

**GRAYSON COLLEGE  
ASSOCIATE DEGREE  
NURSING PROGRAM**



**NURSING 1**

**RNSG 1423**

**Spring 2021**

**GRAYSON COLLEGE**  
**Course Syllabus**

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**Course Information: RNSG 1423, Introduction to Professional Nursing for Integrated Programs,  
Spring 2021**

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**Professor Contact Information:**

**Emails and Canvas Messages received outside of normal business hours, may not be responded to until the next business day.**

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**Course Description:**

(4-0-0-64-4) Introduction to the profession of nursing including the roles of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession with emphasis on health promotion and primary disease prevention across the life span; essential components of the nursing health assessment; identification of deviations from expected health patterns; the application of a systematic, problem-solving process to provide basic nursing care to diverse patients across the life span; and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Pre-requisites: BIOL 2301/2101 or 2401 & 2302/2102 or 2402; MATH 1314 or MATH 1342.

Co-requisites: RNSG 1423 must be taken concurrently with RNSG 1119 and RNSG 1360.

Restrictions: A grade of “C” (74.5) or better is required to progress to Nursing 2 courses.

Course Placement: First semester of the nursing program. Acceptance to the nursing program required.

**End-of-Program Student Learning Outcomes:****Member of the profession**

- 1.1 Demonstrate professional attitudes and behaviors.
- 1.2 Demonstrate personal accountability and growth.
- 1.3 Advocate on behalf of patients, families, self, and the profession.

**Provider of patient-centered care**

- 2.1 Use clinical decision-making skills to provide safe, effective care for patients and families.
- 2.2 Develop, implement, and evaluate teaching plans to meet the needs of patients and families.
- 2.3 Integrate a caring approach in the provision of care for diverse patients and families.
- 2.4 Perform skills safely and correctly in the provision of patient care.
- 2.5 Manage resources in the provision of safe, effective care for patients and families.

**Patient safety advocate**

- 3.1 Implement measures to promote a safe environment for patients, self, and others
- 3.2 Formulate goals and outcomes to reduce risk using evidence-based guidelines.

**Member of the health care team**

- 4.1 Initiate and facilitate communication to meet the needs of patients and families.
- 4.2 Collaborate with patients, families, and health care team members to promote quality care.
- 4.3 Function as a member of the interdisciplinary team.

## **Course Outcomes:**

- Describe and apply fundamental skills of nursing
- Define professionalism for the registered nurse
- Identify professional behaviors of the registered nurse
- Describe nursing interventions to promote patient safety
- Identify measures to promote health in patients across the lifespan
- Integrate concepts of caring to all nursing processes
- Identify appropriate communication, collaboration, and coordination with patients and members of the healthcare team
- Apply knowledge of diverse beliefs, values, cultures, ethnic, and social ideas
- Define the process of physical assessment and apply concepts related to interviewing and techniques of examination
- Apply concepts of pharmacology and principles of medication administration and calculation

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## **SCANS Skills:**

When taken concurrently with RNSG 1360 and RNSG 1119, the following skills will be achieved:

### **Workplace Competencies**

1. **Resources: Identifies, organizes, plans, and allocates resources**  
Students in RNSG 1423 must be able to manage the care of one client and organize their time in the clinical setting to complete the objectives of the clinical assignment. Students assign themselves to a group of 3-4 students to practice skills in the laboratory. Peer evaluation is used as a learning strategy.
2. **Interpersonal: Works with others**  
Students in RNSG 1423 must learn to work in groups for the achievement of goals. This learning is also reflected in the student's ability to work with the healthcare team.
3. **Information: Acquires and uses information**  
Students in RNSG 1423 must learn to access all available information sources in order to collect data including the Internet, patient records, physician records and peer reviewed nursing journals. They must be able to evaluate what information is pertinent to solve patient problems and deliver appropriate nursing care. Students must learn to use the information for communicating therapeutically to clients and documenting in client records and clinical assignments.
4. **Systems: Understands complex inter-relationships**  
Students in RNSG 1423 must be able to demonstrate understanding of the operations of various healthcare delivery systems, especially nursing services. Students must become familiar with managed care defined as a system of health care that provides a generalized structure and focus when managing the use, cost, quality and effectiveness of health care services.
5. **Technology: Works with a variety of technologies**

Students in RNSG 1423 are introduced to a variety of technology in the healthcare system. They must learn to use information technology for information handling. Students must analyze, store, retrieve and/or manage data and information needed by nurses in providing care to individual clients.

### **Foundations Skills**

1. Basic Skills: Reading, Writing, Math, Listening and Speaking  
Students in RNSG 1423 are required to complete nursing care plans and physical assessments. Students must also demonstrate mastery with dosage calculations by completing an exam with 90% accuracy.
2. Thinking Skills: Creative thinking, problem solving, visualizing relationships, reasoning and learning  
Students in RNSG 1423 are required to demonstrate reflective and critical thinking by being inquisitive, honest in facing personal biases, and prudent in making judgments. The students must develop a value system of right and wrong that helps the student with affective behavioral skills.
3. Personal Qualities: Responsibility, Sociability, self-management, integrity and honesty  
Students in RNSG 1423 must learn to actively participate in the process of gaining knowledge. They must transition from the passive to active learner role. They must come to class prepared to engage with the content while interacting with faculty and fellow students in planned learning activities.

