

**MARYLAND BOARD OF NURSING**  
**BOARD MEETING**  
**OPEN AGENDA**

**DATE:** September 28, 2016

**TIME:** 9:00 A.M.

**PLACE:** Maryland Board of Nursing  
4140 Patterson Avenue  
Baltimore, Maryland

**BUSINESS:**

**PLEASE NOTE:** THE MEETING WILL BE IN OPEN SESSION FROM 9:00 A.M. UNTIL APPROXIMATELY 10:00 A.M. WITH EXECUTIVE (CLOSED) SESSION IMMEDIATELY FOLLOWING.

**1. Call to Order**

Roll Call and Declaration of Quorum

**2. Consent Agenda**

A. Nurse Practitioner Programs (Q. Horton)

1. Arizona State University, Phoenix, AZ, Psychiatric Mental Health, Masters
2. Columbia University, New York, NY, Adult-Gerontology Acute Care, Masters.
3. University of Tennessee Health Science Center, Memphis, TN, Psychiatric Mental Health, Doctor of Nursing Practice

B. Certificate Training Programs / Facilities (C. Redd and Jill Callan)

1. Request for Initial Approval CNA-GNA Training Program  
Future Care of Irvington
2. Request for Approval to Renew CMA Training Program  
Anne Arundel Community College

3. Request for Approval of Course Equivalency for CNA Training

- a. Franklin County Career and Technology Center
- b. Kent State University
- c. Denver School of Nursing

C. Acceptance of Minutes (August)

**3. Discussion of Items Removed from Consent Agenda**

**4. Education** (Dr. P. Kennedy)  
No Report

**5. Practice**  
No Report

**6. Licensure & Certification** (C. Redd and J. Callan)

Trinity Nursing Academy

A. Request for Approval of Vindobona Nursing and Rehabilitation Center-Clinical Facility

B. Requested Board Items - School Catalog

**7. Advanced Practice**

A. Morningside College, Sioux City, IA, Family Masters and Post Masters Certificate

B. Morningside College, Sioux City, IA, Adult-Gerontology, Primary Care, Post Masters Certificate

**8. Administrative and Legislative** (S. Devaris / Dr. Goetter)

A. Maryland Emergency Medical Services Systems (MEIMSS)

- 1. Policy Review Committee memo for new appointee
- 2. By-laws for MIEMSS Policy Review Committee

- B. Repeal of 10.53.07.01 C – Electrologist’s Office
- C. Repeal Obsolete Language 10.27.01 and 10.39.01
- D. 10.39.01.08 - CNA-DT – additional amendment
- E. NCSBN Updates - (Dr. Goetter)

**9. Committee Reports**

No Report

**10. Other**

- A. Report on Meeting with Board of Acupuncture re: Request for statutory change to allow RN/ APRN to perform Battlefield Acupuncture (Lorna House/Greg Raymond)
- B. Progress towards strategic goals from past year (Dr. Goetter)

STATE OF MARYLAND



MARYLAND BOARD OF NURSING  
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2A

**MEMORANDUM**

TO: Maryland Board of Nursing

RE: Approval of Nurse Practitioner Programs

DATE: September 28, 2016

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1. Arizona State University, Phoenix, AZ, Psychiatric Mental Health, Masters
2. Columbia University, New York, NY, Adult-Gerontology Acute Care, Masters
3. University of Tennessee Health Science Center, Memphis, TN, Psychiatric Mental Health, Doctor of Nursing Practice

cc: File



MEMORANDUM

2.B1

**FROM:** Jill Callan, BSN, RN  
Nurse Program Consultant I  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 27, 2016

**IN RE:** Request for Initial Approval of CNA-GNA Training Programs

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Future Care Nursing Center requested initial approval of its education center at Future Care of Irvington at 22 N. Athol St., Baltimore Maryland. The center has been used for nursing orientation in the past and would request to be used for a CNA/GNA training program. The site meets all COMAR 10.39.02.06 requirements for Nursing Aide Training Programs in the State of Maryland.

The following application has also been reviewed, the site has been visited, and the program has satisfied all criteria as outlined in COMAR 10.39.02 for CNA/GNA Training Programs in the State of Maryland:

1. Future Care of Irvington



MEMORANDUM

2.B2

**FROM:** Jill Callan, BSN, RN  
Nurse Program Consultant I  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 27, 2016

**IN RE:** Request for Approval to Renew CMA Training Programs

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The following renewal applications have been reviewed and have satisfied all criteria as outlined in COMAR 10.39.03 for CMA Training Programs in the State of Maryland:

1. Anne Arundel Community College



MEMORANDUM

2B.3a

**FROM:** Cheyenne Redd, MSN, RN  
Director of Licensure & Certification  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 28, 2016

**IN RE:** Approval of Nursing Course Equivalent for CNA Training

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Franklin County Career and Technology Center-Practical Nursing Program is seeking approval of Level I: Concepts Basic to Practical Nursing Practice /Lab as a course equivalent for CNA training.

**Level I: Concepts Basic to Practical Nursing Practice/Lab** is a practical nursing program course with a total of ninety-six hours theory/didactic instruction, sixty-four hours of clinical instruction, and sixty-four hours of lab instruction. This course focuses the foundational concepts and basic nursing skills necessary for patient-centered nursing care to older adults. In this course, students are introduced to critical thinking, the nursing process, and communication techniques used to interact with patients, families and members of the interprofessional team. The application of knowledge and skills occurs in the clinical setting as well as the skills laboratory.

**Franklin County Career and Technology Center**  
**Practical Nursing Program**

**Level I: Concepts Basic to Practical Nursing Practice**

Level I focuses on foundational concepts and basic nursing skills necessary for safe, patient-centered nursing care to older adults while integrating ethical, moral, and legal responsibilities of the practical nurse. This course introduces critical thinking/nursing judgment applied to nursing practice, the nursing process, cultural diversity, and communication techniques used when interacting with patients and members of the interprofessional team. Other program concepts such as evidence-based care, teamwork/collaboration, and information technology are also introduced. Application of knowledge and skills occurs in the nursing skills laboratory and in a variety of clinical settings in the care of older adults.



**Franklin County Career and Technology Center  
Practical Nursing Program  
Detailed Curriculum Plan – 2013**

	<b>Theory Hours</b>	<b>Clinical Hours</b>
Level I – 32 Days – 256 Hours		
Anatomy & Physiology I	32	
Concepts Basic to Practical Nursing Practice	96	64
Concept Basic to Nursing PN Practice Lab	64	
Level II – 33 Days – 257 Hours		
Anatomy & Physiology II	47	
Care of the Adult Patient I	64	96
Care of the Adult Patient I Lab	50	
Level III – 33 Days – 257 Hours		
Family Centered Nursing	96	161
Level IV – 32 Days – 256 Hours		
Care of the Adult Patient II	50	192
Care of the Adult Patient II Lab	14	
Level V – 33 Days - 257 Hours		
Care of the Adult Patient III	64	193
Patients with Complex Needs		
Patients with Mental Health Needs		
Level VI – 33 Days – 257 Hours		
Transition to Practical Nursing Practice	55	202

	<b>Theory Hours</b>	<b>Lab Hours</b>	<b>Clinical Hours</b>	<b>Total Hours</b>
Level I	128	64	64	256
Level II	111	50	96	257
Level III	96		161	257
Level IV	50	14	192	256
Level V	64		193	257
Level VI	<u>55</u>		<u>202</u>	<u>257</u>
	504	<u>128</u>	<u>908</u>	1540

	<b>Theory + Lab</b>	<b>Clinical</b>	<b>Total</b>
Distribution	41%	59%	100%



MEMORANDUM

2B.3b

**FROM:** Cheyenne Redd, MSN, RN  
Director of Licensure & Certification  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 28, 2016

**IN RE:** Approval of Nursing Course Equivalent for CNA Training

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Kent State University is seeking approval of NURS 10060 Introduction to Nursing, NURS 20020 Foundations of Assessment and Communication in Nursing, and NURS 20030 Foundations of Nursing Interventions as course equivalents for CNA training.

**NURS 10060 Introduction to Nursing** is a three credit course with a total of forty five hours theory/didactic instruction, zero hours of clinical instruction, and zero hours of lab instruction. In the course, students are able to focus on nursing's development as a discipline and a profession. The scope and standards of practice for nursing is explored. Nursing theory, evidence based practice and therapeutic communication are also taught during this course.

**NURS 20020 Foundations of Assessment and Communication in Nursing** is a three credit course with a total of thirty hours theory/didactic instruction, zero hours of clinical instruction, and forty-five hours of lab instruction. In this course, students are learning assessment skills and interpersonal communication skills. The student is also introduced to the role of professional nursing and delivery of health care.

**NURS 20030 Foundations of Nursing Interventions** is a five credit course with a total of thirty hours in theory/didactic instruction, ninety hours of clinical instruction, and thirty hours of lab instruction. This course delves into selected aspects of nursing care to improve the health of individuals within families and groups. This course focuses on the utilization of the interpersonal process, nursing process and professional nursing.

**Kent State University College of Nursing**  
**Term: Spring, 2016**

**Course Number and Title:** 10060 Introduction to Professional Nursing Practice

**Credit Hours:** 3 hours (2 hours in-class lecture/1 hour out-of-class activity)

**Theory Hours:** 45 hours

**Clinical Hours:** N/A

**Faculty:**

<b>Course Coordinator:</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>	<b>Campus</b>
Karen Mascolo	304	330-672-8879	kmascolo@kent.edu	Kent

**Course Faculty:**

Lisa Huffman	440-834-4187	lhuffma6@kent.edu	Geauga
Kerry Myers	440-834-4187	<a href="mailto:kmyers37@kent.edu">kmyers37@kent.edu</a>	Geauga
Andrea Corbisello	330-337-4288	acorbise@kent.edu	Salem
Jean Zaluski			Stark
Benita Fisher		<a href="mailto:bfishe10@kent.edu">bfishe10@kent.edu</a>	Trumbull

**Course Description:**

Focus on nursing's development as a discipline and a profession. The art and science of nursing including the Scope and Standards of Practice, nursing theory, evidence based practice, and therapeutic communication will be explored.

**Course Objectives:**

1. Describe nursing as a discipline and profession
2. Discuss the professional nurse's role in today's society
3. Discuss nursing concepts related to the art and science of nursing
4. Discuss ethical and legal principles that impact nursing practice
5. Discuss the Scope and Standards of Practice for professional nursing

**Academic Integrity and Plagiarism:**

Students are required to review the Kent State University Policy on Cheating and Plagiarism #3342-3-01.8 at <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

The Kent State University Libraries' resource, "Academic Honesty & Plagiarism," offers further resources at <http://libguides.library.kent.edu/plagiarism>

**Electronic Communications:**

Students are reminded that e-mail is an official University means of communication with Kent State University students. Students are responsible for all information sent to them via their University assigned e-mail account. If students choose to forward their University email account, they are responsible for all information, including attachments, sent to any other email account(s). Students are expected to check their official University email account and other electronic communications on a frequent and consistent basis. The University recommends that electronic communications be checked

minimally twice a week, if not daily. Each faculty will inform his/her group about the use of electronic communications/email.

**Accessibility Services:**

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services [SAS] (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures). (Revised 6/01/07)

Regional Campus students should contact the Dean's Office to acquire the name of the campus SAS representative to whom documentation should be submitted.

**Class Attendance:**

Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. If students anticipate an absence, they should consult with the instructor individually. In the event the absence was due to illness or injury, verification from the medical professional treating the illness or injury should be presented to the instructor.

**Registration Statement:**

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course. Students who do not have a status of ENROLLED are not eligible to attend, receive credit, or a grade for the course.

**Website Disclaimer:**

The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University's endorsement, sponsorship, or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites. (This statement has been approved by Sue Averill, Associate Provost.)

**NOTICE OF COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS.** Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

**Course Withdrawals:**

[www.kent.edu/registrar/how-withdraw](http://www.kent.edu/registrar/how-withdraw)

Every class has its own schedule of deadlines and considerations. To view the add/drop schedule and other important dates for this class, go to the **Student Tools & Courses** tab in **FlashLine** and choose either **View** or **Print Student Schedule**. To see the deadlines for this course, click on the CRN or choose the **Drop or Add a Course** link and click on the green clock next to the course under **Registration Deadlines**.

**Class Cancellation:** Follow the cancellation policy for individual campus

**Instructional Strategies:**

**Teaching/learning methods:**

- Assigned readings
- Lecture
- Online lecture/assignments
- Small group discussion
- Question/answer with Tophat technology
- Guest lectures
- Audio-visual aids

**Required Texts:**

Finkleman, A. & Kenner, C. (2016). *Professional nursing concepts: Competencies for quality leadership, third edition*. Burlington MA: Jones & Bartlett Learning.  
ISBN: 978-1-284-06776-7

**Required Technology:**

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones, tablets, or laptops, or through text messaging on any phone.

You can visit [tinyurl.com/TopHatStudentGuide](http://tinyurl.com/TopHatStudentGuide) for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as get a brief overview to get you up and running on the system. An email invitation will also be sent to your Kent State email account (if you don't receive this email, you can register by visiting our course website).

***Top Hat will require a subscription.*** You will receive information from Top Hat in your e-mail regarding how to establish a subscription.

***You will NOT need a clicker for this course. If you already have a Clicker, you will receive a discount on Top Hat.*** For the Clicker discount, there are two options:

**(A)** If you have already purchased a Top Hat subscription:

1. Contact [support@tophat.com](mailto:support@tophat.com) and include a picture of the serial # of your Clicker.
2. Top Hat will issue a \$10 refund directly to your credit card.

**(B)** If you have not yet purchased a Top Hat subscription:

1. Contact [support@tophat.com](mailto:support@tophat.com) and include a picture of the serial # of your Clicker.
2. Top Hat will send you a \$10 coupon code.
3. When you purchase a subscription, enter the coupon code on the checkout page for an automatic \$10 discount.

### Student Expectations:

- It is important that you come prepared to class; there will be questions on the assigned readings and/or assignments during each class, collected via Top Hat. **Therefore, you must bring either a smartphone, tablet, or laptop to class every week. Make sure that your device is fully charged!**
- Participation (points) will be assessed at every lecture via Top Hat.
- Because this class deals with core issues to nursing and conversation is important, I will use TopHat to solicit your opinions to start the conversation, when appropriate.
- There are many important concepts in this course that everyone will need to know and I want to make sure the class stays together, so I will poll and quiz you on these concepts during class time using Top Hat so I know where the class and individuals stand and so I can provide you the right resources.
- Engaging with your peers and me, we will use Top Hat to generate dialogue, test your knowledge, and allow you to participate in new ways.

### Exam Guidelines:

If extenuating circumstances\* prevent you from taking an exam at the regularly scheduled time, notify your instructor **BEFORE** the test. Failure to comply will result in a grade of ZERO (0) for that test. A student missing any test has the **SOLE RESPONSIBILITY** of arranging for makeup **WITHIN ONE WEEK**. Make-up tests will only be scheduled if you have contacted the instructor and made arrangements **prior** to the actual test date. Failure to comply with this makeup requirement will result in failure of the course. Faculty members have the option to require an essay exam for make-up tests. All test absences must be documented. A Test Review may be scheduled within two weeks after the exam and are offered at the discretion of faculty. Unannounced quizzes will not be permitted for make-up/review.

\*Extenuating circumstances do not include family vacations or personal travel. Please understand that make-up tests will only be given in extreme circumstances (i.e. documented illness, funerals) and it is the faculty's discretion whether or not to provide a make-up exam.

### Evaluation Methods:

#### **1. Exams**

There will be two exams for this course: a midterm and a final exam. Exams will be given in class during the scheduled class time. Any students failing to take an exam in the given time-frame will be given a zero for the exam.

#### **2. Participation Points:**

There are 40 possible learning points. These points will accrue from questions administered during weekly lectures via Top Hat and/or assignments on Blackboard that are due prior to that week's class.

#### **3. Discussion:**

##### **Discussion Posting and Response Rubric/Requirements and Grading**

You will participate in Discussion in the weeks indicated on the course schedule. The discussion will be located in BlackBoard under the "Henderson Health Care System Unit Discussion" tab on the navigation bar. You will hold your discussion within your assigned group. On the weeks in which there is a discussion, you will post your thoughts, ideas, and/or opinions about a given topic or issue related to a current event, course topic or assigned reading. You will post

your initial response to the question by Monday at 11:59 pm and respond to at least two of your peers by Wednesday at 11:59 pm. The objective is for your group to come to consensus about the topic or question and you will be called upon in class to share the results of your discussion.

Carefully read this entire rubric before posting your Discussion responses.

- Your initial posting requirements can be found in the “**Henderson Healthcare System Unit Discussion**” area of the **Weekly Module**. You are welcome to offer more information than is required in your initial posting and to respond to more than the required number of your colleagues' postings. The more ideas and insights posted and the more interaction generated among colleagues, the more meaningful and dynamic the learning experience will be for all.
- You are expected to respond to at least two of your colleagues' postings.
- Discussions in this course have been structured to build on the comments of others, and timely participation is important to ensure that everyone has the necessary input from others to complete their own work. Timeliness will allow for the broadest degree of collaboration and will help cultivate a sense of community. To ensure that colleagues have sufficient time to respond to Discussions, you are expected to make your **initial** posting by **Monday** at 11:59 pm. All postings need to be completed by **Wednesday** at 11:59 p.m. EST.
- On discussion weeks you will be responsible for participating in the “report out” in class. If you are not present in class, you will not earn full points for the discussion for that week even if you posted in Blackboard timely. The report is part of the discussion assignment.
- All Discussion postings and responses should reflect academic writing standards and have few, if any, spelling, grammar, or syntax errors.

#### **Scoring Instructions:**

- **Discussions are worth a maximum of 5 points each. Points for each Discussion will be awarded as follows:**
  - **5 (Exemplary)**
  - **4 (Proficient)**
  - **3 (Sufficient)**
  - **2 or less (Developing)**

- Points may be deducted when initial post is late (after Monday) or when you do not respond to 2 other students.

**5 Points (Exemplary)** Postings *exceed* the requirements.

- Discussion postings and responses are exemplary, meeting the requirements of the Discussion instructions and are posted by the due dates.
- Discussion postings and responses contribute to the quality of interaction by providing relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes. Also, the postings respectfully offer suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate an in-depth understanding of concepts and issues presented in the course (e. g., insightful interpretations or analyses, accurate and

perceptive parallels, and well-supported opinions), and are well-supported, when appropriate, by assigned course readings or pertinent research.

- Discussion postings and responses provide evidence that the student has read and considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable

**4 Points (Proficient)** Postings *meet* the requirements.

- Discussion postings and responses meet the requirements of the Discussion instructions and are posted by the due date.
- Discussion postings and responses contribute to the quality of interaction by providing examples, research support when appropriate, ideas, and/or thoughts/probes. Also, the postings respectfully offer suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion postings and responses provide evidence that the student has considered at least some colleagues' postings and synthesized some key comments and ideas, as applicable.

**3 Points (Sufficient)** Postings *fail to meet all* of the requirements.

- Discussion postings and responses are posted by the due date but are not always responsive to the requirements of the Discussion instructions.
- Discussion postings and responses provide little contribution to the quality of interaction or to stimulate thinking and learning. The posting provides little to no useful examples, research support, ideas, and/or thoughts/probes. The postings lack suggestions, constructive feedback, and/or opposing viewpoints.
- Discussion postings and responses demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has considered at least some colleagues' postings or synthesized at least some key comments and ideas, as applicable.

**2 or Less Points (Developing)** Postings *fail to meet any* requirements.

- Discussion postings and responses are posted past the late deadline, defined as 11:59 p.m. on the due date, and/or do not address the requirements of the Discussion instructions.
- Discussion postings and responses do not contribute to the quality of interaction or stimulate thinking and learning. The posting provides no useful examples, research support, ideas, and/or thoughts/probes. The postings do not provide suggestions, constructive feedback, and/or opposing viewpoints.
- Discussion postings and responses do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.



- Discussion postings and responses do not provide evidence that the student has read or considered colleagues' postings, as applicable.

**4. Assignments:**

You will complete two assignments for this course, each worth 10 points. All assignments will be located and submitted to the Assignment Tab in BlackBoard. Late assignments will result in a one point per day deduction from the final grade for the assignment.

- You will write and submit a one to two paragraph document explaining your personal definition of nursing. The Assignment instructions will be available in the "Assignment" tab on BlackBoard. You will also submit the completed assignment via BlackBoard.
- You will interview a registered nurse and complete an interview form which is found on BlackBoard in the "Assignment" tab. Additional direction for this assignment is found on BlackBoard. This assignment will be then be submitted to BlackBoard for grading.

**Total Points for Course :**

You can monitor your progress in the course through the use of the MY GRADES tab in LEARN, where all grades will be posted.

EVALUATION METHOD	POINTS (approximate)
Participation Points	55
Midterm	50
Final	50
Discussion	50
Assignments	20
<b>Total Points</b>	<b>225</b>

**Grade Determination:**

*\*Please note that the grading scale is not determined by individual instructors, but is determined by the College of Nursing grading policy.*

**Grading as a percentage of total points as follows:**

91-100% = A 205-225 Points	82 – 90.9% = B 185-204 Points	75 -81.9% = C 169-184 Points	64 – 74.9% = D 144-168 Points	Less than 64% = F Less than 144 points
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You must receive a **minimum of 75%** to pass this course. There will be no rounding up of grades and no opportunity for extra credit.

**\*See the BlackBoard/LEARN course for the course calendar for your course including content and due dates.** You are responsible for following the course schedule and meeting deadlines for assignments. All assignments are subject to change at faculty discretion. You are also expected to check LEARN and your student e-mail at least every 2 days, for changes in the calendar and assignments. **It is highly recommended that you check the course site daily.**

**NURS 10060 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE  
TENTATIVE WEEKLY SCHEDULE, SPRING 2016**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ACTIVITY/ASSIGNMENT/DUE DATE</b>
<b>Week 1</b> January 21	Introduction, Syllabus, Course Objectives Strategies for Success	<b>Reading:</b> Syllabus and Course Schedule Finkelman: Chapter 4 "Message to My Freshmen Students" (Read prior to first class and come prepared to discuss) <b>Register for Tophat</b>
<b>Week 2</b> January 28	Development of Nursing as a Profession	<b>Reading:</b> Finkelman: Chapter 1 <b>Participation:</b> 5 points Discussion & Class Report 10 points
<b>Week 3</b> February 4	Nursing Education	<b>Reading:</b> Finkelman Chapter 3 <b>Participation:</b> 5 points Nursing Definition Assignment due
<b>Week 4</b> February 11	The Art of Nursing Patient Centered Care	<b>Reading:</b> Finkelman: Chapters 2 & 9 The American Nurse video <b>Participation:</b> 5 points
<b>Week 5</b> February 18	Communication in Nursing & Healthcare Collaboration	<b>Reading:</b> Finkelman Chapter 10 <b>Participation:</b> 5 points Discussion & Class Report 10 points
<b>Week 6</b> February 25	Healthcare Policy	<b>Guest Lecturer: Kim Thomas</b> <b>Reading:</b> Finkelman: Chapter 5
<b>Week 7</b> March 3	The Healthcare Delivery System: Focus on Acute Care	<b>Reading:</b> Finkelman Chapter 8 <b>Participation:</b> 5 points
<b>Week 8</b> March 10	<b>MIDTERM</b>	<b>Thursday, March 10 in class</b> <b>50 points</b>
<b>Week 9</b> March 17	The Science of Nursing: Evidence Based Practice & Research	<b>Reading:</b> Finkelman Chapter 11 <b>Participation:</b> 5 points Discussion & Class Report 10 points
<b>March 21-27</b>	<b>Spring Break</b>	
<b>Week 10</b> March 24	Quality of Practice	<b>Reading:</b> Finkelman Chapter 12 <b>Participation:</b> 5 points
<b>Week 11</b> March 31	Law & Ethics	<b>Reading:</b> Finkelman Chapter 6 <b>Participation:</b> 5 points Discussion & Class Report 10 points
<b>Week 12</b> April 7	Health Promotion, Disease Prevention, and Illness: A Community Perspective	<b>Reading:</b> Finkelman Chapter 7 <b>Participation:</b> 5 points Interview Assignment: 10 points
<b>Week 13</b> April 14	Guest Panel	<b>Reading:</b> <b>Participation:</b> 5 points

		Discussion & Class Report	10 points
<b>Week 14</b> April 21	The Future: Transformation of Nursing Practice Through Leadership	<b>Reading:</b> Finkelman Chapter 14 Participation:	5 points
<b>Week 15</b> April 28	To Be Announced		
<b>May 9-15</b>	<b>FINALS WEEK</b>	<b>Thursday, May 12, 3:15-5:30 p.m.</b> <b>50 Points</b>	

Please note that this schedule is subject to change; however, all students will be notified of any changes through classroom announcements, e-mail, and Blackboard Learn

**NURS10060**  
**Introduction to Professional Nursing Practice**

**NURSING DEFINITION ASSIGNMENT**

**DUE:** February 7, 11:59 PM

**Directions:**

Answer the questions below submit as an attachment to Blackboard Learn. Please make sure to use proper grammar and spelling; points may be deducted for poor grammar and spelling errors.

1. Set aside some quiet time and reflect about the nursing profession. Write a one paragraph definition of what you think nursing is. What do nurses do? What attributes must they possess? What makes a successful professional nurse?
  
2. Now, reflect on your definition and briefly discuss what attributes you share with your definition of nursing and identify any areas that you would like to strengthen during your educational journey.

**NURS10060**  
**Introduction to Professional Nursing Practice**

**NURSE INTERVIEW ASSIGNMENT**

**DUE:** April 10, 11:59 PM

**Directions:**

Locate a *Registered Nurse* to interview. The nurse may be a family member or friend. If you do not know a nurse that you can interview, there are a number of nursing faculty in Henderson Hall that would be happy to answer your questions. Try to find a nurse that practices in the area in which you think you might want to practice. Please let me know if you have having difficulty finding a nurse to speak with and I will help you.

Answer the questions below submit as an attachment to Blackboard Learn. Please make sure to use proper grammar and spelling – proofread! Points may be deducted for grammar and spelling.

**For your interviewee:**

1. How long have you been a registered nurse?
2. What is your level of educational preparation?
3. Where do you work and what is your role/specialty?
4. What do you like about nursing?
5. Share any challenges that you face in your role.
6. What advice do you have for new nurses entering the profession?
7. If you could go back and do things over, would you choose nursing? Why or why not?

**Student:**

8. Were there any surprises in the answers you received from the RN? If so, what?
9. Did what you learn influence your decision to pursue nursing as a career?

**KENT STATE UNIVERSITY  
COLLEGE OF NURSING**

**NURS20020**

**FOUNDATIONS OF ASSESSMENT  
AND COMMUNICATION IN NURSING**

**Three Semester Hours Credit  
Spring 2016**

**Prerequisites: Special Approval  
Sophomore standing with study in biology, chemistry, and  
behavioral sciences**

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of  
Kent State University College of Nursing  
NURS20020**

Kent State University College of Nursing  
Term:Spring 2016

**Course Number and Title:** NURS20020, Foundations of Assessment and Communication in Nursing

**Credit Hours:** 3

**Theory Hours:** 30

**Clinical Hours:** 0

**Lab Hours:** 45

**Placement:** Sophomore year

**NURS20020 Faculty:**

**Course Coordinators:**

Prof. Mary Bacha, MSN, RN

**Kent Accelerated:**

Prof. Timothy W. Meyers, MSN, RN

**Kent Lab Faculty:**

Prof. Mary Bacha, MSN, RN

Prof. Lucas Bowen, BSN, RN

Prof. Ann James, MSN, RN

Prof. Cathy Snelson, MSN, RN

**Geauga:**

Prof. Kay Gurtz, RN, BSN, Med

Prof. Kerry Myers MSN, RN

**Salem:**

Prof. Cheryl Brady, MSN, CNE, RN

**Stark:**

Prof. Cherie Mountain, MSN, RN-BC

**Trumbull:**

Prof. Alice Colwell, MSN, RN

**Course Description:**

Individuals are assessed as members of families and community members. Communication in nursing is explored.

The purpose of this course is to offer a foundation in nursing and health care knowledge and skills. Each week there is a 2 hour classroom experience and 3 hours of multipurpose laboratory (MPL). Laboratory experiences include multi-media presentations that enable the student to learn in an independent study situation prior to lab.

The course is designed to introduce the student to the role of the professional nurse and delivery of health care. Fundamental nursing, assessment and communication skills are practiced in the nursing multipurpose laboratory (MPL). The nursing process is introduced, with the primary focus on health assessment. Aspects of interpersonal communication skills are explored.

**Course Objectives:**

1. Assesses individuals as members of a community and/or family unit.
  - a. Describes the holistic concept of the person.
  - b. Describes the interrelationship between client and family members.
  - c. Describes influences of the community on individuals and family members.
2. Recognizes spiritual/cultural aspects of the person.
  - a. Identifies religious, spiritual and cultural practices.
  - b. Describes role of the nurse in recognizing uniqueness of the individual and health care implications.
3. Applies the interpersonal process in human relationships.
  - a. Identifies interpersonal process skills.
  - b. Demonstrates communication skills with the individual, family and community.
  - c. Analyzes interpersonal communication.
4. Gathers health assessment data using a variety of skills.
  - a. Elicits health history.
  - b. Uses physical assessment skills.
  - c. Assesses subjective and objective data using Gordon's Functional Health Patterns.
  - d. Assesses an individual within a family and community
5. Implements the nursing process within selected settings.
  - a. Describes how to use and integrate nursing diagnoses (NANDA), in the nursing process.
  - b. Uses the nursing process in determining nursing diagnoses of selected clients.
  - c. Identifies outcomes and interventions in conjunction with the individual and family to promote health.
  - d. Develops basic care plans for identified nursing diagnoses.
6. Identifies psychosocial and physiological concepts affecting the health status of clients.
  - a. Recognizes effect of selected psychosocial concepts on health status of clients.
  - b. Identifies physiological needs in health promotion.
  - c. Identifies available community resources for health promotion.
7. Formulates a personal concept of the role of a professional nurse.
  - a. Identifies the professional nurse's role.
  - b. Demonstrates selected nursing skills.
  - c. Describes the nurse's role in community involvement.

*(The Essentials of Baccalaureate Education for Professional Nursing Practice, 2008)*



### **Academic Integrity and Plagiarism:**

Plagiarism Policy #3342-3-01.8 available at Students are required to review the Kent State University Policy on Cheating and Plagiarism #3342-3-01.8 at: <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

The Kent State University Libraries' resource, "Academic Honesty & Plagiarism," offers further resources at <http://libguides.library.kent.edu/plagiarism>

### **Electronic Communications:**

Students are reminded that e-mail is an official University means of communication with Kent State University students. Students are responsible for all information sent to them via their University assigned e-mail account. If students choose to forward their University email account, they are responsible for all information, including attachments, sent to any other email account(s). Students are expected to check their official University email account and other electronic communications on a frequent and consistent basis. The University recommends that electronic communications be checked minimally twice a week, if not daily. Each faculty will inform his/her group about the use of electronic communications/email.

### **Accessibility Services:**

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services [SAS] (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures). (Revised 6/01/07) Regional Campus students should contact the Dean's Office to acquire the name of the campus SAS representative to whom documentation should be submitted.

### **Class Attendance:**

Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. If students anticipate an absence, they should consult with the instructor individually. In the event the absence was due to illness or injury, verification from the medical professional treating the illness or injury should be presented to the instructor.

Since the student's professional and academic progress is impeded by any absence or tardiness, and patient safety may be jeopardized, attendance at classroom presentations is expected and WEEKLY ATTENDANCE AT ALL MULTIPURPOSE LAB IS REQUIRED. Exceptions will be made only in the event of extenuating circumstances such as vehicular accidents, illness, or death in the immediate family. Documentation will be required for all such absences. Please note that vacations do not constitute a valid reason for an absence.

If a class, or multipurpose lab absence is to occur, **students are required** to discuss the absence via phone or email with their class or lab instructor (depending on which is to be missed) **prior to the absence.** Laboratory makeup must be arranged by the student within one week of the missed experience. **Failure to comply with this requirement may result in failure of the course.**

Written make-up work and demonstration of covered skills is required for all lab absences. Lab make-up will be time equivalent (e.g.: a missed three hour lab may include a written assignment and practice and demonstration of skill competence in the open lab following the missed lab.)

Any student signing in for another student may be dismissed from the class for unprofessional conduct and unable to earn greater than a D in the course.

**Registration Statement:**

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course. Students who do not have a status of ENROLLED are not eligible to attend, receive credit, or a grade for the course.

**Website Disclaimer:**

The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University's endorsement, sponsorship, or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites. (This statement has been approved by Sue Averill, Associate Provost.)

**NOTICE OF COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS.** Any intellectual property displayed or distributed to students during this course (including but not limited to power points, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

**Course Withdrawals:**

Withdrawal from a course is permitted through the 10th week of the semester <http://www.kent.edu/registrar/how-withdraw>

Students who withdraw from the course are to notify their course coordinator within 24 hours, in person or in writing.

**Class Cancellation:**

Follow cancellation policy for individual campus.

**Facilities:****Multipurpose Laboratory**

The multipurpose laboratory (MPL) provides students with the opportunity to practice clinical assessment skills. Students are expected to be **SELF-DIRECTED** in these learning experiences. The following steps are essential for the student to master the skills:

1. Study the required readings and PowerPoint slides prior to lab.
2. View required audio-visual materials prior to lab.
3. Practice skill(s) and carry out learning experiences prior to lab.
4. Demonstrate competence in skill(s).

Sophomore forms files may be downloaded from the NURS20020 Blackboard Learn site. Media resources for all students are available at their respective campuses.

**Instructional Strategies:**

Classroom instruction, multipurpose laboratory sessions, are educational opportunities provided for students under the guidance and teaching of experienced faculty. Class and multipurpose laboratory (MPL) content is outlined weekly in the syllabus. Students are expected to complete the assigned readings, review syllabus content, and review Power Point slides (posted on the class website) prior to each class or lab. A variety of student centered learning strategies, including case studies, are used by faculty to facilitate greater student comprehension and application of course content. Content outlines for weekly classes are located in the first half of the syllabus, and content outlines for lab are in the second half of the syllabus. \*See separate class schedules for additional weekly assignments for each campus.

## **NURS20020 Textbooks/Lab Material**

\*\*\* Many of the textbooks will be required (and helpful) for future courses. Please keep all textbooks until you verify future requirements.

### **Required Texts:**

Buchholz, Susan (2016). *Henke's med math: dosage calculation, preparation & administration*, (8th ed.). Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-0284-7

Craven, R., & Hirnle, C. (2013). *Fundamentals of nursing: human health and function* (7<sup>th</sup> ed). ISBN 978-1-60547-728-2

Doenges, M., Moorhouse, M. & Murr, A. (2014). *Nursing care plans: Guidelines for individualizing client care across the lifespan*, (9<sup>th</sup> ed.). Philadelphia: F. A. Davis. ISBN: 978-0803630413

Lippincott (2015). *Nursing 2016 drug handbook*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 9781469887043

### **Required Lab Materials:**

Stethoscope, Blood pressure cuff, watch with a second hand and penlight. Stethoscopes and blood pressure cuffs are available for purchase online, Kent State University bookstore or local medical supply stores. On-site fitting for CON Uniforms for N20030 clinical will be announced mid semester.

### **Supplemental Texts (optional):**

Craven, R. (2013). *Study guide to accompany Fundamentals of Nursing* (7<sup>th</sup> ed.). Philadelphia: LWW ISBN 978-1-6054777831

LearnSmart *Medical Terminology*, McGraw-Hill. ISBN: 978-0073374765

Moore, S. (2011). *Nursing math simplified*. (5<sup>th</sup> ed.). Clearwater, Florida: H & H Publishing Company, Inc. ISBN 978-09432029450

Nugent, P. & Vitale, B. (2016) *Test Success: Test-Taking Techniques for Beginning Nursing Students* (7<sup>th</sup> ed.) ISBN: 978-08036-28182

Nugent, P. & Vitale, B. (2015) *Fundamentals Success: a Course Review Applying Critical Thinking to Test Taking*. (4th ed.) ISBN: 978-0803644144

### **Student Expectations:**

#### **Mass Media**

Students are responsible to inform faculty if they did not give permission for pictures, videotaping, or any other electronic media during the educational process.

#### **Professional Standards**

As baccalaureate prepared nursing students, you will be expected to present yourself in a professional manner. Students are to be **professional** when interacting with administration, faculty, peers, CON guests, and the community. Nursing students are also to be **accountable and responsible**. Therefore, students will be assessed by faculty on professional behavior as well as accountability and responsibility as reflected in student evaluations.

### **Important Information**

- 1) Personal communication devices (cellular phones, pagers, personal digital assistants, etc.) may not be in active mode during class, labs, or exams. Text messages, phones, or pagers are not permitted to be acknowledged during class/lab/exam time.
- 2) All students are required to read the University Administrative Policies and Procedures to increase their understanding of rules regarding class disruptions, student cheating, plagiarism and dismissal for non-academic reasons.
- 3) All students are required to read the undergraduate Kent State University, College of Nursing Handbook, which is available online from: <http://www.kent.edu/nursing/programs/bachelors>

### **Worrisome Course Grade Form:**

Students are required to complete a Worrisome Course Grade Form if they earn less than 75% on unit exams 1, 2 and 3. Please follow the instructions on the form in this syllabus.

**Kent State University College of Nursing**

**Worrisome Course Grade Form**

Form to be completed by all students who are currently earning less than 75% in NURS 20020.

\_\_\_\_\_ is currently earning a \_\_\_\_\_% in NURS 20020 Foundations of Assessment and Communication in Nursing.

Below, please list a minimum of three lifestyle/study strategies as a student written plan for success. Make sure that your plan includes specific, measurable strategies that you will take in an effort to achieve greater than a 75% in this course. Complete, sign, and return this form to your laboratory instructor for review within 10 days of receiving this notification.

I, \_\_\_\_\_ agree to do the following:  
(Print your name)

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EXAM GUIDELINES:

1. Nine (9) digit Banner ID# must be memorized and recorded on exam booklet & scantron.
2. Students shall sit in every other seat or as directed by faculty. All personal belongings must be placed in the area designated by faculty. No eating or drinking will be permitted during exams.
3. Number two pencils are to be used.
4. Students are responsible for checking to see that all exam items are completed before turning in exams. Students will **NOT** be permitted to finish any omitted item after they have turned in exams nor after the allocated test time has ended.
5. It is the student's responsibility to thoroughly darken each answer in order for the computer to award credit. Only answers darkened on the scantron sheet will be scored. No credit will be awarded for answers written on the test booklet.
6. Basic electronic calculators which only add, subtract, multiply and divide MAY be used during exams. Calculators must be checked by faculty prior to the exam. Use of graphing or scientific calculators will constitute cheating and may result in failure of the exam and/or the course. No sharing of calculators will be permitted.
7. NO Baseball Caps or Hats of any kind may be worn during exams with the exception of religious head covering.
8. NO Personal Audio Equipment or Communication Devices of any kind may be used during testing. Calls or pages will not be permitted to be acknowledged during testing. Apple I Watches or similar electronics which can gain internet access are not allowed during testing.
9. Students may write in their test booklets. Scratch paper is not permitted.
10. After turning in exams, students are NOT permitted to return to the examination room until all students have completed the exam.
11. Students are to keep answer sheets covered.
12. University policy regarding suspected cheating will be enforced. Refer to 3342-3-07 Administrative policy & procedures regarding student cheating and plagiarism.
13. Unit exam review, if conducted, will be at the discretion of the full time course faculty teaching and/or supervising the course. Unit exams may only be reviewed within two weeks of the date of administration. There will be no formal review of Exam III or the Final exam.
14. Exam questions are confidential and therefore should not be discussed via unsecure email. **Under no circumstances should exam questions be discussed via email with faculty or other students.** Failure to comply with these guidelines will constitute cheating and may result in failure of the exam or course.

## **Evaluation Methods:**

Student evaluation for the course will depend upon performance in the multipurpose laboratory, achievement on three tests and a comprehensive final examination, and satisfactory completion of all written assignments on time.

If extenuating circumstances prevent the student from taking a test at the regularly scheduled time, the student must **notify the class instructor BEFORE the test**. Failure to comply may result in a grade of ZERO (0) for that test. If unable to reach the class instructor, students are to leave a message with their name and telephone number on the class instructor's voice mail. **A short answer essay exam will be required for any missed course exam, regardless of reason.** A student missing any test or multipurpose laboratory, has the sole responsibility of arranging for makeup within one week. **Failure to comply with make-up requirements may result in failure of the course. Test questions will include questions from class, lab, syllabus, and assigned readings.** All assigned written assignments and laboratory performance must be satisfactory to pass this course.

As baccalaureate prepared nursing students, you will be expected to present yourself in a professional manner. Students are to be **professional** when interacting with administration, faculty, peers, CON guests, and the community. Nursing students are also to be **accountable and responsible**. Therefore, students will be assessed by the sophomore faculty on professional behavior as well as accountability and responsibility as reflected in student evaluations.

### **Summary of evaluation methods:**

- 1) Exams and/or quizzes, ATI lab assignment totaling 405 points
- 2) ATI Communication Module Practice and Final Tests will be worth 5 total points. Points will be earned only after the student's cumulative end of semester grade averages 75% or greater. Students must submit an 85% score on both tests to receive points. All other Lab assignments will be graded Satisfactory/Unsatisfactory.
  - a. Dosage Calculation Assignments
  - b. Conceptual Care Maps
  - c. Final Lab Assessment
  - d. Simulations

- 3) Classroom and lab attendance.

See notations in syllabus and course schedule regarding test content on math and terminology.

### **Grading Determination for NURS 20020**

369 – 405 points	= A
333 – 368 points	= B
304 – 332 points	= C
263 – 303 points	= D
< 263 points	= F

Students must receive a minimum of 75% (304 points out of 405) to pass this course. Thus, there will be no rounding up of grades and no opportunity for extra credit or bonus points. A student not earning a satisfactory on all written assignments or in multipurpose lab will be considered unsatisfactory in lab and will be unable to achieve greater than a D in the course, regardless of the earned exam grades.

Any student signing in for another student may be dismissed from the class for unprofessional conduct and unable to earn greater than a D in the course.

## **Math Competency**

In addition to a **75% average on the four (4) exams** and/or quizzes (304 points out a possible 405 points) a student must earn at least 75.0% on all math questions (30 correct out of 40 math questions) on the four exams and/or quizzes. There will be a total of 40 math questions divided over the exams and/or quizzes. If a student answers less than 30 out of 40 math questions correctly, the last 10 math questions will serve as a final chance to demonstrate math competency. Any student answering less than 30 out of 40 math questions correctly is required to achieve a 75% on the last 10 math questions in order to pass the course.

A student achieving less than 75% on the forty math questions, who achieves less than 75% on the last 10 math questions, will be unable to earn greater than a D in the course regardless of the student's exam and/or quiz grades or lab evaluation.

### **Portfolio:**

Students are to complete a portfolio page representing their N20020 experience using the Kent State College of Nursing's portfolio template. Students' *Competencies*, discovery of *Evidence Based Practice*, and a *Personal Reflection* of the experience should be addressed. Students must receive a SATISFACTORY on the portfolio. Portfolios must be made available to Lab instructor at time of final evaluation.



