

NURS 1117: PN Nursing Principles & Skills

Course Description: Fundamental principles, skills, and attitudes needed to provide nursing care and the prevention and spread of disease utilizing the nursing process, delegation, management and the LPN scope of practice; common procedures used in the care of culturally diverse clients across the health continuum and life span; development of the ability to communicate with the client, family, community and the health care team to provide maintenance and promotion of wellness; and to adapt to various situations with skill, safety, and comfort for the client; first aid and CPR; and the development of an awareness of responsibility to make, report, and record observations. Start date: 01/13/08. End date: 05/11/09.

Prerequisite(s): The LPN program is progressive. Students must have successfully completed the following courses with a C or better: BIOL 2233 Anatomy & Physiology I, BIOL 2291 Lab Anatomy & Physiology I, BIOL 2243 Anatomy & Physiology II, BIOL 2301 Lab Anatomy & Physiology II, PE 2113 Nutrition, ENGL 1013 Composition I, MAT 1203 Technical Mathematics or higher level of mathematics course

Text: DeWit, Susan C. Fundamental Concepts and Skills For Nursing. Philadelphia: Saunders, 2009. ISBN # 978-1-4160-5228-9
DeWit, Susan C. Fundamental Concepts and Skills For Nursing, Learning Guide. Philadelphia: Saunders, 2009. ISBN #978-1-4160-6234-9
Durzen, R. Contemporary Practical/vocational Nursing. Philadelphia: Lippincott, 2005. ISBN#0-7817-5042-3

Instructor: **Kim Ray, RN**

Office Hours: Office hours are posted on my office door and on my webpage, see list of phone numbers in handbook if appointment is needed.

Other: Please refer to the Practical Nursing Handbook for policies on absenteeism, cheating, exams, homework, plagiarism and conduct. The Practical Nursing Handbook will strictly be followed in its entirety

Learning Outcomes: Upon completion of this course the student will be able to identify and demonstrate methods of providing safe care within the practical nurses scope of practice. The student will be able to display effective communication skills. The student will develop an awareness of the responsibility to perform an accurate assessment and be able to correctly report and document the observation. The student will be able to recognize the spread of disease-producing organisms as it relates to various patient situations and conditions. The student will be able to demonstrate Practical Nursing judgment and responsibility within their scope of practice. The student will display knowledge of tasks that are able to be delegated. The student's skill development will progress from basic to a more advanced level in the classroom and lab.

Homework: The multiple choice questions from the Fundamental's Learning Guide are due each morning before class on the chapters that are to be lectured on that day. There will also be periodical homework assignments including critical thinking exercises. There will be ten (10) bibliography cards assigned during Basic Nursing.

See Basic Nursing schedule for dates. Bibliography cards shall be taken from nursing magazines and are short synopsis of nursing articles related to the chapters you are studying. **There will be no plagiarism allowed.** The student is required to attend/participate in any field trip/assignment scheduled. Assignment/field trip will not be excused.

Skills Checkoff: The competency skills checkoff list should be brought to each class period and lab experience. It is your responsibility to obtain the instructor's signature on each skill, following evaluation.

Exams: Exams will be given during the course and a comprehensive exam at the completion of the course. Exams will be timed; the instructor will notify you how long you have at the beginning of each exam. See your handbook for testing policies.

Grading Policy: Exams scores will account for 90% of the final grade. Homework, class participation and pop test will account for 10% of the final grade. A comprehensive final will be given at the end of the course and will be counted as an exam grade. Class participation grades will come from class/lab evaluations. See PN handbook. To progress through the program, students must pass this course with a 78% or above. 100-93% = A, 92-85% = B, 84-78% = C.

Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the university community, including behavior which breaches the peace or violates the rights of others. See Nursing Handbook.

Students with Disabilities: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations, should contact the Office of Special Student Services representative on campus: phone (870) 222-5360; fax (870) 222-4709.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect www.uamont.edu. To have your grades mailed to you, complete the grade request form available at the Student Services office on the McGehee campus.

Please refer to the Practical Nursing Handbook for other important policies.

Basic Nursing Schedule, Assignment & Exam Schedule

1/13	Ch. 1 & 2	2/13	Ch. 24 Bib (4)	3/11	Ch. 35
1/14	Ch. 3 & HIPAA	2/16	Ch. 24	3/12	Ch. 35 (Bib 9)
1/15	Exam 1 (Ch 1,2 & 3) Ch. 4 Chem dep nurse	2/17	Exam 8 (Ch 24 & 25) Ch. 28	3/13	Ch. 35
1/16	Ch. 5	2/18	Ch. 28 Bib (5)	3/23	Exam 13 (Ch 33,34,35) Ch. 37
1/20	Exam 2 (Ch 4,5 Chem) Ch.6	2/19	Ch. 28	3/24	Ch. 31,32
1/21	Ch. 7	2/20	Exam 9 (Ch. 28) Ch. 29	3/25	Exam 14 (Ch 37,31 & 32) Ch. 38
1/22	Ch 8 & 9	2/23	Ch. 29	3/26	Ch. 15 Bib (10)
1/23	Exam 3 (Ch 6,7,8 &9) Ch. 10	2/24	Exam 10 (Ch 29) Ch. 14	3/27	Ch. 23 & 39
1/26	Exam 4 (Ch 10) Ch. 16	2/25	Ch. 26	3/30	Exam 15 (Ch 38, 15 & 23) Ch. 39
1/27	Ch. 16 & 17 Bib (1)	2/26	Ch. 27 Bib (6)	3/31	Exam 16 (Ch 39) Ch 7
1/28	Ch. 17	2/27	Exam 11 (14,26 & 27) Ch. 30	5/11	Final Exam
1/29	Exam 5 (Ch 16 & 17) Ch. 18	3/02	Ch. 30		
1/30	Ch.19	3/03	Exam 12 (Ch 30) Ch. 33		
2/02	Ch. 20				
2/03	Exam 6 (Ch 18, 19 &20) Ch. 21	3/04	Ch. 33		
2/04	Ch. 21 Bib (2)	3/05	Ch. 33 Bib (7)		
2/05	Ch. 21	3/06	Ch. 34		
2/06	Ch. 22	3/09	Ch. 34 Bib (8)		
2/09	CH. 22 Bib (3)	3/10	Ch. 34		
2/10	Ch. 22				
2/11	Exam 7 (Ch 21&22) Ch. 25				
2/12	Ch. 25				

Sample Bibliography Card

Page Numbers

Author's Name

Article Name

Magazine

Issue

Bentley, Laura. "Oxygen Therapy: Dols and Don't's." RN 2001 Mar. 2001: 113-118.