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### **Methods of Instruction:**

1. Lecture/discussion
2. Group Process – Role Play
3. Simulated client situations
4. Study Guides
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Student Conferences
9. Written Assignments

### **Methods of Evaluation:**

1. Successful completion of RNSG 1423 is based upon the following criteria:
  - a. Periodically scheduled exams (see class calendar).
  - b. Final exam (must be taken).
2. The periodically scheduled exams determine the course grade: Unit exams account for 75% of the course grade. A comprehensive final exam accounts for 25% of the course grade.
3. The dates of all exams are posted on the class calendar. Exams are based on course and syllabus learning objectives. \*\*\* In the event that make-up exams are necessary, they will be given during the week before final exams. Any missed make-up exams **will not** be rescheduled. **No make-up final exam will be given.** (Refer to the class calendar)

### **Course Grading:**

The grading policy for the ADN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. ADN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/ Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 - and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in the theory course, and a grade of “S” (satisfactory) in the lab, and clinical courses for satisfactory completion of each level and progression to the next nursing course.

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### **Course & Instructor Policies**

#### **Class Attendance & Participation:**

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. A roll sheet is used to verify attendance in all theory courses.
3. Students **must** notify the faculty Team Coordinator in case of an absence on a test day at least one hour prior to the scheduled test time.

Please refer to your Grayson Nursing Student Handbook for additional information/policies on attendance.

Attendance and Participation Academic success is closely associated with regular class attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty’ instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. The college considers absences equal to or greater than 15% of the course’s requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

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### **Student Conduct & Discipline**

Refer to Grayson Nursing Student Handbook for policies and procedure

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

### **Academic Integrity**

Refer to the Grayson Nursing Student Handbook for policies and procedure

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else

- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else’s musical composition.

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### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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### **Disability Services**

The ADN faculty recognizes that, in specific circumstances, students in the ADN program may require modifications. This policy is consistent with the Rules & Regulations Relation to Professional Nursing Education, Licensure & Practice, Texas Board of Nursing, and with the Americans with Disabilities Act (ADA). Please refer to Grayson College’s policy regarding student accommodations, the Grayson College Student Handbook, or refer to the website: [www.grayson.edu](http://www.grayson.edu) for more information.

**In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework. The schedule is subject to change with fair notice and will be made through Announcements in the Canvas accounts.**

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### **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans’ status.



Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730  
For Any On-campus Emergencies: 911

**\*\*Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

**\*\*These descriptions and timelines are subject to change at the discretion of the Professor(s).**

\*\* Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

### **Required Textbooks**

#### Required Textbooks for RNSG 1423 Spring 2021

You will either buy them from the Grayson Bookstore (if you are using financial aid), or you will buy them from Wolters Kluwer directly to save money. If you buy from the bookstore, Wolters Kluwer has a form to fill out and they will refund the difference in what you had to pay the bookstore vs. the savings from buying directly from the publisher. All products are digital (the program will include a copy of a digital version on your textbook.) You will have the option of buying a paper copy of your textbook directly through Wolters Kluwer for 50.00 dollars each. The website to go to is: [lippincottdirect.lww.com/NursingEducation-GraysonCollege-Spring2021](http://lippincottdirect.lww.com/NursingEducation-GraysonCollege-Spring2021)

Coursepoint + Product	ISBN #	Subscription Length	Retail Price
Ricci & Kyle Maternity and Pediatrics Coursepoint+	978-1-975156-79-4	24 months	\$311.67
Taylor Fundamentals Coursepoint+	978-1-975123-90-1	24 months	\$345.00
Brunner Med Surg Coursepoint+	978-1-975124-46-5	24 months	\$300.00

## **Online Assignments**

Assignments from online resources must be completed by designated date for successful course completion.

## **Math Application Objectives**

Students are responsible for objectives listed under their current semester level in addition to all previous semester(s).

### **Level I**

1. Interpret & properly express metric and household notations.
2. Convert from one unit to another within the same system of measurement.
3. Convert units of measure from one system of measurement to another system of measurement (metric and household).
4. Interpret drug labels and calculate prescribed dosages.
5. Interpret drug prescriptions and standard abbreviations.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a drug to be administered per pound or kilogram of body weight.

### **Level II**

8. Calculate the volume of a liquid for injection administration.
9. When given specific diluents information for drug reconstitution, calculate the volume to be administered.
10. Select the appropriate syringe for a calculated volume for parenteral administration.
11. Express a calculated answer by selecting the correct calibrated line on a syringe.
12. Calculate the rate of direct IV infusions.
13. Recognize the calibration or drop factor of IV administration sets.
14. Calculate the flow rate in drops per minute, and/or ml/hr. of a prescribed amount of intravenous fluid.

### **Level III & IV**

15. From a given label and/or hypothetical situation, select the information needed to calculate the medication dosage.
16. Recognize the reasonable amount of drug to be administered.
17. Appropriately label a multi-use vial following reconstitution.
18. From a ml/hr. setting, calculate the units/hr. delivered. (Ex: heparin, pitocin)
19. For a given dosage/time order (ex: mg/min) calculate the flow rate in ml/hr. or gtts./min.
20. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.
21. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
22. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the

- correct flow rate in ml/hr or gtts/min.
23. For a given IV delivery rate (ml/hr), calculate the equivalent mg/hr, units/hr; or units/mg) dosage

### **Pharmacologic Math: Medication Dosage Calculation**

Instructions for rounding will be included on all nursing exams that contain pharmacologic math questions. The instructions will be specific to the medication dose being calculated.

**These general rules must be used for correct dosage calculation and documentation:**  
(These rules will not be included in exam rounding instructions: memorize these rules!!)

- Do not use trailing zeros after a decimal point.  
Example: X mg. (correct)  
X.0 mg. (incorrect)
- Do use a leading zero prior to a decimal point.  
Example: 0.X mg. (correct)  
.X mg. (incorrect)
- Do not round until the very last step in the calculation.

**Other helpful guidelines:**

#### **Tablets**

Tablets are most frequently administered whole or cut in half. Occasionally, tablets may be cut in quarters. Follow standard rounding rules to determine the most accurate dose.