### Class and Multipurpose Lab: Dosage Calculation Review

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Accurately calculates dosages of medications.</li> <li>2. Demonstrates selected nursing skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiplication and division of whole numbers, fractions and decimals               <ol style="list-style-type: none"> <li>a. ratio and proportion</li> <li>b. dimensional analysis</li> </ol> </li> <li>2. Interpret the language of Prescriptions               <ol style="list-style-type: none"> <li>a. abbreviations and terminology</li> </ol> </li> <li>3. Read Drug Labels and Packaging</li> <li>4. Calculate medication administration problems using the metric apothecary and household systems of measurement</li> <li>5. Identify various equipment used to measure dosages</li> <li>6. Calculate Oral solid and liquid medication dosages</li> <li>7. Calculate liquid and powder medication dosages for injection</li> </ol>	<p><b>Required Readings:</b></p> <p>Henke's Med Math Chapter 1- 4 and Ch. 5 (pages 139-172 only) Ch. 8 (pages 315-333 only)</p> <p><u>Learning Activities:</u> -Math &amp; Dosage Calculation practice on The Point: Craven &amp; Hirnle</p>

**Class: Professional Nursing, Theories and Conceptual Frameworks/Orientation/"The Point" Orientation**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Explore the art and science of nursing.</li> <li>2. Identify critical personality traits essential for professional nursing practice.</li> <li>3. Discuss professional responsibilities required for providing safe patient care.</li> <li>4. Analyze behaviors critical to success in nursing education</li> <li>5. Review student nursing expectations</li> <li>6. Verbalize understanding of the College of Nursing Handbook requirements</li> <li>7. Summarize the difference between medical and nursing practice.</li> <li>8. Investigate the application of nursing and non-nursing theories to professional nursing practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aspects of the professional nursing role and responsibilities</li> <li>2. Critical personality and professional attitudes</li> <li>3. QSEN Knowledge, skills, and attitudes for basic nursing practice</li> <li>4. Course orientation</li> <li>5. College of Nursing Handbook requirements</li> <li>6. Student nurse expectations</li> <li>7. "the Point" orientation</li> <li>8. Nursing theories and non-nursing theories</li> </ol>	<p><b>Required Readings:</b></p> <p>Craven &amp; Hirnle Chapter 1 The Profession of Nursing</p> <p>QSEN competencies (knowledge, skills, and attitudes (KSAs) found at: <a href="http://qsen.org/competencies/pre-licensure-ksas/">http://qsen.org/competencies/pre-licensure-ksas/</a></p>

**Class: Communication/Stress, Coping and Adaptation**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Defines the communication process.</li> <li>2. Describes two types of communication.</li> <li>3. Lists five characteristics of effective verbal messages.</li> <li>4. Describes techniques that facilitate communication.</li> <li>5. Describes techniques that inhibit communication.</li> <li>6. Uses interpersonal process skills.</li> <li>7. Analyzes interpersonal communication.</li> <li>8. Outlines guidelines for effective human relationships.</li> <li>9. Demonstrates communication skills with the individual, family and community.</li> <li>10. Formulates a personal concept of the role of a professional nurse.</li> <li>11. Lists basic defense mechanisms used by people to maintain homeostasis.</li> </ol>	<p>The Nurse Client Relationship &amp; Communication in Health Assessment</p> <ul style="list-style-type: none"> <li>• The nurse-client relationship</li> <li>• Components of communication</li> <li>• Nursing theories and communication</li> <li>• Modes of communication</li> <li>• Facilitative approaches to communications</li> <li>• Blocks to communication</li> <li>• Interviewing</li> </ul> <p>Effect of Stress on Nurse-Client Communication</p> <ol style="list-style-type: none"> <li>1. Promotion of nurse’s self-care</li> <li>2. Promotion of care for client</li> <li>3. Stress and stressors</li> <li>4. Anxiety</li> <li>5. Defense mechanisms</li> <li>6. Relaxation techniques</li> </ol>	<p><u>Required Readings:</u> Craven &amp; Hirnle Chapter 5 Communication: The Nurse Patient Relationship Chapter 40 Stress, Coping and Adaptation</p> <p>Therapeutic/Facilitating Communication Syllabus content on subsequent three (3) pages</p> <p><u>Critical Thinking:</u> The Point website student learning activities: Complete NCLEX- style Chapter review questions for corresponding content</p> <p><b>ATI Learning Systems RN Tutorials: Communication Practice Test and Communication Final Test Submit a minimum of 85% on both tests.</b></p>

## Therapeutic/Facilitating Communication

INITIATING AND ENCOURAGING COMMUNICATION		
Technique	Examples	Rationale
Giving information	"It is time for me to . . ." "I will be here until . . ."	Informs client of facts needed to understand situation. Provides a means to build trust & develop a knowledge base for client to make decisions.
Stating observations	"You are smiling." "I see you are up already."	By calling client's attention to what is observed, nurse encourages client to be aware of behavior.
Open questions, comments	"What is your biggest concern?" "Tell me about your health."	Allows client to choose the topic of discussion according to circumstances and needs.
General leads	"And then?" "Go on . . ." "Tell me more."	Encourages client to continue talking.
Focused questions, comments	"Tell me more about . . ." "Tell me about your pain." "What did your doctor say?" "How has your family reacted?" "What is your biggest fear?" "That seems worth talking about more."	Encourages client to give more information about specific topic of concern. Encourages client to think about and describe a particular concern in more detail.
Giving recognition	"Good morning Mr. Richards. I noticed that you're shaved."	Conveys the nurse sees the patient as an individual. Recognizing the client and their accomplishments and their needs.
Offering self	"I'll sit with you awhile." "I'll go with you to x-ray."	Demonstrates the nurse's desire to help the client.
Convey acceptance	"Yes . . ." Nodding "I follow what you are saying." "Uh hummm ..."	Conveys an acceptance of the client's thoughts, feelings, & concerns.
Verbalizing the implied	Patient: "I can't talk to anyone." Nurse: "Do you feel that no one understands?"	Encourages the client to elaborate on the topic. Allows the client the opportunity to correct misunderstanding, clarify, or elaborate.

### HELPING CLIENT IDENTIFY AND EXPRESS FEELINGS

Technique	Examples	Rationale
Sharing Observations	"You look tense." "You seem uncomfortable when..."	Promotes client's awareness of nonverbal behavior. Helps clarify meaning of the behavior.
Paraphrasing	Client: "I could not sleep last night." Nurse: "You've had trouble sleeping?"	Encourages client to describe the situation more fully. Demonstrates that nurse is listening and concerned.
Reflecting feelings	"You were angry when that happened?" "You seem upset."	Focuses client on identified feelings based on verbal or nonverbal cues.

### ENSURING MUTUAL UNDERSTANDING

Technique	Examples	Rationale
Seeking clarification	"I don't quite follow you . . ." "Do you mean . . .?" "Are you saying that . . .?"	Encourages client to expand on a topic that is not yet clear or that seems contradictory.
Summarizing	"So there are three things you are upset about, your family being too busy, your diet, and being in the hospital so long."	Reduces the interaction to three or four points identified by nurse as significant. Allows client to agree or add other concerns.
Validation	"Did I understand you correctly that . . .?"	Allows clarification of ideas that nurse may have interpreted differently than intended by client.

### NONVERBAL TECHNIQUES TO FACILITATE COMMUNICATION

Technique	Example	Rationale
Active listening	eye contact attentive posture face the client lean towards speaker avoid distracting body movements	Conveys interest in client's needs, concerns, and problems and requires complete attention to understand the entire verbal & nonverbal message.
Silence		Gives the client time to think or reflect.
Therapeutic touch		Can convey affection, emotional support, encouragement, tenderness, & personal attention when used appropriately. Consider personal preferences and cultural norms when using.

## INHIBITING COMMUNICATION

Technique	Examples	Rationale
"Why" questions	"Why did you do that?" "Why do you feel that way?" "Why did you eat that when you know it gives you stomach pain?" "Why did you go back to bed?"	Asks client to justify reasons. Implies criticism and makes client feel defensive. Better to focus on what happened and encourage telling the whole story.
Sidestepping or changing subject inappropriately	Client: "I'm having a hard time with my family." Nurse: "Do you have any grandchildren?" Patient: "I want to die." Nurse: "Did your doctor come to visit you?"	This eases nurse's own discomfort. It avoids exploring topic identified by client.
False reassurance	"Everything will be okay." "Surgery is no big deal." "Don't worry, everything will be all right."	This is vague and simplistic and tends to belittle client's concerns. It does not invite a response.
Advising, Giving advice	"You really should exercise more." "You shouldn't eat fast food every day." "I think you should . . ."	This keeps client from actively engaging in finding a solution. Often client knows what should or shouldn't be done and needs to explore alternative ways of dealing with issue.
Stereotyped responses, comments	"Keep your chin up." "You will be home in no time." "Men don't cry." "It's for your own good." "You have the best doctor in town." "All clients with cancer worry about that."	This does not invite client to respond.
Defensiveness	"The nurses here work very hard." "Your doctor is extremely busy." "Your doctor is the head of the department and has a fine reputation." "This is one of the best hospitals in the area."	Moves focus away from client's feelings without acknowledging concerns.
Showing approval or disapproval	"That's good." "You shouldn't do that."	Approval may interfere with reflection. The client may share a decision, not for approval, but to discuss feelings. Disapproval implies the client must meet the nurse's expectations or standards.
Agreement or disagreement	"That's right." "I disagree with that."	Both agreement and disagreement may stop the client from discussing or reflecting further. Disagreeing may make client feel their thoughts, feelings, or concerns have been devalued.
Personal terms of endearment	"Grandma, it is time for your bath." "Sweetie, you have to take your pills."	Terms disrespectful to the dignity or individuality of the client.
Closed questions, comments	"Do you feel better today?"	Results in short, one word response. Does not encourage elaboration, discussion.

**Class: Nursing Health History and Assessment/Physical Assessment Overview**

Behavioral Objectives	Content	Learning Experiences Class and MLP
<ol style="list-style-type: none"> <li>1. Assesses individuals as members of a community and/or family unit.</li> <li>2. Recognizes the cultural/spiritual aspects of the person.</li> <li>3. Applies the interpersonal process in human relationships.               <ol style="list-style-type: none"> <li>a. Identifies interpersonal process skills.</li> <li>b. Demonstrates communication skills with the individual, family and community.</li> <li>c. Analyzes interpersonal communication.</li> </ol> </li> <li>4. Gathers health assessment data using a variety of skills.               <ol style="list-style-type: none"> <li>a. Elicits health history.                   <ol style="list-style-type: none"> <li>1). Describes the purpose of a health history.</li> <li>2). Demonstrates interviewing techniques in obtaining a health history.</li> <li>3). Uses Nursing Functional Health Pattern format to obtain a health assessment.</li> </ol> </li> </ol> </li> <li>5. Identifies physical assessment skills               <ol style="list-style-type: none"> <li>a) Lists methods used in performing a physical exam.</li> <li>b) Identifies nurse's role in performing assessments.</li> <li>c) Describes physical assessment as a component of the nursing process</li> <li>d) Defines appropriate terminology</li> <li>e) Performs general survey</li> <li>f) Records findings</li> </ol> </li> <li>6. Identifies psychosocial and physiological concepts affecting the health status of clients.</li> </ol>	<p>Purpose of Health Assessment</p> <p>Obtaining Subjective Data: The Health History</p> <ul style="list-style-type: none"> <li>• Interviewing</li> <li>• Informal</li> <li>• Formal</li> </ul> <p>Framework/format for the health history assessment</p> <ul style="list-style-type: none"> <li>• Review of Systems (Medical Model)</li> <li>• Functional Health Pattern Assessment (Nursing Model)</li> </ul> <p>Components of each health history format</p> <p>Comparison of health history formats</p> <p>Conducting the Health History Assessment</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Communication skills</li> <li>• Differentiates between subjective and objective data</li> </ul> <p>Formulates a client's history of present illness based on a "chief complaint"</p> <ol style="list-style-type: none"> <li>1. Overview of physical assessment           <ol style="list-style-type: none"> <li>a) Purpose</li> <li>b) How and when nurses use PE</li> <li>c) General approaches</li> <li>d) Frequency of exam by age</li> <li>e) Overview of techniques               <ol style="list-style-type: none"> <li>i) Inspection</li> <li>ii) Palpation</li> <li>iii) Percussion</li> <li>iv) Auscultation</li> </ol> </li> <li>f) Equipment and Environment</li> </ol> </li> <li>2. Documentation</li> <li>3. How to conduct the exam           <ol style="list-style-type: none"> <li>a) Measurements</li> <li>b) General Survey</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 11 - Nursing Assessment Chapter 16 - Health Assessment, pp. 261-277</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX-style Chapter review questions for corresponding content</p>

**Class: Nursing Process**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Implements the nursing process within selected settings.</li> <li>2. Describes how to use and integrate NANDA into the nursing process.               <ol style="list-style-type: none"> <li>1). Explains the purpose of nursing process.</li> <li>2). Defines the steps in nursing assessment.</li> <li>3). Describes sources of data.</li> <li>4). Distinguishes between direct and indirect data.</li> <li>5). Defines subjective and objective and indirect data.</li> <li>6). Identifies the significance of NANDA.</li> <li>7). Identifies appropriate NANDA nursing diagnoses.</li> <li>8). Identifies client goals and outcomes.</li> <li>9). Identifies nursing interventions appropriate to selected nursing diagnoses and goals.</li> <li>10) Discuss issues related to the use of nursing diagnoses</li> </ol> </li> <li>3. Compares nursing process to the research process.</li> </ol>	<p>Overview of nursing process:</p> <ol style="list-style-type: none"> <li>1. Historical perspective</li> <li>2. Definition</li> <li>3. Components           <ol style="list-style-type: none"> <li>a. assessment</li> <li>b. nursing diagnosis (NANDA)</li> <li>c. planning               <ol style="list-style-type: none"> <li>1) outcome identification                   <ul style="list-style-type: none"> <li>• short term and long term goal formulation</li> </ul> </li> </ol> </li> <li>d. implementation</li> <li>e. evaluation</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chap 10, 11, 12, 13, 14, 15</p> <p>Helpful references for nursing diagnoses: -Appendix – Nursing diagnosis -Craven &amp; Hirnle Appendix F pp. 1455-1458 -Textbook of Nursing Diagnosis</p> <p><b>PLEASE BRING your Nursing Diagnosis Textbook to lab each week from this point forward.</b></p> <p><b><u>Critical Thinking:</u></b> The Point website student learning activities</p> <p>Complete NCLEX-style Chapter review questions for corresponding content</p>



**Class: Documentation and Reporting**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<p>1. a. Formulates a personal concept of the role of the professional nurse.</p> <p>b. Identifies the professional nurse's role/behavior.</p> <p>2. Demonstrates selected nursing skills.</p> <p>a. Describes methods of charting.</p> <p>b. Uses appropriate professional terminology for documenting in client records.</p> <p>c. Discusses criteria for accurate and complete documentation</p>	<p>1. Documentation and Reporting</p> <p>a. Purpose</p> <p>b. Principles for quality documentation</p> <p>c. Computerized documentation-EHR Nursing informatics</p> <p>d. Methods of documentation</p> <p>e. Forms, Terminology and abbreviations</p> <p>1) error-prone abbreviations</p> <p>f. Incident reports</p> <p>g. Reporting - SBAR</p> <p>h. Telephone or Verbal orders</p>	<p><b>Required Readings:</b></p> <p>Craven &amp; Hirnle Chapter 15 Documentation and Communication in the Health Care Team</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>

**Class: Values/Ethical and Legal Concerns**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Formulates a personal concept of the role of the professional nurse.</li> <li>2. Identifies the professional nurse's role/behavior.</li> <li>3. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a. Identifies characteristics of the professional nurse.</li> <li>b. Describes legal responsibilities of the nurse.</li> <li>c. Respects client confidentiality.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Values               <ol style="list-style-type: none"> <li>a. Belief patterns</li> <li>b. Professional values</li> <li>c. Values clarification</li> <li>d. Influences – effects of values</li> </ol> </li> <li>4. Ethical and Legal Concerns in Nursing               <ol style="list-style-type: none"> <li>a. Ethical frameworks</li> <li>b. Code of ethics for nursing</li> <li>c. Terminology</li> <li>d. Federal Statutory Issues Confidentiality</li> <li>e. Licensure/Nurse Practice Act</li> <li>f. Standards of Care</li> <li>g. Civil and criminal legal issues</li> <li>h. Good Samaritan Laws</li> </ol> </li> </ol>	<p><b>Required Readings:</b></p> <p>Craven &amp; Hirnle Chapter 6 Values, Ethics, and Legal Issues</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style Chapter review questions for corresponding content</p>

**Class: Evidenced Based Care and Critical Thinking in Nursing**

Behavioral Objectives	Content	Learning Experiences Class and MLP
<ol style="list-style-type: none"> <li>1. Applies the interpersonal process in human relationships.</li> <li>2. Analyzes interpersonal communication</li> <li>3. Gathers health assessment data using a variety of skills</li> <li>4. Implements the nursing process within selected settings</li> <li>5. Uses the nursing process in determining nursing diagnoses for selected clients</li> <li>6. Identifies psychosocial and physiological concepts affecting the health status of clients</li> <li>7. Identifies the professional nurse's role</li> <li>8. Demonstrates selected nursing skills</li> </ol>	<p>Evidence Based Practice</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Process</li> <li>3. Role in nursing</li> </ol> <p>Critical Thinking</p> <ol style="list-style-type: none"> <li>1. Definitions/theories</li> <li>2. Influencing factors</li> <li>3. Learning styles</li> <li>4. Diagnostic reasoning</li> <li>5. Application to practice</li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 7 Nursing Research and Evidence Based Care Review Chapter 10 Nursing Process: Foundation for Practice</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style Chapter review questions for corresponding content</p>

**Class: Cultural and Ethnicity/Spiritual Health**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Assesses individuals as members of a community or family unit.</li> <li>2. Describes the holistic concept of the person.</li> <li>3. Describes the interrelationship between client and family members.</li> <li>4. Recognizes cultural aspects of the person.</li> <li>5. Identifies religious, spiritual and cultural practices</li> <li>6. Describes role of the nurse in recognizing uniqueness of the individual and health care implications.               <ol style="list-style-type: none"> <li>1). Identifies selected cultural beliefs that influence health practices.</li> <li>2). Identifies cultural variables that may impact health care practices.</li> <li>3). Identifies variables that may impact adherence to prescribed health care practices.</li> <li>4). Describes ways cultural beliefs can be included in the plan of care for selected illnesses</li> </ol> </li> <li>7. Formulates a personal concept of the role of the professional use.</li> <li>8. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>1). Identifies nurse's role in cultural aspects of clients.</li> </ol> </li> </ol>	<p>Cultural Assessment</p> <ol style="list-style-type: none"> <li>1. Definitions of Culture</li> <li>2. Culturally competent nursing</li> <li>3. Language</li> </ol> <p>Spiritual Assessment</p> <ol style="list-style-type: none"> <li>1. Spiritual function and patterns</li> <li>2. Factors affecting spiritual health</li> <li>3. Generalized practice of religious groups</li> <li>4. Altered spiritual function               <ol style="list-style-type: none"> <li>a. spiritual distress</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 4 Culture and Diversity Chapter 42 Spiritual Health</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>

**Class: Client Education**

Behavioral Objectives	Content	Learning Experiences Class and MLP
<ol style="list-style-type: none"> <li>1. Applies the interpersonal process in human relationships.</li> <li>2. Identifies interpersonal process skills. <ul style="list-style-type: none"> <li>• States principles of teaching and learning.</li> <li>• Lists learning needs of the individual.</li> <li>• Identifies barriers to the teaching/learning process.</li> <li>• Formulates objectives.</li> <li>• Identifies psychosocial and physiological concepts affecting the health status of clients.</li> </ul> </li> <li>3. Demonstrates communication skills with the individual, family and community.</li> <li>4. Analyzes interpersonal communication.</li> <li>5. Implements the nursing process within selected settings.</li> <li>6. Describes how to use and integrate NANDA into teaching care plans.</li> <li>7. Uses the nursing process in determining nursing diagnoses of selected clients.</li> <li>8. Identifies outcomes and interventions in conjunction with the individual and family to promote health.</li> <li>9. Compares nursing process to the research process.</li> <li>10. Formulates a personal concept of the role of a professional nurse.</li> <li>11. Identifies the professional nurses role.</li> <li>12. Demonstrates selected nursing skills.</li> </ol>	<p>Health Teaching Role of the Professional Nurse</p> <ol style="list-style-type: none"> <li>1. Purpose of Client Education</li> <li>2. Domains of learning</li> <li>3. Principles of teaching and learning</li> <li>4. Barriers to teaching and learning</li> <li>5. Use of nursing process to meet health teaching/learning needs</li> </ol> <p>a. <u>Assessment</u></p> <ol style="list-style-type: none"> <li>1) Assessment of learning needs</li> <li>2) Readiness</li> <li>3) Ability</li> <li>4) Learning needs</li> <li>5) Religious/cultural factors</li> <li>6) Cultural: language needs</li> <li>7) Learning environment</li> <li>8) Learning Resources</li> </ol> <p>b. <u>Planning</u></p> <ol style="list-style-type: none"> <li>1) Nursing diagnoses</li> <li>2) Health &amp; teaching goals</li> <li>3) Teaching strategies</li> <li>4) Teaching plan</li> </ol> <p>c. <u>Implementation</u></p> <ol style="list-style-type: none"> <li>1) Organizing contents</li> <li>2) Provides practice: feedback</li> </ol> <p>d. <u>Evaluation/Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1) Written/Oral tests</li> <li>2) Return demonstrations</li> <li>3) Simulation</li> </ol> <p>e. <u>Documentation of Learning</u></p> <ol style="list-style-type: none"> <li>1) Nurses' notes</li> </ol>	<p><b>Required Reading:</b></p> <p>Craven-Hirnle Chapter 8 Patient Education and Health Promotion</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>

**Class: Community Based Nursing and Health, Wellness, and Complementary Medicine**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Assesses individuals as members of a community.</li> <li>2. Describes influences of the community on individuals and family members.</li> <li>3. Identifies psychosocial and physiological concepts affecting health status of clients</li> <li>4. Identifies physiological needs in health promotion</li> <li>5. Identifies available community resources for health promotion</li> <li>6. Identifies state &amp; federal resources</li> <li>7. Formulates a personal concept of the role of a professional nurse.</li> <li>8. Identifies the professional nurse's role.               <ol style="list-style-type: none"> <li>a. Describes nurse's role in the identification of community resources.</li> <li>b. Identification of state resources.</li> <li>c. Identification of federal resources.</li> </ol> </li> <li>9. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a. Identifies the nurse's role in assessment of client need, current resources and future need for resources based on current health status.</li> <li>b. Identifies available community resources for health promotion.</li> <li>c. Identifies assessment of need for additional clinic resources - for example, adult day care centers, child care centers, mental health day centers).</li> </ol> </li> </ol>	<p>Community Nursing</p> <ol style="list-style-type: none"> <li>1. Levels of Healthcare</li> <li>2. Types of community nursing</li> <li>3. Issues</li> <li>4. Public Health Resources               <ol style="list-style-type: none"> <li>a. Vulnerable populations</li> </ol> </li> </ol> <p>Health Maintenance</p> <ol style="list-style-type: none"> <li>1. Health promotion</li> <li>2. Disease prevention               <ol style="list-style-type: none"> <li>a. community education</li> <li>b. self-examination</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 2 Health, Wellness, and Complementary Medicine Chapter 3 Healthcare in the Community and Home</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review question for corresponding content</p>

**Class: Human Sexuality and Family Relationships**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Assesses individuals as members of a community and family unit.</li> <li>2. Describe holistic concept of the person: <ul style="list-style-type: none"> <li>• Identifies holistic implications of nursing care.</li> <li>• States holistic principles in identifying client needs.</li> </ul> </li> <li>3. Describes the interrelationship between client and family members</li> <li>4. Applies the interpersonal process in human relationships.</li> <li>5. Identifies interpersonal process skills.</li> <li>6. Demonstrates communication skills with the individual, family and community.</li> <li>7. Assesses an individual within a family and community.</li> <li>8. Gathers health assessment data using a variety of skills.</li> <li>9. Assesses an individual within a family and community.</li> <li>10. Implements the nursing process within selected settings.</li> <li>11. Describes how to use and integrate NANDA.</li> <li>12. Uses the nursing process in determining nursing diagnoses of selected clients.</li> <li>13. Identifies outcomes and interventions in conjunction with the individual and family to promote health.</li> <li>14. Compares nursing process to the research process.</li> <li>15. Identifies psychosocial and physiological concepts affecting the health status of clients.</li> <li>16. Recognizes the effect of selected psychosocial concepts on the health status of clients.</li> <li>17. Identifies physiological needs in health promotion.</li> <li>18. Identifies available community resources for health promotion.</li> <li>19. Formulates a personal concept of the role of a professional nurse.</li> </ol>	<p>Sexuality</p> <ol style="list-style-type: none"> <li>1. Sexuality and gender</li> <li>2. Affecting factors</li> <li>3. Altered sexuality</li> <li>4. Nursing Interventions</li> </ol> <p>Family</p> <ol style="list-style-type: none"> <li>1. Family structures</li> <li>2. Stressors</li> <li>3. Altered relationships</li> <li>4. Nursing interventions</li> </ol>	<p><b>Required reading;</b></p> <p>Craven &amp; Hirnle Chapter 41 Human Sexuality Chapter 38 Families and their Relationships</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>

## **MULTIPURPOSE LAB**

**Abbreviations – will be tested on Exam I: found in Craven & Hirnle, pp. 404 – Appendix C, pp. 1438-1441**

**Roots – will be tested on Exam II: found in Craven & Hirnle – Appendix D, pp. 1444 – 1445 & 1447**

**Prefixes, suffixes – will be tested on Exam III: found in Craven & Hirnle Appendix D, pp. 1442, 1443 & 1446**



**Multipurpose Lab (MPL): Medical Asepsis/Hand washing/Infection Control**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Identifies psychosocial and physiological concepts affecting the health status of clients.</li> <li>2. Identify physiological needs in health promotion.               <ol style="list-style-type: none"> <li>a. Describes nosocomial infections and prevention.</li> <li>b. Explains principles of asepsis and application to everyday situations.</li> </ol> </li> <li>3. Formulates a personal concept of the role of the professional nurse.</li> </ol>	<ol style="list-style-type: none"> <li>1. Asepsis and Infection Control               <ol style="list-style-type: none"> <li>a. Infection causing agents                   <ol style="list-style-type: none"> <li>1) Nosocomial Infections</li> <li>2) Iatrogenic Infections</li> </ol> </li> <li>b. Medical Asepsis                   <ol style="list-style-type: none"> <li>1) Hand washing</li> </ol> </li> <li>c. Standard precautions/ Universal precautions</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 18 Asepsis and Infection Control pp 358-372, up to Disinfection and Sterilization</p> <p>Watch and Learn: Hand washing Read and review Procedure 18-1, pp 383-385 Be prepared to demonstrate weekly in class prior to assessment</p> <p>Watch and Learn: Chain of Infection</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>

### Multipurpose Lab (MPL): Interviewing and Communication

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Applies the interpersonal process in human relationships.</li> <li>2. Identifies interpersonal process skills.               <ol style="list-style-type: none"> <li>a. Observes and interprets nonverbal behaviors.</li> <li>b. Applies techniques to facilitate communication.</li> <li>c. Explains techniques that inhibit communication.</li> </ol> </li> <li>3. Demonstrates communication skills with the individual, family and community.               <ol style="list-style-type: none"> <li>a. Differentiates between professional and social relationships.</li> <li>b. Identifies verbal and nonverbal behavioral clues.</li> </ol> </li> <li>4. Analyzes interpersonal communication.</li> <li>5. Elicits a health history.</li> <li>6. Formulates a personal concept of the role of a professional nurse.</li> <li>7. Demonstrates selected nursing skills.</li> </ol>	<p>Methods of Data Collection</p> <ol style="list-style-type: none"> <li>1. Interviewing</li> <li>2. Nursing Health History</li> <li>3. General Survey               <ol style="list-style-type: none"> <li>a. Purpose</li> <li>b. Relevance to Physical Examination</li> </ol> </li> </ol> <p>Nurse-Client Relationship and Communication</p> <ol style="list-style-type: none"> <li>1. Verbal and non-verbal communication</li> <li>2. Techniques that facilitate communication</li> <li>3. Techniques that block communication</li> <li>4. Communication and the collaborative process</li> </ol> <p>Interpersonal Process Recordings</p> <ol style="list-style-type: none"> <li>1. Purpose</li> <li>2. Format</li> <li>3. Example</li> </ol>	<p><b>Required Readings:</b></p> <p>Craven &amp; Hirnle Chapter 11 pp 190-191 Interviewing Chapter 16 pp 266-274 Health History &amp; General Survey Chapter 5 Communication in the Nurse-Patient Relationship</p> <p><b>Critical Thinking:</b> The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p> <p><b>ATI Learning Systems RN Tutorials:</b> <b>Communication Practice Test and Communication Final Test</b></p>

### Multipurpose Lab (MPL): Vital Sign Assessment

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills.</li> <li>2. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a. Defines appropriate terminology</li> <li>b. Identifies cardiac landmarks</li> <li>c. Identifies peripheral pulse sites</li> </ol> </li> <li>3. Formulates a personal concept of the role of the professional nurse.</li> <li>4. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a. Explains methods of assessing the vital signs</li> <li>b. Demonstrates correct methods for obtaining vital signs</li> <li>c. Records vital sign assessments.</li> <li>d. Explains correct method for doing orthostatic VS's and documentation.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Factors affecting vital signs</li> <li>2. Assess body temperature               <ol style="list-style-type: none"> <li>a) Types of thermometers</li> <li>b) Body sites for insertion of thermometer</li> <li>c) Reading thermometer</li> <li>d) Cleaning thermometer</li> <li>e) Recording</li> </ol> </li> <li>3. Assess pulses               <ol style="list-style-type: none"> <li>a) Sites                   <ol style="list-style-type: none"> <li>i) temporal</li> <li>ii) carotid</li> <li>iii) brachial</li> <li>iv) radial</li> <li>v) dorsalis pedis</li> <li>vi) posterior tibial</li> <li>vii) apical</li> <li>viii) femoral</li> <li>ix) popliteal</li> <li>x) apical-radial                       <ol style="list-style-type: none"> <li>(1) Assess rate, rhythm, volume, and characteristics of arterial wall</li> <li>(2) Recording</li> </ol> </li> </ol> </li> </ol> </li> <li>4. Assess respiration               <ol style="list-style-type: none"> <li>a) Types of breathing                   <ol style="list-style-type: none"> <li>i) Costal or thoracic</li> <li>ii) Diaphragmatic or Abdominal</li> </ol> </li> <li>b) Determining rate depth, rhythm, character</li> <li>c) Assess pulse oximetry</li> </ol> </li> <li>5. Assessment of blood pressure               <ol style="list-style-type: none"> <li>a. Equipment and its application</li> <li>b. Korotkoff sounds</li> <li>c. Recording</li> </ol> </li> </ol>	<p><b>Required Readings/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 17 Vital Sign Assessment Read and review procedures 17-1-5, pp 340-357 Chapter 25 p 744 Pulse Oximetry Read and review procedure 25-1, pp 771-773</p> <p>Watch and Learn: Measuring Oral temperature, radial pulse, respiratory rate, and blood pressure Practice and Learn: Assessing blood pressure</p> <p><b>Bring blood pressure cuff, stethoscope, and wristwatch with a second hand to lab each week from this lab on.</b></p> <p><b>Critical Thinking:</b> Practice taking vital signs on at least five acquaintances.</p> <p>Evaluate your findings with normal readings</p> <p>the Point website student learning activities</p> <p>Complete NCLEX style chapter questions for corresponding content</p>

### **Conceptual Care Map Guidelines**

1. Use in lab as a guideline for organizing assessment data and care planning. In NURS 20030 you will develop weekly concept maps based on assigned patients.
2. Fill in conceptual care map with assessment data provided by scenarios posted weekly on Blackboard Learn as assigned by the individual lab instructor.
3. Complete Nursing Diagnosis sections, as required, as well as supporting data and short term goal areas and nursing interventions with their rationales, evaluation and citation in APA format.
4. Must be legible.
5. Must be satisfactory for multipurpose lab evaluation.
6. Will be collected and evaluated by lab instructors.
7. Failure to complete satisfactory conceptual care maps and care plan section may result in lab failure of this course.

Medications

IV Sites/Fluids/Rate

NURS 2020 Conceptual Care Map

Student Name \_\_\_\_\_ Client Initials \_\_\_\_\_ Date \_\_\_\_\_

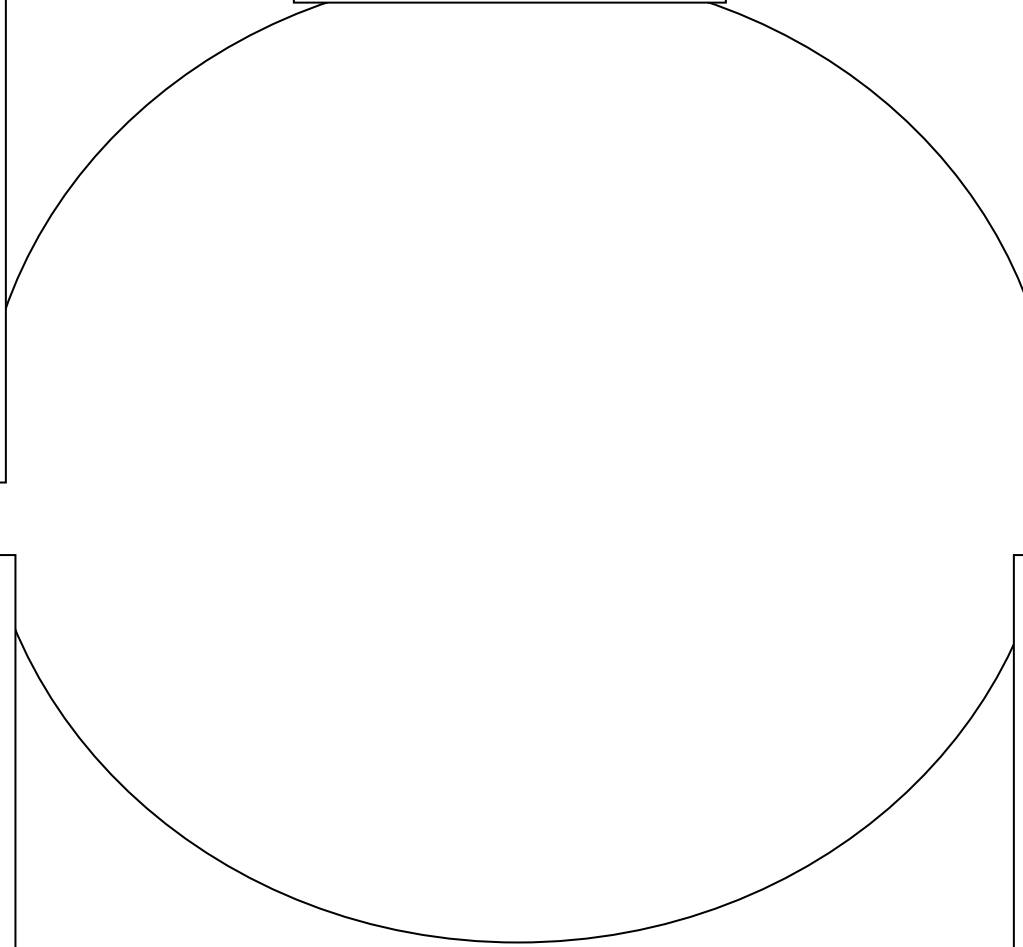
Age \_\_\_\_\_ Gender \_\_\_\_\_ Room # \_\_\_\_\_ Admit Date \_\_\_\_\_

CODE Status \_\_\_\_\_ Allergies \_\_\_\_\_

Diet \_\_\_\_\_ Activity \_\_\_\_\_ Braden Score \_\_\_\_\_

Admitting Diagnoses/Chief Complaint

Assessment Data



Lab Values/Diagnostic Test Results

A diagram consisting of a central horizontal line. Two vertical lines extend upwards from the left and right ends of this horizontal line. From the right end of the horizontal line, two diagonal lines extend downwards and outwards, forming a Y-shape.

Past Medical /Surgical History

Treatments

Primary Nursing Diagnosis

Nursing Diagnosis #2

Nursing Diagnosis #3

Supporting Data

Supporting Data

Supporting Data

STG

STG

STG

Interventions with Rationale

Interventions with Rationale

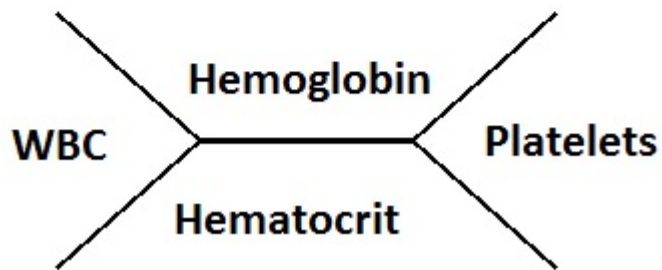
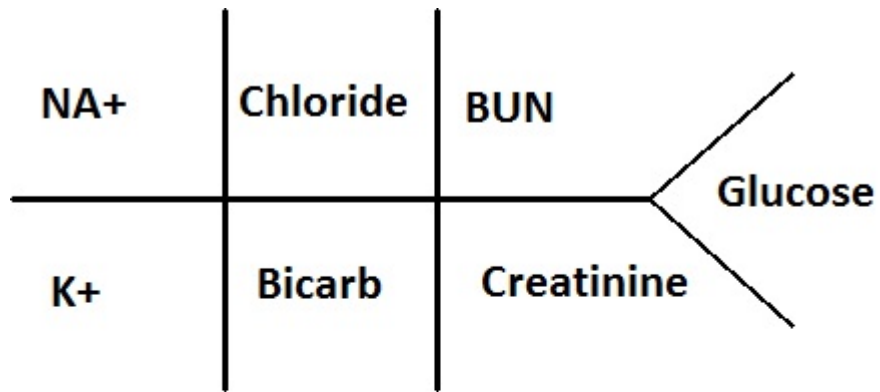
Interventions with Rationale

Evaluation

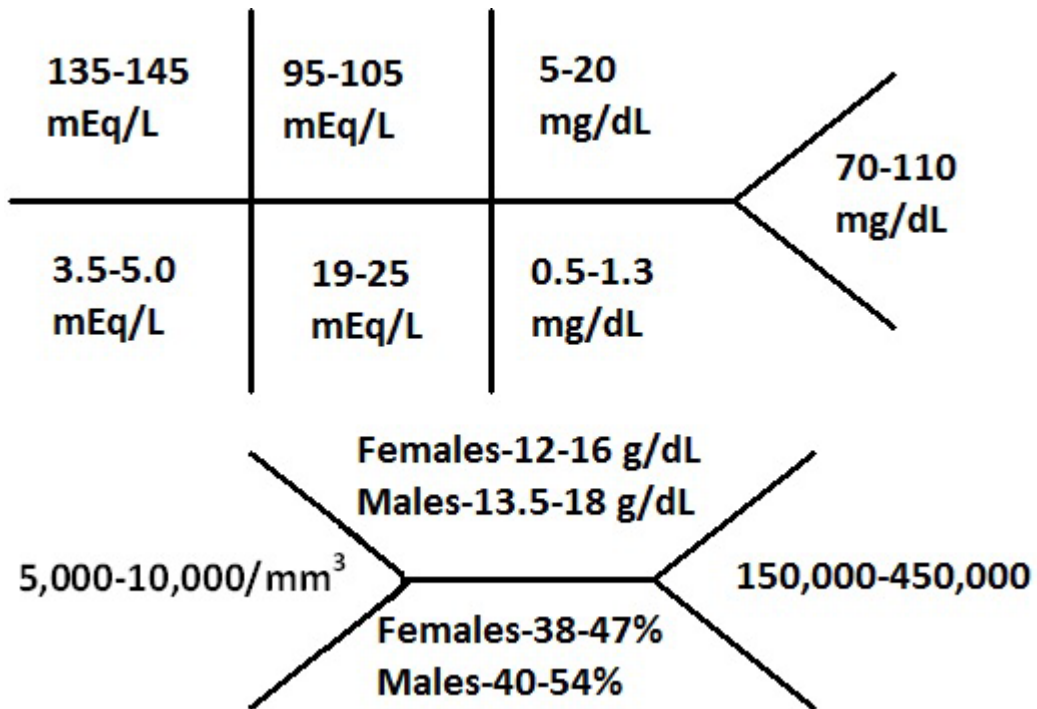
Evaluation

Evaluation

EBP Citation



**Normal Lab Value Range-RNLabs**



**Multipurpose Lab (MPL): Skin, Hair and Nail Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills</li> <li>2. Use physical assessment skills</li> <li>3. Identifies physiological needs in health promotion.</li> <li>4. Formulates a personal concept of the role of the professional nurse.</li> <li>5. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a) Discusses nurses' role in assessment of skin.</li> <li>b) Demonstrates inspection and palpation of the integumentary systems and records findings.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Skin Assessment               <ol style="list-style-type: none"> <li>a) General appearance                   <ol style="list-style-type: none"> <li>i) Color</li> <li>ii) Texture</li> <li>iii) Temperature, moisture</li> <li>iv) Mobility; turgor</li> <li>v) Edema</li> </ol> </li> <li>b) Local Phenomena                   <ol style="list-style-type: none"> <li>i) Vascularity</li> <li>ii) Lesion</li> </ol> </li> <li>c) Client teaching</li> <li>d) Health Promotion and Prevention</li> <li>e) Documentation</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 278-279</p> <p><u>Learning Activities:</u></p> <p>Work in pairs</p> <ol style="list-style-type: none"> <li>a) conduct a health history regarding the skin</li> <li>b) inspect and palpate the skin</li> </ol> <p><u>Critical Thinking:</u></p> <p>Complete assigned case studies/care maps as assigned</p> <p>The Point website student learning activities</p> <p>Complete NCLEX style chapter review questions for corresponding content</p>



