



## **2) Henke's Med-Math: Dosage Calculation, Preparation, and Administration, Edition 8, Susan Buchholz**

**Course Rationale:** This course exists to assist students in the basic formation of nursing knowledge, which is a foundation for the remaining courses in the nursing program.

**Course Goal:** By the end of the course, the student will be introduced to basic core concepts of nursing and acquire beginning competency in basic nursing psychomotor skill sets.

**Instructional Methodology/Teaching Strategies:** Instructor will use the lecture-discussion format as well as case studies, cooperative learning, and hands on experiential learning in clinical sites/labs. Other strategies include group work, student presentations, handouts, study guide assignments, supplemental AV materials, computer programs, apps and web sites (prep U, Kaplan, Nursing Central, etc.). The student may then apply theory to clinical practice, using critical thinking in clinical decision making, communication, and teaching/learning. Student will also gain beginning competence in psychomotor skills.

**Student Assessment:** Unit Exams, lab quizzes and evaluations, papers and presentation, clinical evaluations, clinical written work and standardized exit exams.

**Homework:** Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is six (sakpe) credit hours you should spend between 12-18 hours outside of the classroom on required readings and homework. However, every student differs in his or her individual skills, educational background, experience, capability and personal goals; the amount of time you must dedicate to out of class work can vary significantly.

**Reading Load:** Reading will include approximately three (yamni) to four (topa) chapters per week, (100-160 pages) plus handouts and homework as assigned.

**Type & Amount of Writing Load:** Student class assignments, journaling, nursing care plans/concept maps, drug sheets/cards, clinical assessment forms, process recordings, study guides, resident/community elder biography and patient medication analysis, self-assessment of clinical objectives attainment, topic paper.

**Supplemental Materials:** Clinical supplies include blue scrub top, black long sleeved tee-shirt, blue pants, shoes, watch with second hand, bandage scissors, OLC Nursing ID badge, stethoscope, BP cuff, penlight, reflex hammer, malpractice insurance, CPR certification, background and drug clearance, current physical exam with PPD and/or chest x-ray and up to date immunizations, including hepatitis B series.

**Lakota Perspective: Wolakolakiciapi** “learning Lakota ways of life in the community” is a unifying concept in this course as we care for Lakota people in health care settings and in the community. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to

demonstrate it by speaking in front of the group and practicing new skills in the clinical area (bravery-woohitike). All activities will take place in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways (Wauspe wicakiyapi ki iglutanyan ihani unpi kun hena itan wauspe tokeca uha ayin kte). Lakota perspective is demonstrated by 1) Student-student relationships, instructor-student relationships and clinical assignments, 2) transcultural emphasis on health-illness, values/beliefs, communication, therapeutic relationships, spirituality, death and dying, 3) individual student perspectives of cultural beliefs/values/customs, and 4) use of Lakota values in developing course objectives and clinical evaluation tools.

**Service Learning Component:** In keeping with the Lakota value of generosity and as an additional focus of the college, the nursing department supports the concept of service learning opportunities that support the coursework. The Level 1 Student Organization is charged with exploring opportunities for service learning in the community.

**Student Learning Outcomes (Wouspe Taku Unspepi Kte Kin He Le E):** *Upon completion of this course, students will be able to:*

1. Demonstrate an understanding and application of the nursing process and the use of critical thinking skills in health promotion and restoration for individuals with common acute and chronic imbalances. PLO#1; GEN ED#4
2. Identify cultural determinants essential to development of individual values, beliefs, lifestyles and learning style preferences as they relate to health promotion and health restoration. PLO#2; GEN ED#1,10
3. Identify the values and roles of the professional nurse. PLO#3; GEN ED#1
4. Identify legal and ethical requirements and behaviors of the professional nurse. PLO#3
5. Begin to assume the roles of life-long learner, teacher, client advocate, leader/manager and care provider. PLO#3
6. Identify how nursing research evidence guides practice and understand the rationale for utilizing EBP (evidence-based practice) in providing client care. PLO#4; GEN ED #4,5
7. Assess the role of and use technology to provide safe and competent nursing care. PLO#4; GEN Ed #9
8. Communicate effectively with individuals and family/tiospaye by utilizing therapeutic communication to promote health; communicate clearly and effectively to colleagues and interdisciplinary team to provide safe and effective care. PLO#5
9. Provide basic nursing care to elderly and/or adult individuals in structured health care settings. PLO#5; GEN ED#4,5
10. Engage in co-curricular activities inside and/or outside of the classroom to augment learning. GEN ED#10