#### **Oral liquids**

Round according to the measuring device being used

#### **3 mL syringe**

Calibrated in tenths of a mL, so doses should be rounded to the nearest one decimal point.

Use for doses greater than 1 mL.

Examples: 1.25 mL = 1.3 mL  
2.67 mL = 2.7 mL

#### **Tuberculin syringe**

Calibrated in hundredths of a mL, so doses should be rounded to the nearest two decimal points.

Use for doses less than 1 mL.

Examples: 0.536 mL = 0.54 mL  
0.695 mL = 0.7 mL

#### **Intravenous fluids**

May be administered in drops/minute or mL/hour

When calculating drops/minute: round to the nearest whole number

When calculating mL/hour: round according to the capability of the infusion pump (may be to a decimal point)

## Course Content

### Course Overview

1. Describe the relationship between the syllabus, curriculum and course requirements.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Course Overview Nursing Department Student Handbook RNSG 1423 Syllabus Course Requirements Canvas-LMS	<b>Read:</b>  GC Nursing Department Student Handbook  RNSG 1423 Syllabus

### Test-Taking

1. Discuss how critical thinking applies to test taking.
2. Describe critical thinking strategies to assist with success in test taking.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Test-taking Strategies	Powerpoint Provided

### Think Like a Nurse

1. Define the nursing process and the clinical judgment model.
2. Describe the knowledge, skills, and attitudes needed for effective critical thinking.
3. Describe the role of critical thinking in the nurse's decision making process.
4. Identify resources for developing a plan of care using nursing decision making.
5. Correlate each phase of the nursing process with the clinical judgment model.

CONTENT	STUDENT PREPARATION
Nursing Process	Read:
Clinical Judgment Model	<b><u>Taylor, Lynn &amp; Bartlett</u></b>
Effective Critical Thinking	Ch. 13: pg. 296-333
Application in Decision Making	<b><u>Hinkle &amp; Cheever</u></b>
Clinical Reasoning	Ch. 3: pg. 27-47
Person Centered Care	

### Professionalism

1. Define professional boundaries for nursing and strategies to avoid violations.
2. Discuss components of professionalism in nursing.
3. Recognize unprofessional behaviors demonstrated in nursing.

CONTENT	STUDENT PREPARATION
Roles of the ADN Nurse	<b>Read:</b>
Professional Boundaries	<b><u>Taylor, Lynn &amp; Bartlett:</u></b>
Components of Professionalism	<b><u>Chp. 1</u></b>
Unprofessional Behavior	Code of Ethics found @ <a href="http://www.nursingworld.org/codeofethics">http://www.nursingworld.org/codeofethics</a>

### Vital Signs

1. Identify rationale for assessment of vital signs.
2. Recognize the normal vital signs for all age groups.
3. Identify the abnormal variations in vital signs for all age groups.
4. Identify terminology associated with vital signs.
5. Recognize factors influencing vital signs and accurate measurement of them.
6. Describe nursing interventions associated with vital signs.
7. Identify common sites where pulses are present and the rationale for use of each site.
8. Identify common respiratory patterns.
9. Identify purpose and measurement of oxygen saturation.

10. Differentiate between systolic and diastolic pressure.
11. Describe vital sign procedure according to GC criteria.
12. Discuss rationale for each step of the vital sign procedure.

CONTENT	STUDENT PREPARATION
Temperature Pulse Respirations Oxygen Saturation Blood Pressure	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 25: pg 642-690  <u><b>Ricci, Kyle &amp; Carman</b></u> p. 602-603 Table 18.2

### Communication & Caring

1. Identify the role of the nurse as a communicator.
2. Identify therapeutic communication techniques to provide client support.
3. State why effective communication is imperative among health professionals.
4. Describe factors that influence communication.
5. Recognize blocks to communication.
6. Evaluate effectiveness of communication with clients.
7. Discuss the role that caring plays in building a nurse client relationship.
8. Discuss how providing presence can be applied when performing a nursing procedure.

CONTENT	STUDENT PREPARATION
Development of Communication Types of Communication Elements of the Communication Process Factors influencing communications Therapeutic techniques Communicating with all age groups  Caring Nurse-Client Relationship Presence	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u>  Chp. 8  <u><b>Ricci, Kyle &amp; Carman</b></u> p. 64-66, 934, 936, 988-989, 1039, 1073-1075

### Assessing & Interviewing

1. Distinguish between the following types of data: subjective, objective, primary source, and secondary source.
2. Describe important aspects of the interview process.
3. Define the purpose and procedure for physical assessment utilizing the four methods of examination.
4. Discuss the differences among a admission, focused, and ongoing physical assessment.

CONTENT	STUDENT PREPARATION
Nursing Assessment Interview Process <ul style="list-style-type: none"> <li>● setting</li> <li>● types of data</li> <li>● health history components</li> </ul> Physical Exam <ul style="list-style-type: none"> <li>● purpose</li> <li>● preparation</li> <li>● methods</li> </ul> Types of Physical Exams Lifespan and Cultural Concerns	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch 14 pg. 334-358 Ch. 26 pg. 691-706

### Physical Assessment-All Body Systems

1. Identify the purpose and components of a physical exam.
2. Identify expected findings (subjective & objective) throughout the lifespan for each body system.
3. Explain adaptations and nursing interventions that may be required for clients of various ages, and cultural considerations.
4. Recognize abnormal assessment findings for each body system.
5. Describe and demonstrate the skills used in a physical assessment.
6. Demonstrate appropriate documentation and reporting for each body system assessment.