**Multipurpose Lab (MPL): Assessment: Head, Eyes, Ears, Nose and Throat Assessment (HEENT)**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<p>1. Gathers health assessment data using a variety of skills.</p> <p>2. Uses physical assessment skills.</p> <p>a. Defines appropriate terminology.</p> <p>b. Inspect, palpate and record findings of head, face, neck, nose, mouth and throat</p> <p>c. Inspect and record findings of the external eye and ear.</p> <p>d. Describe use of the ophthalmoscope and otoscope</p> <p>3. Formulates a personal concept of the role of the professional nurse.</p> <p>4. Demonstrates selected skills.</p> <p>a. Discusses nurses' role in assessment of head and neck, face, eyes &amp; ears.</p>	<p>1. Head, Nose &amp; Throat Assessment</p> <p>a) Skull</p> <p>b) Hair and Scalp</p> <p>c) Face</p> <p>d) Nose</p> <p>e) Mouth/Throat</p> <p>f) Neck</p> <p>g) Documentation</p> <p>2. Eye and Ear Assessment</p> <p>a) Eye</p> <p>i) External eye</p> <p>ii) Documentation</p> <p>b) Ear</p> <p>i) External ear</p> <p>ii) Hearing</p> <p>iii) Documentation</p>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 279-284</p> <p>Watch and Learn: Assessment of Head, Eyes, Ears, Nose, Sinuses, Mouth, Throat and Neck</p> <p><u>Learning Activities:</u> Bring to lab:</p> <p>a) penlight</p> <p>b) stethoscope</p> <p>c) Nursing Diagnosis textbook each week</p> <p>Work in pairs to complete</p> <p>a) general survey</p> <p>b) health history related to HEENT</p> <p>c) physical assessment</p> <p>d) documentation</p> <p><b><u>Critical Thinking:</u></b> Complete case studies/care maps as assigned</p> <p>The Point website student learning activities</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Neurological Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills.</li> <li>2. Uses physical assessment skills:               <ol style="list-style-type: none"> <li>a) Defines appropriate terminology</li> <li>b) Inspect, palpate, and record findings of the neurological system</li> <li>c) Differentiates between neuro exam and head check or neuro check.</li> </ol> </li> <li>3. Formulates a personal concept of the role of the professional nurse</li> <li>4. Demonstrates selected skills.               <ol style="list-style-type: none"> <li>a) Discusses nurses' role in a neurological assessment.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Neurological Assessment               <ol style="list-style-type: none"> <li>a) Cerebral Function</li> <li>b) Cranial Nerves</li> <li>c) Cerebellar function</li> <li>d) Reflexes</li> <li>e) Motor Systems</li> <li>f) Sensory System</li> <li>g) Documentation</li> </ol> </li> </ol>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 280-281 Assessment of Sensory Functions Cranial Nerve Function and Assessment Read and Review Procedure 16-2, pp. 304-308 Assessing the Neurologic System</p> <p>Watch and Learn: Assessment of Musculoskeletal and Neurological Systems</p> <p><b>Learning Activities:</b> Work in pairs</p> <ol style="list-style-type: none"> <li>a) general survey</li> <li>b) health history related to the neurological system</li> <li>c) assessments</li> <li>d) documentation</li> </ol> <p><b>Critical Thinking:</b> Complete conceptual care maps as assigned</p> <p>the Point website student learning activities</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Musculoskeletal Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills</li> <li>2. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a) Defines appropriate terminology.</li> <li>b) Demonstrates inspection and palpation of the integumentary and musculoskeletal systems and records findings.</li> </ol> </li> <li>3. Formulates a personal concept of the role of the professional nurse.</li> <li>4. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a) Discusses nurse's role in assessment of musculoskeletal system.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Musculoskeletal               <ol style="list-style-type: none"> <li>a) Interrelatedness of muscles, skeleton, and nervous system</li> <li>b) Review terms associated with the musculoskeletal system</li> <li>c) Review major muscle groups</li> <li>d) Review ROM terms</li> <li>e) Anatomy of joints</li> <li>f) Assessment of musculoskeletal system</li> <li>g) Documentation</li> </ol> </li> </ol>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 293-295 Assessment of Extremities Normal Movement of Joints, Chapter 24 – pp. 669-671 Table 24-1</p> <p>Watch and Learn: Assessment of the Musculoskeletal and Neurological systems</p> <p><b>Critical Thinking:</b> Complete conceptual care as assigned</p> <p>The Point website student learning activities</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Respiratory Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills</li> <li>2. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a) Define appropriate terminology.</li> <li>b) Identifies landmarks of the thorax.</li> <li>c) Describes technique used to examine the heart</li> <li>d) Inspect, palpate thorax and auscultate the lungs identifying normal sounds.</li> </ol> </li> <li>3. Formulate a personal concept of the role of the professional nurse.</li> <li>4. Demonstrates selected nursing skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respiratory Assessment</li> <li>2. Structure of the Thorax               <ol style="list-style-type: none"> <li>a) Chest                   <ol style="list-style-type: none"> <li>i) Bony structure</li> <li>ii) Spine</li> <li>iii) Ribs</li> <li>iv) Scapula</li> <li>v) Clavicle</li> <li>vi) Sternum</li> <li>vii) Angle of Louis</li> </ol> </li> <li>b) Soft tissue                   <ol style="list-style-type: none"> <li>i) Skin</li> <li>ii) Muscles</li> <li>iii) Lung                       <ol style="list-style-type: none"> <li>(1) Respiratory tract</li> <li>(2) Lobes</li> </ol> </li> </ol> </li> </ol> </li> <li>3. Documentation</li> <li>4. Client Teaching</li> </ol>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 284-286</p> <p>Watch and Learn: Assessment of Posterior and Lateral Thorax Assessment of Anterior thorax</p> <p>Read and review Procedure 16-3, pp. 309 -311 Auscultating breath sounds</p> <p><b>Critical Thinking:</b> Complete conceptual care maps as assigned</p> <p>The Point website student learning activities</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Cardiovascular and Peripheral Vascular Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills.</li> <li>2. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a) Defines appropriate terminology</li> <li>b) Identifies landmarks of the heart</li> <li>c) Describes technique used to examine the heart</li> <li>d) Inspect, palpate thorax and auscultate heart sounds identifying normal sounds.</li> </ol> </li> <li>3. Formulate a personal concept of the role of the professional nurse</li> <li>4. Demonstrates selected nursing skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cardiovascular Assessment               <ol style="list-style-type: none"> <li>a) Structure &amp; Function of the Heart                   <ol style="list-style-type: none"> <li>i) Heart position</li> <li>ii) Valves</li> <li>iii) Events in cardiac cycle</li> <li>iv) Relation of heart sounds to chest landmarks</li> <li>v) Blood flow</li> <li>vi) Oxygenation</li> </ol> </li> <li>b) Sequence of Exam                   <ol style="list-style-type: none"> <li>i) General Approach</li> <li>ii) Inspection</li> <li>iii) Palpation</li> <li>iv) Percussion</li> </ol> </li> <li>v) Auscultation</li> </ol> </li> </ol>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 286-289</p> <p>Read and review Procedures 16-4, pp. 312-313 Auscultating Heart Sounds</p> <p>Watch and Learn: Assessment of the Heart</p> <p><b><u>Learning Activities:</u></b></p> <p>Work in pairs:</p> <ol style="list-style-type: none"> <li>a) general survey</li> <li>b) health history</li> <li>c) assessment</li> <li>d) documentation</li> </ol> <p><b><u>Critical Thinking:</u></b></p> <p>Complete conceptual care maps as assigned</p> <p>The Point website student learning activities related to the cardiovascular system</p> <p>Complete NCLEX style review questions for corresponding content</p>

### Multipurpose Lab (MPL): Abdominal Assessment

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills.</li> <li>2. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a) Defines appropriate terminology.</li> <li>b) Inspect and record findings regarding skin, architecture and movement of abdomen.</li> <li>c) Auscultate bowel sounds and record.</li> <li>d) Palpate lightly and record findings for pain, guarding and abdominal distention.</li> <li>e) Percuss for bladder distention and record.</li> </ol> </li> <li>3. Formulates a personal concept of the role of the professional nurse.</li> <li>4. Demonstrate selected nursing skills.               <ol style="list-style-type: none"> <li>a) Discuss purpose of nurses assessment of the abdomen</li> <li>b) Discusses the nurse's role in providing client nutrition.</li> <li>c) Identifies components of standard hospital diets.</li> <li>d) Explains physiology of elimination.</li> <li>e) Differentiates between normal and abnormal elimination.</li> <li>f) Explains relevant nursing interventions for maintaining elimination.</li> <li>g) Describes procedures for collecting specimens</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Abdomen               <ol style="list-style-type: none"> <li>a) Health History</li> <li>b) Physical Assessment</li> <li>c) Teaching</li> <li>d) Documentation</li> </ol> </li> <li>2. Functional Health Patterns R/T:               <ol style="list-style-type: none"> <li>a) Nutrition</li> <li>b) Constipation</li> <li>c) Diarrhea</li> <li>d) Pain</li> </ol> </li> </ol>	<p><b>Required Reading/Activities:</b></p> <p>Craven &amp; Hirnle Chapter 16 pp. 290-293 Abdominal Assessment</p> <p>Watch and Learn: Assessment of the Abdomen</p> <p>Read and review Procedure 16-5, pp. 315-316 Auscultating Bowel Sounds</p> <p><b>Learning Activities:</b> Work in pairs:</p> <ol style="list-style-type: none"> <li>a. general survey</li> <li>b. health history</li> <li>c. assessment</li> <li>d. documentation</li> </ol> <p><b>Critical Thinking:</b> Complete conceptual care maps as assigned</p> <p>The Point website student learning activities related to the abdomen.</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Breast and Testicular Assessment**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Gathers health assessment data using a variety of skills.</li> <li>2. Elicits a health history</li> <li>3. Uses physical assessment skills.               <ol style="list-style-type: none"> <li>a) Defines appropriate terminology.</li> <li>b) Inspect and record findings regarding breast assessment</li> <li>c) Inspect and record findings regarding testicular assessment.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Breast               <ol style="list-style-type: none"> <li>a) Assessment</li> <li>b) Teaching</li> <li>c) Documentation</li> </ol> </li> <li>2. Testicles               <ol style="list-style-type: none"> <li>a) Assessment</li> <li>b) Teaching</li> <li>c) Documentation</li> </ol> </li> <li>3. Changes in breast and testes associated with age and hormones.</li> <li>4. Documentation</li> <li>5. Teaching BSE &amp; TSE</li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 16 p. 289-290 Assessment of Genitalia Chapter 16 p. 292-293 Breast Self-Exam Testicular Self-Exam</p> <p><b>Learning Activities:</b> Work in pairs: a) general survey b) health history c) assessment d) documentation</p> <p><b>Critical Thinking:</b> Complete conceptual care maps as assigned</p> <p>The Point website student learning activities</p> <p>Complete NCLEX style review questions for corresponding content</p>

**Multipurpose Lab (MPL): Head to Toe Assessment Practice/Review**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<p>1. Gather health assessment data using variety of skills.</p> <p>a) Use physical assessment skills.</p> <p>2. Describe the nursing process.</p> <p>a) Discuss components of the nursing process.</p> <p>b) Develop care plan.</p>	<p>1. Head to Toe Assessment</p> <p>a) Health History</p> <p>b) Physical Exam</p> <p>c) Documentation of above</p> <p>d) Nursing Care Plan</p>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapters 16 &amp; 17 Review in preparation for complete head-to-toe assessment in lab</p> <p><u>Critical Thinking:</u> Now that you have completed assessments of all body systems it is time to pull together the knowledge and skills to conduct a complete head to toe assessment. This is the type of assessment you will be conducting in clinical.</p> <p><u>Learning Activities:</u></p> <ol style="list-style-type: none"> <li>1. Students will be assigned a partner to do final head-to-toe assessment.</li> <li>2. Use head-to-toe assessment format posted on BBL</li> <li>3. From the assessment, students must write a concept/care map on assigned nursing diagnosis</li> </ol>



## **Classroom Behavior:**

### **Conduct in Class Policy**

See University Life: Digest of Rules and Regulations 3342-4-151 - Student responsibility - Expectations for students.

## **Contracts: Notice of Unsatisfactory Performance in Nursing**

### **Faculty developed contract:**

1. If a student is “unsatisfactory” in class or lab, the faculty may develop a contract containing the following components:
  - a. What course objectives are not being met
  - b. Unsatisfactory student behavior
  - c. What the student is to do to satisfactorily meet the course objectives and to, thus, satisfactorily pass the course
  - d. Date and time by which the designated requirements are to be met
2. The student contracted understands that if the designated requirements are not met as specified, they may fail the course.
3. Any student who withdraws from NURS 20020 while under contract (Notice of Unsatisfactory Performance in Nursing) will be required to fulfill the terms of the contract, if re-admitted to the course. Dates for fulfilling the contract requirements must be negotiated with the course coordinator during the first week of the semester.

## NURS20020 Lab Evaluation

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Lab Instructor: \_\_\_\_\_

Midterm: \_\_\_\_\_ Final: \_\_\_\_\_

Fall Semester Grade \_\_\_\_\_

Spring Semester Grade \_\_\_\_\_

Summer Grade \_\_\_\_\_

Class Attendance: \_\_\_\_\_ Lab Attendance: \_\_\_\_\_

Absent: \_\_\_\_\_ Absent: \_\_\_\_\_

Tardy: \_\_\_\_\_ Tardy: \_\_\_\_\_

Rating:	For each category in the Lab Evaluation Tool, the student will be given a rating based on their ability to meet that clinical objective
1	Unsatisfactory. Student unable to meet the objective. Potentially unsafe and/ or unprofessional behavior noted. Instructor concerns noted.
2	Satisfactory. Student able to meet the objective with some direction from the instructor throughout the rotation. Student may independently meet some aspects of objective as the rotation progressed. Student participates in discussion pertaining to this objective when called upon to do so.
3	Satisfactory. Student able to meet this objective with little direction from the instructor and became greatly independent as he/ she progressed through the rotation. The student functioned with increasing independence as the rotation progressed. Student independently participates in and adds to discussions pertaining to this objective.
4	Satisfactory. Student independently able to meet the objective. Student excels in this area. Student regularly asks thought provoking, potential research questions pertaining to this objective.

OBJECTIVE	RATING	COMMENTS
<p><b>1. ACQUIRES KNOWLEDGE OF THEORETICAL BASIS OF NURSING</b></p> <p>1a. Assesses subjective and objective data using Gordon's functional health patterns.  1b. Demonstrates basic understanding of the nursing process through use of the conceptual care map.  1c. Describes how to use and integrate nursing diagnoses (NANDA) in the nursing process.</p>	1 2 3 4	
<p><b>2. ACQUIRES KNOWLEDGE OF, AND BEGINS USING THE NURSING PROCESS TO PROVIDE CARE TO PATIENTS OF DIVERSE BACKGROUNDS</b></p> <p>2a. Collects individual assessment data (both subjective and objective) in an organized manner.  2b. Differentiates between subjective and objective data.  2c. Demonstrates weekly assessment skills.  2d. Identifies applicable nursing diagnoses for specific client populations.  2e. Writes measureable, realistic, client centered goals and interventions to address identified client needs.  2f. Completes a satisfactory head to toe assessment on a classmate.</p>	1 2 3 4	
<p><b>3. USES COMMUNICATION SKILLS TO INITIATE INTERACTIONS WITH PATIENTS AND HEALTH CARE TEAM MEMBERS TO COMMUNICATE INFORMATION AND IMPLEMENT SAFE NURSING CARE</b></p> <p>3a. Analyzes interpersonal communication.  3b. Verbalizes appropriate assessment questions related to each body system necessary for conducting a thorough patient history interview.  3c. Demonstrates understanding of therapeutic communication skills through the use of active simulation.  3d. Records relevant patient history and assessment data on a conceptual care map as assigned.</p>	1 2 3 4	

<p><b>4. IDENTIFIES PERSONAL LEARNING GOALS AS A MEANS TO DEVELOP PROFESSIONAL NURSING PRACTICE</b></p> <p>4a. Takes responsibility for own learning and progresses with minimal help.  4b. Accepts and uses criticisms constructively.  4c. Uses sources of help which are appropriate to the situation.</p>	<p>1 2 3 4</p>	
<p><b>5. EXAMINES ETHICAL , LEGAL, AND PROFESSIONAL GUIDELINES IN PROFESSIONAL PRACTICE</b></p> <p>5a. Demonstrates respect for peers and faculty on a consistent basis.  5b. Respects lab learning environment by abstaining from cell phone use and texting.  5c. Discusses appropriate professional role boundaries related to faculty, peers, and clients.  5d. Submits required paperwork that is legible, using correct spelling and medical terminology.  5e. Submits all assigned written work on time.  5f. Attends multipurpose lab weekly and on time.  5g. Notifies lab faculty prior to absence per syllabus requirements.  5h. Reports prepared to lab with all required paperwork and assessment supplies.  5i. Demonstrates adequate preparation for multipurpose lab by actively participating in discussions of lab content.  5j. Calculates medication dosages accurately.  5k. Document critical elements of the nursing process on weekly conceptual care maps.  5l. Demonstrates professional behavior, accountability, and responsibility.</p>	<p>1 2 3 4</p>	
<p><b>6. RECOGNIZES THE USE OF TECHNOLOGY AS A TOOL IN THE PROVISION OF HEALTH CARE SERVICES</b></p> <p>6a. Uses personal digital assistant reference materials while participating in learning activities.  6b. Demonstrates appropriate use of electronic assessment equipment necessary for safe client care.  6c. Accesses the course Learn website for updated course information on a regular (at least weekly) basis.  6d. Submits satisfactory electronic professional student portfolio</p>	<p>1 2 3 4</p>	

<p><b>7. IDENTIFIES THE RELEVANCE OF NURSING RESEARCH AS A BASIS FOR PLANNING PATIENT CARE</b></p> <p>7a. Discusses rationales for nursing interventions. 7b. Identifies the role of evidence based practice in safe patient care</p>	<p>1 2 3 4</p>	

**ADDITIONAL COMMENTS:**

**Signature** \_\_\_\_\_  
(Faculty)

**Date** \_\_\_\_\_

**Signature** \_\_\_\_\_  
(Student)

**Date** \_\_\_\_\_

**KENT STATE UNIVERSITY**

**COLLEGE OF NURSING**

**NURSING 20030**  
**FOUNDATIONS OF NURSING INTERVENTIONS**

**Five Semester Hours Credit**

**Fall 2016**

Prerequisites: Sophomore standing, NURS 20020 Foundations of Assessment and Communication in Nursing, and NURS 20010 Interpersonal and Communication Skills for Healthcare Professionals with a grade of C (2.0) or better.

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**NURS20030**  
**Kent State University College of Nursing**  
**Term: Fall 2016**

**Course Number and Title:** NURS20030 Foundations of Nursing Interventions

**Credit Hours:** 5

**Theory Hours:** 30

**Clinical Hours:** 90

**Lab Hours:** 30

**Placement:** Sophomore year

**Faculty:**

**Course Coordinator:**

Prof. Debra K. Cifani MSN, RN, NP-C

**Geauga:**

Prof. JoAnne Ferguson, MSN, RN

Prof. Kerry Myers MSN, RN

**Kent Traditional:**

Prof. Sarah Elizabeth Bixler, MSN, RN

Prof. Karrie Boss BSN, RN

Prof. Taryn Burhanna BSN, RN

Prof. Allyson Chicoski

Prof. Tamara Fox, MSN, RN

Prof. Cynthia Majercik, MSN, RN, ACNS-BC

Prof. Amanda Male BSN, RN

Prof. Timothy Myers MSN, RN

Prof. Xiaoling "Ling" Qu BSN, RN

Prof. Elizabeth Wright, MSN, RN

**Kent Accelerated:**

Prof. Timothy W. Meyers, MSN, RN

Prof. Alex Grant, BSN, RN

Prof. Jennifer Hengle, BSN, RN

Prof. Jessica D. Sanata MSN/MBA, RN, CEN

Prof. Andrea Swails MSN/RN

Prof. Heather Weil, MSN, RN

Prof. Heidi Windmar

Prof. Katie Zito, BSN, RN

**Stark**

Prof. Cherie Mountain MSN, RN

Prof. Sarah Boyle, RN, BSN

Prof. Laura Brison, MSN, RN

Prof. Tina Holmes RN, BSN, BC

Prof. Jean Zaluski, RN, MEd

**Salem:**

Prof Cheryl Brady, MSN, RN, CNE  
Prof. Julie Dean, MSN, RN  
Prof. Phyllis Defiore-Golden MSN, RN  
Prof. Janeen Kotsch, MSN, RN  
Prof. Erica Smith, RN, MSN

**Trumbull:**

Prof. Alice Colwell, MSN, RN  
Prof. Kim DePaul, MSN, RN  
Prof. Kathy Dwinnells, MSN, RNC  
Prof. Lynne Walker MSN, RN

**Course Description:**

Foundations of Nursing Interventions focuses on selected aspects of nursing care to improve the health of individuals within families and groups. Utilizes principles of the interpersonal process, nursing process and professional nursing.

**Course Objectives:**

- I. Uses selected physiological principles in promoting health.
  - A. Uses basic medication administration principles in caring for selected adult clients.
  - B. Identifies physiological factors in promoting and maintaining individual, family and community health.
  - C. Identifies environmental factors impacting individual, family, and community health.
  - D. Identifies cultural factors impacting individual and family health.
  - E. Implements interventions to maintain and promote individual and family health
- II. Applies the interpersonal process in the nurse-client relationship.
  - A. Uses interpersonal process skills in the nurse-client relationship.
  - B. Uses selected interpersonal process skills to promote comfort and identify client needs.
  - C. Implements culturally sensitive communication when working with clients and families.
  - D. Utilizes the interpersonal process in the nurse-family-community relationship assessment.
  - E. Implements effective communication to identify individual and family goals.
  - F. Identifies interventions to promote the interpersonal process in diverse settings.
- III. Implements the nursing process within selected settings.
  - A. Uses the nursing process in determining nursing diagnoses (NANDA) of selected clients.
  - B. Identifies outcomes and interventions in conjunction with the individual and family to promote health and maintain optimal functioning.
  - C. Describes nursing care of selected clients with actual or potential physiological and psychosocial alterations.
  - D. Uses appropriate knowledge, theories, and principles to support nursing care.
  - E. Uses the nursing process in determining appropriate nursing care for family and community.
  - F. Uses physical assessment skills when performing nursing care.
- IV. Practices selected aspects of the professional nurse's role.
  - A. Demonstrates selected skills in caring for clients.
  - B. Demonstrates selected skills when caring for family needs.



- C. Provides for client and personal safety.
- D. Demonstrates professional responsibility and accountability
- E. Contributes to development of professional portfolio

*(The Essentials of Baccalaureate Education for Professional Nursing Practice, 2008)*

### **Academic Integrity and Plagiarism:**

Students are required to review the Kent State University Policy on Cheating and Plagiarism #3342-3-01.8 at [http://www.kent.edu/policyreg/policydetails.cfm?customel\\_datapageid\\_1976529=2037779](http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779)

The Kent State University Libraries' resource, "Academic Honesty & Plagiarism," offers further resources at <http://libguides.library.kent.edu/plagiarism>

### **Electronic Communications:**

Students are reminded that e-mail is an official University means of communication with Kent State University students. Students are responsible for all information sent to them via their University assigned e-mail account. If students choose to forward their University email account, they are responsible for all information, including attachments, sent to any other email account(s). Students are expected to check their official University email account and other electronic communications on a frequent and consistent basis. The University recommends that electronic communications be checked minimally twice a week, if not daily. Each faculty will inform his/her group about the use of electronic communications/email.

### **Accessibility Services:**

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services [SAS] (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures). (Revised 6/01/07)

Regional Campus students should contact the Dean's Office to acquire the name of the campus SAS representative to whom documentation should be submitted.

### **Class Attendance:**

Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. If students anticipate an absence, they should consult with the instructor individually. In the event the absence was due to illness or injury, verification from the medical professional treating the illness or injury should be presented to the instructor.

Since the student's professional and academic progress is impeded by any absence or tardiness, and patient safety may be jeopardized, attendance at classroom presentations is expected and WEEKLY ATTENDANCE AT ALL MULTIPURPOSE LAB AND CLINICAL IS REQUIRED. Exceptions will be made only in the event of extenuating circumstances such as vehicular accidents, illness, or death in the immediate family. Documentation will be required for all such absences. Please note that vacations do not constitute a valid reason for an absence.

If a class, multipurpose lab, or clinical absence is to occur, **students are required** to discuss the absence via phone or email with their class, lab or clinical instructor (depending on which is to be missed) **prior to the absence.** Laboratory or clinical makeup must be arranged by the student within one week of the missed experience. **Failure to comply with this requirement may result in failure of the course.**

Written make-up work and demonstration of covered skills is required for all lab absences. Lab make-up

will be time equivalent (eg.: a missed two hour lab may include a written assignment and practice and demonstration of skill competence in the open lab following the missed lab.) Clinical make-up may require clinical attendance on another day and/or written work at the discretion of the clinical instructor in collaboration with course faculty.

Any student signing in for another student may be dismissed from the class for unprofessional conduct and unable to earn greater than a D in the course.

**Registration Statement:**

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course. Students who do not have a status of ENROLLED are not eligible to attend, receive credit, or a grade for the course.

**Website Disclaimer:**

The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University's endorsement, sponsorship, or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites. (This statement has been approved by Sue Averill, Associate Provost.)

**NOTICE OF COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS.** Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

**Course Withdrawals:**

Withdrawal from a course is permitted through the 10<sup>th</sup> week of the semester

[www.kent.edu/registrar/info/course\\_withdrawal.cfm](http://www.kent.edu/registrar/info/course_withdrawal.cfm)

Students who withdraw from the course are to notify their course coordinator and clinical instructor, within 24 hours, in person or in writing.

**Class Cancellation:**

Follow cancellation policy for individual campus.

**Clinical Agencies:**

Summa Health Systems, Akron, Ohio  
St. Joseph Health Center, Warren, Ohio  
Akron General Medical Center, Akron, Ohio  
University Hospitals, Cleveland, Ohio  
Heather Hill, Chardon, Ohio  
Portage University Hospital, Ravenna, Ohio  
Cleveland Clinic Foundation, Cleveland, Ohio  
Marymount Hospital, Garfield Hts., Ohio  
Geauga Hospital, Chardon, Ohio  
Lake West Hospital, Willoughby, Ohio  
Aultman Hospital, Canton, Ohio  
MetroHealth Hospital, Cleveland Ohio  
Mercy Medical Center, Canton, Ohio  
St. Elizabeth Health Center, Youngstown, Ohio  
St. Elizabeth Boardman, Boardman, Ohio  
Caprice Nursing Facility, North Lima, Ohio  
Salem Community Hospital, Salem, Ohio

**Instructional Strategies:**

Classroom instruction, multipurpose laboratory sessions, and clinical experiences are educational opportunities provided for students under the guidance and teaching of experienced faculty. Class and multipurpose laboratory (MPL) content is outlined weekly in the syllabus. Students are expected to complete the assigned readings, review syllabus content, and review Power Point slides (posted on the class website) prior to each class or lab. A variety of student centered learning strategies, including case studies, are used by faculty to facilitate greater student comprehension and application of course content. Content outlines for weekly classes are located in the first half of the syllabus, and content outlines for lab are in the second half of the syllabus. \*See separate class schedules for additional weekly assignments for each campus.

**NURS20030Texts:**

\*\*\* Many of the textbooks and software will be required (and helpful) for future courses. Please keep all textbooks until you verify future requirements.

**Required Texts:**

Buchholz, Susan (2016). *Henke's med math dosage calculation, preparation & administration*, 8th edition. Philadelphia, PA. Wolters Kluwer Publishing. ISBN: 978-1-4963-0284-7

Craven, R., & Hirnle, C. (2013). *Fundamentals of nursing: Human health and function* (7<sup>th</sup> ed). ISBN: 978-1-60547-728-2

Doenges, M., Moorhouse, M. & Murr, A. (2014). *Nursing care plans: Guidelines for individualizing client care across the lifespan*, (9<sup>th</sup> ed.). Philadelphia: F. A. Davis. ISBN-13: 978-0-8036-3041-3 or ISBN-10: 0803630417

**Students are required to purchase a Drug Guide for Nurses. One of the following are required:**

Lippincott (2015). *Nursing 2016 drug handbook*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 9781469887043

**OR**

Vallerand, A, et.al. (2016) *Davis's drug guide for nurses* (15<sup>th</sup> ed.) Philadelphia, PA. F.A. Davis Company. ISBN-13: 978-0-8036-5705-2

**Optional Texts:**

Cavanaugh, B. (2003). *RN Labs – Nurse's manual of laboratory and diagnostic tests* (4<sup>th</sup> ed.). Philadelphia: FA Davis

Craven, R. (2013). *Study Guide to Accompany Fundamentals of Nursing* (7<sup>th</sup> ed.). Philadelphia: LWW ISBN 9781605477831

Craven, R.F. & Hirnle, C. J. *Procedure Checklists to Accompany Craven and Hirnle's Fundamentals of Nursing: Human Health and Function* (7<sup>th</sup> ed.). Philadelphia: LWW. ISBN: 978-1605477879 (All of the checklists found in the book are available on ThePoint)

Deglin, J.H., & Vallerand, A.H. (2014). *Davis' drug guide for nurses*. (14<sup>th</sup> ed.). Philadelphia: F.A. Davis. ISBN 9780803639768

Moore, S. (2011). *Nursing math simplified*. (5<sup>th</sup> ed.). Clearwater, Florida: H & H Publishing Company, Inc. ISBN 978-0943202945

Nugent, P. & Vitale, B. (2012) *Test Success: Test-Taking Techniques for Beginning Nursing Students* (6<sup>th</sup> ed.) ISBN 9780803628182

Nugent, P. & Vitale, B. (2012) *Fundamentals Success: a Course Review Applying Critical Thinking to Test Taking*. (3rd ed.) ISBN 9780803627796  
Sommers, M.S., Johnson, S.A., & Beery, A. (2011). *RN Diseases - diseases and disorders: A nursing therapeutics manual* (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.  
Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21<sup>st</sup> ed.). Philadelphia: F.A. Davis  
ISBN 9780803629783

### **Student Expectations:**

#### **Mass Media**

Students are responsible to inform faculty if they did not give permission for pictures, videotaping, or any other electronic media during the educational process.

#### **Professional Standards**

As baccalaureate prepared nursing students, you will be expected to present yourself in a professional manner. Students are to be **professional** when interacting with administration, faculty, peers, CON guests, and the community. Nursing students are also to be **accountable and responsible**. Therefore, students will be assessed by faculty on professional behavior as well as accountability and responsibility as reflected in student evaluations.

#### **Important Information**

- 1) Personal communication devices (cellular phones, pagers, personal digital assistants, etc) may not be in active mode during class, labs, or exams. Text messages, phones, or pagers are not permitted to be acknowledged during class/lab/exam time.
- 2) All students are required to read the University Administrative Policies and Procedures to increase their understanding of rules regarding class disruptions, student cheating, plagiarism and dismissal for non-academic reasons.
- 3) All students are required to read the undergraduate Kent State University, College of Nursing Handbook, which is available online: <http://www.kent.edu/nursing/programs/bachelors/index.cfm>
- 4) Students who do not meet clinical requirements (physical exam, immunizations, malpractice insurance, current CPR and background checks) will not be permitted to attend clinical. Make-up for missed experiences will be required.

#### **Worrisome Course Grade Form:**

Students are required to complete a Worrisome Course Grade Form if they earn less than 75% on unit exams 1, 2 and 3. Please follow the instructions on the form in this syllabus.

**Kent State University College of Nursing**

**Worrisome Course Grade Form**

Form to be completed by all students who have less than 75% in NURS20030.

\_\_\_\_\_ currently has a \_\_\_\_\_% in NURS20030 Foundations of Nursing Interventions.

Below, please list a minimum of three lifestyle/study strategies as a student written plan for success. Make sure that your plan includes specific, measurable strategies that you will take in an effort to achieve greater than a 75% in this course. Complete, sign, and return this form to your laboratory instructor for review within 10 days of receiving this notification.

I, \_\_\_\_\_ agree to do the following:  
(Print your name)

Faculty Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### **Exam Guidelines:**

1. Nine (9) digit Banner ID# must be memorized and used on exam booklet and scantron.
2. Students shall sit in every other seat or as directed by faculty. All personal belongings must be placed in the area designated by faculty. No eating or drinking will be permitted during exams.
3. Number two pencils are to be used.
4. Students are responsible for checking to see that all exam items are completed before turning in exams. Students will **NOT** be permitted to finish any omitted item after they have turned in exams nor after the allocated test time has ended.
5. It is the student's responsibility to thoroughly darken each answer in order for the computer to award credit. Only answers darkened on the scantron sheet will be scored. **No credit will be awarded for answers written on the test booklet.**
6. Basic electronics calculators which only add, subtract, multiplying and divide MAY be used during exams. Calculators must be checked by faculty prior to the exam. Use of graphing or scientific calculators will constitute cheating and may result in failure of the exam and/or the course. No sharing of calculators will be permitted.
7. NO Baseball Caps or Hats of any kind may be worn during exams with the exception of religious head covering.
8. NO Personal Audio Equipment or Communication Devices of any kind may be used. Calls or pages will not be permitted to be acknowledged during testing.
9. Students may write in their test booklets. Scratch paper is not permitted.
10. After turning in exam, students are NOT permitted to return to the examination room until all students have completed the exam.
11. Students are to keep answer sheets covered.
12. University policy regarding suspected cheating will be enforced. Refer to Student Cheating and Plagiarism Policy #3342-3-01.8 of Kent State University.
13. Exam review, if conducted, will be at the discretion of the full time course faculty teaching and/or supervising the course. Exams I and II may only be reviewed within two weeks of the date of administration. There will be no formal review of Exam III or the final exam.
14. Exam questions are confidential and therefore should not be discussed via unsecure email. **Under no circumstances should exam questions be discussed via email with faculty or other students.** Failure to comply with these guidelines will constitute cheating and may result in failure of the exam or course.

## Evaluation Methods:

The student's evaluation for the course will depend upon achievement on exams, written work that is satisfactory, satisfactory performance in the multipurpose laboratory and in the clinical setting, and satisfactory participation in discussions. All written work must be completed on time and in a satisfactory manner. Evaluation of clinical performance will be on the basis of satisfactory, unsatisfactory. AN UNSATISFACTORY IN CLINICAL OR WRITTEN WORK MAY RESULT IN THE FAILURE OF THE COURSE. The student's performance in class, laboratory, and clinical will be addressed by the clinical instructor in collaboration with the student's class and lab instructors.

### Summary of evaluation methods

- 1) Written quizzes and/or exams (totaling 400 points)
- 2) Interpersonal Process Recording (IPR) Paper
- 3) Conceptual Care Maps with evidence based practice rationales.
- 4) Written assignments as required
- 5) Clinical evaluations by student and instructor.
- 6) Fundamentals Level Standardized Achievement Test (ATI)
- 7) Student Professional Electronic Portfolio
- 8) Active participation
- 9) Professional behavior, accountability, and responsibility

See notations on course calendar regarding exam content.

If extenuating circumstances prevent the student from taking a test at the regularly scheduled time, the student must **notify the course faculty BEFORE the test by phone or email.** Failure to comply may result in a grade of ZERO (0) for that test. If unable to reach the course faculty, students are to leave a message with their name and phone number on the faculty member's voice mail. **A short answer essay exam will be required for any missed course exam regardless of reason.** A student missing any test or multipurpose laboratory has the **sole responsibility of arranging for makeup within one week.** **Failure to comply with make-up requirements may result in failure of the course.** Test results will be reviewed with course faculty. **Test questions will include questions from class, lab, syllabus, and assigned readings.** All written assignments and laboratory and clinical performance must be satisfactory to pass this course.

### Grading Scale for NURS20030

- A = 91.0-100%
- B = 82.0-90.9%
- C = 75.0-81.9%
- D = 65.0-74.9%
- F = Below 65.0%

Students must receive a minimum of 75% (300 points out of 400) to pass this course. ATI and portfolio points are not calculated in unless the student has earned a passing total point score on the three exams and the final exam. **There will be no rounding up of grades and no opportunity for extra credit or bonus points.** Students who do not complete the standardized testing (ATI) in a course will earn an "F" in the course. All students must plan to attend the scheduled testing time.

### **Total Course Points including ATI and Portfolio :**

401- 440 = A

361- 400 = B

330-360 = C

286-329 = D

< 286 = F

### **Math Competency**

In addition to a **75% average on the four (4) exams** and/or quizzes (300 points out a possible 400 points) a student must earn at least 75.0% on all math questions (30 correct out of 40 math questions) on the four exams and/or quizzes. There will be a total of 40 math questions divided over the exams and/or quizzes. If a student answers less than 30 out of 40 math questions correctly, the last 10 math questions will serve as a final chance to demonstrate math competency. Any student answering less than 30 out of 40 math questions correctly is required to achieve a 75% on the last 10 math questions in order to pass the course.

A student achieving less than 75% on the forty math questions, who achieves less than 75% on the last 10 math questions, will be unable to earn greater than a D in the course regardless of the student's exam and/or quiz grades or lab evaluation.

**Total Points for Course :** Total points for the course on quizzes and exams: 400. Students must receive a minimum of 75% (300 points out of 400) to pass this course. There will be no rounding up of grades and no opportunity for extra credit or bonus points.

### **Grade Determination:**

#### **Portfolio:**

Students are to complete a portfolio page representing their clinical experience using the Kent State College of Nursing's portfolio template. Students' *Competencies*, *Patient/Family Teaching*, discovery of *Evidence Based Practice*, and a *Personal Reflection* of the experience should be addressed. Students have the ability to earn **4 total points** on the portfolio assignment. Please find the rubric located in the *First day Clinical* and *Sophomore Forms* course tabs. Requirements and expectations will be discussed in clinical. Students must receive a SATISFACTORY on the portfolio to meet all clinical objectives.

### **NCLEX Preparation Assignment and Proctored Assessment-Content Mastery Series:**

1. All students taking **NURS 20030 Foundation of Nursing Interventions** are **REQUIRED** to take a course specific NCLEX Proctored Assessment at a pre-scheduled specified time prior to the completion of the course.
2. In addition to the course specific NCLEX Proctored Assessment, students are required to complete two (2) NCLEX Preparation Assignments. Students will then complete required independent, focused review based on their assignment scores.
3. There will be a 24 hour time block between the initial and second attempt for each practice assessment.



<b>NCLEX Preparation Assignment A</b>	<b>Focused Review Time</b>	<b>Due Date</b>
		<b>NCLEX Preparation Assignment A and focused review</b>
<i>Score</i> <b><i>Based on first attempt</i></b>	<i>Student's independent remediation by creating a focused review</i>	<b><i>7 week course -Week 3 no later than Friday at 5 pm</i></b> <b><i>15 week course- Week 6 no later than Friday at 5 pm</i></b>
90-100%	Required 1 hour	
80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	

<b>NCLEX Preparation Assignment B</b>	<b>Focused Review Time</b>	<b>Due Date</b>
		<b>NCLEX Preparation Assignment B and focused review</b>
<i>Score</i> <b><i>Based on first attempt</i></b>	<i>Student's independent remediation by creating a focused review</i>	<b><i>7 week course -Week 6 no later than Friday at 5 pm</i></b> <b><i>15 week course- Week 12 no later than Friday at 5 pm</i></b>
90-100%	Required 1 hour	
80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	

- All students are required to provide a **printed** copy of completion of two course specific NCLEX Preparation Assignments. This includes one with a minimum score of 90%. Proof of required independent focused review for both NCLEX Preparation Assignments, using the student-generated focused review for the required amount of time based on the first practice assessment results, are also required for admission to the NCLEX proctored

assessment. Failure to provide satisfactory documentation of completing the NCLEX Preparation Assignments, including one with a 90% and the required time for focused review for both assignments, will result in not being able to take the NCLEX Proctored Assessment.

5. Specific instructions regarding the NCLEX proctored assessment process will be provided closer to the date of the proctored assessment.
6. Students earn the following points based on their achieved proficiency level on the proctored assessment. Points will **only** be added to the final course grade **if** the final total exam grade is at least 75%. Points will be awarded on the following proficiency levels:

<b>NCLEX Proctored Assessment Assignment</b>	<b>Points Earned</b>	<b>Remediation</b>
<i><b>Admission ticket:</b> Proof of completion of two course specific NCLEX Preparation Assignments, one with a <b>minimum score of 90%</b>. Proof of <b>independent remediation for both preparation assignments</b> using student-generated focused review for the required amount of time based on practice assessment results.</i>	<i>Maximum points earned = <b>10% of total exam points</b> for the course</i>	
Proficiency Level 3	10 % of total exam points	
Proficiency Level 2	9 % of total exam points	
Proficiency Level 1	7.5 % of total exam points	
Proficiency Level < 1	5 % of total exam points	Required to meet with NCLEX Success Coach

7. Students who earn a Proficiency Level < 1 on the NCLEX proctored assessment will be required to meet with an NCLEX Success Coach for remediation.

**Students who do not complete the NCLEX Preparation Assignments and Proctored Assessment in a course will earn an (F) in the course. All students must plan on completing one of the required NCLEX preparation assignments at a minimum of 90% and provide printed documentation of these results in addition to attending the scheduled proctored assessment time.**

## Medical Terminology

-centesis	anter/o
-ectomy	cyt/o
-stomy	hist/o
-tome	home/o
-desis	idi/o
-pexy	later/o
-rraphy	medi/o
-plasty	nucle/o
-lysis	path/o
-tripsy	poster/o
-algia, dynia	proxim/o
-cele	radi/o
-ectasis	ventr/o
-emesis	viscer/o
-emia	ab-
-gen,-genesis	ad-
-gram	infra-
-graph	peri-
-graphy	trans-
-itis	ultra-
-lith	aden/o
-logist	adip/o, lip/o,steat/o
-logy	crypt/o
-malacia	cutane/o,dermat/o, derm/o
-megaly	mamm/o, mast/o
-meter	scler/o
-metry	albin/o,leuk/o,leuc/o
-oma	cirrh/o,jaund/o,xanth/o
-para	cyan/o
-paresis	erythem/o, erythr/o, rube/o
-pathy	melan/o
-penia	squam/o
-phagia	-cyte
-phasia	-derma
-plegia	epi-
-ptosis	hyper-
-rrhage, -rrhagia	hypo-, sub-
-rrhea	radi/o radi/o
-rrhexis	-trophy
-scope	
-scopy	
-stasis	

-stenosis

### Procedures and Diseases

\*\*\* Define these terms and list nursing applications for each

abdominal perineal resection	cholecystectomy	nephrectomy
adenoidectomy	colonoscopy	neurogenic bladder
amniocentesis	colporrhaphy	orchidectomy
amputation	craniotomy	osteomalacia
anastomosis	cystocele	pancreaticoduodenectomy
abdominal aortic aneurysmectomy	dilatation & curettage	pilonidal cyst or sinus
atherosclerosis	diverticulitis	pneumoarthrograms
arthroplasty	enucleation	pneumonectomy
arthroscopy	excision	prostatectomy
arthrotomy	gastrectomy	rectocele
aspiration biopsy	hemorrhoidectomy	rectovaginal fistula
benign prostatic hyperplasia	herniorrhaphy	retroperitoneal lymph node dissection
benign prostatic hypertrophy	hysterectomy	salpingectomy
biopsy	hysteropexy	salpingo-oophorectomy
bronchoscopy	ileostomy	salpingoplasty
blunt dissection	intubation	thoracoplasty
caesarean section	lobectomy	total hysterectomy
cauterization	mastectomy	tracheotomy
chest physiotherapy	mastoidectomy	tracheostomy
cholangitis	myomectomy	urolithiasis
	oophorectomy	

### **Diagnostic Tests**

Look up the following diagnostic tests. Use your course text or online resources for obtaining information. You will note that you know the prefix, root, and suffix words of these tests. Be sure to note the purpose of each procedure, client education, and nursing responsibilities both prior to and following diagnostic tests (nursing implications).