## **EVALUATION AND GRADING: THEORETICAL AND CLINICAL**

### **Nursing Department Grading Scale**

**A=** 94-100 (935-1000 pts) = **Superior Quality Work** = Demonstrated concept mastery by scoring 94% or better.

**B=** 87-93 (865-934 pts) = **Good Quality Work** = Demonstrated concept mastery by scoring 87-93%.

**C= 80-86 (795-864 pts) = Satisfactory Quality Work** = Demonstrated concept mastery by scoring 80-86%.

**D= 73-79 (725-794 pts) = Marginal Quality Work** = Demonstrated weak concept mastery by scoring 73-79%, which is **below what is acceptable for nurses to function safely** in the health care field.

**F= Below 73 (less than 730 pts) = Demonstrated concept mastery below the acceptable mark** of 72%, which is well below what is acceptable for nurses to function safely in the health care field.

**W = Withdrawal:** A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself.

### **THEORETICAL (EXAMS and PAPERWORK)**

	<b>ASSIGNMENT</b>	<b>POINT VALUE</b>
1.	<b>*Unit Exams (7, 80 pts each)</b>	<b>560</b>
2.	<b>*Lab Quizzes (4, 20 pts each)</b>	<b>80</b>
3.	<b>*Final Exam</b>	<b>120</b>
4.	<b>*Kaplan Final Exit Exam</b>	<b>60</b>
5.	Written Clinical Assignments	115
6.	Paper and Presentation	45
7.	Kaplan (ONLINE) Assignments (10 pts each)	80

**TOTAL POINTS POSSIBLE FOR COURSE: 1000 points**

*Bonus points (TBA by instructor) may be awarded to student grades after they have passed exams at 80%.*

#### **1-4. UNIT EXAMS, LAB QUIZZES, FINAL EXAM AND FINAL KAPLAN EXIT EXAM (820 points TOTAL):**

**\*The student must pass unit exams, lab quizzes, final and Kaplan exit exams at an 80% (C) average before the remainder of the course written work points are added.** The points applied to unit, quizzes, final and exit exams will be determined, and if the average percentage of points is below 80%, the remainder of the grade (items 5-7, above) or any extra credit will **not** be added to the grade. **YOU WILL BE MORE SUCCESSFUL ON EXAMS IF YOU COMPLETE STUDY GUIDE AND PREP-U PRIOR TO EXAMS.** Students are encouraged to complete the prep-U to a **Level 4** prior to taking exams.

If the student is failing unit exams/lab quizzes at 75% or below by midterm she/he will not be scheduled for further clinicals so that all efforts can be focused on passing the theory portion of class. Clinical time will be made up during make up week.

#### **3. FINAL EXAM (120 points):**

The final theory exam grade is part of the exam/quiz grade, and an 80% average must be achieved to pass the course. Much of the exam content will be cumulative.

#### **4. FINAL KAPLAN EXIT EXAM (60 points):**

The Final Kaplan Exit Exam will be scheduled at the end of the semester and is worth about 10% of the theory grade for the course. Each student will take the exam at the end of the semester, and must complete the required remediation to achieve a passing grade.

### **5. WRITTEN CLINICAL ASSIGNMENTS (total 115 points):**

Written Clinical Assignment points are added **after the student achieves a passing average of 80% or higher on theory tests/quizzes**. Traditional nursing education practice is to give clinical written work no points, P/F, or Satisfactory/Unsatisfactory ratings. The OLC Nursing Program has decided to award points for student efforts **\*as long as theory tests/quizzes average 80% or higher**.