CONTENT	STUDENT PREPARATION
I. Respiratory <ul style="list-style-type: none"> <li>A. Inspection of Thorax               <ul style="list-style-type: none"> <li>AP Diameter</li> <li>Chest Expansion &amp; Symmetry</li> </ul> </li> <li>B. Respiratory Patterns</li> <li>C. Palpation of Thorax</li> <li>D. Percussion of Thorax</li> <li>E. Auscultation of Breath Sounds</li> </ul>	<b>Read:</b> <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> Review: CH. 26, p. 691-708, 712-716 CH. 39 p. 573-Box 23-3  <u><b>Ricci, Kyle &amp; Carman</b></u> Chapter 32  <u><b>Hinkle &amp; Cheever:</b></u> CH. 20, p. 478-509 CH. 21, p. 510-521 CH. 22, 552-558 CH. 23, p. 587-600 CH. 24, p. 634-649 <b>Review:</b> A & P of Respiratory system
II. Cardiovascular	<b>Read:</b>

<ul style="list-style-type: none"> <li>A. Neck <ul style="list-style-type: none"> <li>Arterial</li> <li>Venous</li> <li>Lymphatic</li> </ul> </li> <li>B. Precordium <ul style="list-style-type: none"> <li>Apical impulse</li> <li>Heart sounds</li> <li>Apical-radial deficit</li> </ul> </li> <li>C. Postural blood pressure</li> <li>D. Peripheral vascular system <ul style="list-style-type: none"> <li>Arterial</li> <li>Venous</li> <li>Lymphatic</li> </ul> </li> </ul>	<p><b><u>Taylor, Lynn, &amp; Bartlett:</u></b>  Review CH 26, 691-708, 716-721  CH. 39  p. 573-Box 23-3</p> <p><b><u>Hinkle &amp; Cheever:</u></b>  CH. 25, p. 670-703  CH. 27, p. 750-770  CH. 29, p. 818-833  CH. 30, p. 845-848, 868-873  CH. 31, p. 884-899</p> <p><b><u>Ricci, Kyle &amp; Carman</u></b>  Chapter 32</p> <p><b>Review:</b>  A &amp; P of Cardiovascular system</p>
<ul style="list-style-type: none"> <li>III. Integumentary &amp; Endocrine <ul style="list-style-type: none"> <li>A. Skin, Hair, Nails</li> <li>B. Pancreas <ul style="list-style-type: none"> <li>Diabetes Mellitus</li> </ul> </li> <li>C. Thyroid <ul style="list-style-type: none"> <li>Hypothyroidism</li> <li>Hyperthyroidism</li> </ul> </li> </ul> </li> </ul>	<p><b>Read:</b>  Skin:  <b><u>Taylor, Lynn &amp; Bartlett</u></b>  Chapter 26; pg 406-708  Chapter 32 pg 1041--1046  Chapter 60 pg 1790-1805</p> <p>Endocrine:  <b><u>Hinkle &amp; Cheever Med Surg:</u></b>  Ch. 52 pg: 1502-1545</p> <p><b>Review:</b>  Review A &amp; P of the integumentary and endocrine systems</p>
<ul style="list-style-type: none"> <li>IV. Musculoskeletal <ul style="list-style-type: none"> <li>A. Physical Assessment <ul style="list-style-type: none"> <li>Palpation</li> <li>Joint movement (ROM)</li> <li>Muscle strength &amp; testing <ul style="list-style-type: none"> <li>Gait</li> <li>Head &amp; neck</li> <li>Back</li> <li>Extremities</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><b>Read:</b></p> <p><b><u>Taylor, Lynn, &amp; Bartlett:</u></b>  p. 573 Box 23-3 Normal Physiologic Changes in the Older Adult  Ch. 26 p. 691-706  Ch. 33 1129-1196  p. 728-729 Assessing the Musculoskeletal System  p. 730-731 Guidelines to Nursing Care 26-5  p. 732 Figure 26-33</p> <p><b><u>Ricci, Kyle &amp; Carman</u></b>  p. 358, 364, 543, 614-615, 617, 620, 1035, 1136-1137 and 1150-1151</p> <p><b><u>Hinkle &amp; Cheever:</u></b></p>



	Ch. 39 p. 1114-1130  <b>Review:</b> A & P of the musculoskeletal system
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## HIPAA

1. Discuss the general concepts of HIPAA guidelines
2. Adapt HIPAA guidelines for the various settings in which you might practice throughout the curriculum
3. Discuss patient rights regarding his/her health information
4. Differentiate individuals who have a ‘need to know’ from those who don’t with whom you can discuss protected health information.
5. Discuss application of HIPAA in the student role
6. List legal, professional, and academic consequences of violating HIPAA rules

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Overview of HIPAA Definition Violations Patient/Nurse Scenarios	<b>READ:</b> Assigned PowerPoint

## Psychosocial/ Neurological Assessment/Impaired Cognition

1. Identify normal and abnormal assessment findings (subjective & objective) for the neurologic system
2. Describe the four components of self-concept.
3. Identify common stressors affecting self-concept and self-esteem.
4. Identify ways nursing actions affect patients’ self- concept & self-esteem.
5. Describe ways to enhance client self-esteem.
6. Describe families’ influence on a client’s health.
7. Identify normal and abnormal findings in the psychosocial assessment.
8. Explain the clinical manifestations and management of confusion.
9. Describe the nursing care of the client with impaired cognition
10. Identify important LGBTQ terminology.
11. Describe health disparities faced by LGBTQ patients.
12. Explain an inclusive health care environment for LGBTQ patients.