Begin you synopsis of the article here.

Please use a 4 x 6 card or larger for each of your bibliography cards.

January 13, 2009: Chapter 1 Nursing and the Health Care System

Assignment: Read chapter 1 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcomes: Upon completion of the chapter, the student will be able to:

1. Correctly use the terms listed for chapter 1 and Chapter 3 (see list in book).
2. Describe Florence Nightingale's influence on nurses' training.
3. Trace the growth of nursing in the United States from the Civil War to the present.
4. Discuss the ways in which the desirable attributes of the nurse might be demonstrated.
5. Identify the educational ladder that is available to nurses.
6. Explain how a health maintenance organization and a preferred provider organization differ.
7. Relate how the managed care system has affected your own health care.
8. Explain the legal requirements for the practice of nursing, and how they relate to a student nurse.
9. Identify the consequences of violating the nurse practice act.
10. Discuss the issue of professional accountability and continuing education for licensed nurses.
11. Explain the difference between negligence and malpractice.
12. Discuss standards of care for nursing.
13. Discuss what you can do to protect yourself from lawsuits or the damages of lawsuits.

Lab Learning Outcome: Scenario

1. Write your own definition of nursing.
2. Discuss how the Standards of Clinical Nursing Practice are applied in the clinical setting.
List the practice areas in the community in which you could be employed as a vocational nurse.

January 13, 2009: Chapter 2 Concepts of Health, Illness, Stress and Health Promotion

Assignment: Read chapter 2 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcome: Upon completion of the chapter, the student will be able to:

1. Compare the traditional and current views of the meanings of health and illness
2. Describe what the word “health” means to you.
3. Define what “sickness” means to you
4. Discuss why nurses need to be aware of any cultural, educational, and social differences in disease predisposition and communication between the main cultures and different races.
5. List the components of holistic health care.
6. Identify the four areas of human needs and give an example within each level of need
7. Identify ways in which the body adapts to maintain homeostasis
8. Explain why a particular stressor may be experienced differently by two people
9. List the common signs and symptoms of stress
10. Identify four ways in which a nurse can help decrease stress and anxiety of patients.

Lab Learning Outcomes: Scenario

1. Determine a patient's status on Maslow's hierarchy
2. Document observations about stress reduction techniques that could be used by staff or patients during a clinical experience.

January 14, 2009: Chapter 3 Legal and Ethical Aspects of Nursing

Assignment: Read chapter 3 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcomes: Upon completion of the chapter, the student will be able to:

1. Explain the legal requirements for the practice of nursing, and how they relate to a student nurse
2. Identify the consequences of violating the nurse practice act.
3. Examine the issue of professional accountability, professional discipline and continuing education for licensed nurses

4. Compare and contrast the terms negligence and malpractice
5. Discuss what you can do to protect yourself from lawsuits or the damages of lawsuits
6. Differentiate a code of ethics from laws or regulations governing nursing and compare the similarities of the codes of ethics from the NFLPN, NAPNES, and ANA
7. Describe the NAPNES standards of practice

Lab Learning Outcomes : Scenario

1. Reflect on how laws relating to discrimination, workplace safety, child abuse, and sexual harassment affect your nursing practice.
2. Interpret rights that a patient has in a hospital, nursing home, community setting, or psychiatric facility.
3. Explain the advance directives and the advantage of having them written out.

January 14, 2009 HIPAA

Instructor: Kim Ray, RN

Learning Outcomes: Upon completion of the video, the student will be able to:

1. Describe the overall purpose and goals of the Health Insurance Portability and Accountability Act.
2. Explain the role of the HIPAA implementation team, as well as the role of the individual healthcare worker in ensuring compliance to HIPAA reforms
3. Demonstrate compliance with privacy reforms , including written notice, acknowledgement, prior authorization, and minimum disclosure
4. Demonstrate compliance with data security reforms, including issues regarding workplace layout, information storage, and rules covering conversation

**January 15, 2009 Chapter 4 Overview of the Nursing Process and Critical Thinking
Overview of the Chemical Dependence Nurse**

Assignment: Read Chapter 4 and complete the multiple choice questions in the Fundamentals Study Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Explain the use of the nursing process.
3. Identify the components of the nursing process.

4. State what “critical thinking” means.
5. Identify the steps of the problem solving process.
6. List the steps used in making decisions.
7. Discuss the use of critical thinking in nursing.
8. Identify ways to improve critical thinking skills.
9. Explain the basic principles of setting priorities for nursing care.
10. List factors to be considered when setting priorities.
11. Apply the critical thinking process to a real life problem.
12. Identify chemical dependant nurse behaviors
13. Explain the nurses duty to report
14. Review possible personality /behavior changes in a chemical dependant nurse
15. List possible job performance changes in the chemical dependant nurse
16. Describe possible behaviors of the nurse who is stealing from the unit.
17. Discuss the confrontation process of confronting a chemical dependant nurse
18. Identify possible preemployment screening tool useful in hiring nursing staff.

Lab Learning Outcomes : Scenario

1. Perform an assessment on a patient and document it.
2. Analyze assessment data to determine patient needs.
3. Choose appropriate nursing diagnoses from the NANDA list.
4. Prioritize the nursing diagnoses.
5. Write specific goal/outcome statements.
6. Plan appropriate nursing interventions to assist the patient in attaining the goals/expected outcomes.

