Internet Site	Internet Address
affecting nurses and the public.	
American Nurses Association's Code of Ethics	www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx
This site has the American Nurses Association's Code of Ethics for Nurses 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 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	

Internet Site	Internet Address
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
<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. 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>	
Centers for Disease Control and Prevention (CDC)	www.cdc.gov/
<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>	
Other References	
Code of Ethics for Nurses with Interpretive Statements	http://www.nursingworld.org/codeofethics
Nursing: Scope and Standards of Practice	www.nursingworld.org/scopeandstandardspractice
Neuman, C.E., & Dixon, J.F. (2010). <i>Nursing’s social policy statement: The essence of the profession</i> . Silver Spring, MD: American Nurses Association.	http://nursingworld.org/social-policy-statement
Resources for National Patient Safety Goals	www.qsen.org www.iom.edu
Evolve Student Resources	http://evolve.elsevier.com
<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 | <https://studentportal.itt-tech.edu>)

- 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:

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- Collaborating with health care team
- Burns
- Common environmental emergencies
- Health informatics
- Medical-surgical nursing
- Neurological problems
- Problems with cardiac output and tissue perfusion
- Problems with oxygenation
- Problems with regulation and metabolism
- Problems with sensation and cognition

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: OXYGENATION</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"> ▪ 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. ▪ Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care. ▪ Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients. ▪ Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients. ▪ Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings. ▪ Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care. ▪ Analyze the communication process and effective communication technique when providing care to medical-surgical patients. ▪ Demonstrate the use of information technology to communicate, mitigate error, and support decision making. ▪ Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily care for medical-surgical patients. ▪ Satisfactorily complete all objectives on the Adult Nursing II 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, Chapters 30–33 ▪ Ignatavicius, Lessons 11–14 ▪ HESI, relevant chapters 	Assignment	Unit 1 Assignment 1: Virtual Clinical Excursions: Lesson 11, Cancer; Lesson 12, Asthma; Lesson 13, Emphysema and Pneumonia; Lesson 14, Pulmonary Embolism	1.6%
	Clinical	Unit 1 Clinical 1: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 1 Clinical Applications 1	P/F

<p>Unit 2: CARDIAC OUTPUT AND TISSUE PERFUSION (PART I)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Incorporate and apply concepts of human valuing that are essential for ethical 	<p>Out-of-class work: 8 hours</p>
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decision making when providing a basis for higher-level nursing care. <ul style="list-style-type: none"> ▪ Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients. ▪ Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients. ▪ Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings. ▪ Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care. ▪ Analyze the communication process and effective communication technique when providing care to medical-surgical patients. ▪ Demonstrate the use of information technology to communicate, mitigate error, and support decision making. ▪ Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. ▪ Satisfactorily care for medical-surgical patients. ▪ Satisfactorily complete all objectives on the Adult Nursing II 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 35, 37–38, 40 	Assignment	Unit 2 Assignment 2: Virtual Clinical Excursions: Lesson 15, Atrial Fibrillation and Lesson 16, Hypertension	1.6%
<ul style="list-style-type: none"> ▪ Ignatavicius, Lessons 15, 16 	Clinical	Unit 2 Clinical 2: Nursing Care Plan/Concept Map	S/NI/US
<ul style="list-style-type: none"> ▪ HESI, relevant chapters 	Clinical Applications	Unit 2 Clinical Applications 2	P/F

<p>Unit 3: CARDIAC OUTPUT AND TISSUE PERFUSION (PART II)</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care. ▪ Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients. ▪ Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients. ▪ Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings. ▪ Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care. ▪ Analyze the communication process and effective communication technique when providing care to medical-surgical patients. ▪ Demonstrate the use of information technology to communicate, mitigate error, and support decision making. ▪ Incorporate quality improvement processes to measure outcomes, identify hazards 		<p>Out-of-class work: 8 hours</p>
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and errors, and develop changes in care processes. <ul style="list-style-type: none"> Satisfactorily care for medical-surgical patients. Satisfactorily complete all objectives on the Adult Nursing II 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 40–42 Ignatavicius, Lesson 17 HESI, relevant chapters 	Assignment	Unit 3 Assignment 3: Virtual Clinical Excursions: Lesson 17, Blood Transfusions	1.6%
	Clinical	Unit 3 Clinical 3: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 3 Clinical Applications 3	P/F

Unit 4: NEUROLOGICAL PROBLEMS (PART I)

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II 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 43–45 HESI, relevant chapters 	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	16.7%
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Unit 5: NEUROLOGICAL PROBLEMS (PART II)

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II 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 46 ▪ Ignatavicius, Workman, Chapter 47, pp. 1029–1049 ▪ Ignatavicius, Lesson 18 ▪ HESI, relevant chapters 	Assignment	Unit 5 Assignment 4: Virtual Clinical Excursions: Lesson 18, Lumbosacral Back Pain	1.6%
	Clinical	Unit 5 Clinical 5: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 5 Clinical Applications 5	P/F

Unit 6: SENSATION AND COGNITION

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.