CONTENT	STUDENT PREPARATION
Mental Status Language Orientation Memory Attention Span & Calculation LOC Reflexes Motor Function Sensory Function Lifespan Considerations  Types of neurological evaluations Components of Self Concept Factors affecting self-concept Family Health Elderly clients with impaired cognition	<b>READ:</b> <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 42, p. 1657-1683 <u><b>Hinkle &amp; Cheever</b></u> Ch. 6, Ch. 63, Ch. 64, Ch. 65, Ch. 66 <u><b>Ricci, Kyle &amp; Carman</b></u> p. 592, 925, 956-961, 1009, 1036, 1151-1152, 1328-1334  <b>Review:</b> A & P of the neurologic system

### Gastrointestinal Assessment & Bowel Function

1. Discuss factors that affect bowel elimination.
2. Describe nursing interventions that promote normal bowel elimination.
3. List and describe diagnostic tests used to identify bowel elimination problems.
4. Discuss nursing care for clients experiencing alterations in bowel elimination.
5. Differentiate various types of bowel diversions and describe nursing care for each.

CONTENT	STUDENT PREPARATION
Gastrointestinal Assessment Mouth/Esophagus Abdomen Anus/Rectum  Bowel Function Influential factors Diagnostic tests Alterations in bowel eliminations Bowel diversions Nursing Care	<b>Read:</b>  <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> Review: CH 26, p. 691-708, 712-714, 724-726, 728 CH. 38, 1415-1477 p. 573 Box 23-3  <u><b>Hinkle &amp; Cheever:</b></u> CH. 43, p. 1222-1240 CH. 47, p. 1311-1319 CH. 49, p. 1377-1383 CH. 51, p. 1456-1483 p. 460, Table 19-2  <u><b>Ricci, Kyle &amp; Carman</b></u> p. 520, 529, 590, 929, 957, 1009, 1036, 1140-1141, 1147- 1148, 1506, 1513-1516 <b>Review:</b> A & P of Gastrointestinal System

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### Reproductive & Genitourinary Assessment & Bladder Function

1. Discuss factors that affect urinary elimination.
2. Describe procedures for collecting various types of urine specimens.
3. Identify diagnostic tests used to identify urinary elimination problems.
4. Describe nursing interventions that promote normal urination.
5. Discuss common urinary elimination problems and appropriate nursing care for these conditions

CONTENT	STUDENT PREPARATION
Reproductive Assessment Breasts Procedure Documentation  Genitourinary Assessment Breasts Procedure Documentation  Bladder Function Influential factors Collecting specimens Diagnostic tests Common problems Nursing Care	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Chp. 37, Chp. 26, pg. 721-728 <u><b>Ricci, Kyle &amp; Carman</b></u> Pg. 96-100, 106-108, 929-930, 957, 1009  <b>Review:</b> A&P of GU System

### Hygiene

1. Explain how personal hygiene relates to health and well-being.
2. Explain the types of baths and the nurse's role in determining client's self-care ability related to hygiene safety.
3. Describe the purpose, procedure, and any precautions in perineal care, foot and nail care, oral care; hair care, eye, ear and nose care for clients.
4. Describe adaptations for bathing the client with therapeutic equipment.
5. Describe the procedure for positioning clients on a bedpan, making an occupied and unoccupied bed.
6. Describe appropriate documentation of hygiene.

CONTENT	STUDENT PREPARATION
	<b>Read:</b>

<p>Basic Hygienic Care Guidelines Hygienic Care Activities (Routine) Bed making</p>	<p><b><u>Taylor, Lynn, &amp; Bartlett:</u></b> Ch. 31 p. 984-1040 <b><u>Ricci, Kyle &amp; Carman</u></b> Ch 1 p 13; Ch25 p 949; Ch 26 p 975; Ch 27 p 1001; Ch 28 p 1023; Ch 29 p 1052-1053</p>
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### Infection Control/ Isolation

1. Explain the relationship of the chain of infection to transmission of the infection and examples to prevent infection for each element in the chain.
2. Identify the body's normal defenses against infection.
3. Describe the signs/symptoms of a localized infection and those of a systemic infection.
4. Discuss factors that increase the clients risk for infection.
5. Identify correct methods of performing isolation precautions and discuss implications and rationale for isolation precautions.

CONTENT	STUDENT PREPARATION
<p>Principles: Nature of Infection The Infectious Process Nursing Interventions for Infection Control</p> <p>Handling contaminated materials Standard precautions Hand Hygiene Types of isolation Isolation procedures Psychosocial Implications</p>	<p><b>Read:</b></p> <p><b><u>Taylor, Lynn &amp; Bartlett</u></b> Ch. 24 <b><u>Hinkle &amp; Cheever</u></b> Ch. 71 <b><u>Ricci, et al:</u></b> Ch. 37, p. 1336-1338</p> <p>Additional Resource: <a href="http://www.cdc.gov">www.cdc.gov</a></p>

### Patient Safety

1. Discuss factors that affect people's ability to protect them from injury.
2. Describe methods to assess clients at risk for injury.
3. Describe the goal and purpose of National Patient Safety Goals in various settings.

4. Identify common potential hazards throughout the life span.
5. Plan strategies to maintain safety/risk reduction.
6. Explain measures to prevent falls.
7. Discuss implementation of seizure precautions.
8. Discuss the use and legal implications of restraints and describe alternatives to restraints.

CONTENT	STUDENT PREPARATION
Client Safety Legal aspects of safety Fires Falls Protective restraints Risk related to developmental age Environmental Hazards	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 27 <u><b>Hinkle &amp; Cheever</b></u> Ch. 1, p. 7-11 <u><b>Ricci, et al:</b></u> Ch 25 p 941-942; Ch 26 p 968-970; Ch 27 p 996-998; Ch 28 p 1018-1021; Ch 29 p 1052-1053

## Mobility

1. Define the terms and state the principles of body mechanics when providing patient care.
2. Identify & demonstrate appropriate methods of moving & positioning, transferring & ambulating patients.
3. Describe and apply techniques of joint range of motion (ROM) exercises and various therapeutic bed positions.
4. Identify the benefits of mobility and problems associated with immobility.
5. Plan nursing interventions to improve patient outcomes.