<b>ASSIGNMENT</b>	<b>POINTS</b>	<b>DUE</b>
Acute care unit health assessment/write up on elderly client	5	Email or submit by 5pm of clinical day
Acute care unit patient case study	30	Email or submit end of 2 <sup>nd</sup> clinical day
Long term care health assessment/write up on Lakota nursing home client	30	Email or submit by 5pm the following Monday
Out-patient surgery experience & report	20	E-mail or submit by 5pm of clinical day
Well Lakota elderly community case study	30	Email or submit by 5pm on Monday, November 26

*All late paperwork will lose 1 point per day, no exceptions.*

### **6. PAPER and PRESENTATION (45 points):**

*\*Paper and presentation points are added **after passing theory tests/quizzes at an average of 80% or higher**.*

**On Monday, October 15**, students will randomly pick topics for the presentation/paper. Students will draw a topic from twenty possible topics that are timely and relevant to the Foundations of Holistic Nursing Care course. Before the end of the class day, students may trade topics with one another if they wish. Students may also select a topic on their own; however, the topic **MUST be approved** by the instructor at least two weeks prior to the presentation date. All student papers are due **November 19 PRIOR** to the start of student presentations. Papers must be 3-5 pages in length and in **APA format**. Papers with multiple grammatical errors or lacking citations may be returned for correction. Paper and presentation will be graded according to the grading rubric handout (see handout). *All late papers will lose 1 point per day, no exceptions.*

Presentations will begin on **November 19 and conclude on November 20**. Presentations should be 6-10 minutes in length; students may use technology, handouts, or props to enhance their presentation.

## **7. KAPLAN (ONLINE) ASSIGNMENTS (80 points):**

Throughout the semester, the student will be completing various **Kaplan assignments and tests**. All Kaplan assignments must be completed by the due date and time or the student will lose 1 point per day, no exceptions.

***To complete the eight online Kaplan assignments worth 10 points each:***

Log into Kaplan

Go to “Focused Review Tests”

Go to “Take Available Tests”

Click “Take the Test” tab to the right of the assigned test

Complete test to 75% or better

**BY 4PM FRIDAY, AUGUST 31, COMPLETE KAPLAN ASSIGNMENT 1:**

Complete “Kaplan Health Assessment A”

**BY 4PM FRIDAY, OCTOBER 12, COMPLETE KAPLAN ASSIGNMENT 2:**

*Under “Clinical Resources” Section, complete “Mid-Fidelity Simulation: Fundamentals of Nursing/Geriatrics”*

**BY 4PM FRIDAY, OCTOBER 19, COMPLETE KAPLAN ASSIGNMENT 3:**

Complete “Kaplan Basic Math Test A”

**BY 4PM FRIDAY, OCTOBER 26, COMPLETE KAPLAN ASSIGNMENT 4:**

Complete “Kaplan Level II Math A”

**BY 4PM FRIDAY, NOVEMBER 2, COMPLETE KAPLAN ASSIGNMENT 5:**

Complete “Kaplan Fluid and Electrolyte Balance A”

**BY 4PM FRIDAY, NOVEMBER 9, COMPLETE KAPLAN ASSIGNMENT 6:**

Complete “Kaplan Fundamentals of Nursing A”

**BY 4PM FRIDAY, NOVEMBER 30 COMPLETE KAPLAN ASSIGNMENT 7:**

“Geriatrics in Focused Review”

**BY 4PM FRIDAY, DECEMBER 4, COMPLETE KAPLAN ASSIGNMENT 8:**

Complete “Fundamentals of Nursing B”

## **N218 CLINICAL COMPONENTS**

<u><b>Clinical Hours Breakdown</b></u>	<u><b>Hours</b></u>
*Nursing Arts Labs	40
Long Term Care Facility	12
Acute Care I (VS, assessments, EHR, basic patient care)	12
Surgery Observation (IVs, recovery, assessment)	5
Acute Care II (total patient care)	12
Well Elderly in Community	5
Kaplan Assignments	4
	-----
<b>Total Clinical Hours</b>	<b>90 hours</b>