Out-of-class work:
8 hours

<ul style="list-style-type: none"> Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients. Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings. Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care. Analyze the communication process and effective communication technique when providing care to medical-surgical patients. Demonstrate the use of information technology to communicate, mitigate error, and support decision making. Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes. Satisfactorily care for medical-surgical patients. Satisfactorily complete all objectives on the Adult Nursing II 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 48–51 Ignatavicius, Lesson 19 HESI, relevant chapters 	Assignment	Unit 6 Assignment 5: Virtual Clinical Excursions: Lesson 19, Glaucoma	1.6%
	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: EMERGENCIES

Out-of-Class Work: 8 hours

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II Clinical Evaluation Tool.

Reading Assignment	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
<ul style="list-style-type: none"> ▪ Ignatavicius & Workman, Chapters 11, 28 ▪ HESI, relevant chapters 	Clinical	Unit 7 Clinical 7: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 7 Clinical Applications 7	P/F
	Exam	Exam 2: Units 4–6	16.7%

Unit 8: REGULATION AND METABOLISM (PART I)

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II 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, Chapters 64–65 ▪ HESI, relevant chapters 	Clinical	Unit 8 Clinical 8: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 8 Clinical Applications 8	P/F

Unit 9: REGULATION AND METABOLISM (PART II)

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical

Out-of-class work:
8 hours

- decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II 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 67 ▪ Ignatavicius, Lessons 24–25 ▪ HESI, relevant chapters 	Assignment	Unit 9 Assignment 6: Virtual Clinical Excursions: Lesson 24, Diabetes Mellitus, Part I and Lesson 25, Diabetes Mellitus, Part 2	1.6%
	Clinical	Unit 9 Clinical 9: Nursing Care Plan/Concept Map	S/NI/US
	Clinical Applications	Unit 9 Clinical Applications 9	P/F

Unit 10: REGULATION AND METABOLISM (PART III)

Upon completion of this unit, students are expected to:

- 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. Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.

Out-of-class work:
8 hours

<ul style="list-style-type: none"> Satisfactorily care for medical-surgical patients. Satisfactorily complete all objectives on the Adult Nursing II 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 66 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 4: Unit 7–9	16.7%

Unit 11: COURSE REVIEW AND FINAL EXAMINATION

Upon completion of this unit, students are expected to:

- 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.
- Incorporate and apply concepts of human valuing that are essential for ethical decision making when providing a basis for higher-level nursing care.
- Utilize evidence-based best practices and relevant national patient safety goals when providing care to select medical-surgical patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to select medical-surgical patients.
- Incorporate health maintenance and promotion in teaching select medical-surgical patients across the life span in diverse health care settings.
- Incorporate normal and therapeutic nutrition into the plan of care for patients with pathologies requiring medical-surgical care.
- Analyze the communication process and effective communication technique when providing care to medical-surgical patients.
- Demonstrate the use of information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.
- Satisfactorily care for medical-surgical patients.
- Satisfactorily complete all objectives on the Adult Nursing II 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 11, 28–33, 35, 37–38, 40–51, 64–67 Ignatavicius, Lessons 11–19, 24–25 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 5: Final Exam (Units 1–10)	25%
	HESI	HESI Medical Surgical Exam	10%

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	25%
HESI Adult Nursing	10%
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

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 as an exam grade.

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. The student 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. The student is 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 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
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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.