January 16, 2009: Chapter 5 Assessment, Nursing Diagnosis, and

Assignment: Read Chapter 5 and complete the multiple choice questions in the Fundamentals Study Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Identify the purpose of assessment (data collection).
2. Differentiate objective data from subjective data.
3. Identify sources of data for the formulation of a patient database.
4. Discuss the three basic methods used to gather a patient database.
5. Correlate patient problems with nursing diagnoses from the accepted North American Nursing diagnosis Association (NANDA) list.
6. Identify appropriate outcome criteria for selected nursing diagnoses
7. Plan goals for each patient and write outcome criteria for the chosen nursing diagnoses

Lab Learning Outcomes: ***Scenario***

1. Collect assessment data for a patient and document it.
2. Analyze the data collected to determine patient needs.
3. Identify appropriate nursing diagnoses from the NANDA list.
4. Prioritize the nursing diagnoses.
5. Write specific goal/outcome statements.
6. Plan appropriate nursing interventions to assist the patient in attaining the goals/expected outcomes.

January 20, 2009: Chapter 6: Implementation and Evaluation

Assignment: Read Chapter 6 and complete multiple choice questions in the **Fundamental's Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify factors to consider in implementing the plan of care.
3. List the standard steps commonly carried out for all nursing procedures.
4. Identify the steps a nurse uses to evaluate care given.
5. Discuss the evaluation process and how it correlates with expected outcomes.

6. Explain the term *quality management* and how it relates to the improvement of health care.

Lab Learning Outcomes: Scenario

1. Develop a useful method of organizing work for the day.
2. Use the Standard Steps for all nursing procedures.
3. Write a nursing care plan for an assigned patient.
4. Implement and evaluate a nursing care plan.
5. Revise the nursing care plan as needed.

January 21, 2009: Chapter 7: Documentation of Nursing Care Pg 81

Assignment: Read Chapter 7 and complete multiple choice questions in the **Fundamental's Learning Guide.**

Instructor: Kim Ray, RN.

Videos: BN 220 Documenting Nursing Practice
BN 225 Charting: Legal Implication

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify three purposes of documentation.
3. Correlate the nursing process with the process of charting.
4. List the legal guidelines for recording on medical records.
5. Discuss maintaining confidentiality of medical records.
6. Compare and contrast the five main methods of written documentation.
7. Relate the approved way to correct entries in medical records that were made in error.

Lab Learning Outcomes : Scenario

1. Correctly make entries on a daily activity flow sheet.
2. Use a systematic way of charting to ensure that all pertinent information has been included.
3. Document the characterization of a sign or symptoms in a sample charting situation.
4. Apply the general charting guidelines in the clinical setting.

January 22, 2009: Chapter 8 Communication and the Nurse-Patient Relationship

Assignment: Read chapter 8 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Video List: BN 050 Techniques of Therapeutic Communication
BN 055 Blocks to Therapeutic Communication

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the components of the communication process.
3. List three factors that influence the way a person communicates.
4. Compare effective communication techniques with blocks to communication.
5. Discuss the importance of communication in the collaborative process.
6. Identify four ways to delegate effectively.
7. Describe the difference between a therapeutic nurse-patient relationship and a social relationship.
8. List three guidelines for effective communication with a physician by telephone.
9. Discuss five ways in which the computer is used for communication within the health care agency.

Lab Learning Outcomes: *Scenario*

1. Interact therapeutically in a goal-directed situation with a patient.
2. Give an effective report on assigned patients to your team leader or charge nurse.
3. Use interviewing skills to obtain an admission history from a patient.
4. Communicate effectively with a patient who has an impairment of communication.

January 22, 2009: Chapter 9 Patient Teaching for Health Promotion

Assignment: Read chapter 9 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed.
2. Discuss the purposes of patient teaching.
3. Describe three ways in which people learn and their importance to teaching.
4. Identify adjustments to the teaching plan needed for teaching the very young patient or the elderly patient.
5. Use patient teaching to promote the national goals of health promotion and disease prevention as listed in *Healthy People 2010* and the Canada Health Act.

Lab Learning Outcomes: **Scenario**

1. Assess an assigned patient's learning needs.
2. Develop a teaching plan based on the patient's learning needs.
3. Implement the teaching plan at a prearranged time.
4. Evaluate the effectiveness of the teaching and the plan.

January 23, 2009: Chapter 10 Delegation, Leadership, and Management

Assignment: Read chapter 10 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, R.N.

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Describe four characteristics of an effective leader.
2. Identify management functions of the LPN working in a long term care facility, home care, or an outpatient clinic.
3. Discuss considerations for appropriate delegation of tasks to unlicensed assistive personnel (UAPs).
4. Discuss techniques of effective time management.
5. Compare the skills and functions of the team leader with those of the charge nurse.
6. Compare examples of effective and ineffective communication.
7. Explain the importance of the "read back" for verbal or telephone

orders.

Lab Learning Outcomes: Scenario

1. Determine the leadership style of the charge nurse on the unit to which you are assigned.
2. Appropriately delegate three tasks to a nurse's aide or unlicensed assistive personnel.
3. Create a time-efficient work organization plan for a shift.
4. Demonstrate proficient use of the hospital computer
5. Accurately and carefully transcribe orders per facility policy
6. Document accurately for reimbursement
7. Become aware of the facility's policies and procedures and uphold the standards of nursing practice.

January 26, 27 2009: **Chapter 16 Infection, Protective Mechanisms, and Asepsis**
Assignment: **Read chapter 16 and complete the multiple choice questions from the Fundamental Learning Guide.**

Instructor: **Kim Ray, RN**

Videos: **Blood borne Safety: Universal Precautions, Standard Precautions, & Needle stick Prevention in Acute Care**
Infection Control: Basic Infection Control Measures

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. List the types of microorganisms that can cause infection in humans.
3. Discuss the links in the infection process and give an example of each.
4. Identify means for removal or destruction of microorganisms on animate and inanimate objects.
5. Compare and contrast medical asepsis and surgical asepsis.
6. Explain how the body's protective mechanisms work to prevent infection.
7. Identify factors that impede healing and repair of tissue.