*\*(Nursing Arts Labs information covered in Nursing Arts Labs Topical Outline)*

**Satisfactory (pass), Unsatisfactory (fail):** An unsatisfactory average (below 80%) on the clinical evaluation rubric, on written assignments or by egregious behaviors in lab or clinical settings will result in failure of the *entire* course, regardless of the grade received on exams. **See OLC Nursing Student Handbook for behaviors that can result in expulsion or immediate failure of the course.**

**Clinicals** are **mandatory**; all clinical absences will be made up at the discretion of instructors. Be aware that due to semester time constraints, students may not be able to make up excessive clinical absences, which will result in a failure of the course.

The student must demonstrate satisfactory performance of **required nursing care skills and techniques**. Skills *must* be demonstrated satisfactorily according to criteria in the clinical skills guide/textbook. Medication calculation quizzes require a 100% prior to administering that medication. There must also be a medication card prepared for each medication given.

The student must demonstrate satisfactory **clinical behavioral evaluation** at an 80% average score on clinical evaluations. Unsatisfactory averages on clinical behavioral evaluations (average below 80%) will result in failure for the entire course (**See Nursing handbook for other behaviors that can result in clinical failure**). In addition, “no call no show” to clinical will result in an unsatisfactory clinical grade for that day. Two unsatisfactory clinical days as determined from the evaluation or from a “no call no show” will result in failure for the course. All missed clinical days must be made up. The student needs to be proactive in rescheduling any missed clinical. If no time can be arranged, the makeup clinical will be scheduled during makeup week at the end of the semester.

The student must demonstrate satisfactory completion of **nursing care plans and written assignments** by stated dates. **All written assignments are required to be completed in order to pass the course.** Satisfactory rating may also include correct grammar, legibility, punctuation and spelling. Unsatisfactory assignments may be returned to the student for correction. All assignments *must* be rated “satisfactory” by the end of the semester to receive a passing grade in the course. If unsatisfactory paperwork is submitted too late for the student to amend, the unsatisfactory (failing

below 80%) grade will stand and the student will fail the course. **All late paperwork will lose one point per day, no exceptions.**

## **NURSING DEPARTMENT EXPECTATIONS**

1. **Tardiness:** does not belong in the realm of professional nursing. If you believe you will be late, **especially for clinical**, please contact your instructor AND/OR the clinical site directly. You WILL miss vital information if tardy to class; it is also disruptive and disrespectful to fellow students and the instructor. In addition, the student handbook states that a **tardy of over 1 hour is counted as an absence**. Three tardy days of less than one hour may add up to an absence. Tardiness while test taking is particularly disruptive to your classmates. If you are more than 15 minutes late for the exam, you may have to take it later due to scheduling conflicts.
2. **Absences:** If the student misses three classes in succession or 10 total classes (30% of class), they will be dropped per OLC policy (per course).
3. **Cell phones:** Do not bring cell phones into any exam.
4. **Missed exams:** Students are expected to contact the instructor immediately if they anticipate missing an exam. It is the student's responsibility to be proactive in scheduling a make-up exam with the instructor. The missed exam must be taken within three days of the originally scheduled exam time. The first missed exam time will not receive a penalty; if the second or subsequent exam times need to be rescheduled, there will be a 5% penalty to each exam. The instructor reserves the right to administer an alternative test in the event of a missed exam. If scheduling constraints prevent setting a mutually acceptable time, the student will make up the exam by the following Monday at 8a.m. or may receive a zero grade.
5. **Unannounced quizzes and graded in-class exercises:** may be given; content can include any course material assigned, up to and including the current session.
6. **Class discussion:** You are expected to participate in **class discussion**; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights. They may be struggling with the same material and benefit from your question.
7. **If the instructor is not present:** at the beginning of the class, and Nursing Department staff has not heard from the instructor, you should wait at least 30 minutes past the normal start-time; if the instructor has still not arrived, you may leave.
8. **Weather:** If classes are called off due to **weather**, it is done by OLC, the nursing department or the instructor (area grade or high school cancellations do not apply to us). The instructor will notify you if class is postponed or cancelled. It is imperative that you use your own judgement when traveling. We all live in different regions and even if class is held, the conditions in your area may be unsuitable for travel. You must make the final decision on travel given your own situation. The college and instructor will decide make up class dates, and if a class may be held via the internet.
9. **Early Alert System:** Students who are not meeting the 80% benchmark, and/or have failed the first two exams, or who have multiple absences, will be referred to their counselor via the **Early Alert System**. You will be expected to meet with your instructor, and possibly the Department Director, if you are failing this course, and as part of the Early Alert System. Nursing Department policy asks these students to sign a contract that they will engage in tutoring, Success Labs, and exam reviews (times determined by instructor). Faculty, Staff and