CONTENT	STUDENT PREPARATION
Moving clients Positioning clients Transferring clients Ambulating clients Ambulation devices Procedure-Range of Motion (ROM) Passive Active Active Assist  Mobility/Activity  Problems related to immobility/inactivity Cardiovascular	<b>Read:</b>  <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> p. 573 Box 23-3 Normal Physiologic Changes in the Older Adult Ch. 33 p. 1129-1196  <u><b>Hinkle &amp; Cheever:</b></u> Ch. 10 p. 155 Chart 9-8: Interacting & Communicating with People Who Have Disabilities Ch. 10 p. 168-178  <u><b>Ricci, Kyle &amp; Carman</b></u>

Respiratory Gastrointestinal Musculoskeletal Genitourinary Integumentary Psychological  Nursing Interventions	p. 1588-1589
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## Pharmacology

1. Identify professional standards and ethical-legal responsibilities related to pharmacologic concepts.
2. Compare methods of drug identification.
3. Compare sources of drug information.
4. Explain concepts related to drug action in the body (pharmacodynamics).
5. Describe the four steps of drug movement through the body (pharmacokinetics).
6. Compare factors that may impact the action and dosage of a drug.
7. Describe methods of measuring drug action.
8. Describe types of therapeutic effects.
9. Compare types of adverse effects and drug interactions.
10. Identify signs & symptoms of common allergies to meds.

CONTENT	STUDENT PREPARATION
Role of the Nurse Professional Standards Ethical-Legal responsibilities Current Issues Drug Identification Sources of drug information Major Legislation Pharmacodynamics Receptor Theory Agonists/Antagonists Pharmacokinetics Absorption Distribution Metabolism Excretion Factors that impact Drug Action & Dosage Measuring Drug Action Drug Effects Therapeutic	<b>Read:</b>  <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> p. 819-831 p. 573 Box 23-3  <u><b>Hinkle &amp; Cheever:</b></u> p. 204-207  <u><b>Ricci, Kyle &amp; Carman</b></u> Pgs. 1212-1220, 1224

Adverse Drug Interactions Using a Drug Handbook	
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### Medication Administration

1. Describe the components of a medication prescription and identify various types of prescriptions.
2. Identify the non-parenteral routes of medication administration.
3. Discuss medication preparation and administration using the 3 “checks” and 6 rights.
4. Describe nursing assessment and clinical decision making necessary before, during and following medication administration.
5. Demonstrate correct procedure for administering medications by all non-parenteral routes.
6. Describe criteria for charting medication administration and recognize approved abbreviations.
7. Compare non-parenteral medication administration to clients throughout the lifespan.

CONTENT	STUDENT PREPARATION
Medication Prescriptions Components Types	<b>Read:</b>  <b><u>Taylor, Lynn, &amp; Bartlett:</u></b> p. 831-845
Medication Administration Procedure 3 “Checks” 6 Rights (11 rights) Clinical-decision making	p. 857-880 through Skill 29-1 p. 573 Box 23-3  <b><u>Hinkle &amp; Cheever:</u></b> p. 1889, Chart 63-4
Non-parenteral Routes Correct administration procedure	<b><u>Ricci, Kyle &amp; Carman</u></b> Pgs. 1212-1220,1224
Documentation Abbreviations	
Lifespan Considerations	

### Pain

1. Describe the physiology of pain.
2. Discuss concepts of pain management and the nurses’ role and responsibility in pain management.
3. Identify and discuss factors that influence a client’s perception of pain.
4. Describe the components of pain assessment.

CONTENT	STUDENT PREPARATION
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Definitions Physiology Types of pain Factors influencing pain Assessment Medical Management Pharmacological & non-pharmacological Nursing interventions	<b>Read:</b>  <u><b>Hinkle &amp; Cheever</b></u> Ch. 12 pg 224-250  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 35 pg 1230-1278  <u><b>Ricci, Kyle &amp; Carman</b></u> p. 1249-1275
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### Fluid Balance

1. Discuss function and regulation of fluids and electrolytes in the body.
2. Discuss risk factor, causes and effects of fluid and electrolyte imbalances.
3. Identify nursing interventions related to assessing and monitoring body fluid balances.
4. Describe nursing interventions to care for clients with fluid and electrolyte imbalances.

CONTENT	STUDENT PREPARATION
Fluid Sources & Fluid Volume Regulation  Essential Electrolytes  Intake & Output  Factors influencing electrolytes and fluid balance Lifespan Considerations  Electrolyte Imbalances  Fluid Imbalances Fluid volume deficit Fluid volume overload  Nursing Interventions	<b>Note:</b> N1 will <b>NOT</b> cover acid-base imbalances, this will be covered in a later semester  <b>Read:</b>  <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> Review CH. 26 p. 1553-1627  <u><b>Hinkle &amp; Cheever:</b></u> p. 251-281  <u><b>Ricci, Kyle &amp; Carman</b></u> Pgs. 855-856

### Skin Integrity & Pressure Ulcers

1. Describe factors that affect skin integrity.
2. Discuss types of heat and cold therapy, and guidelines for application.
3. Identify assessment data needed to categorize pressure ulcers.
4. Discuss the use of the Braden Scale to identify “at risk clients” for skin breakdown.



- Identify nursing measures to prevent skin breakdown and treat each stage of pressure ulcers.