8. Discuss factors that make the elderly more susceptible to infection.
9. Describe accepted methods of disinfection and sterilization.
10. Discuss the surveillance and control of infections in hospitalized patients.

Lab Learning Outcomes: Scenario

1. Demonstrate proper handwashing technique.
2. Demonstrate application of Standard Precautions while caring for patients.
3. Teach a home care patient with a wound infection how to prevent the spread of infection to family members.

Skills Checkoff:

Handwashing

Gowning & Masking

Removing gloves

January 27, 28 2009: Chapter 17 Infection Control in the Hospital and Home

Assignment: Read chapter 17 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos: Infection Control

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the stages of an infectious process.
3. List five ways to decrease the incidence of nosocomial infection.
4. Explain why transmission-based precautions along with Standard Precautions have taken the place of previous types of isolation procedures.
5. Compare procedures for air-borne precautions with procedures for droplet precautions.
6. Give three examples of nursing measures used for psychosocial care of the patient in an isolation room.
7. Compare infection control procedures in the hospital with those used in the home.

8. Discuss the special requirements for air-borne precautions when the patient has tuberculosis.

Lab Learning Outcomes : Scenario

1. Provide care for a patient using transmission precautions.
2. Properly bag and remove soiled linens and trash from an isolation precautions room.
3. Teach a patient or family member how to properly dispose of soiled wound dressings and used needles in the home.

Skills:

Performing a surgical hand scrub

Opening sterile packs and preparing a sterile field

Sterile gloving and ungloving

Pouring sterile liquids

January 29, 2009:

Chapter 18 Lifting, Moving, and Positioning Patients

Assignment:

Read chapter 18 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor:

Kim Ray, RN

Videos:

Lifting, Moving & Positioning, ROM Exercises

Learning Outcomes:

At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the anatomy and function of the musculoskeletal system.
3. Explain the importance of proper body mechanics, alignment, and position change for both patient and nurse.
4. Discuss the principles of body movement and positioning, giving an appropriate example for each principle.
5. Identify ways to maintain correct body alignment of the patient in bed or in a chair.
6. Describe the proper method for transferring a patient between wheelchair and bed.

Lab Learning Outcomes: Scenario

1. Correctly transfer a patient from a wheelchair to a bed.

2. Transfer a patient from a bed to a stretcher.
3. Correctly position a patient in the following positions: supine, prone, Fowler's and Sim's.
4. Demonstrate complete passive range-of-motion (ROM) exercises for a patient.
5. Demonstrate the correct techniques to ambulate a patient and to break a fall while ambulating.
6. Move patients who are able to assist and not able to assist up in bed.

Skills:

Positioning the patient

Moving the patient up in bed, Passive ROM exercises.

Transferring the patient to a wheelchair.

Transferring the patient to a stretcher.

Ambulating the patient and breaking a fall.

January 30, 2009: Chapter 19 Assisting with Hygiene, Personal Care, Skin Care, and the Prevention of Pressure Ulcers.

Assignment: Read chapter 19 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

**Videos: Bed Bath, Perineal Care & Back Massage
Grooming, Dressing & Undressing**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the structure and function of the integumentary system.
3. Describe factors that influence personal hygiene practices.
4. Discuss risk factors for impaired skin integrity.
5. Recall skin areas most susceptible to pressure ulcer formation.
6. Discuss the purposes of bathing.
7. Describe how hygienic care differs for the younger and older patient.

Lab Learning Outcomes: Scenario

1. Perform a complete bed bath and back rub.
2. Briefly describe how to stage and care for a pressure ulcer.
3. Provide oral care for an unconscious patient.
4. Prepare to provide personal care for a patient including nail care, mouth care, perineal care, and shaving.

Skills:

- Administering a bed bath and perineal care.**
- Administering oral care to the unconscious patient.**
- Denture care.**
- Shampooing hair.**
- Providing a tub bath or shower.**
- Shaving a patient.**

February 2, 2009: Chapter 20 Patient Environment and Safety

Assignment: Read chapter 20 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos:

- Adapting the Physical Environment**
- Preventing Falls: Keeping Patients Safe**
- Preventing Falls: Keeping Residents Safe**
- Bed Making**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Discuss nursing responsibilities for environmental management.
3. Identify common noises in health care facilities and ways to minimize their effects on patients.
4. Explain the importance of neatness and order in the patient's environment.
5. Describe methods to prevent mechanical and thermal accidents and injury in health care facilities and the home.
6. Discuss the principles for using protective devices.
7. Discuss how the health care facility's environment affects your

patient.

Lab Learning Outcomes: Scenario

1. Using correct technique, make an unoccupied and occupied bed.
2. Explain how to clean up a biohazard spill.
3. Correctly apply a vest protective device.

Skills: Making an unoccupied bed.

Making an occupied bed.

Applying a protective device.

February 3, 4, & 5, 2009: Chapter 21 Measuring Vital Signs

Assignment: Read chapter 21 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

**Videos: Measuring Temperature, Pulse, & Respirations
Measuring Blood Pressure**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms presented in this chapter.
2. Review the anatomic structures involved in the regulation of the vital signs and describe their functions.
3. Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure, and respiration.
4. List the factors that affect body temperature.
5. Discuss normal and abnormal characteristics of the pulse.
6. Describe the respiratory patterns considered to be normal and abnormal.
7. Explain the relationship of Korotkoff sounds to systolic and diastolic blood pressure.
8. Identify the normal range of pulse oximetry.
9. Recognize deviations from normal vital sign patterns.
10. State why pain is the fifth vital sign

Lab Learning Outcomes: Scenario

1. Measure and record the body temperature of an adult at the oral, axillary and tympanic sites using a mercury, electronic or tympanic thermometer.
2. Measure and record an apical pulse and a radial pulse.
3. Count and record respirations.
4. Measure and record blood pressure.
5. Measure and record the pulse ox.