Department Director all wish to help you to be successful. In order to succeed in the program, and as part of the professionalism expected in becoming an RN, you must communicate your situation and needs to the instructor and department.

### **IMPORTANT POLICIES FOR REVIEW:**

***ADA Policy:*** Refer to Nursing student handbook and OLC student handbook

***Attendance and Tardiness:*** Refer to Nursing student handbook and OLC student handbook

***Clinical dress codes and clinical behaviors*** (See Nursing Student Handbook)

***College Policy on Grading and Change of Grades:*** Refer to student handbook

***Electronic Information Resources Acceptable Use Guidelines:*** Refer to Nursing student handbook and OLC student handbook

***Policies on Academic Honesty:*** Refer to Nursing student handbook and OLC student handbook

***Standards of Conduct Policy:*** Refer to Nursing student handbook and OLC student handbook

The Nursing Instructor reserves the right to make alternations to the course syllabus, outline, assignments, or schedule if needed.

**TOPICAL OUTLINE AND SCHEDULE**

**WEEK 1**

**8/27/2018: Monday, 9-12 am**

**Class Prep**

**Okowanci**

**Chapter 1: Introduction to Nursing**

1. Describe the historic background of nursing, definitions of nursing, and the status of nursing as a profession and as a discipline.
2. Explain the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
3. Describe the various levels of educational preparation in nursing.
4. Discuss the effects on nursing practice of nursing organizations, standards of nursing practice, nurse practice acts, and the nursing process.
5. Identify current trends in nursing.

Read chapter 1.

Complete chapter 1 study guide.

Instructor will introduce *PrepU (ThePOINT)*

Complete online practice quizzes on *PrepU (ThePOINT)* for chapters 1.

*PLO#3, SLO #3, GEN ED #11*

**8/28/2018: Tuesday, 1-4 pm**

**Class Prep**

**Chapter 2: Theory, Research, Evidence Based Practice**

1. Explain the sources of, types of and historical influences on nursing knowledge.
2. Compare and contrast systems theory, adaptation theory, and developmental theory.
3. Explain the significance of the four concepts common to all nursing theories.
4. Discuss the evolution of nursing research.
5. Compare and contrast quantitative and qualitative research methods.
6. Describe evidence-based practice in nursing, including the rationale for its use.
7. Outline the steps in implementing evidence-based practice.
8. Read and understand, on a beginning level, a published research article.

Read chapters 2 and 3.

Complete chapters 2 and 3 study guide.

Complete online practice quizzes on *PrepU* for chapters 2 and 3.

**Chapter 3: Health, Illness, and Disparities**

1. Describe concepts and models of health, wellness, and illness.
2. Compare and contrast acute illness and chronic illness.
3. Discuss the factors that play a role in disparities in health care.
4. Explain how the human dimensions, basic human needs, and self-concept influence health and illness.
5. Summarize the role of the nurse in promoting health, preventing illness, and addressing disparities in health care.
6. Explain the levels of preventive care.