CONTENT	STUDENT PREPARATION
Skin Integrity  Heat & Cold Therapy Purpose Systemic Effects Lifespan Precautions Rebound Phenomenon  Pressure Ulcers Etiology Risk Factors Stages of Pressure Ulcers Nursing Interventions	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 32 pg 1041-1070

### Wound Care

- Identify types of wounds based on accepted classification schemes.
- Recognize factors and lifespan considerations that affect wound healing.
- Differentiate types of wound healing and identify phases of healing.
- Describe types of wound exudates and different kinds of tissue in wounds.
- Describe proper wound care including irrigation, wound closure, and bandaging.
- Recognize major complications of wound healing and nursing interventions for each.
- Accurately chart assessment of a wound and nursing care provided to wound.
- Identify types of wound dressings and characteristics of each dressing.
- Recognize advanced wound treatments and adjunctive therapies for wound care.
- Differentiate the five forms of wound debridement.

CONTENT	STUDENT PREPARATION
Wounds Classification Influential factors Lifespan Considerations Healing <ul style="list-style-type: none"> <li>● Types</li> <li>● Phases</li> </ul> Exudates Tissue types in wound  Wound Care Irrigation Wound closure Bandaging	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch 32 pg 1070-1128

Dressing Types <ul style="list-style-type: none"> <li>• Characteristics</li> </ul> Advanced wound treatments Adjunctive Therapies Debridement Documentation	
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### Introduction to IV Therapy

1. Identify nurse responsibilities related to an intravenous infusion.
2. Differentiate signs & symptoms of complications in IV therapy and nursing actions to implement when complications occur.

CONTENT	STUDENT PREPARATION
Types of injections <ul style="list-style-type: none"> <li>Intramuscular</li> <li>Subcutaneous</li> <li>Intradermal</li> </ul> Procedures for administration <ul style="list-style-type: none"> <li>Select equipment and supplies</li> <li>Select sites</li> <li>Medication preparation</li> <li>Administer injections</li> <li>Documentation</li> </ul> Purposes for IV therapy Equipment Safety Assessment Documentation Nursing actions Complications	READ:  <u><b>Hinkle &amp; Cheever</b></u>  Chp. 13, pg. 290-293  <u><b>Taylor, Lynn &amp; Bartlett</b></u>  Chp. 29, pg. 845-857, 880-904  <u><b>Ricci, Kyle &amp; Carman</b></u>  Pg. 1272-1277

### Teaching & Learning & Discharge Planning

1. Define learning, teaching and client teaching.
2. Identify Bloom's domains of learning.
3. Identify principles of and rationale for teaching and learning.
4. Discuss factors that facilitate and hinder learning.
5. Explain the difference between informal and formal teaching/learning situations.
6. Discuss the implications of using the Internet as a source of health information.
7. Discuss the importance of discharge planning.
8. Discuss discharging a client against medical advice (AMA).

CONTENT	STUDENT PREPARATION
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Definitions Domains of Learning Cognitive Affective Psychomotor Principles of Learning Types of Teaching/Learning Situations Formal Informal Factors facilitating & inhibiting teaching & learning Teaching plan Discharge against medical advice	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 9 <u><b>Hinkle &amp; Cheever</b></u> Ch. 4
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### Loss, Grief, and Dying

1. Define various types of loss and describe factors influencing response to loss.
2. Define and compare types and stages of grief.
3. Define death according to the Uniform Determination of Death Act.
4. Describe the stages of the dying process, indicating the physiological signs and symptoms common to each stage.
5. Define end-of-life care including the similarities and differences of palliative and hospice care.
6. Describe nursing interventions in providing care for the dying client.
7. Identify the legal and ethical issues involved in death & dying.
8. Describe the responsibilities of the nurse regarding postmortem care.
9. Describe nursing interventions for culturally diverse clients throughout the lifespan experiencing grief or loss.

CONTENT	STUDENT PREPARATION
Loss Types Influencing factors  Stages of Grief Nursing interventions  Death and Dying Physical Changes/Emotional Changes Nursing interventions Client vs. family Fetal Demise  Post-mortem Care	<b>Read:</b>  <u><b>Taylor, Lynn, &amp; Bartlett:</b></u> Ch. 43 p. 1684-1716  <u><b>Hinkle &amp; Cheever:</b></u> Ch. 16 p. 387-415  <u><b>Ricci, Kyle, &amp; Carman</b></u> Ch. 34 p. 1193-1211

## Cultural and Ethnicity

1. Identify the impact of cultural concepts on nursing care.
2. Describe characteristics of selected cultural groups using major cultural assessment parameters.
3. Describe the nursing interventions that achieve culturally competent care.

CONTENT	STUDENT PREPARATION
Trends Cultural Concepts Language/Communication patterns Cultural/Ethic Groups	<b>Read:</b>  <b><u>Taylor, Lynn &amp; Bartlett</u></b> Ch. 5 <b><u>Hinkle &amp; Cheever</u></b> Ch. 7 <b><u>Ricci, Kyle &amp; Carman</u></b> p. 32-36, 128, 526, 537, 547, 937, 963, 990, 1014, 1247

## Spiritual Health

1. Identify essential aspects of spiritual development throughout the lifespan.
2. Identify significant religious beliefs that impact health care.
3. Describe nursing actions to promote spiritual health.

CONTENT	STUDENT PREPARATION
Definitions Spiritual Development Stage Characteristics Religion Denominations Practices Influences on Health Care Nursing Actions	<b>Read:</b>  <b><u>Taylor, Lynn &amp; Bartlett</u></b> Ch. 46 <b><u>Ricci, Kyle &amp; Carman</u></b> p. 963, 985, 1011, 1038

## Documentation, SBAR, & Informatics

1. Discuss communicating and reporting client data with healthcare members and guidelines for using SBAR.
2. Identify abbreviations, symbols, and medical terms commonly used for charting.
3. Compare and contrast components of various documentation methods and describe guidelines for charting.
4. Identify rationales for maintaining accurate client records and considerations for legal standards.
5. Describe the use of computers and technology in nursing practice and research.