Skills: **Measuring the temperature of the adult.**
Measuring the radial pulse, measuring the apical pulse.
Measuring respirations.
Measuring the blood pressure.
Measuring the pulse oximetry of an adult.

February 6,7 & 8, 2009_: Chapter 22 Assessing Health Status

Assignment: **Read chapter 22 and complete the multiple choice questions in the Fundamental Learning Guide.**

Instructor: **Kim Ray, RN**

Videos: **Auscultation & Percussion of Lungs & Thorax**
Auscultation of Heart Sounds
Skin Assessments, Care & Documentation

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Discuss the types of assessment used in various situations.
3. Demonstrate the techniques used during physical examination.
4. List information that should be gathered for a comprehensive database for a patient.
5. Teach patients the assessment techniques for the early detection of cancer.
6. Educate patients about the recommendations for periodic diagnostic testing.

Lab Learning Outcomes: Scenario

1. Assess the psychosocial and physical functioning of the patient by gathering information in an organized way.
2. Perform a basic physical examination on a patient.
3. Carry out focused physical assessments of the cardiovascular, respiratory, gastrointestinal, and neurological systems.
4. Assist with a medical examination by positioning and draping the patient, and organizing the equipment.
5. Perform a visual acuity test on a patient.

Skills:

Performing a physical examination.

Performing a neurological check.

Weighing the adult with a standing balance scale.

Testing visual acuity.

Basic assessment of heart sounds and auscultation of the lungs.

February 11 & 12, 2009: Chapter 25 Fluid, Electrolyte, and Acid-Base Balance

Assignment: Read chapter 25 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Videos: The Critical Balance Part I
The Critical Balance Part II

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. List the various functions water performs in the body.
Describe three ways in which body fluids are continually being distributed among the fluid compartments.
3. List the major electrolytes and the function of each.
4. Identify the signs and symptoms of the common fluid and electrolyte imbalances.
5. State the main signs and symptoms of acid-base imbalances.
6. From patient laboratory results, identify electrolyte values that are

abnormal.

7. Develop a plan of care for a patient who has a fluid and electrolyte imbalance.
8. Identify patients who might be at risk for an acid-base imbalance.

Lab Learning Outcomes : Scenario

1. Measure intake and output.
2. Know the normal blood values for sodium, potassium, calcium, chloride and bicarbonate.
3. Know the signs and symptoms of dehydration.
4. Know the normal value of pH, PaCO₂, PaO₂ and HCO₃.

February 13 & 16, 2009: Chapter 24 Diagnostic Tests and Specimen collection

Assignment: Read chapter 24 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Describe each of the seven categories of tests that are commonly performed.
2. Discuss appropriate psychosocial care and teaching for patients undergoing diagnostic tests or procedures.
3. Explain factors to be considered when an older adult is to undergo diagnostic testing.
4. Prepare to perform a capillary blood glucose test, a capillary hemoglobin test, venipuncture, a throat culture, an ECG, a urine dip test and a stool for occult blood test.
5. Provide pre- and post-test nursing care, including appropriate teaching for patients undergoing diagnostic tests and procedures.
6. Attend to psychosocial concerns of patients undergoing various diagnostic tests.
7. Describe how to prepare a patient for and assist with aspiration procedures such as lumbar puncture, thoracentesis, paracentesis, bone marrow aspiration and liver biopsy.

8. List the steps for assisting with a pelvic exam and Pap test.
9. Explain factors to be considered when an older adult is to undergo diagnostic testing

Lab Learning Outcomes : Scenario

1. Perform a random blood glucose test using capillary blood and a glucometer.
2. Perform patient teaching for a magnetic resonance imaging (MRI) test.
3. Correctly use Standard Precautions whenever obtaining or handling specimens for diagnostic tests.
4. Correctly complete laboratory and test requisition forms.

Skills:

Obtaining blood samples with a Vacutainer system.

Performing a urine dipstick test.

Obtaining culture specimens: throat and wound.

Know how to assist with a pelvic exam, flexible sigmoidoscopy and an ECG. You will be doing all three of these procedures in the clinical setting during Med/Surg.

Know the pre-test preps for each test listed in this chapter. You will be responsible for patient teaching and preps in the clinical setting.

Know the normal range for WBC's, Hgb, Hct, Plt count, glucose, BUN, and specific gravity. You will need this throughout clinical and your nursing career.

February 17, 18 &19, 2009: Chapter 28 Assisting with Respiration and Oxygen Delivery

Assignment: Read Chapter 28 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

**Videos: Auscultation and Percussion of the Lungs and Thorax
Chest Tube Drainage
Suctioning Part I
Suctioning Part II**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Explain how the respiratory system functions.
3. Name three causes of hypoxia.
4. Describe the various methods used for oxygen delivery.
5. List safety precautions to be observed when patients are receiving oxygen therapy.
6. Identify procedures to be followed in the event of respiratory or cardiac arrest.

Lab Learning Outcomes : Scenario

1. Prepare to assist patients to clear the airway via coughing, postural drainage, suctioning, Heimlich maneuver, and inhalation therapy.
2. Regulate oxygen flow and correctly apply an oxygen delivery device.
3. Prepare to provide care for the tracheostomy patient.
4. Prepare to care for the patient who has a chest tube and drainage system.

Skills:

Using a pulse oximeter
Administering the Heimlich maneuver
Cardiopulmonary resuscitation
Administering oxygen
Nasopharyngeal suctioning
Endotracheal and tracheostomy suctioning
Providing tracheostomy care
Using a pulse oximeter
Maintain a disposable water-seal chest drainage system

February 20 & 23, 2009 : Chapter 29 Promoting Urinary Elimination

Assignment: Read Chapter 29 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos: Alteration in Pattern: Assessment
Alteration in Pattern: Dysuria
Alteration in Pattern: Temporary Retention
Incontinence: Independent Interventions & Indwelling Catheterization

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the structure and functions of the urinary system.
3. Identify abnormal findings on a urinalysis report.
4. Describe three nursing measures to assist patients to urinate normally.
5. List the purposes and principles of indwelling and intermittent Catheterization.
6. Discuss ways to manage urinary incontinence.