*PLO #3,4; SLO # 3,4,6; GEN ED 5; NCLEX category Health Promotion and Health Maintenance*

<b>WEEK 2</b>	
<b>9/3/2018: Monday, 9-12 am</b>	<b>Class Prep</b>
<p><b>Chapter 4: Health of the Individual, Family, and Community</b></p> <ol style="list-style-type: none"> <li>1. Describe each level of Maslow’s hierarchy of basic human needs.</li> <li>2. Explain nursing care necessary to meet needs for each level of Maslow’s hierarchy.</li> <li>3. Discuss family concepts, including family roles, structures, functions, developmental stages, tasks, and health risk factors.</li> <li>4. Identify aspects of the community that affect individual and family health.</li> <li>5. Describe nursing interventions to promote and maintain health of the individual as a member of a family and as a member of a community.</li> </ol> <p><b>Chapter 5: Cultural Diversity</b></p> <ol style="list-style-type: none"> <li>1. Explain concepts of cultural diversity.</li> <li>2. Describe influences that affect culturally competent healthcare.</li> <li>3. Discuss examples of how diversity affects health and illness care, including culturally based traditional care.</li> <li>4. Identify factors commonly included in transcultural assessment of health-related beliefs and practices.</li> <li>5. Practice cultural competence when assessing and providing nursing care for patients from diverse cultural groups.</li> <li>6. Discuss factors in the healthcare system and in nursing that facilitate or impede culturally competent nursing care.</li> </ol>	<p>Read chapters 4 and 5.</p> <p>Complete chapters 4 and 5 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 4 and 5.</p>
<i>PLO #2,4; SLO #2,6; GEN ED #1, 5, 10; NCLEX category Psychosocial Integrity</i>	
<b>9/4/2017: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Okonunpa</b></p> <p><b>Chapter 6: Values, Ethics, and Advocacy</b></p> <ol style="list-style-type: none"> <li>1. List five common modes of value transmission.</li> <li>2. Describe seven steps in the valuing process.</li> <li>3. Use values clarification strategies in clinical practice.</li> <li>4. Compare and contrast the principle-based and care-based approaches to bioethics.</li> <li>5. Describe nursing practice that is consistent with the code of ethics for nursing.</li> <li>6. Recognize ethical issues as they arise in nursing practice.</li> <li>7. Use an ethical framework and decision-making process to resolve ethical problems.</li> <li>8. Identify four functions of institutional ethics committees.</li> <li>9. Describe three typical concerns of the nurse advocate.</li> </ol> <p><b>Chapter 7: Legal Dimensions of Nursing Practice</b></p> <ol style="list-style-type: none"> <li>1. Define “law” and describe four sources of laws.</li> <li>2. Describe professional and legal regulation of nursing practice.</li> <li>3. Identify the purpose of credentialing, using as examples accreditation, licensure or registration, and certification.</li> <li>4. Identify grounds for suspending or revoking a license or registration.</li> <li>5. Differentiate between intentional torts (assault and battery, defamation, invasion of privacy, false imprisonment, fraud) and unintentional torts (negligence).</li> <li>6. Evaluate personal areas of potential liability in nursing.</li> <li>7. Describe the legal procedure once a plaintiff files a complaint against a nurse for negligence.</li> <li>8. Describe the roles of the nurse as defendant, fact witness, and expert witness.</li> <li>9. Use appropriate legal safeguards in nursing practice.</li> <li>10. Explain the purpose of incident reports.</li> </ol>	<p>Read chapters 6 and 7.</p> <p>Complete chapters 6 and 7 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 6 and 7.</p>