Abdominal Paracentesis

Angiogram/Arteriogram

Arthroscopy

Barium Enema/Lower GI (gastrointestinal) Series

Bone Marrow biopsy

Bronchoscopy

Cardiac Catherization

Cholangiography

Cholecystogram

Colonoscopy

CT (Computed Tomography) scan (Abdominal, Adrenals, Brain, Chest, Kidney, Pelvis)

Cystography

Cystoscopy

Doppler Studies

Echocardiogram

EEG (electroencephalogram)

EKG/ECG (electrocardiogram)

EMG (electromyogram)

ERCP (endoscopic retrograde cholangiopancreatography)

Esophagoscopy

Gastroscopy

Holter Monitoring

IVP (intravenous pyelogram)

Laryngoscopy

Liver Biopsy

Lumbar Puncture

Mammography, localization with mammography

MRI (magnetic resonance imaging) open and closed

Myelogram

Sigmoidoscopy

Stress test

Thoracentesis

Ultrasonography

Upper GI (gastrointestinal) Series

## CLINICAL ORIENTATION DAY AT HOSPITAL

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role based on theory and research.</li> <li>2. Demonstrates professional responsibility and accountability in providing patient care.</li> <li>3. Discusses the hospital as a health service agency.</li> <li>4. Describes library facilities available in hospital.</li> <li>5. Describes the physical layout of the clinical laboratory area.</li> <li>6. Locates selected equipment and supplies in clinical area.</li> <li>7. Reads a patient's chart to collect indirect data.</li> <li>8. Applies the interpersonal process in the nurse-patient relationship.</li> <li>9. Utilizes interpersonal process skills in the nurse-client relationship.</li> <li>10. Interacts with a patient.</li> </ol>	<p><u>Pre-conference</u></p> <ol style="list-style-type: none"> <li>1. Facilities for students: lockers, change rooms, cafeteria, toilet facilities, parking arrangements, library facilities.</li> <li>2. Distribution of papers containing pertinent information concerning clinical areas</li> <li>3. Location of equipment and supplies.</li> <li>4. Discussion of hospital as a health care facility               <ol style="list-style-type: none"> <li>a) departments and services</li> <li>b) key personnel</li> <li>c) floor plan of hospital</li> </ol> </li> <li>5. Infection Control               <ol style="list-style-type: none"> <li>a) facility policies and orientation(s)</li> </ol> </li> <li>6. Discussion of planned activities for the day</li> </ol> <p><u>Post-conference</u></p> <ol style="list-style-type: none"> <li>1. Discussion of student reactions to orientation activities.</li> <li>2. Discussion of patient's chart and/ or care summary:               <ol style="list-style-type: none"> <li>a) Graphic sheets</li> <li>b) Physician's orders</li> <li>c) Nurse's notes/Progress notes</li> <li>d) Laboratory and X-ray reports</li> <li>e) Physician's physical exam report/Progress notes</li> <li>f) Health history</li> <li>g) Medication Administration Record (MAR)</li> </ol> </li> <li>3. Discussion of expectations for NURS20030 clinical experience</li> <li>4. Discussion of student's responsibility for obtaining patient assignment in preparation for clinical day</li> <li>5. Orientation to required paperwork.</li> </ol>	<p>Orientation to assigned clinical laboratory area:</p> <ul style="list-style-type: none"> <li>-Introduction to division personnel.</li> <li>-Safety orientation</li> <li>-Tour of division.</li> <li>-Locating equipment and supplies (include location of reference texts.)</li> <li>-Demonstration of equipment as necessary (high-low bed, etc.)</li> <li>-Reading a patient's chart</li> <li>-Visiting a patient for brief interaction.</li> <li>-Observing medical aseptic practices followed by nursing personnel:               <ol style="list-style-type: none"> <li>a) handling of linen</li> <li>b) hand washing</li> </ol> </li> </ul>

## **IPR INSTRUCTIONS**

- 1) Student will have a therapeutic communication with their client at the assigned clinical site and complete the word processed IPR form found in the sophomore forms file.
- 2) **Situation:** Describe the setting (environment) in which your interaction took place and who you are communicating with, positioning, etc. Include a key identifying initial for everyone participating in the conversation.
- 3) **Column I:** State (in quotes) what each individual says in separate rows.
- 4) **Column II:** Identify non-verbal cues or actions of whoever made the identified statement in that row.
- 5) **Column III:** Include the following components in this column:
  - a) Therapeutic/facilitative technique student used (Refer to N20020 syllabus communication pages and Craven & Hirnle, Chapter 5, pp 86-91).
  - b) Any non-therapeutic communication used
  - c) If non-therapeutic communication was used, give a preferred response (what would have been better for you to have said.)
  - d) A preferred response which is what you could have said instead of what you did say that might have worked better (even though what you did say was appropriate). This will help you expand your therapeutic/facilitative communication techniques.
  - e) Note that column III must include the correct identification of each technique you used and at least one preferred or alternate response for you to get the points assigned.
- 6) **Column IV:** Identify what you were *thinking, feeling, believing, valuing* throughout the conversation and include the term identifying such. Also include what you think the client was thinking, feeling, believing, valuing throughout the conversation.
- 7) In the three boxes at the end of the paper include the following:
  - a) Why you selected this particular conversation with your client to analyze.
  - b) What you learned from this conversation, from the analysis of this conversation, and from contemplating what you and the client are thinking, feeling, believing, and valuing.
  - c) What kinds of interactions were included in this conversation (facilitative, therapeutic, social, collaborative, etc.). Every IPR must include facilitative/therapeutic communication components.
- 8) This paper must be word processed and turned in by the date and time identified by the students' clinical instructor. This paper is a course requirement; therefore, must be completed satisfactorily for the student to pass this course.
- 9) The conversation (table) portion of this paper must be a minimum of two full pages of conversation and analysis to be accepted. Therefore, it will be at least three pages in length.
- 10) Review the following IPR evaluation form prior to turning in your paper to make sure all requirements are met.

**PROCESS RECORDING EVALUATION  
NURSING NURS20030  
INTERPERSONAL PROCESS RECORDING (IPR) EVALUATION**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>EVALUATIVE GUIDELINES</b>	<b>Satisfactory/ Unsatisfactory</b>
Described the situation and environment in which interaction took place.	
Stated verbal behavior (placed in quotes) of both student and client. Column I	
Stated non-verbal behavior of student. Column II	
Stated non-verbal behavior of client. Column II	
Identified therapeutic and non-therapeutic techniques used by student. Column III	
Identified any defense mechanisms used by client. Column III	
Described a minimum of one additional and/or preferred response. Column III	
Analyzed self-awareness data for self (student) including thoughts (T), feelings (F), beliefs (B), values (V). Column IV	
Analyzed self-awareness data for client including thoughts (T), feelings (F), beliefs (B), values (V). Column IV	
Attempted to listen rather than give advice. Tried to focus on the client.	
Stated reason for selecting this part of the interaction for analysis.	
Identified what was learned.	
Differentiated between interview, social conversation, and therapeutic interaction. Must use therapeutic/facilitative communication.	
Word processed document.	
Used correct spelling and grammar.	
Turned paper in on time.	

**Comments:**



### **Conceptual Care Map Guidelines**

1. Develop conceptual care map based on one assigned patient.
2. Identify relationships among clinical data by drawing lines between related data.
3. Complete care plan section based on patient data.
4. State rationales for interventions in own words and cite references used. See completed example on the course website.
5. Provide evidence based practice (EBP) article to support rationale of primary nursing diagnosis as requested by clinical instructor.
6. Retain all conceptual care maps for final clinical evaluation.
7. Must be initiated during clinical hours.
8. Must be legible.
9. Must be satisfactory for clinical success.
10. May be collected and evaluated by clinical instructors.
11. Failure to complete satisfactory conceptual care maps and care plan section may result in clinical failure of this course.

NURS20030 Conceptual Care Map

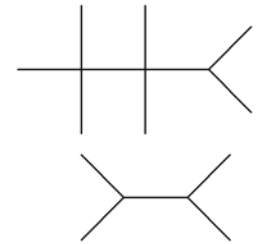
Student Name \_\_\_\_\_ Client Initials \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_ Room # \_\_\_\_\_ Admit Date \_\_\_\_\_

Admitting Diagnoses/Chief Complaint

Assessment Data

Lab Values/Diagnostic Test Results



Medications

Past Medical /Surgical History

Treatments

Primary Nursing Diagnosis

Supporting Data

STG

Interventions with Rationale

EBP Citation

Evaluation

Nursing Diagnosis #2

Supporting Data

STG

Interventions with Rationale

EBP Citation

Evaluation

Nursing Diagnosis #3

Supporting Data

STG

Interventions with Rationale

EBP Citation

Evaluation

**LAB SKELETONS**



**Na+**

**Chloride**

**BUN**

**Glucose**

**K+**

**Bicarb**

**Creatinine**

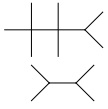
**Hemoglobin**

**WBC**

**Platelets**

**Hematocrit**

**Normal Lab Value Range-*RNLabs***



**70-110**

**mg/dL**

**50-450 x 10<sup>9</sup>/L**

## **CLASSROOM PRESENTATION GUIDES**

**Classroom Presentation: ORIENTATION, MOBILITY and BODY MECHANICS**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurses= role</li> <li>2. Demonstrates selected skills in caring for clients</li> <li>3. Provides for client and personal safety.</li> <li>4. Uses physical assessment skills when performing nursing care.</li> <li>5. Uses assessment skills to identify alterations of mobility in a client.</li> <li>6. Identifies outcomes and interventions in conjunction with the individual and family to promote health &amp; maintenance of optimal functioning.</li> <li>7. Develops nursing diagnoses, client outcomes, and interventions for clients with and at risk for alterations in mobility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nurse=s role in promotion of mobility</li> <li>2. Differences and similarities between bedrest and immobility Reasons for immobility               <ol style="list-style-type: none"> <li>a. Physiological benefits of immobility/bed rest</li> <li>b. Conditions associated with bedrest</li> </ol> </li> <li>3. Assessment and nursing diagnoses for the immobilized client               <ol style="list-style-type: none"> <li>a. Psychological effects of immobility                   <ol style="list-style-type: none"> <li>(1) psychosocial</li> <li>(2) developmental</li> </ol> </li> <li>b. Physiological effects by system                   <ol style="list-style-type: none"> <li>(1) Cardiovascular</li> <li>(2) Respiratory</li> <li>(3) Musculoskeletal</li> <li>(4) Gastrointestinal</li> <li>(5) Urinary</li> <li>(6) Integument</li> <li>(7) Metabolic</li> </ol> </li> </ol> </li> <li>4. Risks and complications of immobility</li> <li>5. Planning nursing interventions for preventing complications of immobility               <ol style="list-style-type: none"> <li>(1)Exercises</li> <li>(2)Special equipment</li> <li>(3)Bowel and bladder routines</li> <li>(4)Skin care</li> <li>(5)Diet and fluids</li> <li>(6)Social interactions</li> <li>(7)Safe patient handling</li> </ol> </li> </ol>	<p>Class Discussion</p> <p><u>Required Reading</u></p> <p>Craven &amp; Hirnle Chapter 24 Mobility</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Case Study as assigned.</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: HEALTH, WELLNESS & SAFETY**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Identifies QSEN competencies.</li> <li>2. Uses selected physiological principles in promoting health.</li> <li>3. Identifies physiological factors in promoting and maintaining individual, family, and community health.</li> <li>4. Identifies environmental factors impacting individual, family, and community health.</li> <li>5. Implements interventions to maintain and promote individual and family health.</li> <li>6. Implements the nursing process within selected settings.</li> <li>7. Uses the nursing process in determining nursing diagnoses.</li> <li>8. Identifies goals &amp; interventions in conjunction with the individual &amp; family to promote health &amp; maintenance of optimal functioning.</li> <li>9. Describes nursing care of selected clients with actual or potential physiological alterations.</li> <li>10. Uses knowledge, theories, and principles to support nursing care.</li> <li>11. Uses physical assessment skills when performing nursing care.</li> <li>12. Practices selected aspects of the professional nurse=s role.</li> <li>13. Demonstrates selected skills in caring for clients.</li> <li>14. Demonstrates professional responsibility and accountability.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quality and Safety Education in Nursing (QSEN) Competencies</li> <li>2. Definition of Health &amp; Illness</li> <li>3. Client’s Right To:               <ol style="list-style-type: none"> <li>a. Self care</li> <li>b. Assistance toward independence</li> </ol> </li> <li>4. Components of Self Care and Hygiene</li> <li>5. Altered self care</li> <li>6. Individual considerations</li> <li>7. Family considerations</li> <li>8. Risk identification</li> <li>9. Dysfunction identification</li> <li>10. Safety</li> <li>11. Support systems</li> <li>12. Community services</li> <li>13. Functional health patterns</li> <li>14. Nursing diagnosis, objectives, interventions and evaluations</li> </ol>	<p><b>Required Reading:</b></p> <p>Craven &amp; Hirnle Chapter 2, Health and Wellness &amp; Complimentary Medicine Chapter 22, Safety</p> <p><b>QSEN Website:</b> <a href="http://www.qsen.org/ksas_prelicensure.php">http://www.qsen.org/ksas_prelicensure.php</a></p> <p><b><u>Critical Thinking / Learning Activities:</u></b></p> <p>Craven &amp; Hirnle: thePoint website student learning activities</p> <p>All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: IV DOSAGE CALCULATION**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Demonstrates professional responsibility and accountability.</li> <li>2. Accurately calculates dosages of medications including:               <ol style="list-style-type: none"> <li>a. all material covered in N20020.</li> <li>b. Calculating ml/hr an IV will infuse.</li> <li>c. Calculating gtts/min IV flow rates.</li> <li>d. Calculating IV infusion times.</li> <li>e. Reconstituting medications</li> <li>f. Calculating dosage administered per weight of patient (mg/kg, mcg/kg, g/kg)</li> <li>g. Calculating volume to be infused or injected.</li> <li>h. Calculating of intake and output.</li> <li>i. Temperature conversions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Orientation: Multipurpose Lab (MPL)               <ol style="list-style-type: none"> <li>a. Preparation</li> <li>b. Expectations</li> </ol> </li> <li>2. Dosage Calculation               <ol style="list-style-type: none"> <li>a. Review of N20020 material:                   <ol style="list-style-type: none"> <li>i.. Multiplication and division of whole numbers, fractions and decimals                       <ul style="list-style-type: none"> <li>• ratio and proportion</li> <li>• dimensional analysis</li> </ul> </li> <li>ii. Interpret the language of Prescriptions                       <ul style="list-style-type: none"> <li>• abbreviations and terminology</li> </ul> </li> <li>iii. Read Drug Labels and Packaging</li> <li>iv. Calculate medication administration problems using the metric apothecary and household systems of measurement                       <ol style="list-style-type: none"> <li>v. Identify various equipment used to measure dosages</li> <li>vi. Calculate Oral solid and liquid medication dosages</li> <li>vii. Calculate liquid and powder medication dosages for injection</li> </ol> </li> <li>b. Calculation of IV rates in ml/hr.</li> <li>c. Calculation of IV flow rates in gtts/min.</li> <li>d. Calculation of IV infusion times.</li> <li>e. Reconstitution of medications</li> <li>f. Calculation of dosage administered by weight including mg/kg, mcg/kg, g/kg.</li> <li>g. Calculation of volume to be infused of injected</li> <li>h. Converting temperature from Celsius to Fahrenheit and Fahrenheit to Celsius.</li> </ol> </li> </ol> </li> </ol>	<p><u>Review Readings from N20020</u>            Buchholz (2016)            Chapter 1- 4            Optional Readings:            Moore: <u>Nursing Math Simplified</u>            Chapter 1</p> <p><u>Required Reading</u>            Buchholz (2016)            Chapter 5-8</p> <p>IV Dosage Calculation Materials from course website. Completed problems due in lecture this week.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Math &amp; Dosage Calculation's on thePoint for Buchholz (found under Student Resources tab: Dosage Calculation Quizzes</p>



**Classroom Presentation: INFECTION CONTROL**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse=s role in the clinical setting.</li> <li>2. Demonstrates professional responsibility and accountability in providing client care to diverse populations. Identifies course and unit objectives.               <ol style="list-style-type: none"> <li>a) Identifies format and requirements of the course</li> <li>b) Identifies individuals, families, and communities at risk for infection and disease states.</li> <li>c) Identifies outcome criteria for risk reduction and appropriate actions to promote health and risk reduction.</li> <li>d) Identifies risk factors for:                   <ol style="list-style-type: none"> <li>1. Minority groups</li> <li>2. Elderly</li> <li>3. Families</li> <li>4. Communities</li> </ol> </li> </ol> </li> </ol>	<p>Infection Control</p> <ol style="list-style-type: none"> <li>1. CDC</li> <li>2. Standard blood and body fluid precautions</li> <li>3. TB, Hepatitis, AIDS, MRSA, VRE, C-difficile, influenza</li> <li>4. Nurse infection control</li> </ol> <p>Defense against infection</p> <ol style="list-style-type: none"> <li>1. Skin integrity</li> <li>2. Homeostasis</li> </ol>	<p><u>Required Reading:</u>            Craven &amp; Hirnle            Chapter 18            Asepsis and Infection Control            Chapter 30            Infection Protection and Management</p> <p><u>Clinical:</u>            Selected care of clients in isolation            Plan physical and psychological nursing care for clients in isolation</p> <p><u>Critical Thinking Activity:</u>            Case studies as assigned.</p> <p>Craven &amp; Hirnle            All Watch and Learn,            Practice and Learn,            Procedures, and            Concepts in Action Animations            associated with required chapter content</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: SKIN INTEGRITY AND WOUND HEALING**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Identifies physiological needs in promoting health.</li> <li>3. Implements the nursing process within selected settings.</li> <li>4. Describes nursing care of selected clients with actual or potential physiological alterations.</li> <li>5. Uses appropriate knowledge, theories, and principles to support nursing care.</li> <li>6. Uses physical assessment skills when performing nursing care.               <ol style="list-style-type: none"> <li>a) Identifies factors that may impede wound healing</li> <li>b) Identifies cultural variables that may impact healing</li> </ol> </li> </ol>	<p>Inflammatory process</p> <ol style="list-style-type: none"> <li>1. Definition, purpose, causes</li> <li>2. Cardinal signs and symptoms</li> <li>3. Aspects of the inflammatory response</li> <li>4. Types of inflammation</li> <li>5. Types of exudate</li> <li>6. Results of inflammation</li> <li>7. Factors favoring healing</li> <li>8. Nursing care</li> </ol> <p>Factors affecting wound healing:</p> <ol style="list-style-type: none"> <li>1. Immobility</li> <li>2. Nutrition</li> <li>3. Immune status</li> <li>4. Rest</li> <li>5. Homeostasis               <ol style="list-style-type: none"> <li>a) Elimination</li> <li>b) Comfort</li> <li>c) Cardiovascular</li> <li>d) Respiratory</li> </ol> </li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 29 Skin Integrity and Wound Healing</p> <p><u>Clinical:</u></p> <ol style="list-style-type: none"> <li>1. Selected experiences with clients with various wounds.</li> <li>2. Begin planning nursing care for clients with wounds.</li> </ol> <p><u>Critical Thinking/Learning Activities:</u></p> <ol style="list-style-type: none"> <li>1. Case studies as assigned</li> </ol> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations associated with required chapter content</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: PREOPERATIVE NURSING I**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Identifies physiological factors in promoting and maintaining health.               <ol style="list-style-type: none"> <li>a. Identifies preoperative needs of clients.</li> <li>b. Conducts a preoperative assessment.</li> <li>c. States principles of preoperative nursing care.</li> <li>d. Lists general categories of surgical procedures.</li> </ol> </li> <li>3. Applies the interpersonal process in the nurse-client relationship.               <ol style="list-style-type: none"> <li>a. Identifies cultural barriers that may impact surgical outcomes during the preoperative phase.</li> <li>b. Uses selected interpersonal process skills to promote comfort and identify needs of clients.</li> <li>c. Recognizes psychological needs of clients undergoing surgery and their families.</li> <li>d. States implications of surgery for client and family</li> </ol> </li> <li>4. Identifies interventions to promote the interpersonal process in diverse settings.               <ol style="list-style-type: none"> <li>a. Recognizes the perception of surgery among various cultures.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Conditions requiring surgery</li> <li>2. Surgical procedure classification</li> <li>3. Surgery from the viewpoint of the client and family.</li> <li>4. Effects of past and present status of client on surgery</li> <li>5. Psychological preparation               <ol style="list-style-type: none"> <li>a. Management of anxiety</li> <li>b. Desired effects of preparation</li> <li>c. Nursing diagnoses, outcomes and interventions for client and family</li> </ol> </li> <li>6. Physiological preparation according to the functional health patterns</li> <li>7. Pre-op check list</li> <li>8. Effects of anesthesia</li> </ol>	<p><u>Required Readings:</u> Craven &amp; Hirnle Chapter 21 Perioperative Nursing</p> <p><u>Clinical:</u> Selected clinical experiences caring for post-operative client</p> <p>Selected observation-operating room, post-anesthesia care unit (PACU), ambulatory surgery, etc.</p> <p><u>Critical Thinking/Learning Activities:</u> Case studies as assigned.</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: PERI/POSTOPERATIVE NURSING II**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Implements the nursing process within selected settings.</li> <li>2. Uses the nursing process in determining nursing diagnoses.               <ol style="list-style-type: none"> <li>a. Discusses types of anesthesia.</li> <li>b. Identifies needs of clients in the postoperative period.</li> <li>c. Lists common complications of surgery.</li> <li>d. Intervenes using appropriate measures to promote comfort and safety of the surgical client.</li> </ol> </li> <li>3. Uses the nursing process in determining nursing diagnoses for family.               <ol style="list-style-type: none"> <li>a. Assess family needs</li> <li>b. Develop nursing diagnoses, outcomes, and interventions for family of client undergoing surgery</li> <li>c. Identifies community resources as a component of discharge planning.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Intra-operative period               <ol style="list-style-type: none"> <li>a. Surgical team</li> <li>b. Types of Anesthesia</li> <li>c. Stages of anesthesia</li> </ol> </li> <li>2. Post-operative nursing care               <ol style="list-style-type: none"> <li>a. Immediate</li> <li>b. Recovery Room/Post Anesthesia Care Unit (PACU)</li> <li>c. On Unit/nursing division</li> </ol> </li> <li>3. Complications of surgery</li> <li>4. Safety</li> <li>5. Discharge planning</li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Craven &amp; Hirnle Chapter 21 Perioperative Nursing</p> <p><b><u>Clinical:</u></b> Selected clinical experiences caring for post-operative clients.</p> <p>Selected observation - operating room, post anesthesia care unit (PACU), ambulatory surgery, etc.</p> <p><b><u>Critical Thinking/Learning Activities:</u></b></p> <p>Case study as assigned.</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, And Concepts in Action Animations associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: PAIN PERCEPTION AND MANAGEMENT; COMPLEMENTARY AND ALTERNATIVE MEDICINE**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<p>1. Uses selected physiological principles in promoting health</p> <ul style="list-style-type: none"> <li>a. Identifies physiological and psychosocial factors in promoting health.</li> <li>b. Identifies cultural factors impacting individual perceptions of pain.</li> </ul>	<ul style="list-style-type: none"> <li>1. Overview of pain management               <ul style="list-style-type: none"> <li>a. AHRQ Guidelines</li> <li>b. APS</li> </ul> </li> <li>2. Types of pain               <ul style="list-style-type: none"> <li>a. Acute</li> <li>b. Chronic</li> <li>c. Other</li> </ul> </li> <li>3. Philosophy of pain               <ul style="list-style-type: none"> <li>a. Misconceptions</li> <li>b. Addiction/dependence/ tolerance</li> </ul> </li> <li>4. Physiology of pain               <ul style="list-style-type: none"> <li>a. Transmission</li> <li>b. Perception</li> </ul> </li> <li>5. Psychology of pain</li> <li>6. Pain Management               <ul style="list-style-type: none"> <li>a. Assessment</li> <li>b. Nursing diagnoses</li> <li>c. Outcomes/evaluation</li> <li>d. Interventions                   <ul style="list-style-type: none"> <li>1) Non-invasive</li> <li>2) Pharmacologic</li> </ul> </li> <li>e. Evaluation</li> </ul> </li> </ul>	<p><u>Required Readings:</u></p> <p>Craven &amp; Hirnle Chapter 34 Pain Management Chapter 2 Health, Wellness and Complementary Medicine</p> <p><u>Clinical:</u> Discuss your observations of pain management strategies used with your client or other clients in the clinical setting.</p> <p><b><u>Critical Thinking/Learning Activities:</u></b></p> <p>Case studies as assigned</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: OXYGENATION/OXYGEN THERAPY**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.               <ol style="list-style-type: none"> <li>a. States factors which have potential to interfere with normal O<sub>2</sub> and CO<sub>2</sub> exchange.</li> <li>b. Describes the client's response to factors interfering with CO<sub>2</sub> and O<sub>2</sub> exchange.</li> </ol> </li> <li>2. Implements the nursing process within selected settings.</li> <li>3. Uses the nursing process within selected settings.               <ol style="list-style-type: none"> <li>a. Identify nurse's role in caring for client with abnormal O<sub>2</sub> and CO<sub>2</sub> exchange.</li> <li>b. Discharge planning for the individual with alteration in respiratory status with supplemental O<sub>2</sub>.                   <ol style="list-style-type: none"> <li>1) Environment</li> <li>2) Family</li> <li>3) Financial</li> <li>4) Cultural issues</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of clients with altered respiratory status               <ol style="list-style-type: none"> <li>a. physical examination</li> <li>b. S<sub>a</sub>O<sub>2</sub></li> <li>c. ABGs</li> <li>d. oxygen therapy</li> </ol> </li> <li>2. Nursing diagnoses associated with maintenance of oxygen to body cells</li> <li>3. Nursing Process: Outcomes and Interventions for individuals with alteration in respiratory status</li> <li>4. Phases of respiration</li> <li>5. Nursing Implications Nursing Process: Outcomes and Interventions</li> <li>6. Care of the client receiving O<sub>2</sub> and understanding O<sub>2</sub> administration</li> <li>7. Care of the client receiving O<sub>2</sub> <ol style="list-style-type: none"> <li>a. Equipment                   <ol style="list-style-type: none"> <li>1) cannula</li> <li>2) simple mask</li> <li>3) venturi mask</li> <li>4) rebreather/nonrebreather</li> </ol> </li> <li>b. Safety</li> <li>c. Monitoring oxygenation pulse oximetry</li> <li>d. Promoting a patent airway                   <ol style="list-style-type: none"> <li>1) Coughing/deep Breathing</li> <li>2) Hydration</li> <li>3) Chest physiotherapy</li> </ol> </li> </ol> </li> <li>8. Safety</li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 25: Respiratory Function Chapter 26: Cardiac Function</p> <p><u>Clinical</u> Care of selected clients with O<sub>2</sub>. Review equipment at clinical site.</p> <p><u>Critical Thinking/Learning Activities</u> Case studies as assigned</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: FLUID, ELECTROLYTE, AND ACID BASE BALANCE**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Identifies physiological factors in promoting health.               <ol style="list-style-type: none"> <li>a. States physiological concepts of fluid balance.</li> <li>b. Lists regulatory mechanisms.</li> <li>c. States factors which have potential to interfere with normal acid base balance exchange.</li> <li>d. Describes the patient's response to acid base imbalance.</li> </ol> </li> <li>3. Implements the nursing process within selected settings.</li> <li>4. Uses appropriate knowledge, theories, and principles to support nursing care.               <ol style="list-style-type: none"> <li>a. Describes clinical alterations and manifestations of fluid and electrolyte balance.</li> <li>b. Applies knowledge in caring for clients with fluid and electrolyte alteration.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Basic concepts:               <ol style="list-style-type: none"> <li>a. Body fluid compartments</li> <li>b. Body fluid composition</li> <li>c. Mechanisms of movement of fluids</li> <li>d. Body fluid regulation</li> </ol> </li> <li>2. Electrolyte balance and imbalance               <ol style="list-style-type: none"> <li>a. Most important anions, cations                   <ul style="list-style-type: none"> <li>-sodium</li> <li>-potassium</li> <li>-chloride calcium</li> </ul> </li> <li>b. Neuro-sensory alterations related to imbalances</li> <li>c. Safety issues related to imbalances</li> <li>d. Body defenses to regulate</li> <li>e. F &amp; E disturbances</li> <li>f. Compensatory mechanisms</li> </ol> </li> <li>3. Fluid volume disturbances               <ol style="list-style-type: none"> <li>a. Assessment</li> <li>b. Fluid volume deficit</li> <li>c. Fluid volume excess</li> <li>d. Care planning</li> </ol> </li> </ol> <p><b>Summary of nursing responsibilities in fluid &amp; electrolyte balance</b></p> <ol style="list-style-type: none"> <li>1. Acid-base imbalances:               <ol style="list-style-type: none"> <li>a. Metabolic acidosis</li> <li>b. Respiratory acidosis</li> <li>c. Metabolic alkalosis</li> <li>d. Respiratory alkalosis</li> </ol> </li> <li>2. Nursing diagnoses associated with acid base imbalances</li> <li>3. Nursing Implications               <ol style="list-style-type: none"> <li>a. Diagnosis</li> <li>b. Planning</li> <li>c. Interventions</li> </ol> </li> <li>4. Safety</li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 27 Fluid, Electrolytes and Acid-base Balance</p> <p><u>Clinical:</u></p> <p>Care of selected clients.</p> <p>Discuss lab data of assigned clients pertinent to fluid and electrolytes.</p> <p>Discuss care given for clients with disturbances in F &amp; E or Acid-Base balance.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Case studies as assigned.</p> <p>Clinical Simulation Tutorial: Fluid and Electrolytes</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Classroom Presentation: SLEEP AND REST**

<b>Behavioral Objectives</b>	<b>Content</b>	<b>Learning Experiences Class and Clinical</b>
<ol style="list-style-type: none"> <li>1. Uses selected physiological and nursing principles in promoting health</li> <li>2. Describes basic nursing responsibilities in administration of medication</li> <li>3. Identifies cultural factors impacting sleep rest patterns</li> <li>4. Identifies environmental issues (Home vs hospital) in promoting sleep/rest</li> <li>5. Identifies non-pharmacological methods to promote sleep/rest</li> <li>6. Describes use of medication in the promotion of sleep and rest</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of sleeping needs for the promotion of health               <ol style="list-style-type: none"> <li>a. Sleep</li> <li>b. Rest</li> <li>c. Sleep promotion</li> </ol> </li> <li>2. Diagnoses               <ol style="list-style-type: none"> <li>a. Nursing diagnosis for alterations in sleep rest</li> <li>b. Potential nursing diagnosis</li> <li>c. Interventions                   <ol style="list-style-type: none"> <li>1) comfort</li> <li>2) environmental</li> <li>3) anxiety</li> <li>4) cultural variations</li> <li>5) work schedules</li> </ol> </li> </ol> </li> <li>3. Evaluation of Sleeping needs and patterns</li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 33 Sleep and Rest</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Case studies as assigned</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>



**Classroom Presentation: SENSORY PERCEPTION AND COGNITIVE PROCESSES**

Behavioral Objectives	Content	Learning Experiences Class and Clinical
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Identifies physiological factors in promoting and maintaining individual and family health.</li> <li>3. Identifies environmental factors impacting individual and family health.</li> <li>4. Applies the interpersonal process in the nurse-patient relationship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concepts defining sensory alterations</li> <li>2. Factors leading to sensory alterations:               <ol style="list-style-type: none"> <li>a. Physiological</li> <li>b. Psychological</li> <li>c. Environmental</li> </ol> </li> <li>3. Responses of individuals to sensory alterations:               <ol style="list-style-type: none"> <li>a. Sensory deficit</li> <li>b. Sensory deprivation</li> <li>c. Sensory overload</li> </ol> </li> <li>4. Assessing sensory function</li> <li>5. Nursing interventions and evaluations of sensory functions.</li> <li>6. Assessment of Cognition and mental status.</li> <li>7. Changes in cognition               <ol style="list-style-type: none"> <li>a. Attention and concentration</li> <li>b. Judgment &amp; perception</li> <li>c. Learning and memory</li> <li>d. Communication &amp; language</li> <li>e. Speed of information processing</li> </ol> </li> <li>8. Changes in behavior/personality</li> <li>9. Assessment of Mental Status               <ol style="list-style-type: none"> <li>a. levels of consciousness</li> <li>b. memory</li> <li>c. language</li> <li>d. orientation</li> </ol> </li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 9: Caring forThe Older Adult Chapter 35 Sensory Perception Chapter 36 Cognitive Processes</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Case studies as assigned</p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**MULTIPURPOSE  
LAB  
GUIDES**

**Multipurpose Lab (MPL): PERSONAL CARE, BEDMAKING**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role.</li> <li>2. Demonstrates selected skills in caring for clients</li> <li>3. Provides for client and personal safety</li> <li>4. Demonstrates professional responsibility and accountability</li> </ol>	<ol style="list-style-type: none"> <li>1. Observing personal needs of clients               <ol style="list-style-type: none"> <li>a. Privacy</li> <li>b. Individuality</li> <li>c. Independence/ dependency</li> <li>d. Comfort</li> </ol> </li> <li>2. Meeting hygienic needs of client               <ol style="list-style-type: none"> <li>a. Skin care</li> </ol> </li> <li>b. Bed bath               <ol style="list-style-type: none"> <li>c. Perineal care</li> <li>d. Back Massage</li> <li>e. Hair care</li> <li>f. Mouth care</li> <li>g. Feet and nail care</li> <li>h. Eye, ear and nose care</li> <li>i. Dressing and grooming</li> <li>j. Toileting</li> <li>k. a.m. care</li> <li>l. bedtime care</li> </ol> </li> <li>3. Bedmaking               <ol style="list-style-type: none"> <li>a. Occupied</li> <li>b. Unoccupied</li> </ol> </li> <li>4. Feeding</li> <li>5. Personal Protective Equipment (PPE)               <ol style="list-style-type: none"> <li>a. routine use</li> <li>b. isolation types and needs</li> </ol> </li> <li>6. Intake and Output</li> </ol>	<p><u>Required Reading</u></p> <p>Craven &amp; Hirnle Chapter 23: Hygiene and Self-Care Giving a Bed Bath and Changing an Occupied Bed</p> <p>Demonstrate selected skills</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab (MPL): MSK ALTERATIONS/SAFE PATIENT HANDLING AND MOVEMENT**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurses' role</li> <li>2. Demonstrates selected skills in caring for clients</li> <li>3. Provides for client and personal safety.</li> <li>4. Uses physical assessment skills when performing nursing care.               <ol style="list-style-type: none"> <li>a. Uses assessment skills to identify alterations of mobility in a client.</li> </ol> </li> <li>5. Identifies outcomes and interventions in conjunction with the individual and family to promote health &amp; maintenance of optimal functioning.               <ol style="list-style-type: none"> <li>a. Develops nursing diagnoses, client outcomes, and interventions for clients with and at risk for alterations in mobility.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Principles of safe patient handling and movement</li> <li>2. Positioning and mobility techniques</li> <li>3. Assessment criteria and core plan for SPHM</li> <li>4. SPHM Algorithms</li> <li>5. Client Safety- Nursing Safety               <ol style="list-style-type: none"> <li>a. Falls</li> <li>b. Nursing responsibilities</li> </ol> </li> <li>6. Transfer Techniques/Assistive Devices               <ol style="list-style-type: none"> <li>a. Moving up in bed</li> <li>b. Positioning in bed</li> <li>c. Moving from bed to chair</li> <li>d. Moving from chair to bed.</li> <li>e. Moving from bed to cart</li> <li>f. Using: cane, quad cane, crutches, walker</li> </ol> </li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 24:Mobility/Body Mechanics Providing Range of Motion Exercises</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab (MPL): STERILE TECHNIQUE I**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role based on theory and research.</li> <li>2. Demonstrates selected skills in caring for clients.               <ol style="list-style-type: none"> <li>a. Barriers</li> <li>b. Sterile technique</li> <li>c. Medical Asepsis</li> <li>d. OSHA guidelines</li> <li>e. Body secretion precautions.</li> </ol> </li> <li>3. Demonstrate professional responsibility and accountability in providing client care.               <ol style="list-style-type: none"> <li>a. Changes sterile dressings applying scientific principles in client care.</li> <li>b. Documents nursing activities.</li> </ol> </li> <li>4. Implements the nursing process system within selected settings.</li> <li>5. Uses physical assessment skills when performing nursing care.               <ol style="list-style-type: none"> <li>a. Assess wound as dressing is changed.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiation between medical/ surgical asepsis</li> <li>2. Uses of sterile technique in the clinical setting.</li> <li>3. Principles of sterile technique</li> <li>4. Equipment &amp; supplies               <ol style="list-style-type: none"> <li>a. dressing sets</li> <li>b. dressing materials                   <ol style="list-style-type: none"> <li>1) gauze 4x4's and 2x2's</li> <li>2) Kerlix</li> <li>3) iodoform gauze</li> <li>4) Vaseline gauze</li> <li>5) xeroform gauze</li> </ol> </li> <li>c. instrument set</li> <li>d. cleansing solutions                   <ol style="list-style-type: none"> <li>1) betadine</li> <li>2) alcohol</li> <li>3) NSS</li> <li>4) 2 strength H<sub>2</sub>O<sub>2</sub></li> <li>5) Sur-cleanse</li> </ol> </li> <li>e. bag for soiled dressing</li> </ol> </li> <li>5. Items to secure dressings               <ol style="list-style-type: none"> <li>a. Tape</li> <li>b. montgomery straps</li> <li>c. Kerlix</li> </ol> </li> <li>6. Disposable equipment</li> <li>7. Drains               <ol style="list-style-type: none"> <li>a. Penrose</li> <li>b. Jackson Pratt (J.P.)</li> <li>c. Hemovac</li> </ol> </li> <li>8. Gloving               <ol style="list-style-type: none"> <li>a. Latex</li> <li>b. Vinyl</li> </ol> </li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 18 Asepsis and Infection Control Chapter 29 Skin Integrity and Wound Healing</p> <p>Identify dressing supplies &amp; their purposes.</p> <p>Apply sterile gloves and open sterile packaging correctly.</p> <p><u>Critical Thinking /Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab (MPL): STERILE TECHNIQUE II/BANDAGES & BINDERS**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Demonstrates selected skills in caring for clients.               <ol style="list-style-type: none"> <li>a. Demonstrates use of bandages and binders.</li> <li>b. Describes scientific principles of wound care.</li> </ol> </li> <li>2. Demonstrates professional responsibility and accountability in providing client care.               <ol style="list-style-type: none"> <li>a. Documents nursing actions regarding bandages.</li> <li>b. Documents nursing actions regarding sterile dry dressing change</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Uses of bandages and binders</li> <li>2. Purpose               <ol style="list-style-type: none"> <li>a. Binders                   <ol style="list-style-type: none"> <li>1) Abdominal</li> <li>2) T-binders (double, single)</li> </ol> </li> <li>b. Ace and roller bandage                   <ol style="list-style-type: none"> <li>1) circular</li> <li>2) spiral</li> <li>3) spiral reverse</li> <li>4) figure-eight</li> <li>5) recurrent/stump</li> </ol> </li> </ol> </li> <li>3. Heat and Cold Therapy               <ol style="list-style-type: none"> <li>a. Purposes</li> <li>b. Safety                   <ul style="list-style-type: none"> <li>K pads</li> <li>Therma-zone Instant heat/cold pads</li> </ul> </li> <li>c. Client teaching</li> <li>d. Nurse Responsibilities</li> <li>e. Cultural issues related to hot and cold therapy</li> </ol> </li> <li>4. Assessments               <ol style="list-style-type: none"> <li>a. Potential nursing diagnoses</li> <li>b. Goals and interventions</li> <li>c. Documentation</li> </ol> </li> <li>5. Sterile Dressing Changes               <ol style="list-style-type: none"> <li>a. Dry Sterile Dressing (DSD)</li> <li>b. Drain Dressings</li> <li>c. Pressure Dressings</li> <li>d. Suture Line Care</li> </ol> </li> </ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 18 Asepsis and Infection Control Chapter 29 Skin Integrity and Wound Healing</p> <p>Perform dressing changes in assigned situations. Apply bandages and binders as per assigned situations. Discuss procedures for and rationale for various heat and cold therapies.</p> <p><u>In Clinical:</u> Locate sterile supplies Identify medical/ surgical aseptic techniques used/seen. Perform dressing changes on assigned clients.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: STERILE TECHNIQUE III**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role.</li> <li>2. Demonstrates selected skills in caring for clients (see Sterile Technique I &amp; II).</li> <li>3. Recognizes professional responsibility and accountability.               <ol style="list-style-type: none"> <li>a. Changes sterile dressings applying scientific principles.</li> <li>b. Documents nursing activities.</li> </ol> </li> <li>4. Implements the nursing process within selected settings.</li> <li>5. Uses physical assessment skills when performing nursing care.               <ol style="list-style-type: none"> <li>a. assesses wound during dressing change.</li> <li>b. Aware of cultural differences in assessment of wounds.</li> </ol> </li> <li>6. Using therapeutic communication skills to assess:               <ol style="list-style-type: none"> <li>a. knowledge of client and family.</li> <li>b. identify barriers to teaching and learning.</li> <li>c. cultural barriers to providing care as described by the nurse.</li> <li>d. conducts client and family education as a component of discharge planning.</li> </ol> </li> <li>7. Uses the nursing process to develop an appropriate plan of care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Types of dressings and drains               <ol style="list-style-type: none"> <li>a. IV site assessment</li> </ol> </li> <li>2. Wound irrigations</li> <li>3. Reporting and recording wound care               <ol style="list-style-type: none"> <li>a. Time care given</li> <li>b. Wound assessments                   <ol style="list-style-type: none"> <li>1) Sutures intact? Removed? Clean?</li> <li>2) Exudate? Color, amount, odor, thick, purulent, serous, sanguineous</li> <li>3) Wound edge approximation</li> <li>4) Inflammation</li> <li>5) Drains</li> <li>6) Nature of care given</li> <li>7) Client reaction</li> <li>8) REDAT: redness, edema, drainage, approximation, tolerance</li> </ol> </li> <li>c. Drains shortened or removed</li> <li>d. Client's reaction e.g. pain, tenderness, tolerated well.</li> <li>e. Psychological reactions: fear, anxiety, grief</li> </ol> <p>Example: incision cleaned with betadine and redressed with three 4x4's, well approximated, no redness or drainage, clips intact, tolerated procedure well</p> <li>4. Types of irrigations               <ol style="list-style-type: none"> <li>a. Eye</li> <li>b. Ear</li> <li>c. Wound</li> <li>d. Vaginal</li> </ol> </li> <li>5. Discuss:               <ol style="list-style-type: none"> <li>a. Purpose</li> <li>b. Equipment</li> <li>c. Procedure</li> <li>d. Documentation</li> </ol> </li> </li></ol>	<p><u>Required Reading:</u></p> <p>Craven &amp; Hirnle Chapter 18 Asepsis and Infection Control Chapter 29 Skin Integrity and Wound Healing</p> <p>Open sterile packages and sterile instrument sets. Demonstrate assigned dressing changes. Demonstrate a wound irrigation.</p> <p><u>In Clinical:</u> Perform dressing changes on assigned client. Perform irrigations on assigned clients.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: MEDICATION ADMINISTRATION**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Uses knowledge of basic medication administration principles in caring for selected clients.               <ol style="list-style-type: none"> <li>a. Identifies common drug abbreviations.</li> <li>b. Identifies role of nurse in drug therapy.</li> </ol> </li> <li>3. Identifies cultural factors impacting medication administration on individuals and families.</li> <li>4. Provides for client and personal safety.               <ol style="list-style-type: none"> <li>a. States nurses' role in safe administration of medication.</li> </ol> </li> <li>5. Demonstrates professional responsibility and accountability in providing client care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Asepsis &amp; Basic Medication Introduction               <ol style="list-style-type: none"> <li>a. Role of nurse in drug therapy</li> <li>b. Definitions of the scopes of pharmacology</li> <li>c. Sources of drugs</li> <li>d. Classifications</li> <li>e. Drug standards</li> <li>f. Drug nomenclature</li> <li>g. Drug interactions</li> <li>h. Asepsis</li> <li>i. Safe Medication Administration</li> <li>j. Medication Assessments</li> </ol> </li> <li>3. Nature of drugs               <ol style="list-style-type: none"> <li>a. Routes of administration</li> <li>b. Pharmacokinetics</li> <li>c. Pharmacodynamics</li> <li>d. Physiology</li> <li>e. Adverse actions</li> </ol> </li> <li>4. Common Abbreviations               <ol style="list-style-type: none"> <li>a. JCAHO recommendations</li> </ol> </li> <li>5. Legal Rights of Client</li> <li>6. Legal Aspects of Medication Administration               <ol style="list-style-type: none"> <li>a. Documentation</li> <li>b. Drug control</li> <li>c. Accountability</li> <li>d. Professionalism</li> </ol> </li> </ol>	<p><u>Required Reading:</u>            Buchholz (2016)            Chapter 9-10</p> <p>Craven &amp; Hirnle            Chapter 19            Medication Administration  <u>QSEN Website:</u>  <a href="http://www.qsen.org/ksas_prelicensure.php">http://www.qsen.org/ksas_prelicensure.php</a></p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Math &amp; Dosage Calculation's on thePoint for Buchholz (found under Student Resources tab: Dosage Calculation Quizzes</p> <p>Craven &amp; Hirnle            All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>