Lab Learning Outcomes: Scenario

1. Assess a patient's urinary status.
2. Teach a patient how to obtain a "clean catch" (midstream) specimen.
3. Perform a urine dipstick test accurately.
4. Perform catheter care.
5. Assist patient with toileting.
6. Assist with formulation of a nursing care plan for a patient experiencing a problem with urinary elimination.

Skills:

Placing and removing a bedpan.

Applying a condom catheter.

Catheterizing the female patient.

Catheterizing the male patient.

Performing intermittent bladder irrigation and instillation.

Obtain a urine specimen from an indwelling catheter.

Removing an indwelling catheter.

Continence training.

February 24, 2009: Chapter 14 Cultural and Spiritual Aspects of Patient Care

Assignment: Read chapter 14 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe how culture influences health and health care choices.
3. Identify three beliefs or values affecting health care that might be found among patients from the following cultural groups: Hispanic American, Asian American, Native American, African American, and European American.
4. Discuss the ways in which poverty often impedes adequate health care within our country.
5. Describe how religious beliefs and practices may affect health and health care choices.
6. Identify major differences in dietary and nutritional choices among cultural and religious groups.
7. Demonstrate cultural competence when caring for a culturally different patient.
8. Plan nursing interventions for a patient whose culture is different from your own.
9. Discuss ways to protect the patient's rights when their culture does not permit the use of a medical intervention.
10. Identify signs of spiritual distress in a patient and plan three interventions to relieve it.
11. Discuss boundaries of professional care for a patient whose religious beliefs are different from yours.

Lab Learning Outcomes: Scenario

1. Demonstrate cultural competence when caring for a culturally different Client.

2. Plan nursing interventions for a patient whose culture is different from your own.
3. Discuss ways to protect patients' rights when their culture does not permit the use of a medical intervention.
4. Identify signs of spiritual distress in a patient and plan three interventions to relieve it.
5. Discuss boundaries of professional care for a patient whose religious beliefs are different from yours.

February 25,2009: **Chapter 26 Concepts of Basic Nutrition and Cultural Considerations.**

Assignment: **Read chapter 26 and complete the multiple choice questions in the Fundamental Learning Guide.**

Instructor: **Kim Ray, RN**

Videos: **Feeding the Patient**
Enteral Feeding Tubes Part I
Enteral Feeding Tubes Part II
Management of TPN Part I
Management of TPN Part II

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Review the structure and function of the gastrointestinal system.
3. Discuss the function of fats, carbohydrates, proteins, vitamins, and minerals in the human body.
4. Identify food sources of fats, carbohydrates, proteins, vitamins, and minerals.
5. List medical conditions that may occur as a result of protein, calorie, vitamin or mineral deficiency or excess.
6. Utilize the components of the Food Guide Pyramid to assist patients.
7. Describe cultural influences on nutrition practices.
8. Identify a variety of factors that influence nutrition.
9. Identify nutritional needs throughout the lifespan.

10. Discuss components of a nutritional assessment.
11. Identify patients at risk for nutritional deficits.
12. Develop a teaching plan for the patient for whom a special diet is prescribed.

Lab Learning Outcomes : Scenario

1. You will draw a prescribed diet at random and plan a 24-hour meal plan for this patient. This diet should meet all the nutritional requirements. The Food Guide Pyramid will be available to select foods from.

February 26, 2009: Chapter 27 Diet Therapy and Assisted Feeding

Assignment: Read chapter 27 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify the role of the nurse related to diet therapy and special diet.
3. Compare and contrast a full liquid with a clear liquid diet.
4. Describe health issues related to nutrition.
5. List disease processes that may benefit from diet therapy.
6. Verbalize the rationale for tube feedings.
7. List the steps for the procedure to insert , irrigate, and remove a nasogastric tube.
8. Discuss the procedure for tube feeding.
9. Identify medical rationale and nursing care for a patient receiving total parenteral nutrition (TPN).

Lab Learning Outcomes: Scenario

1. Develop a teaching plan for nutritional therapy.
2. Demonstrate insertion, irrigation, and removal of a nasogastric tube.
3. Demonstrate feeding a patient through a nasogastric tube or

percutaneous endoscopic gastrostomy(PEG) tube.

February 27, 2009: Chapter 30 Promoting Bowel Elimination

March 2, 2009

Assignment: Read chapter 30 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos: **Constipation: How Your Care Plan Can Make the Difference**
Ostomy Care
Preparing the Ostomy Patient for Discharge

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the process of normal bowel elimination.
3. Identify abnormal characteristics of stool.
4. List factors to be evaluated during the preoperative assessment of the ostomy patient.
5. Describe three types of intestinal diversions.
6. Discuss continent diversions and their advantages.

Lab Learning Outcomes: **Scenario**

1. Use nursing measures to promote regular bowel elimination in patients.
2. Prepare to administer an enema.
3. Prepare to assist and teach the patient who is incontinent with a bowel retraining program.
4. Prepare to collect a stool specimen.
5. Prepare to provide ostomy care including irrigation and changing the ostomy appliance.
6. Prepare to assist a patient to catheterize a continent diversion.

Skills: Administering an enema.
Changing an ostomy appliance.
Removal of a fecal impaction.

Catheterization of a continent ileostomy.

Irrigating a colostomy.

March 3,4 & 5 2009: Chapter 33 Pharmacology and Preparation for Drug Administration

Assignment: Read chapter 33 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Videos: **Pharmacology Assessment: Nursing Implications**
Administration & Absorption of Parenteral Meds
Administration & Absorption of Topical Meds

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe how drugs are classified.
3. Trace the general actions of drugs in the body.
4. List three reasons why patients may be noncompliant with drug treatment.
5. Discuss areas of concern regarding medication administration to children or the elderly.
6. Describe issues of medication administration in home care.