CONTENT	STUDENT PREPARATION
Healthcare Team Communication Charting/Documentation Purposes Types Nursing Entries  Reporting Types SBAR Guidelines & criteria Nursing Informatics Technology in nursing practice -Documentation of Client Status and Medical Record Keeping -Electronic Access to Client Data Advantage & concerns for computerized client documentation systems  Technology in nursing research process	<b><u>Read:</u></b>  <b><u>Taylor, Lynn &amp; Bartlett</u></b> Ch. 19, Ch. 20 <b><u>Hinkle &amp; Cheever</u></b> Ch. 1, p.7, Ch. 5, p. 62-64

**Complementary Health Approaches (CHAs) and Integrative Health (IH)**

1. Recognize various complementary health approaches and integrative health therapies.
2. Distinguish the differences between the two therapies.
3. Discuss the nursing role in complementary health approaches and integrative health therapies.
4. Evaluate the outcomes of complementary health approaches and integrative health practices.
5. Discuss lifespan considerations regarding complementary health approaches and integrative health.

CONTENT	STUDENT PREPARATION
Complementary health approaches and integrative health  Definition Different complementary & alternative therapies Relaxation techniques Hypnosis Meditation Herbal therapy Nursing Role	<b><u>Read:</u></b>  <b><u>Taylor, et. al</u></b> Chp. 28 & pgs. 1251-1255  <b><u>Ricci, et. al:</u></b> pg 76-78

## Immunizations & Communicable Diseases

1. Discuss purpose for immunizations.
2. Compare and contrast live attenuated and inactivated vaccines.
3. Discuss recommendations for scheduled vaccines.
4. Discuss nursing management of immunizations.
5. Relate infectious process (chain of infection) to the medical management of infectious disorders.

CONTENT	STUDENT PREPARATION
Purpose of immunizations Live Attenuated Vaccines Inactivated Vaccines Immunizations Schedule Adverse reactions Nursing Management Obstacles to Immunizing	<b>Read:</b>  <u><b>Ricci, Kyle &amp; Carman</b></u> p. 418-419  <u><b>Hinkle &amp; Cheever</b></u> Ch. 71 pg 2124-2155  <a href="http://www.cdc.gov">www.cdc.gov</a> vaccines or immunizations

## Ethical/Legal Roles

1. Define & recognize areas of potential liability in nursing.
2. Describe the ANA standards of Practice & the Nurse Practice Act.
3. Describe ways standards of care, agency policies & nursing practice acts affect the scope of nursing.
4. Describe the purposes & types of advanced directives.
5. Describe the process & techniques of values clarification and how values influence client care.
6. Describe the roles of the Associate Degree Nurse: Provider of Care, Coordinator of Care and Member of a Profession.
7. Identify Ethical Dilemmas.
8. Define Informed Consent.

CONTENT	STUDENT PREPARATION
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Nursing's Social Policy Statement ANA Code of Ethics Ethical/Legal aspects Professional ethics ANA Standards of Practice Nurse Practice Act Advance directives  Value formation Value clarification	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 6, Ch. 7 <u><b>Hinkle &amp; Cheever</b></u> Ch. 3  GC Nursing Student Handbook ANA Code of Ethics <a href="http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses">http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses</a>
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### Health Promotion & Illness Prevention

1. Describe health promotion & illness prevention activities.
2. Describe primary, secondary and tertiary levels of prevention care & types of risk factors.
3. Identify healthy lifestyles & their impact on health issues.
4. Discuss the nurse's role in health promotion and illness prevention and stages of health behavior change.
5. Describe Healthy People 2020 Initiative.
6. Identify concepts of health, wellness, well-being, and variables influencing health.

CONTENT	STUDENT PREPARATION
Levels of Prevention Risk factors Lifestyles	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 3 pg 47-64  <u><b>Ricci, Kyle &amp; Carman:</b></u> p. 941-951, p. 966-979 p. 993-1003 p. 1016-1029 p. 1045-1060

### General Nutrition

1. Identify the functions of the Food Guide Pyramid and components of nutritional panel.
2. Identify the essential elements of nutrition.
3. Identify the caloric values for protein, fat, and carbohydrate.
4. Identify physical, psychosocial and physiologic factors, which influence food habits.
5. Describe the special nutritional needs for each age group.
6. Identify methods of nutritional assessment, as well as food & drug interactions.

7. Identify characteristics of given special diets.

CONTENT	STUDENT PREPARATION
Nutrition Pyramid Nutrition Panel & Food Label Essential elements <ul style="list-style-type: none"> <li>Carbohydrates</li> <li>Fats</li> <li>Proteins</li> <li>Minerals</li> <li>Vitamins</li> </ul> Energy & Metabolism Factors influencing food habits <ul style="list-style-type: none"> <li>Physical factors</li> <li>Physiologic factors</li> <li>Psychosocial factors</li> </ul> Trends – Vegetarians Nutritional Assessment Age groups Special diets <ul style="list-style-type: none"> <li>Low sodium</li> <li>Low fat/cholesterol</li> <li>High/low protein</li> <li>Diabetic</li> <li>High carbohydrate</li> <li>Reduced calorie</li> <li>Progressive diet</li> <li>Regular</li> <li>Clear liquid</li> <li>Full liquid</li> <li>Soft</li> <li>Pureed</li> <li>Low residue</li> </ul>	<b>Read:</b>  <u><b>Taylor, Lynn &amp; Bartlett</b></u> Ch. 36 <u><b>Hinkle &amp; Cheever</b></u> Ch. 5 <u><b>Ricci, Kyle &amp; Carman</b></u> Ch 25 p 942-948; Ch 26 p 971-974; Ch 27 p 998-999; Ch 28 p 1021-1023; Ch 29 p 1049-1051