**Multipurpose Lab: ORAL AND TOPICAL MEDICATIONS**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Uses selected physiological and pharmacological principles in promoting health.</li> <li>2. Uses pharmacological knowledge in caring for selected clients.               <ol style="list-style-type: none"> <li>a. Discusses safety concerns associated with the safe administration of oral and topical medications.</li> <li>b. Verbalizes the six rights of medication administration.</li> <li>c. Identifies safe dosage, desired effects, interactions, adverse side effects, contraindications, and nursing implications of assigned medications.</li> <li>d. Utilizes principles of medical asepsis.</li> <li>e. Prepares and administers oral and topical medications.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Advantages and disadvantages of oral and topical medications.</li> <li>2. Indications, action, effects, and nursing implications:               <ol style="list-style-type: none"> <li>a. Oral                   <ol style="list-style-type: none"> <li>1) digoxin</li> <li>2) furosemide</li> <li>3) warfarin</li> <li>4) aspirin</li> <li>5) atenolol</li> <li>6) diltiazem</li> <li>7) metformin</li> <li>8) sertraline</li> <li>9) prednisone</li> </ol> </li> <li>b. Topical                   <ol style="list-style-type: none"> <li>1) nitroglycerin transdermal</li> </ol> </li> </ol> </li> <li>3. Safety considerations               <ol style="list-style-type: none"> <li>a. MAR procedure</li> <li>b. patient=s ability to swallow</li> <li>c. unattended medications</li> <li>d. prevention of medication errors</li> </ol> </li> <li>4. Calculations and interactions with other medications and/or food</li> <li>5. Administration procedures               <ol style="list-style-type: none"> <li>a. Asepsis</li> <li>b. Crushing or splitting medications</li> <li>c. Measuring liquids</li> <li>d. Nasogastric/gastric tube</li> </ol> </li> <li>6. Teaching Learning               <ol style="list-style-type: none"> <li>a. Family</li> <li>b. Client</li> </ol> </li> <li>7. Use of Nursing Process in Teaching Learning</li> </ol>	<p><u>Required Reading:</u>            Buchholz (2016)            Chapter 9-10</p> <p>Craven &amp; Hirnle            Chapter 19            Medication Administration</p> <p>Prior to lab:            Complete medication information sheets on the following drugs and turn in at lab:</p> <ol style="list-style-type: none"> <li>1. digoxin</li> <li>2. furosemide</li> <li>3. warfarin</li> <li>4. aspirin</li> <li>5. atenolol</li> <li>6. diltiazem</li> <li>7. metformin</li> <li>8. sertraline</li> <li>9. prednisone</li> <li>10. nitroglycerin transdermal</li> </ol> <p><u>In Clinical:</u> Administer oral and topical medications.            Review medication records of clients on unit for drugs administered orally or topically.            Preparation of equipment and medication            Demonstration of three checks and six rights of administration.            Discussion of information specific to all medications administered</p> <p><u>Critical Thinking/Learning Activities:</u>            Craven &amp; Hirnle            All Watch and Learn,            Practice and Learn,            Procedures, and            Concepts in Action Animations            Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: SUBCUTANEOUS INJECTIONS**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Uses selected physiological and pharmacological principles in promoting health.</li> <li>2. Uses pharmacological knowledge in caring for selected clients               <ol style="list-style-type: none"> <li>a. Choose the appropriate equipment for the administration of subcutaneous injections.</li> <li>b. Locates and names anatomical sites used for subcutaneous injections.</li> <li>c. Utilizes principles of medical and surgical asepsis.</li> <li>d. Prepares and administers a subcutaneous injection.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Advantages and disadvantages of subcutaneous injections.</li> <li>2. Absorption, action, and effects:               <ol style="list-style-type: none"> <li>a. Subcutaneous (SQ)                   <ol style="list-style-type: none"> <li>1) Insulin</li> <li>2) Heparin</li> <li>3) Lovenox</li> </ol> </li> </ol> </li> <li>3. Anatomical sites</li> <li>4. Equipment and preparation</li> <li>5. Administration asepsis               <ol style="list-style-type: none"> <li>a. Asepsis</li> <li>b. Safety</li> </ol> </li> <li>6. Teaching Learning               <ol style="list-style-type: none"> <li>a. Family</li> <li>b. Client</li> </ol> </li> <li>7. Use of Nursing Process in Teaching Learning</li> </ol>	<p><u>Required Reading:</u>            Buchholz (2016)            Chapter 9-10</p> <p>Craven &amp; Hirnle            Chapter 19            Medication Administration</p> <p>Prior to lab:            Complete medication information sheets on the following drugs and turn in at lab:</p> <ol style="list-style-type: none"> <li>1. insulin lispro</li> <li>2. regular insulin</li> <li>3. NPH insulin</li> <li>4. insulin glargine</li> <li>5. heparin</li> <li>6. enoxaparin</li> </ol> <p>Demonstration of preparation:            equipment and medication            Identify and locate sites for subcutaneous injections.            Student will draw up 0.5 cc normal saline and simulate location of subcutaneous sites and simulate administration of the injection.</p> <p><u>In Clinical:</u> Administer subcutaneous injections.            Review medication records of clients on unit for drugs administered SQ.</p> <p><u>Critical Thinking/Learning Activities:</u>            Craven &amp; Hirnle            All Watch and Learn,            Practice and Learn,            Procedures, and            Concepts in Action Animations            Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: INTRAMUSCULAR INJECTION/**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Uses selected physiological and pharmacological principles in promoting health.</li> <li>2. Uses knowledge of basic medication administration principles in caring for selected clients.               <ol style="list-style-type: none"> <li>a. States principles of preparation and administration of intramuscular injections.</li> <li>b. Locates and names anatomical sites for administration of intramuscular injections.</li> <li>c. Chooses appropriate equipment for administration of an intramuscular injection.</li> <li>d. Demonstrates procedure for mixing drugs for injection.</li> <li>e. Prepares and administers an intramuscular injection.</li> </ol> </li> <li>3. Accurately calculates dosages of medications including:               <ol style="list-style-type: none"> <li>a. all material covered in N20020.</li> <li>b. Calculating ml/hr an IV will infuse.</li> <li>c. Calculating gtts/min IV flow rates.</li> <li>d. Calculating IV infusion times.</li> <li>e. Reconstituting medications</li> <li>f. Calculating dosage administered per weight of patient (mg/kg, mcg/kg, g/kg)</li> <li>g. Calculating volume to be infused or injected.</li> <li>h. Calculating of intake and output.</li> <li>i. Temperature conversions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Advantages and disadvantages of intramuscular injections.</li> <li>2. Intramuscular injection               <ol style="list-style-type: none"> <li>a. Location of anatomical sites</li> <li>b. Equipment and preparation</li> </ol> </li> <li>3. Administration of a intramuscular injection</li> <li>4. Demonstration of mixing drugs using tubex and/or carpject system</li> <li>5. Dosage Calculation Review               <ol style="list-style-type: none"> <li>a. Review of N20020 material:                   <ol style="list-style-type: none"> <li>i. Multiplication and division of whole numbers, fractions and decimals                       <ul style="list-style-type: none"> <li>• ratio and proportion</li> <li>• dimensional analysis</li> </ul> </li> <li>ii. Interpret the language of Prescriptions                       <ul style="list-style-type: none"> <li>• abbreviations and terminology</li> </ul> </li> <li>iii. Read Drug Labels and Packaging</li> <li>iv. Calculate medication administration problems using the metric apothecary and household systems of measurement</li> <li>v. Identify various equipment used to measure dosages</li> <li>vi. Calculate Oral solid and liquid medication dosages</li> <li>vii. Calculate liquid and powder medication dosages for injection</li> </ol> </li> <li>b. Calculation of IV rates in ml/hr.</li> <li>c. Calculation of IV flow rates in gtts/min.</li> <li>d. Calculation of IV infusion times.</li> <li>e. Reconstitution of medications</li> <li>f. Calculation of dosage administered by weight including mg/kg, mcg/kg, g/kg.</li> <li>g. Calculation of volume to be infused of injected</li> <li>h. Converting temperature from Celsius to Fahrenheit and Fahrenheit to</li> </ol> </li> </ol>	<p><u>Required Reading:</u> Buchholz (2016) Chapter 9-10</p> <p>Craven &amp; Hirnle Chapter 19 Medication Administration</p> <p>Prior to lab: Complete medication information sheets on the following drugs and turn in at lab:</p> <ol style="list-style-type: none"> <li>1. morphine sulfate</li> <li>2. promethazine</li> <li>3. meperidine</li> <li>4. hydroxyzine</li> </ol> <p>Identify and locate the following IM sites:</p> <ol style="list-style-type: none"> <li>1. vastus lateralis</li> <li>2. ventrogluteal</li> <li>3. dorsal gluteal</li> <li>4. deltoid</li> </ol> <p>Demonstrates loading and unloading of Tubex and/or carpject syringe. Simulation of intramuscular injection and location of all IM sites. Demonstration of mixing medications.</p> <p><u>In Clinical:</u> Selected clinical experience administering intramuscular injections.</p> <p><u>Critical Thinking/Learning Activities:</u> Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content. Complete NCLEX-style Chapter review questions for corresponding content.</p>

Behavioral Objectives	Content	Learning Experiences Class and MPL
	Celsius	

**Multipurpose Lab: BOWEL ELIMINATION**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role.               <ol style="list-style-type: none"> <li>a. Overview of A&amp;P of bowel elimination</li> </ol> </li> <li>2. Demonstrates selected skills in caring for client with an ileostomy, colostomy, fecal impaction, or constipation.</li> <li>3. Demonstrates professional responsibility and accountability in providing client care.               <ol style="list-style-type: none"> <li>a. Describes teaching/learning needs for clients with colostomies/ileostomies</li> <li>b. Documents nursing actions in regard to colostomy/ ileostomy care and irrigations.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Constipation</li> <li>2. Diarrhea</li> <li>3. Other common problems</li> <li>4. Assessment               <ol style="list-style-type: none"> <li>a. nursing diagnosis</li> <li>b. goals</li> <li>c. interventions, outcomes</li> <li>d. evaluations</li> </ol> </li> <li>5. Laxative use</li> <li>6. Enema administration</li> <li>7. Irrigation of ostomies: colostomy and ileostomy               <ol style="list-style-type: none"> <li>a. Types</li> <li>b. Purpose</li> <li>c. Equipment</li> <li>d. Procedure</li> </ol> </li> <li>8. Community Resources               <ol style="list-style-type: none"> <li>a. Ostomy clubs</li> <li>b. Reach for Recovery</li> <li>c. Visiting Nurses</li> </ol> </li> </ol> <p>Documentation of assessment findings, goals, interventions and outcomes.</p>	<p>Required Reading:</p> <p>Craven &amp; Hirnle Chapter 32 Bowel Elimination</p> <p><u>In Clinical:</u> Selected experiences with clients with ostomies and/or irrigations</p> <p><u>Critical Thinking/Learning Activities:</u> Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: NUTRITION THERAPY & NASOGASTRIC INTUBATION**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Uses selected physiological principles in promoting health.</li> <li>2. Demonstrates knowledge of principles of nutritional therapy.</li> <li>3. Applies the interpersonal process in the nurse - client relationship</li> <li>4. Practices selected aspects of the professional nurse's role.</li> <li>5. Demonstrates selected skills in caring for clients</li> <li>6. Provides for client and personal safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Role of nutrition               <ol style="list-style-type: none"> <li>a. Cultural dimensions of nutrition</li> <li>b. Dietary/nutritional assessment</li> <li>c. Assessment of nutritional status</li> <li>d. Diagnosis /planning intervention/evaluation</li> </ol> </li> <li>2. Identify types of parenteral nutrition               <ol style="list-style-type: none"> <li>a. TPN</li> </ol> </li> <li>3. Identify Enteral Therapy Routes               <ol style="list-style-type: none"> <li>a. G-Tube/ J-Tube</li> <li>b. NG Tube</li> <li>c. Cantor</li> <li>d. PEG tube</li> </ol> </li> <li>4. Identify various formulas of Enteral Tube Feedings               <ol style="list-style-type: none"> <li>a. Irrigation</li> <li>b. Bolus feedings</li> <li>c. Continuous feedings</li> </ol> </li> <li>5. Medication administration via tube</li> </ol>	<p><u>Required Reading:</u> Craven &amp; Hirnle Chapter 28 Nutrition</p> <p><u>In Clinical:</u> Abdominal assessment Nutritional assessment Elimination I and O Selected experience with clients having enteral therapy</p> <p><u>Critical Thinking/Learning Activities:</u> Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: URINARY ELIMINATION, CATHETERIZATION, IRRIGATION**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse=s role based on theory and research               <ol style="list-style-type: none"> <li>a. Review of normal A&amp;P of the GU system</li> <li>b. Describes the principles and purposes of catheterization.</li> <li>c. Demonstrates a catheterization</li> <li>d. Describes techniques to facilitate urinary elimination                   <ol style="list-style-type: none"> <li>1) Fluids</li> <li>2) Activity</li> <li>3) Diet</li> <li>4) Physiological</li> </ol> </li> </ol> </li> <li>2. Demonstrates selected skills in caring for clients.               <ol style="list-style-type: none"> <li>a. Irrigates catheters and body cavities.</li> <li>b. Describes scientific principles underlying the use of irrigations.</li> <li>c. Applies the principles of physics to irrigations.</li> <li>d. Lists nursing actions necessary in giving bladder irrigations.</li> <li>e. Describes equipment and solution for a bladder irrigation.</li> </ol> </li> <li>3. Demonstrates professional responsibility and accountability in providing patient care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Incontinence - Types</li> <li>2. Retention</li> <li>3. Other common problems</li> <li>4. Assessment               <ol style="list-style-type: none"> <li>a. nursing diagnosis</li> <li>b. goals</li> <li>c. interventions</li> <li>d. evaluation/outcome</li> </ol> </li> <li>5. Irrigation of a retention catheter               <ol style="list-style-type: none"> <li>a. Purpose</li> <li>b. Equipment</li> <li>c. Procedure</li> <li>d. Types</li> </ol> </li> <li>6. Triple lumen bladder irrigation</li> <li>7. Catheterization               <ol style="list-style-type: none"> <li>a. Uses                   <ol style="list-style-type: none"> <li>1) Diagnostic</li> <li>2) Therapeutic</li> </ol> </li> <li>b. Considerations                   <ol style="list-style-type: none"> <li>1) Psychological</li> <li>2) Environmental</li> </ol> </li> <li>c. Equipment                   <ol style="list-style-type: none"> <li>1) Purposes-types</li> <li>2) Sizes</li> </ol> </li> <li>d. Procedure                   <ol style="list-style-type: none"> <li>1) Males</li> <li>2) Females</li> </ol> </li> <li>e. Documentation</li> <li>f. Intermittent self-catheterization</li> <li>g. Devices for urinary incontinence</li> </ol> </li> <li>8. Incontinence:               <ol style="list-style-type: none"> <li>a. Causes</li> <li>b. Treatment</li> <li>c. Biofeedback</li> <li>d. Pelvic exercises (Kegel)</li> </ol> </li> </ol>	<p>Required Reading:</p> <p>Craven &amp; Hirnle Chapter 31 Urinary Elimination</p> <p>Demonstrate a urinary catheterization on a male and female mannequin.</p> <p><u>In Clinical:</u> Selected experiences with clients with catheters as available. Selected experiences inserting catheters.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Craven &amp; Hirnle All Watch and Learn, Practice and Learn, Procedures, and Concepts in Action Animations Associated with required chapter content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

**Multipurpose Lab: CARE OF DYING CLIENTS AND THEIR FAMILIES  
DOSAGE CALCULATION REVIEW**

Behavioral Objectives	Content	Learning Experiences Class and MPL
<ol style="list-style-type: none"> <li>1. Practices selected aspects of the professional nurse's role.</li> <li>2. Demonstrates selected nursing skills.               <ol style="list-style-type: none"> <li>a. Describes nursing intervention for the dying client and the client's family.</li> <li>b. Identifies physiologic factors of impending death.</li> <li>c. Discusses care of the body after death.</li> </ol> </li> <li>3. Identifies physiological factors in promoting and maintaining health.</li> <li>4. Applies the interpersonal process in the nurse-client relationship.               <ol style="list-style-type: none"> <li>a. Examines one's own feelings regarding death and dying.</li> <li>b. Differentiates between normal grief and maladaptive grief.</li> <li>c. Discusses reactions of nursing and medical personnel related to dying clients.</li> <li>d. Examining Cultural Aspects of death and dying.</li> </ol> </li> <li>5. Accurately calculates dosages of medications including:               <ol style="list-style-type: none"> <li>a. all material covered in N20020.</li> <li>b. Calculating ml/hr an IV will infuse.</li> <li>c. Calculating gtts/min IV flow rates.</li> <li>d. Calculating IV infusion times.</li> <li>e. Reconstituting medications</li> <li>f. Calculating dosage administered per weight of patient (mg/kg, mcg/kg, g/kg)</li> <li>g. Calculating volume to be infused or injected.</li> <li>h. Calculating of intake and output.</li> <li>i. Temperature conversions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Attitudes toward caring for dying clients: Religious beliefs, Extraordinary means to prolong life</li> <li>2. Care of the body after death</li> <li>3. Autopsy - when required</li> <li>4. Cultural Diversity, Race and dying</li> <li>5. Tissue and organ donation</li> <li>6. Care of valuables</li> <li>7. Death Certificates</li> <li>8. Needs of the family of the dying client</li> <li>9. Attitudes and feelings of the nurse and staff</li> <li>10. Living Will</li> <li>11. Advanced Directive</li> <li>12. Burial practices</li> <li>13. Theories of death and dying</li> <li>14. Dosage Calculation               <ol style="list-style-type: none"> <li>a. Review of N20020 material:                   <ol style="list-style-type: none"> <li>i. Multiplication and division of whole numbers, fractions and decimals                       <ul style="list-style-type: none"> <li>• ratio and proportion</li> <li>• dimensional analysis</li> </ul> </li> <li>ii. Interpret the language of Prescriptions                       <ul style="list-style-type: none"> <li>• abbreviations and terminology</li> </ul> </li> <li>iii. Read Drug Labels and Packaging</li> <li>iv. Calculate medication administration problems using the metric apothecary and household systems of measurement</li> <li>v. Identify various equipment used to measure dosages</li> <li>vi. Calculate Oral solid and liquid medication dosages</li> <li>vii. Calculate liquid and powder medication dosages for injection</li> </ol> </li> <li>b. Calculation of IV rates in ml/hr.</li> <li>c. Calculation of IV flow rates in gtts/min.</li> <li>d. Calculation of IV infusion times.</li> <li>e. Reconstitution of medications</li> <li>f. Calculation of dosage administered by weight including mg/kg, mcg/kg, g/kg.</li> <li>g. Calculation of volume to be infused of injected</li> <li>h. Converting temperature.</li> </ol> </li> </ol>	<p>Required Reading:</p> <p>Craven &amp; Hirnle Chapter 39 Loss and Grieving</p> <p>Review all previous N20020 and NURS20030 chapters in Buchholz (2016) related to dosage calculation.</p> <p>Dosage calculation review worksheet due in lab.</p> <p><u>In Clinical:</u> Discuss experiences with dying clients.</p> <p><u>Critical Thinking/Learning Activities:</u></p> <p>Shared experiences of death. What sustains you personally when you experience the loss of someone near to you?</p> <p>Complete and discuss Personal Experiences with Death Questionnaire from the syllabus.</p> <p>Complete NCLEX-style Chapter review questions for corresponding content.</p>

## PERSONAL EXPERIENCE WITH DEATH QUESTIONNAIRE

NOTE: In a few questions you may find it necessary to circle more than one answer. If that is the case, please circle as many responses as you need to answer completely.

1. Who died in your first personal involvement with death?
  - a. Grandparent or great-grandparent
  - b. parent
  - c. brother or sister
  - d. other family member
  - e. friend or acquaintance
  - f. stranger
  - g. public figure
  - h. animal
  
2. To the best of your memory, at what age were you first aware of death?
  - a. under three
  - b. three to five
  - c. five to ten
  - d. ten or older
  
3. When you were a child, how was death talked about in your family?
  - a. Openly
  - b. with some sense of discomfort
  - c. only when necessary and then with an attempt to exclude the children
  - d. as though it were a taboo subject
  - e. never recall any discussion
  
4. Which of the following most influenced your present attitudes toward death?
  - a. death of someone close
  - b. specific reading
  - c. religious upbringing
  - d. introspection/meditation
  - e. ritual (e.g., funerals)
  - f. television, radio, motion pictures
  - g. longevity of my family
  - h. my health or physical condition
  - i. other (specify) \_\_\_\_\_
  
5. Do you believe in life after death?
  - a. strongly believe in it
  - b. tend to believe in it
  - c. uncertain
  - d. tend to doubt it
  - e. convinced it does not exist
  
6. To what extent do you believe that psychological factors can influence (or even cause) death?
  - a. I firmly believe that they can.
  - b. I tend to believe that they can.
  - c. I am undecided or don't know.
  - d. I doubt that they can.



7. If it were possible, would you want to know the exact date on which you are going to die?
  - a. No
  - b. Yes
  - c. Undecided
  
8. If your physician knew that you had a terminal disease and a limited time to live, would you want your physician to tell you?
  - a. Yes
  - b. No
  - c. it would depend on the circumstances
  
9. If you were told that you had a terminal disease and a limited time to live, how would you want to spend your time until you died?
  - a. I would make a marked change in my lifestyle.
  - b. I would become more withdrawn; reading, contemplating or praying.
  - c. I would shift from my own needs to a concern for others.
  - d. I would attempt to complete projects; tie up loose ends.
  - e. I would make little or no change in my lifestyle.
  - f. I would try to do one very important thing.
  - g. I might consider suicide.
  - h. I would do none of these.
  
10. What efforts do you believe ought to be made to keep a seriously ill person alive?
  - a. All possible efforts; transplantation, kidney dialysis, etc.
  - b. Efforts that are reasonable for that person's age, physical condition, mental condition, and pain.
  - c. After reasonable care has been given, a person ought to be permitted to die a natural death.
  - d. A senile person should not be kept alive by elaborate artificial means.
  
11. How important do you believe mourning and grief rituals (such as wakes and funerals) are for the survivors?
  - a. extremely important
  - b. somewhat important
  - c. undecided or don't know
  - d. not very important
  - e. not important at all
  
12. Would you encourage family members to donate the heart or other body parts of a loved one for transplantation after death?
  - a. yes, to anyone
  - b. yes, but only to a relative or friend
  - c. I have a strong feeling against it
  - d. no

## SKILLS COMPETENCY EXAM NURS20030

1. Demonstrate how to mix two pre-filled cartridges for IM injection and administer the injection.
2. Demonstrate drawing up 10 units of regular insulin and administer the injection.
3. Locate on a classmate all the IM sites (include names of landmarks).
4. Show how to get a client up one day post-op after a colectomy, who has NG, IV, and Foley.
5. Demonstrate how to do a wet to dry dressing on a client.
6. Discuss the difference between a tube feeding and a nasogastric tube that is hooked to wall suction.
7. Show how to empty a colostomy bag and clean the stoma.
8. Demonstrate a male catheterization (straight).
9. Demonstrate a female catheterization (indwelling).
10. Demonstrate putting on sterile gloves.
11. Teach a client how to use incentive spirometer.
12. Demonstrate how to apply a nasal cannula and an oxygen mask.
13. Demonstrate a lung assessment.
14. Demonstrate a peripheral vascular assessment.
15. Demonstrate a cardiovascular assessment.
16. Discuss the nurse's responsibilities in fluid replacement and describe the difference between .9 NaCl, ringers Lactate, and D<sub>5</sub>W.
17. Discuss the nurse's responsibilities in the following treatments for fluid overload:
  - a. fluid restriction
  - b. sodium – restricted diet
  - c. diuretic therapy
18. Demonstrate how to irrigate a dehisced left hip wound.
19. Demonstrate how to empty a JP drain and document procedure.
20. Demonstrate a figure 8 Ace wrap bandage on left arm.
21. Demonstrate a recurrent head wrap using Kerlix.
22. Demonstrate a right eye irrigation.
23. Demonstrate drawing up 5 units reg and 10 units NPH insulin and administer the injection.
24. Demonstrate the set up and discuss the steps for administering an enema.
25. Demonstrate obtaining a urine specimen from a Foley catheter and emptying a catheter drainage bag.
26. Demonstrate how to check an N/G tube for proper placement and for residual.
27. Verbalize how to prepare a body for the morgue.
28. Demonstrate how to insert an N/G tube.
29. Verbalize the process of preparing and administering P O medications.
30. Demonstrate withdrawing medication from an ampule and administering an IM.

## **Classroom Behavior:**

### **Conduct in Class Policy:**

See University Life-Digest of Rules and Regulations 3342-4-151-Student Responsibility-Expectations for students

### **Contracts:**

#### **Notice of Unsatisfactory Performance in Nursing**

##### Faculty developed contract:

1. If a student is unsatisfactory in class, lab or clinical, the lab or clinical faculty will develop a contract containing the following components:
  - a. What course objectives are not being met
  - b. Unsatisfactory student behaviors
  - c. What the student is to do to satisfactorily meet course objectives and to, thus , satisfactorily pass the course.
  - d. Date and time by which the designated requirements are to be met
2. The contracted student understands that if the designated requirements are not met as specified, they may fail the course.
3. Any student who withdraws from N20030 while under contract (Notice of Unsatisfactory Performance in Nursing) will be required to fulfill the terms of the contract, if re-admitted to the course. Dates for fulfilling the contract requirements must be negotiated with the course coordinator during the first week of the semester.

## NURS 20030 ONLINE Clinical Evaluation

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Clinical Site \_\_\_\_\_

Midterm: \_\_\_\_\_ Final: \_\_\_\_\_

Fall Semester Grade \_\_\_\_\_

Spring Semester Grade \_\_\_\_\_

Summer Grade \_\_\_\_\_

Clinical Attendance: \_\_\_\_\_ Class Attendance: \_\_\_\_\_ Lab Attendance: \_\_\_\_\_

Absent: \_\_\_\_\_ Absent: \_\_\_\_\_ Absent: \_\_\_\_\_

Rating:	For each category in the Clinical Evaluation Tool, the student will be given a rating based on their ability to meet that clinical objective
1	Unsatisfactory. Student unable to meet the objective. Potentially unsafe and/ or unprofessional behavior noted. Instructor concerns noted.
2	Satisfactory. Student able to meet the objective with some direction from the instructor throughout the rotation. Student may independently meet some aspects of objective as the rotation progressed. Student participates in discussion pertaining to this objective when called upon to do so.
3	Satisfactory. Student able to meet this objective with little direction from the instructor and became greatly independent as he/ she progressed through the rotation. The student functioned with increasing independence as the rotation progressed. Student independently participates in and adds to discussions pertaining to this objective.
4	Satisfactory. Student independently able to meet the objective. Student excels in this

Tardy: \_\_\_\_\_ Tardy: \_\_\_\_\_ Tardy: \_\_\_\_\_

OBJECTIVE	RATING	COMMENTS
<p><b>1. ACQUIRES KNOWLEDGE OF THEORETICAL BASIS OF NURSING</b></p> <p>1a. Demonstrates use of and integrates nursing diagnoses (NANDA) in the nursing process.</p> <p>1b. Applies basic understanding of the nursing process through use of the conceptual care map for assigned clients.</p> <p>1c. Demonstrates knowledge of basic nursing concepts in the delivery of individualized nursing care for assigned clients.</p>	1 2 3 4	
<p><b>2. USES NURSING PROCESS TO PROVIDE CARE TO DIVERSE BACKGROUNDS</b></p> <p>2a. Collects individual assessment data (both subjective and objective) in an organized manner.</p> <p>2b. Accurately assesses and records vital signs</p> <p>2c. Completes thorough physical assessments on clients in a timely manner.</p> <p>2d. Examines and analyses pertinent lab and diagnostic test data.</p> <p>2e. Groups and interprets collected data appropriately.</p> <p>2f. Identifies and describes the physical and psychological changes of the aging process in assigned clients.</p> <p>2g. Identifies and describes the effects of hospitalization on assigned clients in relation to their developmental stage.</p> <p>2h. Identifies sensory alterations in assigned clients and intervenes when appropriate.</p> <p>2i. Reports changes in client's condition promptly and accurately.</p> <p>2j. Identifies appropriate nursing diagnoses for clients.</p> <p>2k. Writes measurable, realistic, client centered goals designed to achieve desired outcomes.</p> <p>2l. Describes the specific nursing actions/interventions in detail that have potential for achieving desired client outcomes.</p> <p>2m. Implements appropriate client teaching</p> <p>2n. Provides rationales for each nursing action/intervention stating how it can help to achieve identified client outcomes.</p> <p>2o. Evaluates client goal achievement and effectiveness of nursing actions/interventions.</p> <p>2p. Uses medical and surgical aseptic techniques.</p> <p>2q. Provides for client's comfort and hygiene.</p> <p>2r. Carries out selected skills, as assigned.</p> <p>2s. Uses principles of safe patient handling and movement while positioning &amp; transferring clients.</p> <p>2t. Accurately translates written and verbal information from chart, kardex, and report into specific nursing actions.</p>	1 2 3 4	
<p><b>3. USES COMMUNICATION SKILLS TO FACILITATE IMPLEMENTATION OF NURSING CARE</b></p>	1 2 3 4	

OBJECTIVE	RATING	COMMENTS
3a. Interacts therapeutically with clients. 3b. Describes and identifies own feelings 3c. Describes in writing and verbally, behavior of client and self. 3d. Identifies therapeutic and non-therapeutic communication techniques. 3e. Identifies defense mechanisms during nurse-client communication. 3f. Differentiates among interview, social conversation, and therapeutic interaction. 3g. Completes a satisfactory interpersonal process recording (IPR).		
<b>4. MANIFESTS GOAL-DIRECTED BEHAVIOR WITHIN A STRUCTURED ENVIRONMENT OF GUIDANCE AND SUPERVISION</b>  4a. Takes responsibility for own learning and progresses with minimal help. 4b. Accepts and uses criticisms constructively. 4c. Uses sources of help which are appropriate to the situation. 4d. Sets attainable, pertinent goals for self. 4e. Asks for and seeks out special types of experiences which will help meet student's goals and needs. 4f. Evaluates own strengths and weaknesses and sets goals accordingly. 4g. Submits satisfactory electronic professional student portfolio.	1 2 3 4	
<b>5. EXAMINES ETHICAL BEHAVIOR IN PROFESSIONAL PRACTICE</b>  5a. Verifies identity of client before initiating nursing action. 5b. Checks primary care provider's orders, client allergies, and medication expiration date prior to medication administration. 5c. Accurately calculates quantities of medication to be given from dose ordered and strength available, including IV rates. 5d. Administers all medications demonstrating the six rights of medication administration. 5e. Verbalizes safe dosage, desired effect(s), interactions, adverse side effects, contraindications, and nursing implications prior to medication administration. 5f. Administers oral and/or topical medications using principles of medical asepsis. 5g. Correctly identifies sites for parenteral injections and administers parenteral medications using principles of surgical asepsis. 5h. Provides for client safety. 5i. Demonstrates adequate preparation for clinical and multipurpose lab by discussing nursing interventions and disease processes.	1 2 3 4	

OBJECTIVE	RATING	COMMENTS
<p>5j. Makes meaningful contributions in pre- and post-conference.</p> <p>5k. Reports to multi-purpose lab prepared each week with all required paperwork and assessment supplies.</p> <p>5l. Reports to clinical prepared each week with all required paperwork and clinical equipment.</p> <p>5m Attends multipurpose lab and clinical weekly and on time.</p> <p>5n. Notifies multipurpose lab faculty prior to absence per syllabus requirements.</p> <p>5o. Reports off prior to any clinical absence per faculty/agency policy.</p> <p>5p. Consistently follows Kent State University College of Nursing uniform and professional appearance requirements.</p> <p>5q. Assumes responsibility for missed experiences.</p> <p>5r. Demonstrates professional behavior, accountability, and responsibility.</p> <p>5s. Observes and reports client's response to therapeutic measures.</p> <p>5t. Documents concise, accurate client information according to professional standards and clinical facility policies.</p> <p>5u. Maintains HIPAA guidelines.</p> <p>5v. Demonstrates respect for peers, clinical staff, clients, and faculty on a consistent basis.</p> <p>5w Respects lab and clinical environment by abstaining from cell phone use and texting.</p> <p>5x. Establishes appropriate professional role boundaries related to faculty, clinical staff, peers, and clients.</p> <p>5y. Submits required paperwork that is legible, using correct spelling and medical terminology.</p> <p>5z. Prepares appropriate paper work for clinical and submits all course assignments on time.</p> <p>5aa. Documents critical elements of the nursing process on weekly conceptual care maps.</p> <p>5bb. Abides by the College of Nursing Student Conduct Policy found in the Kent State University BSN Student Handbook.</p>		
<p><b>6. IDENTIFIES AND DISCUSSES SELECTED ASPECTS OF THE HEALTHCARE DELIVERY SYSTEM</b></p> <p>6a. Identifies environmental factors impacting individuals, families, and community health.</p> <p>6b. Identifies cultural factors impacting individual and family health.</p> <p>6c. Collaborates with clients, families, and appropriate health care professionals in planning and implementing nursing care.</p>	1 2 3 4	
<p><b>7. RECOGNIZES THE USE OF TECHNOLOGY AS A TOOL IN THE PROVISION OF HEALTHCARE SERVICES</b></p> <p>7a. Uses handheld references in developing and evaluating point-</p>	1 2 3 4	

OBJECTIVE	RATING	COMMENTS
of-care interventions. 7b. Demonstrates appropriate use of electronic assessment equipment necessary for safe client care. 7c. Accesses the course website for updated course information on a regular (at least weekly) basis. 7d. Documents on Electronic Health Record as required by clinical facility. 7e. Utilizes information technology as available in clinical facility.		
<b>8. IDENTIFIES THE RELEVANCE OF NURSING RESEARCH AS A BASIS FOR PLANNING CLIENT CARE</b>  8a. Documents rationales for nursing interventions on conceptual care maps. 8b. Discusses rationales and evidence based practice related to care of assigned clients. 8c. Identifies the role of evidence based practice in safe client care.	1 2 3 4	

**ADDITIONAL COMMENTS:**

Signature \_\_\_\_\_  
(Faculty)

Date \_\_\_\_\_

Signature \_\_\_\_\_  
(Student)

Date \_\_\_\_\_





MEMORANDUM

2B.3c

**FROM:** Cheyenne Redd, MSN, RN  
Director of Licensure & Certification  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 28, 2016

**IN RE:** Approval of Nursing Course (Associate and Baccalaureate Degree)  
Equivalent for CNA Training

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Denver School of Nursing, for the Associate Degree program is seeking approval of NRS 103/103L Basic Health Assessment with Skills Lab, NRS 105/105L/105C Foundations of Nursing Arts and Skills with Skills Lab and Clinical, and NRS 111 Differentiated Practice as course equivalents for CNA training.

**NRS 103/103L Basic Health Assessment with Skills** is a three credit course with a total of two credit hours of theory/didactic instruction, zero credit hours of clinical instruction, and one credit hour of lab instruction. In the course, nursing students are introduced to the systemic assessment of a client's needs through various data collection methods. Students gain skills related to health history and physical assessment skills during this course. By the end of the course, students will be able to communicate to patients efficiently and effectively resolve conflicts.

**NRS 105/105L/105C Foundations of Nursing Arts and Skills with Skills Lab and Clinical** is a twelve credit course with a total of five credit hours theory/didactic instruction, three credit hours of clinical instruction, and four credit hours of lab instruction. In this course, students focus on the concepts in the management of client care. The nursing process is also emphasized in this course. Students also focus on gathering assessment data, prioritizing tasks, and defining the components of a client teaching plan.

**NRS 111 Differentiated Practice** is a three credit course with a total of three credit hours in theory/didactic instruction, zero credit hours of clinical instruction, and zero credit hours of lab instruction. This course delves into legal and ethical responsibilities of the professional nurse. Workplace and personal stressors, coping abilities and strategies for success are emphasized during this course.

Denver School of Nursing, for the Baccalaureate Degree program is seeking approval of NUR 330/330C Medical Surgical Nursing I, NUR 310/310L Health Assessment with Skills Lab,

NUR 358 Topics of Professional Nursing Practice and NUR 320/320L Foundations of Nursing with Skills Lab as course equivalents for CNA training.

**NUR 330/330C Medical Surgical Nursing I** is a ten credit course with a total of six credit hours of theory/didactic instruction, four credit hours of clinical instruction, and zero credit hour of lab instruction. In the course, students care for older adults with known or potential alterations in health. The students focus heavily on patients with chronic conditions. The students are able to prioritize nursing management for this population.

**NUR 310/310L Health Assessment with Skills Lab** is a four credit course with a total of three credit hours theory/didactic instruction, zero credit hours of clinical instruction, and one credit hour of lab instruction. In the course, students are prepared to conduct head-to-toe assessments across the lifespan. This course reviews history taking techniques to enhance interview techniques and therapeutic relationship principles.

**NUR 358 Topics of Professional Nursing Practice** is a three credit course with a total of three credit hours in theory/didactic instruction, zero credit hours of clinical instruction, and zero credit hours of lab instruction. Students acquire professional development through critical assessment of nursing as a professional discipline. This course delves into the scope of nursing practice, nursing theory, the historical development of nursing, relationship-based caring, and evidence-based practice.

**NUR 320/320L Foundations of Nursing with Skills Lab** is a nine credit course with a total of five credit hours in theory/didactic instruction, zero credit hours of clinical instruction, and four credit hours of lab instruction. Nursing students are provided with an introduction to the applied science of nursing care. This course focuses on clinical judgement, nursing principles, acute care nursing interventions, dosage calculation and providing culturally competent care.



## Associate Degree in Nursing

### NRS103/103L: Basic Health Assessment with Skills Lab (3 Credits: 2 theory/1 lab)

#### Required Textbooks:

- Jarvis, C. (2011). *Physical examination & health assessment* (6<sup>th</sup> ed.). St. Louis, MO: Saunders-Elsevier.
- Jarvis, C. (2011). *Physical examination & health assessment, student laboratory manual* (6<sup>th</sup> ed.). St. Louis, MO: Saunders-Elsevier.

#### Course Description:

This course focuses on introducing the nursing student to the systemic assessment of a client's needs through various data collection methods. The role of the nurse in developing problem identification skills and nursing diagnoses for the adult client is addressed. Health history and physical assessment skills, along with client teaching are emphasized. Special attention is paid to communication development and strategies for conflict resolution.

#### Course Objectives (COs):

 By the end of the course, the student should be able to:

1. Conduct a head-to-toe assessment on a well individual while providing a safe environment (SLO 1, 3, 4)
2. Differentiate normal from abnormal assessment findings (SLO 1, 3, 6)
3. Use the nursing process in identifying client problems and recognizing teachable moments to improve client outcomes (SLO 1, 2, 3, 5)
4. Identify historical data needed while utilizing interview techniques and therapeutic relationship principles to complete a thorough health history (SLO 1, 2, 5)
5. Use verbal and written communication skills to convey assessment findings (SLO 2, 5)
6. Interpret assessment findings in light of common influencing factors & prioritize client needs (SLO 1, 6)
7. Discuss variations in health assessment techniques and findings related to age and culture, and utilize evidence-based practice when conducting an assessment across the life span (SLO 1, 3, 6)
8. Identify legal and ethical issues relating to health assessment (SLO 4)
9. Use assessment techniques based on research and accepted best practice (SLO 1, 3, 6)
10. Relate the responsibilities of the professional nurse to a nursing assessment (SLO 4)

#### Lab Outcomes:

1. Gather an accurate and complete health history from a client using the documentation form provided (SLO 1, 2)
2. Interpret normal from abnormal findings in a health history (SLO 4, 6)
3. Demonstrate thorough assessments of each body system as outlined in the student packet (SLO 1, 3)
4. Determine if assessment findings are normal or abnormal (SLO 3, 6)
5. Integrate health history and assessment findings to predict at risk states (SLO 2, 6)
6. Restate assessment findings in layman's terms for client education purposes (SLO 3, 5)
7. Utilize relationship based care principles to effectively educate clients on favorable lifestyle changes (SLO 3, 5).



## **NRS105/105L/105C: Foundations of Nursing Arts and Skills with Skills Lab and Clinical (12 Credits: 5 theory/4 lab/3 clinical)**

### **Required Textbooks:**

- Potter, P.A. & Perry, A.G. (2012). *Fundamentals of nursing*. (8<sup>th</sup> ed. text and study guide package). Philadelphia, PA: Mosby/Elsevier.
- Ackley, B. J. & Ladwig, G.B. (2013) *Nursing diagnoses handbook: An evidence-based guide to planning care* (10<sup>th</sup> ed.). St. Louis, Missouri: Mosby Elsevier.
- Fischbach, F. (2014). *A manual of laboratory and diagnostic tests*. (9<sup>th</sup> Ed.). Philadelphia: Lippincott Williams & Wilkins.

### **Course Description:**

Foundations of Nursing Arts and Skills focuses on introducing the nursing student to concepts in the management of client care and the development of skills within the context of the nursing process. Students will learn to provide basic nursing skills to client care. Safe and effective nursing practices are emphasized.

This clinical course focuses on introducing the nursing student to the healthcare environment. This course allows the student to begin to use practiced skills in the provision of client care. Importance is placed on establishing interactions with clients and obtaining client information through the health care assessment.

### **Course Objectives (COs):** By the end of the course, the student should be able to:

1. Describe infection control measures, including asepsis, proper hand washing and standard and isolation precaution systems (SLO 1, 5)
2. Discuss measures contributing to client and provider safety (SLO 5)
3. Provide a safety assessment and implement measures to ensure client safety and comfort (SLO 5)
4. Identify normal and abnormal findings obtained during assisting with activities of daily living (SLO 1, 2)
5. Employ proper techniques for lifting and transferring clients (SLO 2, 3)
6. Assess vital signs and identify normal ranges for each (SLO 1, 3)
7. Use nursing interventions to promote nutrition and maintain fluid and electrolyte balance (SLO 1, 3)
8. Begin to implement client teaching by explaining nursing skills in a learning environment (SLO 2, 3)
9. Gather assessment data to begin to formulate care plans for multiple clients and prioritize tasks (SLO 3, 4, 6)
10. Describe the importance of psychosocial nursing to support holistic care and promote client health (SLO 6)
11. Utilize best practices to deliver holistic nursing care (SLO 6)
12. Describe the components of the nursing process (SLO 3)
13. Describe the nursing interventions applicable to alterations in basic systemic functions (SLO 1)
14. Discuss psychosocial aspects of nursing care (SLO 2, 6)
15. Define the components of an effective client teaching plan (SLO 1)



**Clinical Objectives:**

1. Facilitates effective communication in healthcare settings
  - 1.1 Receives and provides patient report to ensure continuity of care
  - 1.2 Utilizes verbal and written communication to convey assessment findings and other data to the healthcare team
  - 1.3 Employs therapeutic communication skills with patients and families
  - 1.4 Identifies and demonstrates cultural influences on communication, as appropriate
  - 1.5 Demonstrates an understanding of HIPAA and confidentiality and the need for transparency in own practice
  - 1.6 Maintains professional boundaries
2. Demonstrates professional and ethical behaviors at all times
  - 2.1 Demonstrates punctuality
  - 2.2 Displays respect for others
  - 2.3 Complies with clinical dress code
  - 2.4 Adheres to policies and procedures of DSN and clinical facilities
  - 2.5 Maintains honesty and integrity
  - 2.6 Exhibits organization and preparedness
  - 2.7 Demonstrates appropriate behaviors and positive attitude
  - 2.8 Accepts accountability for own learning, performance and behaviors
  - 2.9 Initiates requests for feedback on performance
3. Provides competent and safe nursing care for patients experiencing an alteration in health
  - 3.1 Develops an appropriate plan of care utilizing the nursing process
  - 3.2 Incorporates cultural considerations in provision of care
  - 3.3 Preserve the dignity of any patient for which care is provided
  - 3.4 Maintains personal safety (i.e., standard precautions, body mechanics)
  - 3.5 Utilizes supplies and resources in a safe and cost-effective manner
  - 3.6 Identifies own limitations and seeks appropriate assistance as needed
4. Demonstrates the role of the nurse in professional practice
  - 4.1 Properly identifies patient prior to any care/procedures
  - 4.2 Performs an accurate head to toe assessment
  - 4.3 Provides primary care for a minimum of one patient
    - 4.3.1 Assists with safe transfers, utilizing special equipment (e.g., Hoyer lift, gait belt) as needed and maintaining proper technique
    - 4.3.2 Assists with providing meals/feeding
    - 4.3.3 Assists with ADLs, toileting and hygiene
    - 4.3.4 Performs needed vital sign monitoring
  - 4.4 Collaborates with the healthcare team regarding care of assigned patient

**Lab Objectives:**

1. Demonstrate psychomotor skills associated with nursing skills practiced in the lab.
2. Demonstrate professional behaviors including preparedness, communication, dress, attendance.
3. Demonstrate effective communication in a simulated care setting.
4. Use written communication to accurately document nursing actions.



5. Accurately calculate dosages for medications.
6. Administer medications safely and accurately in accordance with lab competencies.
7. Pass competency check-off of required skills as presented during the laboratory course
8. Integrate concepts of patient rights, maintenance of dignity and cultural awareness into all lab scenarios for skill development
9. Use the nursing process to plan patient care in the simulated setting.
10. Provide rationale for nursing interventions.
11. Discuss nursing knowledge required to perform fundamental nursing skills.
12. Pass final competency check-off of skills during scenario presentation including focused head-to-toe examination according to rubric handed out in lab.
13. One additional check-off attempt is allowed following an initial failure of the competency examination and appropriate remediation.