Lab Learning Outcomes: **Scenario**

1. Explain how laws affect the administration of drugs by nurses.
2. Locate information about a drug, including action, use, side effects, interactions, nursing implications, usual dosage, and recommended routes of administration.
3. Demonstrate a method for accurately calculating a drug dosage.
4. Identify information the patient must be taught to safely use a drug.
5. Discuss factors to be considered in the administration of medications.

March 6,9 & 10, 2009:Chapter 34 Administering Oral, Topical, and Inhalant Medications

Assignment: Read chapter 34 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Videos: Administering Oral, Topical, Supplemental & Inhalants
Oral Medication Administrations

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify the parts of a valid medication order.
3. List the different classifications of drugs based on their specific actions.
4. Discuss medication dispensing and delivery systems.
5. Identify four principles to be followed when giving a medication through a feeding tube.
6. Consider special needs when administering oral and topical medications to an elderly patient.
7. Describe the legal and professional responsibilities of the LPN related to medication administration.

Lab Learning Outcomes : Scenario

1. Give oral and topical medications using the five rights and five rules.
2. Prepare and apply topical medications such as eye ointments, eardrops, transdermal patches, and topical ointments.
3. Instill a vaginal and a rectal suppository safely and effectively.
4. Account for doses of controlled drugs that must be withdrawn from the locked narcotic cabinet or dispensed from an automated dispensing unit.

Skills: **Administering oral medications.**
Instilling eye medication
Administering topical skin medications
Administering medications through a feeding tube
Instilling otic medications
Inserting a rectal suppository

March 11,12 & 13: Chapter 35 Administering Intradermal, Subcutaneous, and

Intramuscular Injections

Assignment: Read the chapter and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos: **Administering IM, ID, SQ injections**
Preparing Medication from an Ampule
Preparing Medication from a Vial

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify the principles for safe and effective administration of intradermal, subcutaneous, and intramuscular injections.
3. List the routes used for administering parenteral medications and the advantages and disadvantages of each route for pediatric, adult, and elderly patients.
4. Discuss how to choose the appropriate syringe and needle for the type of injection ordered.

Lab Learning Outcomes : Scenario

1. Locate the appropriate site on a patient to give an ID, SQ, or IM injection by identifying correct anatomic landmarks.
2. Demonstrate reconstitution of a drug from a powder.
3. Aseptically and accurately withdraw and measure the ordered dose of a medication from a vial or an ampule.
4. Utilize the five rights of medication administration, also checking for patient drug allergies.
5. Correctly prepare, administer, and interpret the results of an ID injection using the five rights and aseptic technique.
6. Correctly prepare and administer a SQ injection with 100% accuracy.
7. Correctly prepare and administer an IM injection with 100% accuracy.
8. Document injections administered correctly after administration.
9. Follow Standard Precautions when administering injections and disposing of

used equipment.

10. Demonstrate the correct method for drawing up two types of drugs, including insulin, in one syringe.

Skills:

Administering an ID injection

Administering a SQ injection

Administering an IM injection

Preparing a syringe for use

Withdrawing medication from an ampule

Withdrawing medication from a vial

Administering insulin from an accu-check, sliding scale order

Combining insulins

Giving a Z-track injection

March 21, 2008: Chapter 37 Care of the Surgical Patient

Assignment: Read chapter 37 and complete multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

**Videos: Maintaining Surgical Asepsis
Post-Abdominal Surgery**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Discuss reasons for which surgery might be performed.
3. Identify the types of anesthesia used for surgery.
4. Assess for potential risk factors for complications of surgery.
5. Assist the patient with psychological preparation for surgery.
6. Discuss differences in the roles of the scrub person and the circulating nurse.
7. List interventions to prevent each of the potential postoperative complications.

Lab Learning Outcomes: Scenario

1. Implement physical preparation of the patient before surgery.
2. Perform preoperative teaching for the patient and family.
3. Prepare to perform an immediate postoperative assessment when a patient returns to the nursing unit.
4. Promote adequate ventilation of the lungs during recovery from anesthesia.
5. Assess for postoperative pain and provide comfort measures and pain relief.
6. Promote early ambulation and return to independence in activities of daily living.
7. Perform discharge teaching necessary for postoperative home self-care.

Skills: Performing a surgical prep
Applying antiembolism stockings

March 24, 2009 Chapter 31 Pain, Comfort and Sleep

Assignment: Read chapter 31 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Videos: Acute Pain Management: Operative/Medical Procedures & Trauma
Patient Controlled Analgesia: Nursing Prospective

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Explain the physiology of pain using the gate control theory.
3. Describe the use of a variety of nursing interventions for pain control, including biofeedback, distraction, guided imagery, massage, and relaxation.
4. Discuss complementary therapies used to control pain, including chiropractic, acupuncture, and acupressure.
5. Describe the need for normal sleep.

6. Discuss how the need for sleep changes over the lifespan.
7. Describe the sleep disorders insomnia, sleep apnea, and narcolepsy.
8. Identify factors that might interfere with assigned patient's usual sleep.

Lab Learning Outcomes: Scenario

1. Assist the patient in accurately describing sensations of pain or discomfort.
2. Accurately and appropriately record the patient's report of pain using clear, descriptive terms.
3. Evaluate the effects of various techniques used for pain control.
4. Perform a patient assessment for sleep difficulties.
5. Develop a plan to assist the patient in getting adequate sleep.
6. Prepare to assist with the care of patients receiving patient-controlled analgesia (PCA) or epidural analgesia.
7. Prepare to assist the patient using a transcutaneous electrical nerve stimulation (TENS) unit.

Skills: Operate a TENS unit
Setting up or monitoring a PCA pump
Monitoring an epidural catheter for pain control

March 24, 2009: Chapter 32 Complementary and Alternative Therapies

Assignment: Read Chapter 32 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Identify therapies considered part of complementary and alternative medicine (CAM).
3. Discuss the use of CAM in integrative medicine.
4. Discuss five commonly used complementary and alternative therapies.