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

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 			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
level of understanding.			
<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> <p>A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation, and/or disease management.</p>			
<p>B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management.</p>			
<p>C. Promotes the patient's ability to make informed decisions.</p>			
<p>D. Evaluates effectiveness of teaching</p>			
<p>5. Applies safe and therapeutic communication skills in caring for individuals, families, groups, and communities across the life span.</p> <p>A. Practices therapeutic communication techniques when interacting with patients and families, groups, or communities.</p> <p>B. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care.</p> <p>C. Examines effectiveness of own communication with patients, families, and health team members.</p> <p>D. Communicate patient values, preferences, and expressed needs to other members of the health care team.</p> <p>E. Solicits input from other team members to improve individual performance.</p> <p>F. Expresses self clearly and directly with others.</p> <p>G. Documents pertinent data correctly in a succinct, accurate, relevant, timely, and informative manner.</p> <p>H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures.</p> <p>I. Displays empathy through active listening.</p> <p>J. Incorporates appropriate boundaries of therapeutic relationships.</p> <p>K. Protects confidential information.</p>			
<p>6. Applies competent technical skills based on scientific rationales in the delivery of safe and effective nursing care.</p>			

OBJECTIVES AND BEHAVIORS	M	F	COMMENTS
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: _____

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 NU2630 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 assignments, quizzes, exams, HESI Adult Nursing assessment, 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	Reading: Ignatavicius, Workman Chapters 30-33; Ignatavicius Lessons 11-14; HESI relevant chapters		X
	Unit Assignment: Unit 1 Assignment 1: Virtual Clinical Excursions: Lesson 11, Cancer; Lesson 12, Asthma; Lesson 13, Emphysema and Pneumonia; Lesson 14, Pulmonary Embolism		X
	Unit Clinical		X
	Unit Clinical Applications		X
2	Reading: Ignatavicius, Workman, Chapters 35, 37-38, 40; Ignatavicius, Lessons 15, 16; HESI, relevant chapters		X
	Unit Assignment: Unit 2 Assignment 2: Virtual Clinical Excursions: Lesson 15, Atrial Fibrillation, and Lesson 16, Hypertension		X
	Unit Clinical		X
	Unit Clinical Applications		X
3	Reading: Ignatavicius, Workman, Chapters 40-42; Ignatavicius, Lesson 17; HESI, relevant chapters		X
	Unit Assignment: Unit 3 Assignment 3: Virtual Clinical Excursions: Lesson 17, Blood Transfusions		X
	Unit Clinical		X
	Unit Clinical Applications		X
4	Reading: Ignatavicius, Workman, Chapters 43-45; HESI, relevant chapters		X
	Exam	X	
	Unit Clinical		X
	Unit Clinical Applications		X
5	Reading: Ignatavicius, Workman, Chapter 46; Ignatavicius, Workman, Chapter 47, pp. 1029-1049; Ignatavicius, Lesson 18; HESI, relevant chapters		X
	Unit Assignment: Unit 5 Assignment 4: Virtual Clinical Excursions: Lesson 18, Lumbosacral Back Pain		X
	Unit Clinical		X
	Unit Clinical Applications		X
6	Reading: Ignatavicius, Workman: Chapters 48-51; Ignatavicius, Lesson 19; HESI, relevant chapters		X
	Unit Assignment: Unit 6 Assignment 5: Virtual Clinical Excursions: Lesson 19, Glaucoma		X
	Unit Clinical		X
	Unit Clinical Applications		X
7	Reading: Ignatavicius, Workman, Chapters 11, 28; HESI, relevant		X

Unit	Assignment	In-Class	Out-of-Class
	chapters		
	Exam	X	
	Unit Clinical		X
	Unit Clinical Applications		X
8	Reading: Ignatavicius, Workman, Chapters 64–65; HESI, relevant chapters		X
	Unit Clinical		X
	Unit Clinical Applications		X
9	Reading: Ignatavicius, Workman, Chapter 67; Ignatavicius, Lessons 24-25; HESI, relevant chapters		X
	Unit Assignment: Unit 9 Assignment 6: Virtual Clinical Excursions: Lesson 24, Diabetes Mellitus, Part I and Lesson 25, Diabetes Mellitus, Part 2		X
	Unit Clinical		X
	Unit Clinical Applications		X
10	Reading: Ignatavicius, Workman, Chapter 66; HESI, relevant chapters		X
	Exam	X	
	Unit Clinical		X
	Unit Clinical Applications		X
11	Reading: Ignatavicius, Workman, Chapters 11, 28-33, 35, 37-38, 40-51, 64-67; Ignatavicius, Lessons 11-19, 24-25; HESI, relevant chapters		X
	Final Exam	X	
	Unit Clinical		X
	Unit Clinical Applications		X
	HESI Medical Surgical Exam	X	

Grades

Grading Category	Weight	In-Class	Out-of-Class
Assignments	10%		10%
Quizzes	5%	5%	
Exams	50%	50%	
Final Exam	25%	25%	
HESI Adult Nursing	10%	10%	
TOTAL	100%	90%	10%
Clinical Evaluations	P/F		
Assign	S/NI/US		
Evaluation	P/F		