### **NRS111: Differentiated Practice (3 Credits)**

#### **Required Textbooks:**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association.
- Black, B. P. (2013). *Professional nursing: Concepts & challenges* (7<sup>th</sup> ed). St. Louis, MO: Saunders/Elsevier.

#### **Course Description:**

Legal and ethical responsibilities of the professional nurse are introduced to the student. The roles that nurses have been involved with throughout history are explored. Special emphasis is placed on identifying workplace and personal stressors, identifying coping abilities, and developing strategies for success. Critical thinking and problem solving skills are emphasized.

#### **Course Objectives (COs):** By the end of the course, the student should be able to:

1. Critique the legal and ethical responsibilities of the nurse in various healthcare settings (SLO 4, 6)
2. Differentiate 4 personal and social dimensions of self-concept affecting the nurse (SLO 4, 6)
3. Identify common stressors affecting self-concept and coping abilities (SLO 4)
4. Create ways to enhance professionalism (SLO 6)
5. Outline resources available for nurses to use (SLO 4, 6)
6. Identify the impact of the historical and professional evolution of nursing on current practice (SLO 6)
7. Discuss differentiated practice related to scope of practice in professional & practical nursing (SLO 4, 6)
8. Discuss a philosophy of nursing to guide beginning practice (SLO 6)
9. Identify communication skills employed in relationship based care of clients (SLO 2)
10. Recognize culturally congruent care practice for the population (SLO 1 & 5)



## Bachelor of Science Degree in Nursing

### NUR310/310L: Health Assessment with Skills Lab (4 credits: 3 theory/1 lab)

#### Required Textbooks:

- Jarvis, C., (2012) *Physical Examination and Health Assessment* (6<sup>th</sup> ed.). St. Louis, MO: Elsevier, Saunders: Text and Student Laboratory Manual
- Chabner, Davi-Ellen (2012) *Medical Terminology: A Short Course* (6<sup>th</sup> ed.). St. Louis, MO: Elsevier, Saunders
- **Other Resources:** Health Assessment Video Series (You Tube) <http://www.youtube.com/playlist?list=PL35A26F7C0516176C>

#### Course Description:

All aspects of conducting a head-to-toe assessment across the lifespan are presented in the course. All systems are reviewed and history taking is included in both the course and the laboratory.

#### Course Objectives (CO's):

 By the end of the course, the student should be able to:

1. Conduct a head-to-toe assessment utilizing evidence-based practice on a well individual when conducting an assessment across the lifespan. (SLO 1, 2, 3)
2. Identify historical data needed while utilizing interview techniques and therapeutic relationship principles to complete a thorough health history (SLO 1, 2, 5)
3. Demonstrate effective communication skills to convey assessment findings (SLO 2, 3, 5)
4. Relate the responsibilities of the professional nurse to a nursing assessment (SLO 4, 6)
5. Demonstrate culturally congruent care practice for the population.(SLO 1, 2, 3, 4, 5, 6)

#### Lab Objectives:

At the end of this lab experience the student will be able to:

8. Gather an accurate and complete health history from a client using the documentation form provided (SLO 1,2, 4, 5) <http://www.med-ed.virginia.edu/courses/pom1/pexams/hpexam/>
9. Demonstrate a thorough assessment of each body system as outlined in the student packet (SLO 1, 3, 6) (link to student packet here)
10. Implement the principles of relationship-based care in all simulated patient assessment scenarios (SLO 1, 2, 3, 5).
11. Document assessment findings according to the appropriate course level. (SLO 2, 3, 4, 5, 6).

### NUR320/320L: Foundations of Nursing with Skills Lab (9 Credits: 5 theory/4 lab)

#### Required Textbooks:

- Craven, Hirnie, & Jenson (2012) *Fundamentals of Nursing*. (7th Edition). Philadelphia: Lippincott Williams& Wilkins. Text and Study Guide Package.
- Ackley, B. J. & Ladwig, G.B. (2013) *Nursing Diagnoses Handbook: An Evidence-based Guide to Planning Care*. (10<sup>th</sup> Edition) St. Louis, Missouri: Mosby Elsevier.
- Fischbach, F. (2014) *A manual of laboratory and diagnostic tests*. (9<sup>th</sup> Edition). Philadelphia: Lippincott Williams & Wilkins.



**Course Description:**

Foundations of Nursing provides an introduction to the applied science of nursing care. Content focuses on clinical judgment, nursing principles, acute care nursing interventions, dosage calculation and providing culturally competent care. The biological, physical, social, spiritual and behavioral sciences form the foundations for acute care nursing interventions with the emphasis on safe and effective nursing practices.

**Course Objectives (COs):** By the end of the course, the student should be able to:

1. Describe aspects of critical thinking important to the communication process (SLO 3 & 6)
2. Critique patient care scenarios in the learning laboratory (SLO 1, 3, &6)
3. Discuss the influence of age and culture on nursing care (SLO 1, 3)
4. Provide simulated care that demonstrates an understanding of effective and therapeutic communication (SLO 1)
5. Employ the nursing process to plan care for patient care scenarios (SLO 3, 4, 6)
6. Relate legal and ethical principles to the delivery of nursing care (SLO 4, 6)
7. Develop accurate, safe performance of nursing skills (SLO 1, 2, 3, 4, 5 & 6)
8. Accurately calculate dosages for medications (SLO 1 & 6)
9. Employ patient rights correctly in all medication administration scenarios (SLO 1 & 4)
10. Display knowledge of nursing principles that facilitate health and healing (SLO 3, 6)
11. Analyze the roles of the professional nurse in the acute care setting (SLO 2, 4, 5, 6)
12. Utilize evidence-based research results and best practices to deliver holistic nursing care (SLO 3 & 6)

**Lab Objectives:** By the end of this lab experience the student will be able to:

1. Demonstrate psychomotor skills associated with nursing skills practiced in the lab (SLO 1, 6)
2. Demonstrate professional behaviors including preparedness, communication, dress, attendance (SLO 4)
3. Demonstrate effective communication in a simulated care setting (SLO 4,5)
4. Use written communication to accurately document nursing actions (SLO 2,5)
5. Accurately calculate dosages for medications (SLO 1,4)
6. Administer medications safely and accurately in accordance with lab competencies (SLO 1,4)
7. Pass competency check-off of required skills as presented during the laboratory course (SLO 1,4)
8. Integrate concepts of patient rights, maintenance of dignity and cultural awareness into all lab scenarios for skill development (SLO 4,6)
9. Propose different approaches to the care of individuals in the community versus the health care setting (SLO 6)
10. Examine the expanding role of the nursing professional as it relates to multiple specializations e.g. wound care, ostomy care and others as they apply to content (SLO 1,6)
11. Assess how changes in healthcare policy impact the resources available to nurse and their clients (SLO 6)





## NUR358: Topics of Professional Nursing Practice (3 Credits)

### Required Textbooks:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association.
- Black, B. P. (2013). *Professional nursing: Concepts and challenges* (7<sup>th</sup> ed). St. Louis, MO: Saunders/Elsevier

### Course Description:

Professional development through critical assessment of nursing as a professional discipline is the focus of this course. Content includes scope of practice, differentiated practice models, nursing theory, the historical development of nursing, evidence-based practice, relationship-based caring, ethical foundations of nursing and reflective nursing practice models.

### Course Objectives (COs):

 By the end of the course, the student should be able to:

1. Determine personal learning needs through the processes of analysis, prioritization, decision-making and problem-solving. (SLO 6)
2. Integrate developmental concepts of learning styles, learning retention, professional nursing skill and self-care strategies in relation to self. (SLO 2, 3)
3. Identify the impact of the historical and professional evolution of nursing on current practice, including how men have affected nursing. (SLO 6)
4. Discuss the legal, ethical and moral responsibilities of the nurse in various patient care settings. (SLO 4, 6)
5. Identify the role of nursing theory and the four personal and social dimensions of self-concept in the development of a personal philosophy of nursing to guide beginning practice. (SLO 4, 6)
6. Discuss the impact of globalization, technology and issues of diversity in the provision of health care. (SLO 1, 5)
7. Recognize culturally congruent care practice for the population. (SLO 1 & 5)
8. Explain the transfer of general education knowledge concepts to learn nursing knowledge concepts necessary for developing clinical competence and demonstrating safe, holistic nursing care practice. (SLO 1, 3)
9. Identify communication skills employed when working with the change process on a micro-level with patients and a macro-level with systems. (SLO 2, 3, 4, 5)
10. Discuss the role of the professional nurse in response to the shifting health care systems models and health care policy. (SLO 3, 4, 5)
11. Describe meaningful learning as a lifelong strategy for professional nurses. (SLO 3, 4)

**NUR 330/330C: Medical Surgical Nursing I (with Clinical)**  
**(10 Credits: 6 Theory/4 Clinical)**

**Required Textbooks:**

- Lewis, S. M. , Heitkemper, M. M., Dirksen, S. R., Camera, I. M., & Bucher, L. (2013). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (9<sup>th</sup> ed. Vol. 1 & 2 with study guide). St. Louis, MO: Mosby-Elsevier.

**Course Description:**

Nursing care of older adults with known or potential alterations in health, especially those with chronic alterations is the focus of this course. Nursing care is directed toward health promotion, disease prevention, maintenance and restoration of health. The understanding of health and illness are emphasized from both a human science and a nursing perspective. The biological, physical, social, spiritual and behavioral sciences form the foundation for safe and effective nursing practice.

**Course Objectives (COs):** By the end of the course, the student should be able to:

1. Determine appropriate nursing interventions for patients and families with chronic alterations in health (SLO 1, 2, 6)
2. Determine priority nursing management for patients with alterations in health (SLO 2, 3, 6)
3. Accurately interpret laboratory data, diagnostic results and psychosocial data (SLO 3, 6)
4. Plan collaborative and comprehensive health care by integrating principles related to the care of patients with clinical circumstances observed in the clinical rotation (SLO 1, 2, 3, 4, 5, 6)
5. Provide competent nursing care in the clinical setting for patients with chronic alterations, based on current research, theory and evidence based practice standards (SLO 3, 6)
6. Analyze the roles of the professional nurse in the clinical setting (SLO 4, 5)
7. Collaborate with other members of the healthcare team (SLO 4, 5)
8. Demonstrate an understanding of professional standards through behavior in the clinical setting (SLO 1, 2, 3, 4, 5, 6)
9. Use knowledge of developmental stage, ethics and culture in planning nursing care (SLO 3, 4, 6)
10. Use verbal and written communication to convey assessment findings to other healthcare professionals (SLO 1, 4, 5)
11. Develop teaching strategies based upon the patient's preferences for teaching-learning related to specific health alteration with expected outcomes to maximize the patient's ability to perform self-care (SLO 1, 2, 5, 6)
12. Define health, the wellness continuum, and the concept of self-care (SLO 1, 2)

**Clinical Objectives:**

1. Facilitates effective communication in healthcare settings
  - 1.1 Uses information technology to support patient care (e.g., EMR, documentation, charting)
  - 1.2 Receives and provides patient report to ensure continuity of care

- 1.3 Utilizes verbal and written communication to convey assessment findings and other data to the healthcare team
  - 1.4 Employs therapeutic communication skills with patients and family
  - 1.5 Identifies and demonstrates cultural influences on communication, as appropriate
  - 1.6 Demonstrates an understanding of HIPAA and confidentiality and the need for transparency in own practice
  - 1.7 Maintains professional boundaries
2. Demonstrates professional and ethical behaviors at all times
    - 2.1 Demonstrates punctuality
    - 2.2 Displays respect for others
    - 2.3 Complies with clinical dress code
    - 2.4 Adheres to policies and procedures of DSN and clinical facilities
    - 2.5 Maintains honesty and integrity
    - 2.6 Exhibits organization and preparedness
    - 2.7 Completes clinical assignments in a timely manner
    - 2.8 Demonstrates appropriate behaviors and positive attitude
    - 2.9 Accepts accountability for own learning, performance and behaviors
    - 2.10 Initiates requests for feedback on performance
3. Provides competent and safe nursing care for patients experiencing an alteration in health
    - 3.1 Utilizes appropriate dosage calculations and verbalizes an understanding of medication knowledge during medication administration
    - 3.2 Develops an appropriate plan of care utilizing the nursing process
    - 3.3 Preserves the dignity of any patient for which care is provided
    - 3.4 Incorporates cultural considerations in provision of care
    - 3.5 Maintains personal safety (i.e., standard precautions, body mechanics)
    - 3.6 Utilizes supplies and resources in a safe and cost-effective manner
    - 3.7 Identifies own limitations and seeks appropriate assistance as needed

4. Demonstrates the role of the nurse in professional practice
  - 4.1 Properly identifies patient prior to any care/procedures
  - 4.2 Performs an accurate head to toe assessment
  - 4.3 Provides primary care for a minimum of one patient
  - 4.4 Provides appropriate patient/family education
  - 4.5 Collaborates with the healthcare team regarding care of assigned patient
  - 4.6 Demonstrates safe performance of basic nursing procedures as indicated

## Bachelor of Science Degree in Nursing

### NUR310/310L: Health Assessment with Skills Lab (4 credits: 3 theory/1 lab)

#### Required Textbooks:

- Jarvis, C., (2012) *Physical Examination and Health Assessment* (6<sup>th</sup> ed.). St. Louis, MO: Elsevier, Saunders: Text and Student Laboratory Manual
- Chabner, Davi-Ellen (2012) *Medical Terminology: A Short Course* (6<sup>th</sup> ed.). St. Louis, MO: Elsevier, Saunders
- **Other Resources:** Health Assessment Video Series (You Tube) <http://www.youtube.com/playlist?list=PL35A26F7C0516176C>

#### Course Description:

All aspects of conducting a head-to-toe assessment across the lifespan are presented in the course. All systems are reviewed and history taking is included in both the course and the laboratory.

#### Course Objectives (CO's):

 By the end of the course, the student should be able to:

1. Conduct a head-to-toe assessment utilizing evidence-based practice on a well individual when conducting an assessment across the lifespan. (SLO 1, 2, 3)
2. Identify historical data needed while utilizing interview techniques and therapeutic relationship principles to complete a thorough health history (SLO 1, 2, 5)
3. Demonstrate effective communication skills to convey assessment findings (SLO 2, 3, 5)
4. Relate the responsibilities of the professional nurse to a nursing assessment (SLO 4, 6)
5. Demonstrate culturally congruent care practice for the population.(SLO 1, 2, 3, 4, 5, 6)

#### Lab Objectives:

At the end of this lab experience the student will be able to:

1. Gather an accurate and complete health history from a client using the documentation form

- provided (SLO 1,2, 4, 5) <http://www.med-ed.virginia.edu/courses/pom1/pexams/hpexam/>
2. Demonstrate a thorough assessment of each body system as outlined in the student packet (SLO 1, 3, 6) (link to student packet here)
  3. Implement the principles of relationship-based care in all simulated patient assessment scenarios (SLO 1, 2, 3, 5).
  4. Document assessment findings according to the appropriate course level. (SLO 2, 3, 4, 5, 6).

## **NUR320/320L: Foundations of Nursing with Skills Lab (9 Credits: 5 theory/4 lab)**

### **Required Textbooks:**

- Craven, Hirnie, & Jenson (2012) *Fundamentals of Nursing*. (7th Edition). Philadelphia: Lippincott Williams & Wilkins. Text and Study Guide Package.
- Ackley, B. J. & Ladwig, G.B. (2013) *Nursing Diagnoses Handbook: An Evidence-based Guide to Planning Care*. (10<sup>th</sup> Edition) St. Louis, Missouri: Mosby Elsevier.
- Fischbach, F. (2014) *A manual of laboratory and diagnostic tests*. (9<sup>th</sup> Edition). Philadelphia: Lippincott Williams & Wilkins.

### **Course Description:**

Foundations of Nursing provides an introduction to the applied science of nursing care. Content focuses on clinical judgment, nursing principles, acute care nursing interventions, dosage calculation and providing culturally competent care. The biological, physical, social, spiritual and behavioral sciences form the foundations for acute care nursing interventions with the emphasis on safe and effective nursing practices.

### **Course Objectives (COs):** By the end of the course, the student should be able to:

1. Describe aspects of critical thinking important to the communication process (SLO 3 & 6)
2. Critique patient care scenarios in the learning laboratory (SLO 1, 3, &6)
3. Discuss the influence of age and culture on nursing care (SLO 1, 3)
4. Provide simulated care that demonstrates an understanding of effective and therapeutic communication (SLO 1)
5. Employ the nursing process to plan care for patient care scenarios (SLO 3, 4, 6)
6. Relate legal and ethical principles to the delivery of nursing care (SLO 4, 6)
7. Develop accurate, safe performance of nursing skills (SLO 1, 2, 3, 4, 5 & 6)
8. Accurately calculate dosages for medications (SLO 1 & 6)
9. Employ patient rights correctly in all medication administration scenarios (SLO 1 & 4)
10. Display knowledge of nursing principles that facilitate health and healing (SLO 3, 6)
11. Analyze the roles of the professional nurse in the acute care setting (SLO 2, 4, 5, 6)
12. Utilize evidence-based research results and best practices to deliver holistic nursing care (SLO 3 & 6)

### **Lab Objectives:** By the end of this lab experience the student will be able to:

1. Demonstrate psychomotor skills associated with nursing skills practiced in the lab (SLO 1, 6)
2. Demonstrate professional behaviors including preparedness, communication, dress, attendance (SLO 4)
3. Demonstrate effective communication in a simulated care setting (SLO 4,5)
4. Use written communication to accurately document nursing actions (SLO 2,5)

5. Accurately calculate dosages for medications (SLO 1,4)
6. Administer medications safely and accurately in accordance with lab competencies (SLO 1,4)
7. Pass competency check-off of required skills as presented during the laboratory course (SLO 1,4)
8. Integrate concepts of patient rights, maintenance of dignity and cultural awareness into all lab scenarios for skill development (SLO 4,6)
9. Propose different approaches to the care of individuals in the community versus the health care setting (SLO 6)
10. Examine the expanding role of the nursing professional as it relates to multiple specializations e.g. wound care, ostomy care and others as they apply to content (SLO 1,6)
11. Assess how changes in healthcare policy impact the resources available to nurse and their clients (SLO 6)

## **NUR358: Topics of Professional Nursing Practice (3 Credits)**

### **Required Textbooks:**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association.
- Black, B. P. (2013). *Professional nursing: Concepts and challenges* (7<sup>th</sup> ed). St. Louis, MO: Saunders/Elsevier

### **Course Description:**

Professional development through critical assessment of nursing as a professional discipline is the focus of this course. Content includes scope of practice, differentiated practice models, nursing theory, the historical development of nursing, evidence-based practice, relationship-based caring, ethical foundations of nursing and reflective nursing practice models.

### **Course Objectives (COs):** By the end of the course, the student should be able to:

1. Determine personal learning needs through the processes of analysis, prioritization, decision-making and problem-solving. (SLO 6)
2. Integrate developmental concepts of learning styles, learning retention, professional nursing skill and self-care strategies in relation to self. (SLO 2, 3)
3. Identify the impact of the historical and professional evolution of nursing on current practice, including how men have affected nursing. (SLO 6)
4. Discuss the legal, ethical and moral responsibilities of the nurse in various patient care settings. (SLO 4, 6)
5. Identify the role of nursing theory and the four personal and social dimensions of self-concept in the development of a personal philosophy of nursing to guide beginning practice. (SLO 4, 6)
6. Discuss the impact of globalization, technology and issues of diversity in the provision of health care. (SLO 1, 5)
7. Recognize culturally congruent care practice for the population. (SLO 1 & 5)
8. Explain the transfer of general education knowledge concepts to learn nursing knowledge concepts necessary for developing clinical competence and demonstrating safe, holistic nursing care practice. (SLO 1, 3)
9. Identify communication skills employed when working with the change process on a micro-level with patients and a macro-level with systems. (SLO 2, 3, 4, 5)
10. Discuss the role of the professional nurse in response to the shifting health care systems models and health care policy. (SLO 3, 4, 5)
11. Describe meaningful learning as a lifelong strategy for professional nurses. (SLO 3, 4)



MEMORANDUM

2B.4

**FROM:** Cheyenne Redd, MSN, RN  
Director of Licensure & Certification  
Maryland Board of Nursing  
**TO:** The Board  
**DATE:** September 28, 2016  
**IN RE:** Devlin Manor GNA Program-Reduction in Clinical Hours

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Devlin Manor is requesting approval for a reduction in clinical hours from 111 hours to 56 hours. Devlin Manor remains in compliance with COMAR 10.39.02.07B:

*B. Of the 100 hours, a minimum of:*

- (1) 60 hours shall be devoted to didactic instruction and classroom laboratory practice; and*
- (2) 40 hours shall be devoted to clinical training experiences in a clinical facility.*

Devlin Manor will maintain 57 hours of didactic and 17 hours of skills lab. The training program includes a total of 130 hours.



## Nursing Assistant Program Topical Outline

Lecture/Lab/Clinical Instructor: \_\_\_\_\_

Lecture/Lab hours 8 am to 4 pm / Clinical Hours 6:30 pm – 2:30 pm

Breaks (15 min) 10 am & 2 pm / Lunch 12 pm to 12:30 pm

Topics						
<b>Day 1</b>	Chapter 1 Health System 1 hour	Chapter 2 The Role of Nursing Assistant Basic Math/Medical Terminology 2 hours	Chapter 3 Professionalism and job seeking skills 1 hour	Chapter 4 Legal and Ethical Issues 1 hour	Chapter 5 Communication Skills and Interpersonal Relationships 1 hour	Chapter 7 Overview of Long Term Care 1 hour
<b>Day 2</b>	Chapter 8 The Long Term Care Resident 1 hour	Chapter 6 Those We Care for Maslow's Hierarchy of Needs and Growth and Development 2 hours	Chapter 9 Dementia 1 hour	Chapter 10 Communicable Disease and Infection Control 2 hours	Lab Handwashing / Alcohol Base Gowning/Gloves/Mask/ Double Bagging 1 hour	
<b>Day 3</b>	Chapter 11 Blood borne/ Airborne Pathogens 1 hour	Chapter 12 Workplace safety 1 hour	Chapter 13 Patient Safety and Restraints Alternatives 1 hour	Chapter 15 Basic First Aid and Emergency Care 2 hours	Lab Restraints Heimlich Maneuver (FBAO) 2 hours	
<b>Day 4</b>	Test #1 1 hour	Chapter 16 The Patient/Resident Environment 1 hour	Chapter 17 Admissions/Transfers and Discharges 1 hour	Chapter 20 Comfort and Rest 1 hour	Chapter 14 Position, Lifting and Transferring Residents 1 hour	Lab Transferring Turning / Logrolling/Transfer Belts / Mechanical Lifts/ Ambulating 2 hours

## Nursing Assistant Program Topical Outline

Topics						
<b>Day 5</b>	Chapter 18 Bedmaking 1 hour	Chapter 28 The Integumentary System 2 hours	Chapter 33 The Sensory System 2 hours	Lab Bedmaking 2 hours		
<b>Day 6</b>	Chapter 21 Cleanliness and Hygiene 2 hours	Chapter 22 Grooming 2 hours	Lab Oral Care/Denture Perineal Care Partial Bath Complete Bath Ted Stockings Tub/shower Shaving 3 hours			
<b>Day 7</b>	Test 2 1 hour	Chapter 35 The Digestive System 2 hours	Chapter 34 Endocrine System 2 hours	Chapter 23 Basic Nutrition 1 hour	Lab Feeding /Heimlich Thicken Liquids Measuring Meal and Fluid Intake 1 hour	
<b>Day 8</b>	Chapter 36 Urinary System 2 hours	Chapter 24 Assisting with Urine and Bowel Elimination 1 hour	Chapter 37 The Reproductive System 2 hours	Lab Urinal Catheter Care Bedpan, BSC Stool Specimen Ostomy Care Measuring Output 2 hours		

## Nursing Assistant Program Topical Outline

TOPIC						
<b>Day 9</b>	Chapter 30 The Respiratory System 2 hours	Chapter 31 Cardiovascular System 2 hours	Chapter 19 Vital Signs Height and Weight 1 hour	Lab Measuring Height / Weight Abdominal Girth Vital Signs 2 hours		
<b>Day 10</b>	Test 3 1 hour	Chapter 29 The Musculoskeletal Systems 2 hours	Chapter 32 The Nervous System 2 hours	Chapter 38 Caring for Residents with Rehabilitation Needs 1 hour	Lab Gait Belt Ambulate Cane /Walker 1 hour	
<b>Day 11</b>	Chapter 39 Caring for Residents with Developmental Disabilities 2 hours	Chapter 40 Caring for Residents with Mental Illness 2 hours	Chapter 41 Caring for Residents with Cancer 2 hours	Chapter 42 Caring for People with HIV.AIDS 1 hour		
<b>Day 12</b>	Chapter 25 Caring for Residents who are Terminally Ill 2 hours	Chapter 26 Caring for Resident who are dying 2 hours	Lab Review of all skills prior to clinical and Pre-Clinical 4 hours			
<b>Day 13</b>	Test 4 1 hour	Clinical 6 hours – Orientation (4 hours)				
<b>Day 14</b>	Clinical – 7 Hours					
<b>Day 15</b>	Clinical – 7 Hours					
<b>Day 16</b>	Clinical - 7 Hours					
<b>Day 17</b>	Clinical – 7 hours					

## Nursing Assistant Program Topical Outline

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	Topics
<b>Day 18</b>	Clinical – 7 hours
<b>Day 19</b>	Clinical – 7 hours
<b>Day 20</b>	Clinical – 7 hours
<b>Day 21</b>	Clinical – 7 hours
<b>Day 28</b>	Clinical – 7 hours
<b>Day 29</b>	Clinical Make-Up Day – 7 hours
<b>Day 30</b>	Final Exam
	Graduation Date TBD and Regional Testing Date - TBD

**Total Lecture Hours – 57**

**Total Lab Hours – 17**

**Total Clinical Hours – 56**

**Total Program Hours 130**

## Devlin Manor CNA/GNA Training Program Curriculum Summary

**74 Hours of Theory (includes 57 hours of Theory and 17 hours of skills lab) and 56 hours of Clinical  
Total Training Hours – 130 Hours**

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>I. Orientation and Introduction Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain course requirements and the evaluation process</li> <li>▪ Make an informed decision related to career options based upon assessment of prior knowledge</li> <li>▪ Identify resources available to assist students in attaining their chosen goals</li> <li>▪ Determine individual readiness for continuing education</li> </ul>	0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Verbalize an understanding of the elements of the nursing assistant training course</li> <li>▪ List the requirement of the course</li> <li>▪ Describe the purpose of the course</li> <li>▪ Describe the options and alternatives related to continued enrollment</li> <li>▪ Demonstrate an understanding of productive study and test- taking skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course descriptions / content               <ul style="list-style-type: none"> <li>▫ Course title and number</li> <li>▫ Description</li> <li>▫ Objectives</li> <li>▫ Course policies</li> <li>▫ Personal health information</li> <li>▫ Physicals requirements</li> <li>▫ Accidents/Injury Waivers</li> <li>▫ Textbooks</li> <li>▫ Instructors</li> <li>▫ Theory/Clinical schedule</li> </ul> </li> <li>▪ Requirements for the course               <ul style="list-style-type: none"> <li>▫ Theory</li> <li>▫ Clinical</li> </ul> </li> <li>▪ Options and alternatives               <ul style="list-style-type: none"> <li>▫ Resource availability</li> <li>▫ Accommodations</li> </ul> </li> <li>▪ Studying and test-taking skills               <ul style="list-style-type: none"> <li>▫ Systematic study</li> <li>▫ Using the textbook</li> <li>▫ Test-taking techniques</li> </ul> </li> </ul>	<p>Lecture Handouts</p> <ul style="list-style-type: none"> <li>▪ <b>Assess basic math ability</b> <ul style="list-style-type: none"> <li>▫ <b>Addition</b></li> <li>▫ <b>Subtraction</b></li> <li>▫ <b>Fraction</b></li> <li>▫ <b>Decimal</b></li> <li>▫ <b>Divide</b></li> <li>▫ <b>Multiplication</b></li> <li>▫ <b>Household measurement</b></li> </ul> </li> </ul>	<p><b>Students take a basic math exam</b></p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>2. Role of the CNA Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Function in a healthcare environment utilizing professional standards of conduct</li> <li>▪ Identify the CNA's role in relation to the healthcare workplace, especially in relation to the performance of delegated nursing functions</li> <li>▪ Define Activities of Daily Living (ADLs)</li> </ul>	4.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the role and responsibilities of members of the healthcare team</li> <li>▪ Identify and apply principles for maintaining professional relationship boundaries</li> <li>▪ Describe the criteria for delegation of nursing functions and reporting boundaries</li> <li>▪ Recognize personal limitations in performing tasks and seek assistance when needed</li> <li>▪ Organize and prioritize work assignment</li> <li>▪ Identify and apply basic workplace skills</li> <li>▪ Identify effects of practice setting regulations</li> <li>▪ Identify role boundaries of the CNA</li> <li>▪ List and define the six activities of daily living</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Healthcare System               <ul style="list-style-type: none"> <li>▫ Healthcare delivery: Past and Present</li> <li>▫ Healthcare Organizations</li> <li>▫ Government Regulation of the Healthcare System</li> <li>▫ Paying for Healthcare</li> </ul> </li> <li>▪ The Nursing Assistant               <ul style="list-style-type: none"> <li>▫ Nursing: Past and Present</li> <li>▫ Education of the Nursing Assistant</li> <li>▫ Responsibilities of the Nursing Assistant / skills competency</li> <li>▫ The Nursing Team</li> <li>▫ Delegation and reporting boundaries</li> <li>▫ Role Boundaries / Job Description</li> <li>▫ Certification Requirements</li> <li>▫ Practice Setting Regulations</li> </ul> </li> <li>▪ Professionalism and Job-Seeking Skills               <ul style="list-style-type: none"> <li>▫ What is a Professional?</li> <li>▫ What is Work Ethic?</li> <li>▫ Personal Health &amp; Hygiene</li> <li>▫ Job-Seeking Skills</li> </ul> </li> <li>▪ Performing Activities of Daily Living               <ul style="list-style-type: none"> <li>▫ Bathing</li> <li>▫ Feeding</li> <li>▫ Dressing</li> <li>▫ Mobility</li> <li>▫ Grooming</li> <li>▫ Elimination</li> </ul> </li> </ul>	Lecture Textbook	Workbook

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>3. Role of the CNA Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the use of infection control techniques</li> </ul>	5.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the principles of infection control</li> <li>▪ Apply the principles of medical asepsis</li> <li>▪ Use standard and transmission based precautions</li> <li>▪ Apply consistent use of hand washing techniques, donning and removing gloves and donning and removing mask and gown</li> <li>▪ Identify different methods for cleaning and sanitizing equipment</li> <li>▪ Clean and sanitize routinely used equipment</li> <li>▪ Mechanisms of transmission of infections and isolation techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicable Disease and Infection Control               <ul style="list-style-type: none"> <li>▫ What is a Microbe?</li> <li>▫ Defenses Against Communicable Disease</li> <li>▫ Communicable Disease and the Chain of Infection</li> <li>▫ Infection Control in the HealthCare Setting</li> </ul> </li> <li>▪ Blood Bourne and Airborne Pathogens (HIV, Hepatitis, etc.)               <ul style="list-style-type: none"> <li>▫ Blood borne diseases</li> <li>▫ Airborne diseases</li> <li>▫ Infections</li> </ul> </li> <li>▪ Personal Protective Equipment               <ul style="list-style-type: none"> <li>▫ Mask</li> <li>▫ Gown</li> <li>▫ Gloves</li> <li>▫ Goggles</li> </ul> </li> <li>▪ Observing, reporting and recording</li> </ul>	<p>Lecture Handouts Text Skills Demonstration</p>	<p>Workbook Skills Return Demonstration</p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>4. Safety and Environment</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Provide an environment that promotes safety for clients, caregivers and others</li> </ul>	6.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the purpose of incident reports and the nursing assistant role in providing the information to complete them.</li> <li>▪ Identify situations that require calling for emergency assistance.</li> <li>▪ Describe procedures for calling emergency assistance.</li> <li>▪ Identify, respond to and report sources of hazard and potential hazards in the environment (broken equipment, water on the floor, torn carpet, etc.)</li> <li>▪ Identify, respond to and/or report environmental factors that interfere with the clients well being (noise, temperature, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Environmental Safety               <ul style="list-style-type: none"> <li>▫ Preventing Chemical Injuries</li> <li>▫ Preventing Electrical Shocks</li> <li>▫ Fire Safety</li> <li>Disaster Preparedness</li> <li>Personal &amp; client safety (Water spills, oxygen safety, broken equipment, bleeding precautions, restrictive devices)</li> </ul> </li> <li>▪ Basic First Aid and Emergency Care               <ul style="list-style-type: none"> <li>▫ Responding to an Emergency</li> <li>▫ Basic Life Support Measures – Abdominal Thrust</li> <li>▫ Emergency Situations</li> <li>The Chain of Survival</li> </ul> </li> <li>▪ The Patient or Resident Environment               <ul style="list-style-type: none"> <li>▫ The Patient or Resident Unit</li> <li>▫ Ensuring Comfort</li> <li>▫ Furniture and Equipment</li> <li>▫ Personal Items</li> </ul> </li> <li>▪ Safe Body Mechanics               <ul style="list-style-type: none"> <li>Safety in the Environment</li> <li>Well-being of the client</li> </ul> </li> </ul>	Lecture Observation Skills Demonstration	Skills Return Demonstration



## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>5. Communications Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and apply basic observational, recoding and reporting skills.</li> <li>▪ Individualize care to the needs of the client</li> </ul>	2.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and collect observational data/information</li> <li>▪ Differentiate between subjective and objective observations</li> <li>▪ List sources for obtaining data/information</li> <li>▪ Identify various techniques for recording and reporting</li> <li>▪ Identify commonly used medical terms and abbreviations</li> <li>▪ Observe, record and report</li> <li>▪ Contribute to plan of care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communications Skills               <ul style="list-style-type: none"> <li>▫ What is Communication?</li> <li>▫ Communicating Effectively</li> <li>▫ Telephone Communication</li> <li>▫ Communication Among Members of the Health Care Team</li> </ul> </li> <li>▪ Introductions to the Language of Health Care               <ul style="list-style-type: none"> <li>▫ Medical Terminology</li> <li>▫ Anatomical Terms</li> <li>▫ Abbreviations</li> <li>▫ Care plans/Kardex / flow sheets</li> </ul> </li> <li>▪ Electronic Medical Records</li> <li>▪ Observing, reporting and recording               <ul style="list-style-type: none"> <li>▫ Client response to care and/or treatment provided</li> <li>▫ Clients physical condition, emotional state and/or behavior patterns</li> <li>▫ Changes in client's physical condition, emotional state and/or behavior patterns</li> <li>▫ Client refusal /non-compliance with treatment or care</li> <li>▫ Incident reporting</li> </ul> </li> <li>▪ Reporting Abuse/ Addiction in the client</li> </ul>	Lecture	Communication Game

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>6. Interpersonal Relations Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply interpersonal relations skills in the healthcare workplace</li> <li>▪ Use effective communication techniques to promote the clients well being</li> <li>▪ Individualize care to meet the needs of the client</li> <li>▪ Discuss lifespan growth and development</li> <li>▪ Discuss sexuality across the life span</li> </ul>	2.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify verbal and nonverbal communication techniques and barriers to communication</li> <li>▪ Identify ways to establish positive relationships with clients and families</li> </ul> <p>Introduce self/role to clients and families</p> <p>Describe the effect of illness/stress on the clients feeling and behaviors</p> <p>Identify verbal/nonverbal indicators of the clients emotional's state</p> <p>Identify approaches to accommodate clients basic and emotional needs</p> <p>Identify/manage personal feelings in response to client behavior</p> <p>Use strategies to provide emotional support to clients and families</p> <p>Describe communication techniques used with special needs clients (cognitive/sensory impairments, language/cultural differences, etc.)</p> <p>Explain interventions to the client before and during care</p> <p>Promote the client's interest in recreational activities</p> <p>Promote client independence</p> <p>Provide client with the time to function at his/her pace</p>	<ul style="list-style-type: none"> <li>▪ Those We Care For: Cradle to the Grave               <ul style="list-style-type: none"> <li>▫ Patients, Residents and Clients</li> <li>▫ Quality of Life                   <ul style="list-style-type: none"> <li>Recreational</li> <li>Sexuality</li> <li>Spiritual</li> </ul> </li> <li>▫ Dealing with Conflict                   <ul style="list-style-type: none"> <li>Team Members</li> <li>With Clients</li> </ul> </li> <li>▫ Workplace violence</li> <li>De-escalation techniques</li> <li>Managing stress</li> <li>Personal attribute/standards of behavior                   <ul style="list-style-type: none"> <li>Respect for teachers, client/family/co-workers</li> <li>Demonstrated by language/body language/verbal – nonverbal behavior</li> <li>Anger management/dispute resolution</li> </ul> </li> </ul> </li> </ul>	Lecture Scenarios Demonstration	Return Demonstration

## Devlin Manor CNA/GNA Training Program Curriculum Summary

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Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>7. Legal and Ethical Consideration Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the ethical and legal issues affecting the work or the nursing assistant</li> </ul>	2.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and respond to potential ethical dilemmas utilizing the CNA/CMT Code of Ethics</li> <li>Identify and report potential indicators of abuse and neglect</li> <li>List client rights and responsibilities, including but not limited to choice of food, religious observance, clothing, etc.</li> <li>Describe the purpose and importance of maintaining client confidentiality</li> <li>Provide for client privacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Legal and Ethical Issues               <ul style="list-style-type: none"> <li>▫ History and current trends</li> </ul> </li> <li>Patient and Resident Rights A way of preserving patients and residents rights, federal and state law</li> <li>Ethics guidelines for behavior Code of ethics for CNA and CMT</li> <li>COMAR 10.39.07</li> <li>Sexual Harassment</li> <li>Abuse/Neglect</li> <li>Privacy and HIPAA</li> <li>Delegation of Nursing tasks Appropriate/Inappropriate</li> <li>Direction by non-nurses</li> <li>Personal Choice – promoting client rights</li> <li>▪ Civility and courtesy in the workplace (see code of ethics)</li> <li>▪ Certification               <ul style="list-style-type: none"> <li>▫ process</li> <li>▫ discipline</li> <li>▫ reporting violations</li> </ul> </li> <li>▪ Observing, reporting and recording</li> </ul>	Lecture	Workbook

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>8. Hygiene and Grooming Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Perform and/or assist the client with personal grooming and hygiene</li> </ul>	8.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ provide basic skin care</li> <li>Give a back rub</li> <li>Provide hair/scalp care</li> <li>Assist / shave client with electric/safety razors</li> <li>Make an occupied/unoccupied bed</li> <li>Assist with bathing/showering</li> <li>Bathe a client in bed</li> <li>Observe and report the appearance of skin, feet and nails</li> <li>Provide fingernails / foot care</li> <li>Perform/assist with oral care including brushing and flossing clients teeth using swabs and/or toothbrushes</li> <li>Provide care/cleaning of dentures</li> <li>Dress/undress client or assist as needed</li> <li>Apply anti-embolism stockings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bed Making               <ul style="list-style-type: none"> <li>▫ Linens and other supplies for bed making</li> </ul> </li> <li>Handling of Linens</li> <li>Standard Bed making Techniques               <ul style="list-style-type: none"> <li>Occupied</li> <li>Unoccupied</li> </ul> </li> <li>▪ Cleanliness and Hygiene               <ul style="list-style-type: none"> <li>The benefits of personal hygiene</li> <li>Scheduling of routine care</li> <li>Performing bed bath and assisting with a shower</li> <li>Performing/assisting with oral care</li> <li>Performing/assisting with perineal care</li> <li>Performing/assisting with skin care</li> <li>Assisting with applying incontinence products</li> </ul> </li> <li>▪ Grooming               <ul style="list-style-type: none"> <li>▫ Performing/Assisting with Hand and Foot Care</li> <li>▫ Apply anti-embolism stockings</li> <li>▫ Assisting with Dressing and Undressing</li> <li>▫ Performing/assisting with hair care</li> <li>Performing/assisting with shaving</li> <li>Performing/assisting with make-up</li> </ul> </li> <li>▪ Observing, reporting and recording</li> </ul>	<p>Lecture Skills Demonstration</p>	<p>Skills Return Demonstration</p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>9. Hydration and Basic Nutrition Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the importance of food and basic nutrition to the client, and nutrition's role in health and wellness</li> </ul> <p>Assist clients to meet nutritional needs</p> <p>Obtain intake and output data for a variety of clients and record/report results</p>	5.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the basic food pyramid and daily requirements</li> <li>Identify various types of mechanically altered food and liquids</li> <li>Demonstrate an understanding of calories and food balance</li> <li>Identify clients need for assistance with meals, snacks and fluid and provide required assistance</li> <li>Identify the special needs of the tube fed client</li> <li>Demonstrate an understanding of food storage and sanitation</li> <li>Demonstrate ability to safely feed the client</li> <li>Identify all sources of intake and output</li> <li>Measure fluid intake and output</li> <li>Measure solid intake and output</li> <li>Perform basic math functions and conversations related to the measurement of intake and output</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic Nutrition               <ul style="list-style-type: none"> <li>▫ Food and How our bodies use it (food pyramid)</li> </ul> </li> <li>Factors that affect food choices and eating habits</li> <li>Special diets</li> <li>Textural Modifications- fluid and food consistency</li> <li>Meal Time</li> <li>Other Ways of Providing Fluids and Nutrition</li> <li>Fluids and hydration</li> <li>Dysphagia/difficulty swallowing/coughing</li> <li>Esthetics of Mealtime</li> <li>Enteral feedings: site observations, patient positioning, safety, comfort measures</li> <li>Feeding the client</li> <li>▪ <b>Accurate Measurement of Intake</b> <ul style="list-style-type: none"> <li>▫ <b>Fluids</b></li> <li>▫ <b>Foods</b></li> </ul> </li> <li>▪ <b>Accurate Measurement of Output</b> <ul style="list-style-type: none"> <li>▫ <b>Fluids</b></li> <li>▫ <b>Foods</b></li> </ul> </li> <li>▪ <b>Observing, reporting and recording</b></li> </ul>	Lecture Skills Demonstration	Skills Return Demonstration