5. Name four mind-body therapies.
6. Direct patients to information needed to make a decision on whether to use an herbal preparation.
7. Describe the desired outcome of spinal manipulation during chiropractic treatment.

Lab Learning Outcomes: Scenario

1. Assess the use of alternative and complementary therapies by assigned patients.
2. Direct patients to information about alternative and complementary therapies.
3. Assist patients to use relaxation and imagery.

March 25, 2009: Chapter 38 Providing Wound Care and Treating Pressure Ulcers

Assignment: Read chapter 38 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Videos: Breaking the Chain of Nosocomial Infections: Surgical Wound Infections
 Applications of Heat & Cold
 Pressure, Shear & Friction: Assessing Risks
 Pressure, Shear & Friction: Prevention & Intervention

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the physiologic process by which wounds heal.
3. Discuss factors that affect wound healing.
4. Explain the major purpose of a wound drain.
5. Describe four signs and symptoms of wound infection.
6. Discuss actions to be taken if wound dehiscence or evisceration occurs.
7. Compare and contrast the therapeutic effects of heat and cold.

Lab Learning Outcomes : Scenario

1. Perform wound care including emptying a drainage device and applying a sterile dressing.

2. Perform a wound irrigation.
3. Provide care for a pressure ulcer.
4. Remove sutures or staples from a wound and apply Steri-strips.
5. Give a heat or cold treatment to a patient.

Skills:

Sterile dressing change

Wound irrigation

Applying a wet-to-damp or wet-to-dry dressing

Maintain a closed wound drainage unit

Applying a hydrocolloid dressing

Irrigating the eye or adult ear

Removing sutures or staples

March 26, 2009: Chapter 15 Loss, Grief and the Dying Patient

Assignment: Read chapter 15 and complete the multiple choice questions in the Fundamental Learning Guide.

Instructor: Kim Ray, RN

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Describe the stages of grief and of dying, with their associated behaviors and feelings.
3. Discuss the concept of Hospice care.
4. Identify four examples of palliative care.
5. Identify three common fears a patient is likely to experience when dying.
6. List the common signs of impending death.
7. Explain the difference between the patient's right to refuse treatment and assisted suicide.
8. Explain how the code for nurses provides guidelines for the nurses behavior regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.

Lab Learning Outcomes: Scenario

1. Demonstrate compassionate therapeutic communication techniques

with a terminally ill patient and/or his family.

2. Explain the reason for completing an advanced directive to a terminally ill patient, and what healthcare proxy and DNR mean in lay language.
3. Describe one nursing intervention for comfort care that can be implemented in a hospital or a nursing home for a dying patient for each of the following problems;
 - a. Pain
 - b. Nausea
 - c. Dyspnea
 - d. Anxiety
 - e. Constipation
 - f. Incontinence
 - g. Thirst
 - h. Anorexia
4. Prepare to perform postmortem care for a deceased patient.
5. Prepare to provide information regarding organ and tissue donation in response to family questions.
6. Identify ways in which you should support or instill hope in the terminally ill patient and his family.

Skills: Postmortem care

March 27, 2009: **Chapter 23 Admitting, Transferring, and Discharging Patients**
Assignment: **Read chapter 23 and complete the multiple choice questions in the Fundamental Learning Guide.**

Instructor: **Kim Ray, RN**

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Define routine and emergency admission.
3. Describe the role of the admitting department.
4. List the elements included in a patient's orientation to the nursing unit.

5. List five types of information that must be included in the discharge form sent with a patient going to another facility.
6. Define the necessary information to include on a patient's discharge instructions when the patient is going directly home.

Lab Learning Outcomes : Scenario

1. Assist with the performance of an admission assessment.
2. Orient a patient to the patient unit and hospital.
3. Assist with the transfer of a patient to another unit.
5. Interact with the social worker regarding the discharge needs of an assigned patient.
6. Prepare to interact appropriately with the family of a patient who expires.
7. Complete the admission assessment form, the discharge form, and the transfer form provided.

Skills:

- Complete an admission assessment.
- Complete discharge paperwork with patient instructions.
- Complete transfer paperwork.
- Complete removal of body paperwork.

March 27 & 30, 2009: Chapter 39 Promoting Musculoskeletal Function

Assignment: Read chapter 39 and complete the multiple choice questions in the **Fundamental Learning Guide.**

Instructor: Kim Ray, RN

Videos: **Bandages & Binders**
Impaired Mobility: Physical Consequences
Impaired Mobility: The Nurse's Role
Casts: Part I
Casts: Part II

Learning Outcomes: At the completion of this chapter, the student should be able to:

1. Correctly use the terms listed for this chapter.
2. Discuss the effects of inactivity on respiratory exchange and airway clearance.

3. Describe how to perform a neurovascular assessment on an immobilized extremity.
4. Describe appropriate care of a cast as it dries.
5. Verbalize the differences among an air-fluidized bed, low-air-loss bed and continuous lateral-rotation bed, listing the reasons for their use.
6. Name at least four pressure-relief devices that help prevent skin injury in immobile patients.
7. Discuss the use of bandages and slings to immobilize a body part.

Lab Learning Outcomes: Scenario

1. Correctly care for the patient undergoing skin or wound traction.
2. Teach a patient to properly care for a cast following discharge.
3. Assist a patient with the use of each of the following: walker, crutches, cane, brace, prosthesis, and wheelchair.
4. Transfer a patient using a mechanical lift.
5. Use lift sheets and roller or slide devices to move immobilized patients.
6. Correctly apply an elastic bandage to a stump after an amputation.
7. Devise a plan of care for meeting the psychosocial needs of the alert, immobile patient.

Skills: Cast care
Care of the patient in traction
Transferring with a mechanical lift
Application of an elastic bandage and sling

Final May 11, 2009