11. Describe laws affecting nursing practice.	
<i>PLO#3,4; SLO#3,4; GEN ED #1; NCLEX category Management of Care</i>	
<b>WEEK 3</b>	
<b>09/10/2018: Monday, 8:30 am</b> <b>EXAM 1: Chapters 1-7 and 9:30-12 am class</b>	<b>Class Prep</b>
<p><b>Okoyamni</b> <b>Chapter 10: Blended Competencies, Clinical Reasoning, and Processes of Person-Centered Care</b></p> <ol style="list-style-type: none"> <li>1. Describe each element of thoughtful, person-centered practice: the nurse's personal attributes, knowledge base and blended and QSEN competencies; clinical reasoning, judgement, and decision-making; person-centered nursing process; and reflective practice leading to personal learning.</li> <li>2. Assess one's capacity for competent, responsible, caring practice.</li> <li>3. Contrast three approaches to problem solving.</li> <li>4. Use the clinical reasoning model.</li> <li>5. Describe the historic evolution of the nursing process.</li> <li>6. Describe the nursing process and each of its five steps.</li> <li>7. List five characteristics of the nursing process.</li> <li>8. List three patient benefits and three nursing benefits of using the nursing process correctly.</li> <li>9. Identify personal strengths and weaknesses in light of nursing's essential knowledge, attitudes, and skills.</li> <li>10. Describe the steps in concept mapping care planning.</li> <li>11. Value reflective practice as an aid to self-improvement.</li> </ol>	<p>Read chapter 10.</p> <p>Complete chapter 10 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 10.</p>
<i>PLO#1; SLO #1; GEN ED#4; NCLEX category Management of Care</i>	
<b>09/11/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 11: Assessing</b></p> <ol style="list-style-type: none"> <li>1. Define and describe the purpose of four types of nursing assessments.</li> <li>2. Explain the relationship between nursing assessment and medical assessment.</li> <li>3. Differentiate objective and subjective data.</li> <li>4. Identify five sources of patient data useful to the nurse.</li> <li>5. Describe the purpose of nursing observation, interview, and physical assessment.</li> <li>6. Obtain a nursing history using effective interviewing techniques.</li> <li>7. Plan patient assessments by identifying assessment priorities and structuring the data to be collected systematically.</li> <li>8. Identify common problems encountered in data collection, noting their possible causes.</li> <li>9. Explain when data need to be validated, and ways to accomplish this.</li> <li>10. Describe the importance of knowing when to report significant patient data and of proper documentation.</li> <li>11. Obtain and document purposeful, prioritized, complete, systematic, accurate, and relevant patient data in a standard format.</li> </ol> <p><b>Okoyamni</b> <b>Chapter 12: Diagnosing</b></p> <ol style="list-style-type: none"> <li>1. Describe the term <i>nursing diagnosis</i>, distinguishing it from a collaborative problem and a medical diagnosis.</li> <li>2. Describe the four steps involved in data interpretation and analysis.</li> </ol>	<p>Read chapters 11, 12, and 13.</p> <p>Complete chapters 11, 12 and 13 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 11, 12, and 13.</p>

<ol style="list-style-type: none"> <li>3. Use the guidelines for writing nursing diagnoses when developing diagnostic statements.</li> <li>4. Identify five types of nursing diagnoses.</li> <li>5. Describe means to validate nursing diagnoses.</li> <li>6. Describe the benefits and limitations of nursing diagnoses.</li> </ol> <p><b>Chapter 13: Outcome Identification and Planning</b></p> <ol style="list-style-type: none"> <li>1. Describe the purpose and benefits of outcome identification and planning.</li> <li>2. Identify three elements of comprehensive planning.</li> <li>3. Prioritize patient health problems and nursing responses.</li> <li>4. Describe how patient goals/expected outcomes and nursing orders are derived from nursing diagnoses.</li> <li>5. Develop a plan of nursing care with properly constructed outcomes and related nursing interventions.</li> <li>6. Differentiate nurse-initiated interventions, physician initiated interventions, and collaborative interventions.</li> <li>7. Use criteria to evaluate planning skills.</li> <li>8. Describe five common problems related to planning, their possible causes, and remedies.</li> <li>9. Describe the rationale for standardized outcomes (NOC) and interventions (NIC) for nursing.</li> </ol>	
<p><i>PLO#1; SLO #1; GEN ED #4; NCLEX category Management of Care</i></p>	