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>10. Mobility and Positioning Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Position and transfer patients</li> </ul> <p>Assist the clients with ambulation</p> <p>Perform the range of motion exercises</p>	5.0	<p>The student will be able to:</p> <p>Apply principles of proper body alignment when positioning clients</p> <p>Position the bed for comfort, care and safety</p> <p>Reposition clients for comfort and safety</p> <p>Position clients to promote optimal skin integrity</p> <p>Transfer clients from bed, to and from stretcher, chair or wheelchair</p> <p>Use assistive devices when transferring and/or positioning clients</p> <p>Physically support the client during ambulation</p> <p>Use mechanical and supportive devices to assist the client (Cane, walker, crutches, gait belt, prosthesis, etc.)</p> <p>State the purpose of range of motion exercises</p> <p>Differentiate between passive and active range of motion exercises</p> <p>Assist client with range of motion exercises</p> <p>Describe legal and ethical consideration associated with use of restrictive devices</p> <p>Identify the types of restrictive devices</p> <p>Use of correct body mechanics</p>	<p>Resident and Employee Safety</p> <ul style="list-style-type: none"> <li>Protecting your body/body mechanics</li> <li>Following procedures</li> <li>Preventing falls</li> </ul> <p>Positioning, Lifting and Transferring</p> <ul style="list-style-type: none"> <li>Positioning</li> <li>Transferring</li> <li>Dangling</li> </ul> <p>Ambulating including assistive devices</p> <p>Range of Motion</p> <ul style="list-style-type: none"> <li>Active / Passive</li> </ul> <p>Use of Mechanical Lift</p> <ul style="list-style-type: none"> <li>Sit to stand mechanical lift</li> <li>Hoyer lift</li> </ul> <p>Contractures/positioning</p> <ul style="list-style-type: none"> <li>Foot boards</li> <li>Trochanter rolls</li> <li>Hand grips</li> <li>Splints</li> <li>Bed cradle</li> </ul> <p>Bed rest/rehabilitative/restorative care</p> <p>Patient and Resident Safety and Restraints</p> <ul style="list-style-type: none"> <li>Accidents</li> <li>Restraints <ul style="list-style-type: none"> <li>What is a restraint</li> <li>What is not a restraint</li> <li>Patient safety versus patient response</li> </ul> </li> <li>Mechanical / physical restraint <ul style="list-style-type: none"> <li>Electronic/bed/chair alarms/wander guard</li> <li>Review various types of restraints</li> </ul> </li> <li>Chemical restraints</li> </ul> <p>Practice setting regulations</p>	<p>Lecture</p> <p>Skills</p> <p>Demonstration</p>	<p>Skills Return Demonstration</p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>11. Elimination Module</b></p> <p>Upon completion, the student will be able to:</p> <p>Assist the client with toileting</p> <p>Demonstrate basic care for dwelling and external urinary catheters</p> <p>demonstrate basic ostomy care without irrigation</p> <p>obtain output data for a variety of clients and record/report the results</p>	6.0	<p>The student will be able to:</p> <p>Assist client to maintain control of bowel and bladder functions</p> <p>Assist client to adhere to bowel and bladder control programs</p> <p>Describe to use of assistive devices for toileting</p> <p>Use and maintain a bedpan, urinal and bedside commode</p> <p>Provide basic perineal care for the continent and incontinent client</p> <p>Identify the different types of catheters and their uses</p> <p>Apply an external urinary catheter</p> <p>Inspect the catheter and tubing for the flow of urine, position, placement and connection</p> <p>Demonstrate perineal care for a client with a catheter</p> <p>Administer non-medicated enema</p> <p>Change and empty ostomy appliances and provide skin care</p> <p>Observe and report the appearance of the stoma and surrounding skin</p> <p>Collect and label urine, stool and/or sputum specimens</p>	<p>Assisting with Urinary and Bowel Elimination</p> <p>Assisting with Elimination</p> <p>Urinary Elimination</p> <p>Bowel Elimination</p> <p>Observing, reporting and recording &amp; use of flow charts</p> <p>Toileting / incontinent products</p> <p>Bowel/Bladder Program</p> <p>Toileting schedules</p> <p>Recording I&amp;O</p> <p>Ostomy Care</p> <p>Change ostomy appliance</p> <p>Empty ostomy appliance</p> <p>Provide skin care</p> <p>Bedpan / Urinary / Bedside Commode</p> <p>Urinary Catheter and Care (excluding irrigations)</p> <p>Suprapubic Catheter</p> <p>Indwelling catheter</p> <p>External / Condom catheter</p> <p>Measuring output</p> <p>Urine</p> <p>Bowel</p> <p>Specimen Collection</p> <p>Stool</p> <p>Urine</p> <p>Sputum</p> <p>Enemas</p> <p>Non-medicated</p>	<p>Lecture</p> <p>Skills</p> <p>Demonstration</p>	<p>Skills Return</p> <p>Demonstration</p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

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Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>12. Data Collection</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Obtain vital signs of a variety of clients and record/report results</li> </ul> <p>Obtain the height and weight of a variety of clients and record/report results</p>	5.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Take radial pulse by palpation</li> <li>Manually take blood pressure</li> <li>Count respirations</li> <li>Take temperature using electronic thermometers</li> <li>Take temperature by mouth, ear, axilla and rectum</li> <li>Measure height</li> <li>Identify the different types of scales and their uses</li> <li>Measure weight</li> </ul>	<p>Vital Signs, Height and Weight</p> <ul style="list-style-type: none"> <li>What do vital signs tell us</li> <li>Measuring and recording vital signs</li> <li>Body temperature</li> <li>Pulse</li> <li>Respiration</li> <li>Blood pressure</li> <li>Pulse oximetry</li> <li>Height and weight</li> <li>Measuring vital signs in children</li> <li>Pain measurement as directed by the RN</li> <li>Observing, reporting and recording</li> </ul>	<p>Lecture</p> <p>Skills</p> <p>Demonstration</p>	Skills Return Demonstration



## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>13. Anatomy &amp; Physiology Disease Module</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Issues basic anatomy and physiology</li> </ul> <p>Demonstrate basic understanding of disease process and chronic vs. acute illness</p>	8.0	<p><b>The Student will be able to:</b></p> <p>Identify the name and location of body parts and organs</p> <p>List body systems and their main functions</p> <p>Discuss common health problems</p> <p>Discuss the effects of aging</p> <p>Recognize how illness in a main body system and/or disabilities may affect the care/needs of a client</p>	<p>A. Basic Body Structure and Function</p> <p>How is the Body Organized? Health and Disease Pathophysiology</p> <p>B. Systems and appropriate treatments</p> <p>Integumentary system Musculoskeletal system Respiratory system The Cardiovascular system The Nervous System The Sensory System The Endocrine System The Digestive System The Urinary System The Reproductive System</p> <p>C. Effectives of aging on each body system</p> <p>D. Chronic vs. Acute</p> <p>Surgical Mother/Baby Pediatrics</p> <p>E. Relate client care to pathophysiology (Why you do what you do, for each client)</p>	Lecture	Workbook

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>14. Special Populations / Special Care Concern</b></p> <p>Upon completion, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and discuss common mental health problems</li> </ul> <p>Identify a basic understanding of confusion / dementia / delirium.</p> <p>Discuss cognitive and physical developmental disabilities</p> <p>Discuss caregiver adaptability in performing ADLs.</p> <ul style="list-style-type: none"> <li>New skills for the patient</li> <li>Changing the order of the performance of ADL</li> <li>Modifying steps of the ADL tasks</li> <li>Developing flexible skill sets to meet the patients need at the direction of the RN</li> </ul>	5.0	<p>The student will be able to:</p> <p>Recognize how developmental disabilities affect the care needs of a client</p> <p>Demonstrate a basic understanding of mental health and mental illness</p> <p>Demonstrate an understanding of care of the person with confusion, dementia, and delirium</p>	<p>A. Caring for People with Developmental Disabilities</p> <p>What is the Developmental Disability Special needs of People with Developmental Disabilities Types of Developmental Disabilities Caring for a person with a Developmental Disability</p> <p>B. Caring for People with Mental Illness Mental Health Causes and Treatment of Mental Illness Types of Mental Illness Caring for a person with Mental Illness</p> <p>C. Caring for People With Dementia/Confusion/Delirium What s Dementia Types of Dementia Behaviors Associated With Dementia Caring for a person with Dementia</p>	Lecture Scenarios	Workbook

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>15. Palliative Care</b></p> <p>Upon completion, the student will be able to:</p> <p>Identify the difference between palliative care and active treatment of a disease process</p> <p>Identify the basic needs of the person requiring palliative care</p> <p>Identify the needs of the dying patient</p>	4.0	<p>The student will be able to:</p> <p>Discuss palliative care</p> <p>Discuss end of life care</p> <p>Provide comfort measures for the dying patient and family</p> <p>Discuss active listening skills of the caregiver</p> <p>Assist with care of the deceased patient</p>	<p>A. Palliative Care</p> <p>B. Identify the basic care for the dying patient</p> <p>C. Pain and comfort measures</p> <p>D. Caring for people who are terminally ill</p> <p style="padding-left: 20px;">Stages of grief</p> <p style="padding-left: 20px;">Dying with dignity</p> <p style="padding-left: 20px;">Effects on the caregiver</p> <p>E. Caring for people who are dying</p> <p style="padding-left: 20px;">Caring for the dying client</p> <p style="padding-left: 20px;">stages of death</p> <p style="padding-left: 20px;">signs of death</p> <p style="padding-left: 20px;">physical needs</p> <p style="padding-left: 20px;">Psychological, social, spiritual and cultural needs of the client and the family</p> <p style="padding-left: 20px;">Postmortem care</p> <p>F. Role of hospice</p> <p>G. Implications of advance directives / persona choice</p> <p>H. do not resuscitate (DNR) or allow natural death (AND) orders</p>	Lecture	Workbook

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>16. Cultural Sensitivity / Transcultural Nursing</b></p> <p>Upon completion, the student will be able to</p> <p>Identify the affects of cultural differences, values and beliefs in the workplace considering co-workers and patients / family in the delivery of care</p>	<p>2.0</p>	<p>The student will be able to:</p> <p>Identify the CNAs own values regarding health, privacy and cultural beliefs</p> <p>Discuss the importance of respecting others cultural beliefs and values regarding health and privacy</p> <p>List 5 action a CNA take to promote sensitivity to cultures other than their own</p>	<p>I. diversity of cultural attitudes / values /beliefs</p> <p>Transcultural elements such as:</p> <ul style="list-style-type: none"> <li>a. communications</li> <li>personal space</li> <li>family/social organization</li> <li>sense of time</li> <li>e. Heath care practices</li> </ul> <p>2. application to coworkers/peers in work place setting</p> <p>3. application to patient populations served</p> <p>4. sensitivity to and tolerance (when appropriate) for</p> <ul style="list-style-type: none"> <li>-gender roles</li> <li>-health seeking behaviors</li> <li>-birth practices</li> <li>-dietary preferences</li> <li>-privacy</li> <li>-death &amp; dying</li> <li>-spirituality, religion&amp; rituals</li> <li>-alternative / complimentary therapies</li> </ul> <p>(not teaching specifics of each but respect for each and consideration of aggregate population served)</p>	<p>Lecture</p>	

## Devlin Manor CNA/GNA Training Program Curriculum Summary

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Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>17. Life Span</b></p> <p>Growth and development</p> <p>Upon completion, the student will be able to:</p> <p>Describe developmental stages and how they impact the care provided by the CNA</p>	<p>2.0</p>	<p>The student will be able to:</p> <p>State the general principles of growth and development</p> <p>Recognize where the care of the individual patient fits into Maslow's hierarchy of needs</p> <p>Identify interventions that promote the positive developmental tasks of Erikson's developmental stages of life</p> <p>Differentiate between the concepts of illness, disability, impairment and delay of development</p>	<ul style="list-style-type: none"> <li>a. General principles of growth and development</li> <li>b. Erickson developmental stages of life</li> <li>c. Maslow's hierarchy of human needs</li> <li>d. Effects of illness and disability</li> <li>e. Recognizing delay in development</li> </ul>	<p>Lecture</p>	

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>18. Restoration and Rehabilitation</b></p> <p>Upon completion, the student will be able to:</p> <p>Describe the role of the CNA in providing rehabilitation and restorative care</p>	<p>2.0</p>	<p>The student will be able to:</p> <p>Demonstrate an understanding of key terms, tasks, common reactions and complication of rehabilitation</p> <p>Promote the client's interest in recreational activities</p> <p>Promote client independence</p> <p>Provide the client with the time to function at his/her own pace</p> <p>Perform care and maintenance of glasses, hearing aids and prostheses</p>	<ul style="list-style-type: none"> <li>a. Rehabilitation of restorative care               <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Principles</li> </ul> </li> <li>b. Define the habilitation care team members               <ul style="list-style-type: none"> <li>1. OT</li> <li>2. PT</li> <li>3. Speech</li> <li>4. Nursing</li> <li>5. Physician</li> <li>6. Other</li> </ul> </li> <li>c. Role of the CNA in utilization of common intervention in providing rehabilitation and restorative care:               <ul style="list-style-type: none"> <li>1.mobility</li> <li>2.rangeof motion</li> <li>3.transfers</li> <li>4. adaptive devices</li> <li>5.ADLs</li> <li>6.Promotion of patient Independence</li> </ul> </li> <li>d. recreational therapy               <ul style="list-style-type: none"> <li>1. recreational therapy structured program                   <ul style="list-style-type: none"> <li>a. purpose</li> <li>b. examples</li> </ul> </li> <li>2. role of the CNA in encouraging patient interest in recreational activates                   <ul style="list-style-type: none"> <li>1. Psychosocial</li> <li>2. Beyond Bingo</li> </ul> </li> </ul> </li> </ul>	<p>Lecture Skills Demonstration</p>	<p>Return Skills Demonstration</p>

## Devlin Manor CNA/GNA Training Program Curriculum Summary

Objectives	Contact Hours	Performance Indicators	Content Outline	Method	Student Activities
<p><b>19. Routine Care Treatments to be integrated with the appropriate body system in every GNA program</b></p>		<p>Performance indicators for each treatment will be found in modules where each specific treatment was taught</p>	<p><b>Core routine treatments</b></p> <ol style="list-style-type: none"> <li>1. Oxygen /mask /nasal Cannula</li> <li>2.nonsterile dressings               <ol style="list-style-type: none"> <li>stage 1 and 2 decubitus</li> <li>b. gauze dressing</li> </ol> </li> <li>3.barrier creams               <ol style="list-style-type: none"> <li>Hot and Cold treatments                   <ol style="list-style-type: none"> <li>a. Ice pack</li> <li>b. Heating pads</li> </ol> </li> </ol> </li> <li>4.ant-embolism stockings</li> <li>5.urinary catheters and care (excluding irrigation)               <ol style="list-style-type: none"> <li>Subrapublic catheter</li> <li>Indwelling catheter</li> <li>External/condom care</li> </ol> </li> <li>6.enemas               <ol style="list-style-type: none"> <li>a. non medicated</li> </ol> </li> <li>7.ostomy care               <ol style="list-style-type: none"> <li>A. change ostomy appliance.</li> <li>empty ostomy appliance</li> <li>provide skincare</li> </ol> </li> <li>8.urine specimen               <ol style="list-style-type: none"> <li>a. routine/random</li> <li>b.mid stream / clean patch</li> <li>c.24 hour urine</li> </ol> </li> <li>9.sputum specimen</li> <li>10.stool specimen</li> <li>11. observation of peripheral IV site               <ol style="list-style-type: none"> <li>a. is the IV dripping</li> <li>b.is there blood in the line</li> <li>c.appearance of insertion site /area</li> <li>d.reporting observations to the nurse who is present on site in the Unit of care</li> </ol> </li> </ol>	<p>Lecture Skills Demonstration</p>	<p>Return Skills Demonstration</p>



MEMORANDUM

6a.1

**FROM:** Cheyenne Redd, MSN, RN  
Director of Licensure & Certification  
Maryland Board of Nursing

**TO:** The Board

**DATE:** September 28, 2016

**IN RE:** Request for Approval of CNA Training Program-Clinical Facility

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The following clinical facility has been reviewed and have satisfied all criteria as outlined in COMAR 10.39.02 for CNA Training Programs-Clinical Facilities in the State of Maryland:

Trinity Nursing Academy is requesting the use of Vindobona Nursing and Rehabilitation Center for the clinical portion of their CNA training program. Vindobona Nursing and Rehabilitation Center is a long term care facility with sixty-one beds.

Vindobona Nursing and Rehabilitation Center employs Registered Nurses, Licensed Practical Nurses and Geriatric Nursing Assistants. This facility has eight full time registered nurses, eight full time licensed practical nurses, and twenty-one geriatric nursing assistants. This facility has only three part time registered nurses. The site is managed by a Director of Nursing.

Trinity Nursing Academy will maintain the 1:8 instructor/student ratio for this clinical placement.





AFFILIATION AGREEMENT BETWEEN  
VINDOBONA NURSING AND REHABILITATION CENTER  

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AND  
TRINITY NURSING ACADEMY INC.

This agreement made on the 12<sup>th</sup> day of August 2016 by and between Vindobona Nursing and Rehabilitation Center, hereinafter referred to as the "Facility" and Trinity Nursing Academy Inc., hereinafter referred to as the "School".

Whereas the School desires that its Nursing Assistant students obtain clinical nursing experience and the Facility is agreeable to participate in this program with the School. Now, THEREFORE, the parties hereto agree, as follows:

The Agreement shall commence on the date inserted above and remain in effect until terminated by either party giving thirty (30) days advance written notice, with provision for the safeguarding of the students currently enrolled and in the process of completing clinical training. Amendments to this Agreement may be made at any time upon written consent of the Facility and the School.

The school agrees that it will:

- a. Furnish at its sole expense the necessary instructors who will provide teaching, guidance and evaluation of the students. Faculty members will work with appropriate Facility personnel in determining the needs of residents assigned to the students.
- b. Notify the appropriate person at the Facility no less than fifteen (15) days prior to the beginning of each clinical session with the estimated number of students and date the School plans to utilize the Facility.
- c. Direct its instructors and students to abide by all regulations and policies of the Facility.
- d. Assume the cost of any breakage or damage to equipment due to the negligence of the School's instructors and/or students.
- e. Assume sole responsibility for the health program of its instructors and students, provided that in the event of sudden illness or injury occurring to an instructor or student while at the Facility under the Agreement, the Facility will arrange for emergency treatment and will notify the Director of the School of the illness or injury.
- f. Furnish the Facility with a current (within one year) statement to the effect that each student and instructor is in good health and free from communicable disease.

- g. Obtain and keep in effect general and professional liability insurance for a minimum of \$1,000,000 per occurrence and \$2,000,000 in the aggregate, for any injuries, accidents, and/or property damage covering the students and instructors while functioning at the Facility pursuant to this Agreement. The School agrees to furnish the Facility with a certificate evidencing that said insurance in force at the commencement of each academic session and agrees not to cancel said insurance without giving the Facility thirty (30) days' notice of its intention to cancel.
- h. Pay all salaries of its instructors who will remain employees of the School under said School's supervision and control.
- i. Indemnify and hold the Facility harmless from all and any claims, damages, judgments, actions, and causes of actions arising out of its students and instructors, including the costs and legal fees incurred in defending any and all claims and or lawsuits.
- j. Make no distinction among students covered by this Agreement on the basis of race, color, sex religion, national origin, age, marital status, sexual orientation, family responsibility, matriculation, political affiliation, and physical handicap, source of income and place of residence or business. These distinctions include but are not limited to the following:
  - Denying a student any service or benefit ordinarily available to students.
  - Providing any service or benefit to a student, which is different than benefits provided to other students under this Agreement.
  - Subjecting a student to segregation or separate treatment in any matter related under this agreement.
  - Treating a student differently from others in determining whether he/she satisfies any admission enrollment, quota eligibility, membership or other requirement or condition which individuals must meet in order to be provided any benefits under this Agreement.

The Facility agrees that it will:

1. Allow instructors from the School opportunity for orientation to the Facility and to the areas involved in teaching.
2. Provide emergency first-aid for injuries to students and instructors on the Facility premises and inform the School immediately of the accident.
3. Plan together with the School's instructors for numbers of students placed and appropriate use of the Facility, including the assignments of students to resident areas,

attendance by the students at conference and lectures given by the Facility staff and preceptorship of students by Facility staff. The use of the Facility by the students and instructors shall be subject to the ultimate control of the Facility and shall not interfere with client/patient care.

4. Provide conference room space and assistance in arrangements of the Facility during the time of the Agreement.
5. Indemnify and hold the School harmless from all and any claims, damages, judgments, actions, and causes of actions not arising out of its students and instructors, including the costs and legal fees incurred in defending any and all claims and/or lawsuits.

  
\_\_\_\_\_  
Name of Administrator

  
\_\_\_\_\_  
School Director, TNA

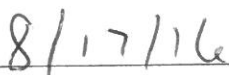
Vindobona Nursing & Rehabilitation Center  
\_\_\_\_\_  
Name of Facility

Trinity Nursing Academy  
\_\_\_\_\_  
Name of School

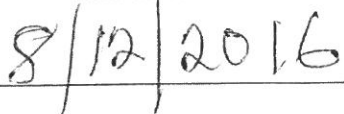
\_\_\_\_\_  
6012 Jefferson Boulevard  
Braddock Heights, MD 21714  
301 371 7160

\_\_\_\_\_  
170 Thomas Johnson Drive  
Fredrick, MD 21702  
301 792 8998  
301 662 6500

\_\_\_\_\_  
Address & Tel. of Facility

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Address and Tel. of Facility

  
\_\_\_\_\_  
Date

# Board of **N**URSING

## Maryland Board of Nursing

### CNA Training Program Site Visit

#### Clinical Facility Profile

Training Program Name: Trinity Nursing Academy  
Program Address: 170, Thomas Johnson drive,  
Frederick, Md 21702  
Program Phone: 301 792 8998  
Program Contact: Simi Meadows

Name/Address of Clinical Facility Visit Site: Vindobona Nursing & Rehab Centre  
6012 Jefferson Blvd, Braddock heights  
md  
Administrator: Shellie Hoffman  
Director of Nursing: Jennifer Gelwicks RN BSN

Number of Beds: 61 Occupancy Rate: 79%

Description of Client Population: Average Age 82  
Primary Diagnosis I10 Essential (primary) HTN  
Average Length of Stay 44.12  
Types of Specialty Units (if any) N/A

Number of Full Time: RNs 8 LPNs 8 CNAs \_\_\_\_\_  
Medicine Aides \_\_\_\_\_ GNAs 21

Number of Part Time: RNs 3 LPNs \_\_\_\_\_ CNAs \_\_\_\_\_  
Medicine Aides \_\_\_\_\_ GNAs \_\_\_\_\_

Please provide a copy of the facility's license from OHCQ.

We practice Team Centered Nursing at Vindonbona Nursing  
Rehabilitation Center

Jennifer Selwicks PhD, BSN  
Director of Nursing

Maryland Board of Nursing  
Nursing Assistant Training Program  
Program Change Form: Change In Clinical Site Form

I. General Information: (Please type or print all entries:)

Trinity Nursing Academy

1a. Name of Program Provider/Organization

1710 Thomas Johnson drive, suite 201 L2 Frederick  
Md, 21702

1b. Address

Simi Meadows 301 792 8998 301 662 6500

1c. Contact

1d. Telephone

1e. Fax Number

2. Program Information

2a. Program Approval (by Maryland Board of Nursing) Date:

May 2014

2b. Program Code:

22934

2c. Name of Training Program Director/Coordinator:

Simi Meadows

2d. Name/Address of Former Clinical Site:

Homewood Retirement  
Continuous Care Facility

7404 Willow Rd, Frederick, Md 21702

Barbara Kunkle 301 644 5600

Site Contact Person/Telephone

Addendum 1: For Clinical Site Terminations, Attach explanation of affiliation termination.

Simi Meadows

2e. Name of Person Completing This Form

301 792 8998

2g. Telephone Number

clinchange.wpd

Simi Meadows

2f. Signature of Person Completing This Form

9/6/16

2h. Date

**3. New Clinical Site Information**

3a. Name/Address of New Clinical Site:

Vindobong Nursing & Rehabilitation Centre  
6012 Jefferson Blvd, Braddock Heights, Md 21703  
301 371 7160

3b. Shellie Hoffman (administrator)  
Name of Clinical Site Contact Person

Jennifer Gelwicks - (DON)  
Telephone

3c. This Clinical Facility is approved by the appropriate government authority:

Y •  N •

**Addendum 2: Attach statement of current approval and/or copy of DHMH licensure.**

3d. This Clinical Facility:

Has a sufficient number/variety of clients to provide training experience:

Y •  N •

Has a sufficient number of RNs/other Nursing personnel to ensure safe and continuous care of clients:

Y •  N •

Conforms with accepted standards of nursing care/practice:

Y •  N •

Has a minimum of one instructor for each eight students in the clinical area:

Y •  N •

Has a *Written Agreement* with the Training Program:

Y •  N •

**Addenda 4- 8: Attach the following supporting documents:**

- **4. Description of number/variety of clients.** - see facility profile form
- **5. Number of RNs/other Nursing personnel.** - see facility profile form
- **6. Description of standards of nursing care/practice utilized.** - see in facility profile form attached
- **7. Statement Re Faculty/Student Ratio** - in catalog
- **8. Written Agreement Between Training Program & Clinical Site** - Attached

For Maryland Board of Nursing Use Only

Approved: \_\_\_\_\_ Yes \_\_\_\_\_ No  
(This approval is for this Clinical Site only)

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Approval/Non-Approval Notification: \_\_\_\_\_  
(Attach Letter)



VINDOBONA  
NURSING AND  
REHABILITATION CENTER

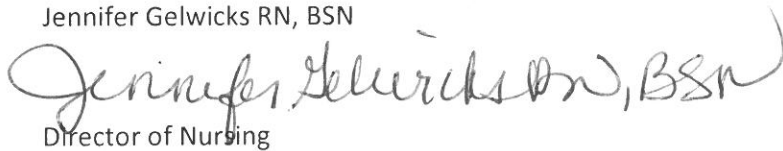
SERVING YOU FROM OUR HEART

To Whom It May Concern,

We practice Team Centered Nursing at Vindobona Nursing and Rehabilitation Center

Thank you,

Jennifer Gelwicks RN, BSN



Director of Nursing

Vindobona Nursing and Rehabilitation Center

6012 Jefferson Boulevard

Fredrick, MD 21703

301.371.7160

  
HEALTHCARE *Managed Facility*

6012 Jefferson Boulevard  
Frederick, MD 21703

p 301.371.7160

f 301.371.5921

[www.gracehc.com](http://www.gracehc.com)



# **Trinity Nursing Academy Inc.**

## **SCHOOL CATALOG**

2015 - 2016

Publication Date: September 1, 2015

Volume 2

# SCHOOL CATALOG

2015 - 2016

## **Trinity Nursing Academy Inc.**

### Certified Nursing Assistant Program

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SIMI MEADOWS, MSN RN

DIRECTOR OF NURSING/SCHOOL DIRECTOR

*Corporate Office:* 22313 Bertie Farm Court, Laytonsville MD 20882

*School Location:* 170 Thomas Johnson Drive, Suite 201,L#2 Frederick MD 21702

*Telephone:* 301-792-8998

### Introduction

This catalog contains current information on Trinity Nursing Academy Inc.'s (TNA) Certified Nursing Assistant program, the requirements and policies for the 2015 - 2016 school year. TNA is approved by Maryland Higher Education Commission and Maryland Board of Nursing.

### Americans with Disabilities Act

ADA Statement: Qualified, self-identified students with documented disabilities have the right to free accommodations to ensure equal access to educational opportunities at TNA. For further assistance, please contact the office at 301-792-8998, for more information.

### Disclaimer

Information in this catalog describes Trinity Nursing Academy's CNA program at the time of publication. However, changes may be made in policies, the calendar, curriculum or costs. Such changes will be announced prior to their effective date and an amendment to the catalog will be published.

### School Mission

The mission of Trinity Nursing Academy is to provide entry level nursing assistant education to men and women from diverse backgrounds and cultures. Upon successful completion of the certified nursing assistant program, the community and Washington metro area will be provided with certified nursing assistants who are competent, qualified, dedicated and caring to practice assisted nursing in this culturally diverse and constantly changing population and environment.

### Vision

The vision of Trinity Nursing Academy is to be a leader of nurse assistant training and consulting services to allied health professionals and organizations.

### Program Objectives

The objective of TNA's training program is to:

- Apply the nursing process holistically to assist in meeting the client's needs in all age groups.
- Use appropriate knowledge, skills, abilities, and available resources in practice environment to provide safe and competent care.
- Collaborate and communicate effectively with clients, their family members and the health care team.
- Demonstrate accountability for self and other health care team members through evaluation of the quality of care delivered and client health outcomes based upon the established standards within the scope of nursing.
- Develop a personal code of behavior based upon the principles of professional development and the promotion of nursing as a lifelong endeavor.

### Corporate Structure

Trinity Nursing Academy, Inc. is a Maryland registered corporation, located in Frederick, Maryland. The company is 100% owned and controlled by Simi Meadows. The company's boards of directors are:

President - Simi Meadows

Treasurer - Richard Meadows

### School Staff

Trinity Nursing Academy's initial staff is made up of:

- a. The school director: Simi Meadows
- b. Instructional Staff: Simi Meadows RN, Victoria Gardner, RN
- c. Administrative Staff: Richard Meadows

### Facility and Resources

Trinity Nursing Academy occupies a space close to 1,100 square feet at its school located at 170 Thomas Johnson Drive, Suite 201, L#2 Frederick MD 21702. The space will consist of:

- One classroom (17.5' x 15')  
(Lab/instructional skills will take place in the classroom)
- Learning Resource/Library (6' x 8')
- Student's Room (5' x 8')
- Administrative office/Conference (5' x 7')
- Room will be used for State Skill Testing/class skills observations (10.9 x 9.11)

The school space is well lit, well equipped, and temperature controlled to provide students with a professional environment conducive to learning. There is public parking and access to public transportation. There are also local areas to eat in the area during a typical lunch time.

The school facility will:

- ✓ Provide classroom instruction, laboratory and a laboratory practice area.
- ✓ Comply with all Maryland regulations with respect to fire hazards, healthy, safety, and similar requirements.

- ✓ Provide and maintain a physical location with learning conditions appropriate for the programs of study offered and for the size of the school's staff and student body.
- ✓ A safe and secure environment for students and staff.
- ✓ Equipment required for instruction will be determined by the occupational objectives, and will be comparable to that found in business establishments offering employment in the occupation for which the instruction is being offered.
- ✓ All equipment provided will be in good working order and shall be sufficient quantity and quality to meet the maximum authorized enrollment of any class.

### **Clinical Sites**

Clinical instruction is provided in conjunction with classroom theory and laboratory. The purpose of the clinical experience is to bring the material to its practical application. Each student must demonstrate 100% accuracy of the essential OBRA procedures. The skilled nursing/adult care facility, that the school has signed an agreement with for the clinical instruction portion of the program are:

**Buckingham's Choice** located at 3200 Baker Circle, Adamstown, Md 21710, which is a CCRC facility - a continuing care retirement facility, and certified with 42 beds in the skilled/long-term care unit.

**Vindobona Nursing & Rehabilitation Centre** located at 6012 Jefferson Blvd, Braddock Heights, Maryland, 21703, Vindobona has 61 beds certified long term care and skilled unit.

### **Equipment and Supplies**

Trinity Nursing Academy will utilize different equipment and supplies in its certified nursing assistant program to include:

- Stethoscopes, Blood pressure cuff
- Aneroid Sphygmomanometer
- Balance Scale
- Wheelchair, Gait Belts, Walkers
- Hygiene supplies- Tooth Brush, tooth paste

- Bed Pans
- Hospital Bed with half side rails
- Bedside Commode
- Hand washing equipment and gloves
- Pillows, Blankets, Bed pads, Flat sheets, Fitted sheets, & Pillow cases
- Audio-visual equipment and media
- Gloves, working sink & running water
- Clothing protector
- Manikin - for skills labs

### Program Calendar

- a. Academic Calendar for 2015-2016: The school's academic program will run during the following period:

#### Day Program

- September 30 - October 25
- November 4 - December 2
- January 13 - February 10
- February 17 - March 14
- March 24 - April 18
- April 28 - May 23

#### Evening Program

- June 2 - July 4
- July 14<sup>th</sup> - August 22<sup>nd</sup>
- August 25<sup>th</sup> - Sept 26<sup>th</sup>
- December 8<sup>th</sup>- Jan 9<sup>th</sup>
- February 16<sup>th</sup> - March 20<sup>th</sup>
- March 23<sup>rd</sup>- April 24<sup>th</sup>

#### Weekend Program

- Every Saturday - Sunday October 3<sup>rd</sup> - December 11 2015
- Every Saturday - March 5<sup>th</sup> - May 13<sup>th</sup> 2016
- Every Saturday September 3<sup>rd</sup> - November 11<sup>th</sup> 2016

b. School Calendar: The academy will be closed during the following holidays:

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving (Thursday and Friday)
- Christmas Day

Trinity Nursing Academy will be closed annually between the second week of December and the first week of January as the school prepares for the next academic year.

### **Emergency Closing**

In the event that inclement weather forces the school to cancel, delay or reschedule classes, students are advised to listen to local radio and television stations or to call the academy to hear a recorded message. In addition, the school will observe the same emergency notifications as Frederick County public schools system (K-12). For example, if a notification goes out that public schools will open two hours late, Trinity Nursing Academy will also open two hours late. Since TNA is committed to providing all scheduled class hours, loss of class time related to uncontrollable circumstances will result in rescheduling additional class hours.

In the event of inclement weather on a weekend, the Director of Nurses/owner will make a definite decision about school closure and inform all weekend enrolled students and loss of class time will be made up before the end date of the weekend program.

### **Enrollment Prerequisites and other Requirements**



The maximum enrollment in the Day, Evening or Weekend program is 12 students, so enrollment is on a first come, first served basis due to the limited space. Prospective students may contact the school during office hours (Monday to Friday, 9am - 5pm) to obtain program and enrollment information. In order to enroll for the program, students

- ✓ Must provide evidence of being at least 16 years old at the time of registration
- ✓ Provide evidence of a negative TB test or chest X-ray within the previous 12 months
- ✓ Must provide proof of a valid driver's license or state issued identification
- ✓ Pay the registration fee of \$100 (Visa, MasterCard, money order, check or cash)
- ✓ Must provide evidence of high school completion (a diploma or transcript) or GED. Students who do not have a high school diploma or GED must take the SRA reading index examination and achieve a minimum score of 70%.
- ✓ Criminal Background check must be done prior to attending class.

Once a completed application is received and registration has been paid, the student will be enrolled in the class session of their choice (either day or evening, or weekend).

### **Background Check**

All prospective students are required to undergo a criminal background check before the first day of the CNA program. The results are used to determine if the prospective student is qualified to work with patients needing medical attention.

1. The purpose of these rules is to provide for the reasonable screening of potential individuals in order to determine if they have a history of criminal behavior such that they should not be allowed to oversee, live or work closely with, or provide services to vulnerable people.
2. These rules are to be applied when evaluating any potential criminal history of an individual and determining the individual's suitability based upon such history. Criminal convictions may affect a student's ability to be licensed.

3. The student is required to complete the criminal record check consent/authorization form included in the application packet.
4. The form can be submitted to Trinity Nursing Academy's administrative office for processing.
5. All expenses incurred with the criminal background check are the responsibility of the prospective students.
6. Based on the results of the background check, TNA's school director makes the final determination to enroll the prospective student in the training program
7. If the result of the criminal background check precludes a student from the qualification to work with patients needing medical attention, then the school will issue a full refund of tuition and fees to the respective student.

The following criminal background check history will disqualify an individual from consideration for admission into the program.

- Felony convictions involving crimes against persons
- Felony convictions for the sale, possession, distribution, or transfer of narcotics or controlled substances
- Registered sex offender

### **Cancellation**

TNA reserves the right to cancel or postpone any class session prior to the scheduled start date for which there is insufficient number of registrations. If TNA's program is cancelled or rescheduled at a time during which the student is unable to attend, all tuition and fees paid for that particular program will be refunded in full.

### **Transfer Credit**

Trinity Nursing Academy does not accept transfer credits from other schools or certified nursing assistant programs.

### **Program Information**

Trinity Nursing Academy promotes excellence in healthcare training by providing experienced Registered Nurse instructors and a supportive and instructive classroom and clinical experience.

The focus of the program is to learn how to provide a compassionate, supportive and safe environment to individuals requiring medical care. The program teaches the student how to assist with activities of daily living, care for different age populations in the comfort of their home, be observant to changes in health by having knowledge of the changes in aging and common health issues, attend to the resident's physical comfort and how to give emotional and social support to the resident and the family.

TNA's certified nursing assistant program is based on a total of 130 clock hours - 60 hours theory/lecture, 30 hours skills lab and 40 hours clinical. Teaching methodologies include lectures, demonstrations, videos, PowerPoint, handouts, role playing, and pre and post clinical review of experiences. The program will initially begin with 12 students in the classroom - that is a ratio of 1 instructor to 12 students in the classroom and 1 instructor to 8 students in the clinical setting. A two hour clinical site orientation will be conducted the Saturday before the commencement of clinical sessions. This is to ensure that students are familiar with the clinical setting.

The class instruction will be delivered in a format free of bias, race, culture and gender. Provisions will be made on an individual basis to accommodate learning difficulties and one on one learning time (to read handout material or prepare for oral quizzes). All classes will be taught in English. Each student is required to use the approved text book for assignments and study.

The approved text books includes-

Textbook: Hartman's Nursing Assistant Care: Long Term care and Home care, 2<sup>nd</sup> edition by Susan Alvare, Hedman, Jetta Fuzy and Suzanne Rymer, Hartman publishing Inc. 2013

Workbook: Hartman's Nursing Assistant Care: Long term Care & Home care, 2<sup>nd</sup> edition, Hartman Publishing Inc. 2013.

## Vocational Objectives

Upon successful completion of this program, students will graduate as nursing assistants (they become certified through the Maryland Board of Nursing) and shall be expected to successfully perform the following skills procedures:

- First Aid for Choking
- Hand washing
- Measures & records weight of ambulatory client
- Counting and Recording a Person's Pulse
- Measures and Record Blood Pressure
- Measures & records Urinary Output
- Transfer a Person from Bed to wheel chair
- Providing Denture Care
- Give modified bed bath (face & one arm, hand and underarm)
- Assist resident with transfer
- Helping a Person Dress/Undress
- Measuring a Person's Height and Weight
- Shampoos Hair in Bed
- Assist a person with feeding/meals
- Positions patient on side
- Collecting Urine/Stool/Sputum Specimens
- Applying Elastic Stockings
- Dresses client with affected (weak) Right arm
- Providing Post Mortem Care
- Donning & Removing PPE (Gowns & Gloves)
- Counting & recording respiration
- Provides catheter care for female
- Perform Foot Care
- Takes/Record Oral Temp
- Turning & Repositioning in Bed
- Repositioning a Person in a Chair
- Mouth Care
- Feeding client who cannot feed self
- Brushing and Combing a Person's Hair
- Cleaning a Person's Fingernails and Toenails
- Making an Occupied/Unoccupied Bed
- Assisting the patient with use of Commode/Bedpan/Urinal
- Provide Perineal Care
- Emptying a Urinary Drainage Bag
- Assisting a patient to ambulate using transfer belt
- Performs Modified Passive Range of Motion (knee & shoulder)
- Provides foot care
- Applying Compresses

**Completion Award:** Upon successful completion of the program, the student will receive an achievement certificate for program completion from Trinity Nursing Academy and will be eligible to apply for certification as a nursing assistant by the Maryland Board of Nursing and will also be eligible to sit for the Geriatric Nursing Assistant (GNA) exam / NNAAP Exam (National Nurse Aide Assessment Program) through the American Red Cross.

### **Certified Nursing Assistant Program**

Trinity Nursing Academy's certified nursing assistant program is physically, emotionally, and academically demanding. Students often work during the program, but are encouraged not to work more than 20 hrs. per week, as it may interfere with their ability to successfully complete the program due to the demand to study and rest. The academy runs a day program during the course of the year and an evening program during the summer months (two consecutive classes between June and August) and a weekend program in the fall, winter, and spring.

### **Instructor Ratio:**

Trinity Nursing Academy's instructor/student ratio is:

Classroom & Lab: **Ratio 1:12** Instructor (RN): Students

Classroom will be used as the lab during skills training, and all supplies will be moved into the classroom

Clinical: **Ratio 1:8** Clinical Instructor (RN): in clinical site/facility

### **Schedule Options**

Trinity Nursing Academy runs a day, evening and a weekend program, which is a total of 130 instructional clock hours (this is excluding the total amount of non-instructional hours for lunch-break). Students have the choice of selecting from the following options:

### **Day Option**

Day - 5 week Schedule

- **Day:** Monday - Friday; 9am - 2pm; 4 instructional hours per day, 22.5hrs instructional hours per week, 4 weeks. Total program length of 5 weeks, (Classroom/Lab: 9am-2pm with a 30-minute meal break).
- **Day Clinical:** Monday - Friday; 7am - 4pm; 8 instructional clock hours per day, 40 instructional hours per week, 1 week. (Clinical: 7am - 4pm with a 60-minute meal break.)

Evening - 5 week Schedule

- **Evening:** Monday - Friday; 5pm - 10pm; 4.5 instructional hours per day, 22.5 instructional hours per week, 4 weeks. Classroom/lab: 5pm-10pm with a 30-minute meal break)
- **Evening Clinical:** Monday - Friday; 7am - 4pm; 8 instructional clock hours per day, 40 instructional hours per week, 1 week. (Clinical: 7am-4pm with a 60-minute meal break)

*(Evening schedules run six times a year in the months of June, July, August, December, February, & March)*

Weekend Program

- **Weekend:** Every Saturday - Sunday; October 3<sup>rd</sup> - December 11 2015
- **Weekend:** Every Saturday - Sunday; March 5<sup>th</sup> - May 13<sup>th</sup> 2016
- **Weekend:** Every Saturday - Sunday; September 3<sup>rd</sup> - November 11<sup>th</sup> 2016
- **Weekend Clinical:** Monday - Friday; 7am - 4pm; 8 instructional clock hours per day, 40 instructional hours per week, 1 week. (Clinical: 7am-4pm with a 60-minute meal break) weekend clinical will run last week of weekend option schedules.

Clinical Orientation

There will be a two hour **non-instructional** orientation of all students to the clinical facility. The orientation session will take place the Saturday before clinical begins. The orientation hours will be from 9am- 11am

# TRINITY NURSING ACADEMY INC.

## TRINITY NURSING ACADEMY - Course Outline

CERTIFIED NURSING ASSISTANT DAY PROGRAM						
Week 1	<b>Monday:</b> Orientation; complete forms Understanding Health Care setting- Chpt. 1 Hand washing skill	<b>Tuesday:</b> Nursing Care & the Care team. Chpt. 2 Bed making skills- Unoccupied & Occupied	<b>Wednesday:</b> Legal & Ethical chpt.3 Residents Rights Abuse Prevention	<b>Thursday:</b> The Healthy Human Body: Chpt. 9 Measure & record weight & height	<b>Friday:</b> <b>Quiz1-Chpt- 1,2,3,9</b> Human Needs & Human Development- Chpt.8 Assist Client to Ambulate skill	Total weekly Hours
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
Week 2	<b>Monday:</b> Communication & Cultural diversity Chpt. 4 Finger Nail care on one hand skill	<b>Tuesday:</b> Confusion, Dementia, Alzheimer's-Chpt 19 Foot Care on one foot skill	<b>Wednesday:</b> Mental Health & Mental illness Chpt. 20 Provide mouth care Denture Care skill	<b>Thursday:</b> <b>Quiz 2- Chpt 4,8,19,20</b> <b>ENVIRONMENT</b> Residents Units Chpt. 12 Transferring, & Discharging Chpt-11 Medical term, abrv. Handouts	<b>Friday:</b> Basic nursing skills. - chpt-14 DATA COLLECTION Vital signs- count, record BP, Radial pulse, & respiration Takes/Record oral Temp Measure & record weight & height TREATMENTS COLD?WARM APPLICATIONS	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
Week 3	<b>Monday:</b> <b>DISEASE PROCESS</b> Common Chronic & Acute conditions Chpt 18 Apply Knee high elastic stockings Vital signs- skills contd.	<b>Tuesday:</b> <b>ADL's</b> Personal care skills. Chpt 13. Hygiene, Adl's & grooming Gives Modified bath skill Shampooing hair in bed	<b>Wednesday:</b> <b>Quiz 3- chpt-11,12,13,14,18,</b> Positioning, Transfers, & Ambulation chpt. 10 Position client on side skill, Transfer client from bed to wheel chair skill	<b>Thursday:</b> Safety & body mechanics chpt.6 Passive range of motion for one shoulder skill. Passive range of motion for one knee & ankle skills	<b>Friday:</b> <b>Quiz 4/Midterm</b> <b>BASIC NUTRITION</b> Nutrition & Hydration. Chpt 15 Feeding skills Intake & output <b>BASIC MATH- I&amp;O</b> measurements, Conversion from Oz to Millilitre	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
Week 4	<b>Monday: ELIMINATION</b> Urinary elimination chpt.16 Bowel elimination Chpt 17 Measurement: Measure & Records urine output Assist with use of bedpan Data Collection- Urine, stool, Sputum	<b>Tuesday:</b> Infection control Chpt. 5 Personal protective equipment & gloving Dresses Client with affected arm skill	<b>Wednesday:</b> <b>Quiz 5-Chpt-5,15,16,17</b> Rehabilitation & Restorative care Chpt 21 Provide Perineal care Catheter care skills	<b>Thursday:</b> Death & Dying Chpt 23 Post Mortem Care Medical emergency care & disaster preparation Chpt 7 1 <sup>st</sup> Aid & disaster guidelines. MOLST FORM discussion	<b>Friday:</b> <b>Final Exam 5pm- 7pm</b> Caring for your career & yourself chpt.24 Skills practice and check off	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
Week 5	<b>Monday:</b> Clinical Training & Evaluation	<b>Tuesday:</b> Clinical Training & Evaluation	<b>Wednesday:</b> Clinical Training & Evaluation	<b>Thursday:</b> Clinical Training & Evaluation	<b>Friday:</b> Clinical Training & Evaluation	
<i>Clinical</i>	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	40
<i>Break</i>	1p-2p	1p-2p	1p-2p	1p-2p	1p-2p	5
<b>Orientation day at clinical site will be the Saturday before clinical begins. Orientation hours will be from 9am- 11am</b> (Clinical site orientation hours not included in total clinical hours)						2
Total Theory/Lecture Hours						60
Total Lab Hours						30
Total Clinical Hours						40
Total Program Hours						132

**TRINITY NURSING ACADEMY INC.**

**Outline for evening Schedule Option**

CERTIFIED NURSING ASSISTANT EVENING PROGRAM						
<b>Week 1</b>	<b>Monday:</b> Orientation; complete forms Understanding Health Care setting- Chpt.1 Hand washing skill	<b>Tuesday:</b> Nursing Care & the Care team. Chpt. 2 Bed making skills- Unoccupied & Occupied	<b>Wednesday:</b> Legal & Ethical chpt.3 Residents Rights Abuse Prevention	<b>Thursday:</b> The Healthy Human Body: Chpt. 9 Measure & record weight & height	<b>Friday:</b> Quiz1-Chpt- 1,2,3,9 Human Needs & Human Development- Chpt.8 Assist Client to Ambulate skill	<b>Total weekly Hours</b>
<i>Class Hrs</i>	5p-8p	5p-8p	5p-8p	5p-8p	5p-8p	15
<i>Skills Lab Hrs</i>	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	7.5
<i>Break</i>	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	2.5
<b>Week 2</b>	<b>Monday:</b> Communication & Cultural diversity Chpt. 4 Finger Nail care on one hand skill	<b>Tuesday:</b> Confusion, Dementia, Alzheimer's-Chpt 19 Foot Care on one foot skill	<b>Wednesday:</b> Mental Health & Mental illness Chpt. 20 Provide mouth care Denture Care skill	<b>Thursday:</b> Quiz 2- Chpt 4,8,19,20 ENVIRONMENT Residents Units Chpt. 12 Transferring, & Discharging Chpt-11 Medical term, abrv. Handouts	<b>Friday:</b> : Basic nursing skills. - chpt-14 DATA COLLECTION Vital signs- count, record BP, Radial pulse, & respiration Takes/Record oral Temp Measure & record weight & height TREATMENTS COLD?WARM APPLICATIONS	
<i>Class Hrs</i>	5p-8p	5p-8p	5p-8p	5p-8p	5p-8p	15
<i>Skills Lab Hrs</i>	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	7.5
<i>Break</i>	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	2.5
<b>Week 3</b>	<b>Monday:</b> Common Chronic & Acute conditions Chpt 18 Apply Knee high elastic stockings Vital signs- skills contd.	<b>Tuesday:</b> Personal care skills. Chpt 13. Hygiene, Adl's & grooming Gives Modified bath skill Shampoos Hair in Bed	<b>Wednesday:</b> Quiz 3- chpt-11,12,13,14,18, Positioning, Transfers, & Ambulation chpt.10 Position client on side skill, Transfer client from bed to wheel chair skill	<b>Thursday:</b> Safety & body mechanics chpt.6 Passive range of motion for one shoulder skill. Passive range of motion for one knee & ankle skills	<b>Friday:</b> Quiz 4/Midterm BASIC NUTRITION Nutrition & Hydration. Chpt 15 Feeding skills Intake & output BASIC MATH- I&O measurements, Conversion from Oz to Millilitre	
<i>Class Hrs</i>	5p-8p	5p-8p	5p-8p	5p-8p	5p-8p	15
<i>Skills Lab Hrs</i>	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	7.5
<i>Break</i>	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	2.5
<b>Week 4</b>	<b>Monday:</b> ELIMINATION Urinary elimination chpt.16 Bowel elimination Chpt 17 Measurement: Measure & Records urine output Assist with use of bedpan Data Collection- Urine, stool, Sputum	<b>Tuesday:</b> Infection control Chpt. 5 Personal protective equipment & gloving Dresses Client with affected arm skill	<b>Wednesday:</b> Quiz 5-Chpt-5,15,16,17 Rehabilitation & Restorative care Chpt 21 Provide Perineal care Catheter care skills	<b>Thursday:</b> Death & Dying Chpt 23 Post Mortem Care Medical emergency care & disaster preparation Chpt 7 1 <sup>st</sup> Aid & disaster guidelines. MOLST FORM Discussion	<b>Friday:</b> Final Exam 5pm- 7pm Caring for your career & yourself chpt.24 Skills practice and check off	
<i>Class Hrs</i>	5p-8p	5p-8p	5p-8p	5p-8p	5p-8p	15
<i>Skills Lab Hrs</i>	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	8.30p-10p	7.5
<i>Break</i>	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	8p-8.30p	2.5
<b>Week 5</b>	<b>Monday:</b> Clinical Training & Evaluation	<b>Tuesday:</b> Clinical Training & Evaluation	<b>Wednesday:</b> Clinical Training & Evaluation	<b>Thursday:</b> Clinical Training & Evaluation	<b>Friday:</b> Clinical Training & Evaluation	
<i>Clinical</i>	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	40
<i>Break</i>	1p-2p	1p-2p	1p-2p	1p-2p	1p-2p	5
<b>Orientation day at clinical site will be the Saturday before clinical begins. Orientation hours will be from 9am- 11am (Clinical site orientation hours not included in total clinical hours)</b>						2
<b>Total Theory/Lecture Hours</b>						60
<b>Total Lab Hours</b>						30
<b>Total Clinical Hours</b>						40
<b>Total Program Hours</b>						130



**TRINITY NURSING ACADEMY INC.**

**Outline for Weekend Schedule Option**

CERTIFIED NURSING ASSISTANT EVENING PROGRAM						
<b>Instructional Week</b>	<b>Saturday:</b> Orientation; complete forms Understanding Health Care setting- Chpt. 1 Hand washing skill	<b>Sunday:</b> Nursing Care & the Care team. Chpt. 2 Bed making skills- Unoccupied & Occupied	<b>Saturday:</b> Legal & Ethical chpt.3 Residents Rights Abuse Prevention	<b>Sunday:</b> The Healthy Human Body: Chpt. 9 Measure & record weight & height	<b>Saturday:</b> <b>Quiz1-Chpt- 1,2,3,9</b> Human Needs & Human Development- Chpt.8 Assist Client to Ambulate skill	<b>Total weekly Hours</b>
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
<b>Instructional Week</b>	<b>Sunday:</b> Communication & Cultural diversity Chpt. 4 Finger Nail care on one hand skill	<b>Saturday:</b> Confusion, Dementia, Alzheimer's-Chpt 19 Foot Care on one foot skill	<b>Sunday:</b> Mental Health & Mental illness Chpt. 20 Provide mouth care Denture Care skill	<b>Saturday:</b> <b>Quiz 2- Chpt 4,8,19,20</b> Transferring, & Discharging Chpt-11 Medical term, abr. Handouts Residents Units Chpt.12	<b>Sunday:</b> Basic nursing skills. - chpt-14 Vital signs- count, record BP, Radial pulse, & respiration skills, Takes/Record Oral Temp	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
<b>Instructional Week</b>	<b>Saturday:</b> Common Chronic & Acute conditions Chpt 18 Apply Knee high elastic stockings Vital signs- skills contd.	<b>Sunday:</b> Personal care skills. Chpt 13. Hygiene, Adl's & grooming Gives Modified bath skill Shampoos Hair in Bed	<b>Saturday:</b> <b>Quiz 3- chpt- 11,12,13,14,18,</b> Positioning, Transfers, & Ambulation chpt.10 Position client on side skill, Transfer client from bed to wheel chair skill	<b>Sunday:</b> Safety & body mechanics chpt.6 Passive range of motion for one shoulder skill. Passive range of motion for one knee & ankle skills	<b>Saturday:</b> <b>Quiz 4/Midterm all chapters covered till now.</b> Nutrition & Hydration. Chpt 15 Feeding skills Intake & output	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
<b>Instructional Week</b>	<b>Sunday:</b> Urinary elimination chpt.16 Bowel elimination Chpt 17 Measure & Records urine output Assist with use of bedpan	<b>Saturday:</b> Infection control Chpt. 5 Personal protective equipment & gloving Dresses Client with affected arm skill	<b>Sunday:</b> <b>Quiz 5-Chpt-5,15,16,17</b> Rehabilitation & Restorative care Chpt 21 Provide Perineal care Catheter care skills	<b>Saturday:</b> Death & Dying Chpt 23 Post Mortem Care Medical emergency care & disaster preparation Chpt 7 1st Aid & disaster guidelines. MOLST FORM discussion	<b>Sunday</b> <b>Final Exam 5pm- 7pm</b> Caring for your career & yourself chpt.24 Skills practice and check off	
<i>Class Hrs</i>	9a-12p	9a-12p	9a-12p	9a-12p	9a-12p	15
<i>Skills Lab Hrs</i>	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	12.30p-2p	7.5
<i>Break</i>	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	12p-12.30p	2.5
<b>Clinical Week</b>	<b>Monday:</b> Clinical Training & Evaluation	<b>Tuesday:</b> Clinical Training & Evaluation	<b>Wednesday:</b> Clinical Training & Evaluation	<b>Thursday:</b> Clinical Training & Evaluation	<b>Friday:</b> Clinical Training & Evaluation	
<i>Clinical</i>	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	7am-1p, 2p-4p	40
<i>Break</i>	1p-2p	1p-2p	1p-2p	1p-2p	1p-2p	5
<b>Orientation day at clinical site will be the Saturday before clinical begins. Orientation hours will be from 9am- 11am (Clinical site orientation hours not included in total clinical hours)</b>						2
<b>Total Theory/Lecture Hours</b>						60
<b>Total Lab Hours</b>						30
<b>Total Clinical Hours</b>						40
<b>Total Program Hours</b>						132

## Learning Resources

Trinity Nursing Academy will provide resources for learning obtaining information to assist with class assignments and preparing for clinical experiences. Class assignments may include independent use of interactive video materials, which are available in the computer lab or library. Students will be required to present a current student ID (available during registration) to check out any materials from the library.

## Competencies during the Program

Each student will:

- Demonstrate willingness to learn and work as a team in the classroom, skills lab, and clinical setting and will show motivation and positive work attributes in both conduct and appearance.
- Students must successfully complete all 130 clock hours of the program at a minimum 90% attendance rate, with no more than 9 clock hours missed and made-up in classroom/lab, and no more than 4 clock hours missed and made up in clinical; and that all missed classroom/lab work and hours must be made up prior to entering clinical.
- The final grade is based on the following weights: Weekly quizzes = 60%; Final Examination = 30%; Classroom Presentation = 10%. A cumulative average score of 70% or "C" is required to graduate.
- Exhibits positive behaviors in the classroom, clinical site, with residents, clinical site employees and with other students.
- Demonstrate sensitivity to emotional, social and mental health during interaction
- Perform basic nursing and personal care skills
- Demonstrate skills and behaviors that assist in attaining and maintaining independence of the residents.
- Skills competency of 100% for all skills, as verified by the clinical instructor
- Upon successful completion, each student will be presented a certificate of completion.

### Competencies at Graduation

All graduated students will:

- Exhibit desirable employee traits and values in appearance, communication, teamwork, integrity, knowledge and competency
- Competently perform basic personal care skills
- Demonstrate behavior that supports and promotes residents rights and safety
- Demonstrate sensitivity to emotional, social and mental health needs during all interaction with residents
- Gain a well-rounded knowledge base of chronic illnesses affecting the elderly and the needs of residents with multiple chronic illnesses
- Interact appropriately with residents of all cognitive levels.

### Graduation requirements

In order to graduate, all students must:

- i. Students must successfully complete all 130 clock hours of the program at a minimum 90% attendance rate, with no more than 9 clock hours missed and made-up in classroom/lab, and no more than 4 clock hours missed and made up in clinical; and that all missed classroom/lab work and hours must be made up prior to entering clinical.
- ii. The student must achieve a cumulative grade of 70% or "C" or higher and have a "P" (pass) in clinical and laboratory classes.
- iii. The student must not have any outstanding financial obligations to the school.

### Costs for CNA Program

Students enrolled in the CNA program, must follow the fee schedule and refund policy descry bed in the current TNA catalog. Program fees are outlined below and all payment due must be made to Trinity Nursing Academy.

#### Program Cost:

##### School Fees

Registration Fee:                    \$100    (includes criminal background check)

Tuition:                                \$1,000

##### Other Charges

<sup>1</sup>Books                                    \$49

# TRINITY NURSING ACADEMY INC.

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Workbook \$19  
Total Cost: \$1,168

*\*Students may purchase books, supplies and materials (such as textbooks, uniforms, nurses' shoes and watch with second hand) from the school or on the open market provided they meet the requirements of the program.*

## Additional Costs

MBON CNA Certification: \$20 (payable to MBON upon successful completion of the program)

Criminal Background Check: \$38 (payable to CJIS when making MBON certification application)

CPR \$60 Payable to CPR instructor of your choice or from school

GNA application: \$105 (money order payable to American Red Cross) for examination to be

registered with MBON as G.N.A upon attaining a passing score on the exam

Uniform Fee (wine colored scrubs): \$20/scrub set Uniform to be worn for classroom instruction & clinical, with comfortable nursing shoes.

Payment Schedule: The registration fee is due: before classes begin

Tuition is payable: in 2 installments: \$500 due 1<sup>st</sup> week of the program, \$500 due at the beginning of the 2<sup>nd</sup> week of the program

*(description of payment plan)*

Payment for all other charges is due: before classes begin if item purchased at school

## Program Performance

Trinity Nursing Academy prospective students can obtain from the Maryland Higher Education Commission information regarding the performance of each of the school's approved programs. This includes but is not limited to information regarding each program's enrollment, completion rate, placement rate and pass rate of graduates on any licensure examination. This information can be obtained by contacting:

## Maryland Higher Education Commission

6 N. Liberty Street, 10<sup>th</sup> Floor, Baltimore MD 21201

Phone: (410) 767-3301 Toll Free: (800) 974-0203

Web site: [www.mhec.state.md.us](http://www.mhec.state.md.us)

## **SCHOOL AND STUDENT POLICIES**

### **Attendance Policy**

1. Attendance is an essential part of this training program. Students are expected to be in attendance and on-time at all classes and clinical sessions.
2. Students must successfully complete all 130 clock hours of the program at a minimum 90% attendance rate, with no more than 9 clock hours missed and made-up in classroom/lab, and no more than 4 clock hours missed and made up in clinical; and that all missed classroom/lab work and hours must be made up prior to entering clinical. "All missed clinical hours must be made up by the student by the scheduled end date of the program in order to graduate"
3. Attendance is tracked on a daily basis and when an absence trend is noticed, the student will receive counseling before being dismissed from the program if more than 9 classroom/lab hours or 4 hours of clinical hours are missed.
4. All missed time will be tracked by the school, including that owed to tardiness or early departures. If a student arrives for class or clinical after 1 minute, the student will be marked as tardy on the attendance roster. Any student who is 15 or more minutes of a clock hour late to class, or leaves class 15 or more minutes of a clock hour early, will be charged for missing the full hour.
5. Trinity Nursing Academy's early and frequent evaluation points are conducted twice a week and is ongoing throughout the program. Students will be notified in writing, twice a week, of accruing missed hours and immediately counseled once they have missed 5 hours. Students are required to make up any work that is missed up to a maximum of 13 hours, before the scheduled end date of the program. TNA has no probationary period, therefore should any student exceed the maximum number of missed hours (13 clock hours) they will be dismissed from the program.
6. Any planned absence must be requested in writing. This will be documented and kept in the student's records. If the planned absence, combined with all the time missed, will be longer than 13 hours, the student will be directed to withdraw from the program and re-enroll when they expect to complete the program uninterrupted.

7. All absences are recorded daily and are required to be made up prior to the scheduled end date of the program.
8. In the event of an absence, students will have the opportunity to make up the time missed, either during lectures or labs, up to a maximum of 13 clock hours. Make-up classes will be scheduled every Saturday during the program to allow students make up missed hours either during lecture/theory classes or with clinical hours. Weekend classes will have an opportunity to make up missed hours either during lecture or with clinical hours after class every Saturday and Sunday.
9. 90% attendance rate is required for the clinical evaluation portion of the program and missed hours must be made up the student by the scheduled end date of the program.
10. CPR certification is compulsory in the program. The topic is included in the curriculum and all students must attend the CPR and First Aid class.
11. No family members or friends are allowed in the classroom or skills lab or clinical rotation.

### **Withdrawal and Re-Enrollment Policy**

There are two types of program withdrawal:

WDP - Student requested withdraw, student passing at the time of withdrawal

WDF - School withdraws student, student failing at the time of withdrawal

A student desiring to withdraw from the certified nursing assistant program should put the request in writing. Stopping payment on a check or failing to pay for the program does not constitute official withdrawal. The school will process a refund within 30 days of the last date of attendance. Students are allowed to re-enroll after dismissal only once, but the wait time for re-enrollment is 30 days.

### **Student Code of Conduct**

1. All TNA students shall comply with all rules and policies listed here and in the dress code policy. Students who violate the rules will be disciplined and may be dismissed from the program, in which case, a refund will be issued, per the

school's refund policy. The following represent the minimum expectations of behavior:

2. Cheating - Students are expected to do their own work. Anyone caught cheating will be immediately dismissed from the training program.
3. Smoking - TNA and its clinical sites are smoke-free facilities; the use or possession of tobacco of any kind is prohibited in the school and clinical facility and on the grounds.
4. Food and Drinks - No drinks or snacks will be permitted in the instructional area at any time. These items may be consumed ONLY in the vending machine area and during scheduled break.
5. Profanity - The use of profanity and/or obscenities will not be permitted at the school or the clinical facility and could result in dismissal from the program.
6. Obscene Material - Materials that are deemed obscene including magazines, photographs, drawings, books, notes, etc. are prohibited on school property and at the clinical facility. Possession of obscene material will result in dismissal from the program.
7. Theft - Theft of property from the school, the facility, or any person is prohibited and will result in dismissal from the program.
8. Drugs and Alcohol - The sale, possession, or use of illegal drugs and/or alcohol are strictly prohibited and will result in dismissal from the program.
9. Weapons - Any offense involving possession of weapons and/or dangerous firearms shall be referred to the proper authorities for legal action. Any student possessing a weapon in the training facilities will be referred to the proper authorities and dismissed from the program.

Trinity Nursing Academy has the right to determine if a student shall be removed from the clinical experience for conduct, safety, or other issues. Any complaints against any student by nursing home personnel or the clinical instructor shall be investigated and may result in the student's removal from the clinical aspect of the program, which will in turn cause a dismissal from the program.

### **Academic Policy**

Trinity Nursing Academy's policy on academic progress is stated below:

1. Grading System and Scale:

- The school's grading system will be based on both theoretical and clinical classes.
- Grading scale:
  - A: 100% - 90%
  - B: 89% - 80%
  - C: 79% - 70%
  - F: 69% - 0%
- The final grade is based on the following weights: Weekly quizzes = 60%; Final Examination = 30%; Classroom Presentation = 10%. A cumulative average score of 70% or "C" is required to graduate.
- Clinical and Laboratory/Skills evaluation is graded as either a PASS (P) or FAIL (F). All students must have a "P" to graduate from the program. Skills evaluation will be made up as scheduled by instructor on as need basis.
- If a student needs additional assistance with a skill to gain competency, the problem will be identified and recommendations for improvement will be made by the clinical instructor during a conference with the student.

2. Make up Work:

- Students will be allowed to attend make up classes and will be tested once on any part of the academic work or test missed. Final grades will be available within 24 hours of the final examination therefore, students will be allowed to retake, or makeup the final examination within a week after the final examination.

3. Evaluation:

- Students in the day program will be evaluated twice a week (evening program will be evaluated after each quiz, please see schedule). Also Students in the Weekend program will be evaluated every Sunday. Feedback will be given in writing on the student's progress after each quiz and a report of the student's progress will be provided at the end of the week. If the instructor finds that the student's grade is below standard, or the



- student is struggling with a clinical skill, the instructor will have a conference with the student and, if necessary, arrange for additional training in skill development. All academic evaluation will be provided to the student in writing after each quiz, which is twice a week (this will vary slightly for the evening program as well as for the weekend program, which will be provided every Sunday).
4. Students must maintain at least a cumulative average score of 70% or "C" grade of all assessments in order to graduate. TNA does not have probationary periods and a student will be dismissed from the program if they fail to maintain the required grade average.
  5. Should a student be dismissed for unsatisfactory progress they may re-enroll, paying tuition in full and begin the program again. Students are allowed to re-enroll after dismissal only once. The wait time for re-enrollment is 30 days.
  6. Trinity Nursing Academy will maintain grade records and transcripts for all students. On a weekly basis, Trinity Nursing Academy will record on the school's approved individual student permanent record form, each student's daily attendance and weekly record of achievement.

### **Financial Policy**

All tuition and fees are payable as outlined on the enrollment agreement. Students are required to pay in accordance with the payment plan agree upon with TNA. Students with billing or payment questions or problems should contact the school's administrative office for assistance.

Trinity Nursing Academy will hold the student liable for any delinquent account until such time as their indebtedness is removed. The school reserves the right to withhold transcripts and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any charges. For continued delinquency in the payment of debts to the school, the student may be permanently dropped from the school. Payments must be in the form of a money order, bank debit card, VISA, MasterCard, American Express, and Discover Card.

### Refund Policy

Trinity Nursing Academy's refund policy has been prepared according to the requirements of the Maryland Higher Education Commission. The student is responsible for the tuition and fees stated herein. With that understanding, the "refund" shall be defined as the return of money, cancellation of obligation, or otherwise extinction of the debt and the following policy shall prevail.

1. All monies paid by the student will be fully refunded if the student chooses not to enroll in or withdraw from the school within seven calendar days after having signed the enrollment contract.
2. If the student chooses not to enroll after the seven-day cancellation period, but before the first day of instruction, the registration fee will be retained by the school.
3. If, after the seven-day cancellation period expires, a student withdraws or is terminated after instruction begins, refunds will be made based on the total contract price for the program and will include all fees, except the registration fee and any charges for materials, supplies, or books which have been purchased by, and are the property of the student. The minimum refund that the school will pay a student who withdraws or is terminated after the seven-day cancellation period has expired and after instruction has begun, is as follows:

Proportion of total program taught by date of withdrawal	Tuition Refund
Less than 10%	90% refund
10% up but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to 50%	20% refund
More than 50%	No refund

4. If a school closes or discontinues the program, the school will refund to each currently enrolled student all monies paid by the student for tuition and fees and all monies for which the student is liable for tuition and fees.
5. Students are requested, but not required, to notify the School Director if they are withdrawing from the school.
6. The date of withdrawal or termination is the last date of attendance by the student. Refunds are based on the student's last date of attendance.
7. All refunds due will be paid within 60 days of the student's last date of attendance.
8. Books purchased are the property of the student and are not refundable, except within the seven-day cancellation period.

### **Student Services**

Trinity Nursing Academy does not provide job placement to students graduating from the certified nursing assistant program, however, the academy will track all students' employment.

### **School Specific Student Policies**

Students have the right to review any and all documents in their school file. They have the right to discuss any concerns they have with a school official. Students are responsible for adhering to all school rules and regulations while in attendance and must meet all established guidelines in order to be eligible for graduation. Some additional policies that must be adhere to are:

#### **Dress Code**

Trinity Nursing Academy staff and students will present a professional image to the public. To help present this image and foster public confidence, staff members must dress appropriately for their work assignment and varied working conditions. Therefore, the purpose of this policy is to define a minimum standard of appropriate dress for students while at TNA training facilities.

1. Healthcare workers, employees and students who have contact with the public must comply with the following personal appearance standards:

- Employees and students are expected to dress in a manner that is normally acceptable in a healthcare setting. Employees and students will not wear suggestive attire, blue-jeans, shorts, exposed undergarments or midriffs, torn, patched, faded or soiled clothing, baseball hats, fleece, sweat shirts or sweat pants, or similar items that do not present an acceptable healthcare setting.
  - Hair will be clean, combed, neatly trimmed and off the collar
  - Clothing must be neat, clean and nonrestrictive (not tight).
  - Students may not wear any article of clothing or have affixed to their person anything such as pins, buttons, caps, shirts, etc., which contains vulgar or offensive written materials or symbols.
  - Fingernails trimmed and clean—NO artificial nails
  - Limited jewelry to be worn
  - Facial piercing jewelry will not be worn
  - Body piercings (other than earrings and mini nose studs) will not be visible.
2. Uniforms will be worn in the classroom/skills lab and clinical areas. The uniform must be neat and clean at all times.
  3. Employees or students failing to meet established dress code standards will be sent home to change or to obtain scrubs from the linen room to continue their shift. A repeat violation of the standards will result in corrective action, or termination.
  4. In order to promote safety, all employees or students who are at risk for body fluid or chemical splash will wear shoes without holes on the top of the foot and/or toe and no vent holes along the side of the foot. The shoes must have either a heel cup or heel strap, in place, around the heel to prevent injury. (Note: Employees and students in office environments may be exempt from this standard at their manager's discretion.) Under no circumstances are flip-flops allowed in any environment.
  5. No artificial nails on any clinical employee or student any employee or student who has hands-on patient contact, i.e., sterile processes, preparation of food and medications.

6. All employees and students will wear unaltered identification name badges while at work.
7. Students must turn off cell phones and/or beepers during both classroom and clinical sessions.
8. Since the incidence of asthma, respiratory allergy, and discomfort relating to odors is increasing, TNA encourages a "fragrance free" environment. Fragrances, scented aftershave, cologne, perfume, or other scented lotions should be used minimally.

### Lab Policy

All students will be provided with the guideline for the use of the classroom skills lab.

1. Skills lab is part of the training requirement. Each student will be provided an opportunity to practice after each class lecture. Students will be expected to perform each skill in the presence of an instructor.
2. The skills lab is in the classroom where we work together. An instructor will be available to assist all students during practice time
3. All designated skills must be completed in the skills lab before the clinical experience. All skills must be demonstrated during the lab time.
4. All students will be expected to clean up after themselves in the skills lab and leave the area and equipment ready for use for the next lab class.
5. Students may be requested by the instructor to continue to practice on skills until it can be demonstrated correctly. Practice will improve the student's ability to perform the skills in the clinical setting.
6. Food and drink are not allowed in the lab at the bedside.

### Grievance Policy

There should be mutual respect between school staff and students. If an issue should arise, the student schedules a meeting with a staff member. Issues are often resolved by direct communication between the school staff and the student.

### *Instructional Grievance Process*

A student, who feels that he or she has been treated unfairly or unjustly by a staff member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures. The student should take the following steps to appeal:

1. Discuss the issue with the staff member involved. This conference should be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within 14 calendar days of the request for the conference with the staff member, the problem is not resolved or the staff member has been unable to meet with the student, the student may continue the process by filing a written complaint with the school director. This written complaint must be filed within fourteen (14) calendar days following the previous deadline. The written complaint will be given to the staff member five (5) days before any official meetings are convened.
3. Upon receipt of a written complaint, the school director will work with the parties in an attempt to resolve the conflict. A staff member will not be required to respond to a complaint which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written complaint will be made available to the staff member. This level will be the final step in any grievance process regarding grades.

A student may also make a written complaint to:

- Maryland Board of Nursing by contacting the Complaints and Investigations department at 4140 Patterson Avenue, Baltimore MD 21215 or
- The Secretary of Higher Education at the Maryland Higher Education Commission at 6 N. Liberty Street, 10<sup>th</sup> Floor, Baltimore MD 21201.



STATE OF MARYLAND



MARYLAND BOARD OF NURSING  
4140 PATTERSON AVENUE  
BALTIMORE, MARYLAND 21215-2254

(410) 585-1900 (410) 358-3530 FAX  
(410) 585-1978 AUTOMATED VERIFICATION  
1-888-202-9861 TOLL FREE

7

September 15, 2016

The following programs were inadvertently submitted for approval at the 8/24/2016 Board meeting.

- a. Morningside College, Sioux City, IA, Family, Masters and Post Masters Certificate
- b. Morningside College, Sioux City, IA, Adult-Gerontology Primary Care, Post Masters Certificate

As of 9/15/2016 the additional information required for approval has not been received. Request Board rescind the approval.

Thanks,  
Quandra Horton





## 8. a.1.

**FROM: Shirley A. Devaris, RN, JD**  
**Director of Legislation**  
**TO: The Board**  
**IN RE: Appointment to Policy Review Committee for MIEMSS**  
**DATE: September 28, 2016**

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The Former Director for Nursing Practice was appointed to represent the Board on this Committee. In November, 2013, the appointment was re-assigned to the Director of Legislation. The protocol review committee reviews the fiscal impact of any proposed protocol, protocol revision, or supplemental protocol.

The MIEMSS by-laws and COMAR 30.30.03.02 require that there be a voting representative from the Board of Nursing on the committee. There are usually 6 meetings a year in odd-numbered months on the second Wednesday of each month. Meetings start at 9 am. And are held at the MIEMSS conference Room at their office, 643 W. Pratt Street, Baltimore, MD. There may be additional special meetings.

A member is required to attend at least two-thirds of all meetings or have an excused absence. Attendance is reviewed at the end of each year and members are deemed to have resigned if the required number of meetings are not attended.

The demands of the legislative session and other duties limit the availability of the Director of Legislation to attend these meetings. The position does not have to be filled by a Board member or a member of Board staff.

## 8.a.2.

### **BY-LAWS of the PROTOCOL REVIEW COMMITTEE 2016 Edition**

#### **PREAMBLE**

These By-Laws when approved by the EMS Board shall govern the functions of the Protocol Review Committee, in fulfilling its requirements under COMAR 30.03.05 in developing and revising *The Maryland Medical Protocols for Emergency Medical Services Providers* (Protocols).

#### **ARTICLE I**

The name of this Committee shall be the Protocol Review Committee (PRC).

#### **ARTICLE II**

In fulfilling its charge, the PRC shall:

- A. Develop and revise protocols as required under COMAR 30.03.05;
- B. Review the fiscal impact of any proposed protocol or protocol revision;
- C. When available, use evidenced based guidelines and data in developing and revising protocols;
- D. Forward recommendations for changes to the Protocols to the State Emergency Medical Services Advisory Committee (SEMSAC) for review and to the State Emergency Medical Services Board (the EMS Board) for approval annually and otherwise as the need may arise;
- E. Review the fiscal impact of any proposed protocol, protocol revision, or supplemental protocol;
- F. Present to the Practice of Medicine Committee of the State Board of Physicians all recommendations for protocols, protocol revisions, or supplemental protocols concerning the practice of medicine;
- G. Present to the Board of Nursing all recommendations for protocols, protocol revisions, or supplemental protocols concerning the practice of nursing;

- H. Present all recommendations for protocols, protocol revisions, or supplemental protocols to the EMS Board through the Executive Director of the Maryland Institute for Emergency Medical Services Systems (MIEMSS); and
- I. Issue an immediate emergency protocol or revision which shall be effective pending action by the EMS Board at the next meeting of the EMS Board in an emergency situation in which a delay in the issuance of a protocol, protocol revision, or supplemental protocol would pose a threat to the health and welfare of patients, if approved by the Executive Director of MIEMSS with the concurrence of the Chair of the EMS Board.

### **ARTICLE III**

#### **A. Membership**

- (1) The PRC shall consist of 21 voting members comprised of:
  - (a) One representative from each of the following groups:
    - (i) The EMS Board;
    - (ii) The State Board of Physicians;
    - (iii) The Statewide Emergency Medical Services Advisory Council;
    - (iv) The Pediatric Emergency Medical Advisory Committee;
    - (v) The Jurisdictional Advisory Committee;
    - (vi) The Commercial Ambulance Service Advisory Committee;
    - (vii) The EMS operational program medical directors;
    - (viii) Volunteer EMS BLS Providers;
    - (ix) Volunteer EMS ALS Providers;
    - (x) Career EMS BLS Providers;
    - (xi) Career EMS ALS Providers;
    - (xii) Commercial EMS BLS Providers;
    - (xiii) Commercial EMS ALS Providers;
    - (xiv) The Maryland Chapter of ACEP;
    - (xv) The State Board of Nursing; and
    - (xvi) Trauma Net; and
  - (b) The regional medical directors.
- (2) The PRC Members shall be appointed by the Executive Director of MIEMSS from qualified nominees submitted by the State EMS Medical Director.
- (3) As necessary, physicians, experts in specialty areas, and other health practitioners may be invited to attend PRC meetings as non-voting subject matter experts.

#### **B. Meeting Attendance**

- (1) Members must be present (physically or electronically) at a minimum of two-thirds of the meetings held in a calendar year.
  - (b) Attendance reviews shall be conducted annually.
  - (c) Notifications to appropriate groups or organizations shall be made when a member has:
    - (i) Failed to attend two-thirds of the meetings held in the previous year; or
    - (ii) Been absent without excuse at two consecutive meetings.
  - (d) If the member no longer represents the group or organization for which the member was appointed, the State EMS Medical Director shall be notified.
- (2) Members may send an alternate to no more than one-third of meetings during a calendar year. An alternate has privileges of the floor but may not vote and does not count for quorum purposes.
- (3) A member who is not able to be present at a PRC Meeting shall notify the Office of the State EMS Medical Director to be credited with an excused absence. The presence of an alternate automatically constitutes an excused absence.
- (4) Members who are not present (physically or electronically) at a minimum of two-thirds of the meetings held in a calendar year will be considered to have resigned at the end of that calendar year. Such a member may thereafter submit a letter to MIEMSS stating the reason for the absences, and MIEMSS may issue a waiver to the member which shall have the effect of rescinding the resignation.

#### C. Terms of Service for Representative Members

- (1) The term of service for a representative member shall be four years.
- (2) There is no limit on the number of terms a representative member can serve.

#### D. Vacancies

- (1) When a vacancy occurs, the State EMS Medical Director shall forward nominations to fill the vacancy to the MIEMSS Executive Director as soon as the advertisement and nomination period is completed. This process shall not exceed 60 days.
  - (a) All representative member vacancies shall be advertised for at least 30 days on the MIEMSS Web Site;
  - (b) An entity with a representative member vacancy shall be notified of the vacancy in writing within 30 days of the vacancy;

- (c) A public safety EMS member vacancy shall be advertised to the Jurisdictional Advisory Committee within 30 days of the vacancy; and
  - (d) A commercial ambulance service EMS member vacancy shall be advertised to the Commercial Ambulance Services Advisory Council within 30 days of the vacancy.
- (2) Providers who meet the requirements for a vacancy may apply to their primary Program Medical Director for nomination to the State EMS Medical Director. Program Medical Directors shall have 21 calendar days from the end of the advertisement period to review applications, select a single nominee and submit their nomination to the State EMS Medical Director.
  - (3) The State EMS Medical Director may use the remaining calendar days (not to exceed 60) to review the nominations and submit a candidate to the MIEMSS Executive Director for approval.
  - (4) Members appointed to fill vacancies shall serve the remainder of the unexpired term.

E. Quorum.

- (1) Eleven voting members shall constitute a quorum for transaction of business; and,
- (2) Except as otherwise noted herein, a majority vote of those present at any meeting shall be sufficient for any action to be taken by the PRC.

**ARTICLE IV**

The State EMS Medical Director shall be the Chairperson for the PRC.

**ARTICLE V**

A. Schedule of Meetings

- (1) The PRC shall meet in public session on the second Wednesday of odd-numbered months.
- (2) There will be a minimum of three PRC meetings annually.
- (3) Special meetings may be convened if requested by the Office of the Medical Director. Members who are unable to attend special meetings due to schedule conflicts may have their absence excused at the discretion of the chairperson.

B. Notice of Meetings

Reasonable notice of meetings and an agenda shall be given for all meetings not less than 10 working days before the meeting. Each member of the PRC shall maintain a current address

and e-mail address with the Office of the Medical Director. All regular meetings will be announced on the MIEMSS web page and by email.

C. Eleven members shall constitute a quorum for transaction of business and a two-thirds vote shall be sufficient for any action to be taken by the PRC.

D. Open/Closed Meetings

(1) Meetings shall be open to the public and public visitors shall be allowed to address the PRC with permission of the Chairperson in accordance with COMAR 30 01.03.

(2) Closed sessions shall be indicated in the meeting notice and shall comply with the Maryland Open Meetings Act.

## **ARTICLE VI**

A. The PRC Chairperson may establish ad hoc subcommittees as necessary and shall appoint subcommittee chairpersons and members. The PRC Chairperson may appoint subcommittee co-chairpersons.

B. Subcommittee chairpersons shall be members of the PRC. Attention shall be paid to balanced representation.

C. In general, all issues brought before the PRC may be referred to the appropriate committee or subcommittee for review and recommendation before action by the PRC.

D. Each subcommittee shall function for one year unless otherwise designated by the PRC Chairperson.

## **ARTICLE VII**

All meetings shall be conducted following the PRC's Transaction of Business policy and applicable Maryland laws and regulations.

## **ARTICLE VIII**

A. These By-Laws may be amended by a two-thirds vote at any regular meeting of the PRC provided that an amendment brought for vote shall have been submitted in writing and distributed to all members at least 10 days prior to that meeting.

B. All revisions to the By-Laws must be approved by the EMS Board.



8.b.

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TO: THE BOARD  
FROM: SHIRLEY A. Devaris, RN, JD  
DIRECTOR OF LEGISLATION  
DATE: SEPTEMBER 28, 2016  
RE: AMENDMENTS - ELECTOLOGIST'S OFFICE  
10.53.07.01  
REQUEST APPROVAL TO PUBLISH

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All Boards were asked in early summer to submit a list of regulations for the Governor's regulatory review committee that posed a barrier to practice or were no longer needed. The proposal was presented to the Electrology Practice Committee and it was agreed that these requirements were out of date and could be repealed. On August 30, 2106, the Board of Nursing was notified that we should proceed to repeal these requirements. The following amended regulation is submitted for approval.

*10.53.07.01 (August 30, 2016)*

**.01 Electrologist's Office.**

A. –B. (text unchanged)

[C. Electrologists shall display conspicuously in the electrologist's office at all times a:

(1) Valid Board-obtained license; and

(2) Universal/standard precautions notice in compliance with Health Occupations Article, §1-207, Annotated Code of Maryland.]

[D. ] C. [E.] D. [F.] E. (text unchanged)







## 8. c.

**FROM:** Shirley A. Devaris, RN, JD  
Director of Legislation  
**TO:** The Board  
**IN RE:** Repeal obsolete language 10.27.01 and 10.39.01.06  
Request for approval and authority to publish  
**DATE:** September 28, 2016

---

### 10.27.01 Examination and Licensure (Nurses)

This language is obsolete because the Board no longer issues paper licenses. There is no similar provision for CNAs or CMTs.

#### [.10] .11 Issuance of Licenses.

A. --C. (text unchanged)

[D. A duplicate license shall be issued:

(1) For a lost or stolen license provided the licensee:

(a) Makes the request in writing;

(b) Provides a notarized statement or police report attesting to the facts; and

(c) Pays the required fee.

(2) For change of name provided the licensee:

(a) Makes the request in writing;

(b) Provides a notarized statement or appropriate legal documentation attesting to the change;

(c) Pays the required fee; and

(d) Surrenders both portions of the current license.

(3) At no charge provided that:

- (a) An incorrect license was issued which was a result of a Board error and that the licensee:
  - (i) Notified the Board in writing within 6 weeks of receipt of the license, and
  - (ii) Surrendered both portions of the incorrect license;
- (b) A license was not received by the licensee within 6 weeks of issuance, and:
  - (i) The licensee provides a notarized statement to the Board attesting to nonreceipt of the license, and
  - (ii) The notarized statement in §D(3)(b)(i) of this regulation is received within 4 months of the date the license was issued by the Board.]

*D. An incorrect license issued as a result of a Board error will be corrected in the Board's data base at no charge to the Licensee.*

*E. A Licensee who requests a name change for a license shall:*

- (a) Make the request in writing on the required Board form; and*
- (b) Provide appropriate legal documentation supporting the change.*

[.11] .12—[.17].18 (text unchanged)

### **10.39.01 Certification of Nursing Assistants.**

The statutory authority for skilled nursing assistants was repealed in 2012.

#### **[.06] .07 Renewal.**

**A.—F.** (text unchanged)

[G. In addition to the requirements in §§B, C, D, and F of this regulation, a skilled nursing assistant shall:

- (1) Provide satisfactory evidence of completion of 1,000 hours of practice as a skilled nursing

assistant within the individual's specific category of nursing assistant, in the 2-year period preceding the date of the renewal; and

(2) Successfully complete a Board-approved refresher course within the individual's specific category of nursing assistant. ]

[H.] *G.*—[P.] *O.* (text unchanged)



8.d.

**FROM: Shirley A. Devaris, RN, JD**  
**Director of Legislation**  
**TO: The Board**  
**IN RE: Amendments for CNA- DT regulations**  
**COMAR 10.39.01.08 (D)**  
**Amended proposal**  
**Request for approval and authority to publish**  
**DATE: September 27, 2016**

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The Board approved these amendments at its meeting on July 27, 2016. The amended proposal with the changes highlighted were added at the request of the Kidney Commission. The change is necessary because of our biennial renewal period. A new CNA/DT may not have time to obtain certification before their initial renewal.

**Draft amendments to COMAR 10.39.01.08 D.**

**.08 Categories of CNA.**

A.-- C. text unchanged

D. Dialysis Technician.

(1) An applicant for certification as a CNA shall have the status of Dialysis Technician on the CNA certificate if the applicant has completed the following requirements:

- (a) Is *certified* as a CNA; [and]
- (b) Has successfully completed a Dialysis Technician training program *that is*:
  - (i) [approved] *Approved* by the Board:
  - (ii) *Prepares the applicant for national certification in accordance with 42 CFR 494.140(e); and*
- (c) *Obtains national certification upon eligibility.*

(2) *The following national dialysis technician certifications are recognized by the Board:*

(a) *Certified Clinical Hemodialysis Technician (CCHT) by the Nephrology Nursing Certification Commission (NNCC);*

(b) *Clinical Nephrology Technician (CNT) by the National Nephrology Certification Organization (NNCO); and*

(c) *Certified Hemodialysis Technician (CHT) by the Board of Nephrology Examiners Nursing Technology (BONENT).*

(2) (3) *The status as a CNA-Dialysis Technician shall end on expiration of the CNA certificate unless the applicant verifies at the time of renewal that the applicant:*

(a) *Has completed 16 hours of practice as a dialysis technician in the 2 years before renewal; and*

(b) *Has completed a 3-hour continuing education course approved by the Board; and*

(c) *Has an active national certification from one of the approved certification bodies listed in paragraph (2) of this section.*

(d) *Except as provided in (h) of this section, a dialysis technician:*

(i) *Is required to have an active national certification at the time of renewal; and*

(ii) *Shall ensure that the Board has a record of renewed national certification if a certification expires before the renewal date for the dialysis technician.*

(e) *Certification will be deemed to have lapsed if the Board does not have a record of current active national certification at the time of renewal.*

*(f) The dialysis technician certification shall be made inactive if the renewal applicant fails to provide evidence of current active national certification.*

*(g) An applicant who has let their national certification lapse and does not qualify for recertification must re-apply for a national certification for dialysis technician.*

*(h) If an applicant has not had 18 months to qualify for a national certification before their first renewal they can renew their CNA/DT providing they have a national certification at their next renewal period.*