<b>WEEK 4</b>	
<b>09/17/2018: Monday, 9-12 am</b>	<b>Class Prep</b>
<p><b>Chapter 14: Implementing</b></p> <ol style="list-style-type: none"> <li>List advantages of having a standard classification of nursing interventions and outcomes.</li> <li>Use cognitive, interpersonal, technical, ethical/legal, and QSEN competencies to implement a plan of care.</li> <li>Use eight guidelines for implementation.</li> <li>Describe six variables that influence the way a plan of care is implemented.</li> <li>Use ongoing data collection to determine how to safely and effectively implement a plan of care.</li> <li>Explain why reassessment after nursing intervention is important.</li> <li>Describe the risks and responsibilities of delegating nursing interventions.</li> </ol> <p><b>Chapter 15: Evaluating</b></p> <ol style="list-style-type: none"> <li>Describe evaluation, its purpose, and its relation to the other steps in the nursing process.</li> <li>Evaluate the patient's achievement of four types of outcomes specified in the plan of care.</li> <li>Manipulate factors that contribute to success or failure in outcome achievement.</li> <li>Use the patient's response to the plan of care to modify the plan as needed.</li> <li>Explain the relation between quality-assurance/quality-improvement programs and excellence in healthcare.</li> <li>Describe the AACN standards for establishing and sustaining healthy work environments and describe the seven crucial conversations in healthcare.</li> <li>Value self-evaluation as a critical element in developing the ability to deliver quality, person-centered nursing care.</li> </ol>	<p>Read chapters 14 and 15.</p> <p>Complete chapters 14 and 15 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 14 and 15.</p>
<i>PLO#1; SLO#1; GEN ED #4; NCLEX category Management of Care</i>	
<b>09/18/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 16: Documenting, Reporting, Conferring, and Using Informatics</b></p> <ol style="list-style-type: none"> <li>List guidelines for effective documentation, including those of the American Nurses Association.</li> <li>Identify measures to protect confidential patient information.</li> <li>Identify approved abbreviations and symbols commonly used for documentation and distinguish these from error-prone abbreviations and symbols.</li> <li>Describe the purposes of patient records.</li> <li>Compare and contrast different methods of documentation: electronic health record; source-oriented record; problem-oriented record; PIE—problem, intervention, evaluation; focus charting; charting by exception; and case management model.</li> <li>Describe the purpose and correct use of each of the following formats for nursing documentation: nursing assessment, nursing care plan, critical/collaborative pathways, progress notes, flow sheets, discharge summary, and home care documentation.</li> <li>Document nursing interventions completely, accurately, currently, concisely, and factually—avoiding legal problems.</li> <li>Describe the nurse's role in communicating with other healthcare professionals by reporting and conferring.</li> <li>Describe nursing informatics and its contributions to nursing and</li> </ol>	<p>Read chapter 16.</p> <p>Complete chapter 16 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 16.</p>

healthcare.	
<i>PLO #5; SLO #7,8; GEN ED #9; NCLEX category Management of Care</i>	
<b>WEEK 5</b>	
<b>09/24/2018: Monday, 8:30am</b> <b>EXAM 2: Chapters 10-16 and 9:30-12 am class</b>	<b>Class Prep</b>
<p><b>Oko zaptan</b></p> <p><b>Chapter 8: The Healthcare Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Identify elements of a well-functioning health care delivery system.</li> <li>2. Describe strategies to increase access to affordable, high-quality care.</li> <li>3. Compare and contrast these health care delivery systems: physicians and hospitals, multispecialty practice groups, community health centers, prepaid group practices, accountable care organizations, medical homes, and medical neighborhoods.</li> <li>4. Evaluation four basic ways in which health care is paid for.</li> <li>5. Compare and contrast settings and agencies that provide healthcare.</li> <li>6. Describe the members of the interdisciplinary healthcare team.</li> <li>7. Discuss selected trends and issues affecting healthcare delivery.</li> <li>8. Describe the role of nursing in meeting the challenges of health care reform.</li> </ol> <p><b>Chapter 9: Care Coordination and Continuity in Health Care Settings and the Community</b></p> <ol style="list-style-type: none"> <li>1. Describe the role of the nurse in ensuring continuity of care and coordinating care between and among health care settings and the home.</li> <li>2. Describe the components of the home health care system, including agencies, patients, referrals, primary caregivers, reimbursement sources, and legal considerations.</li> <li>3. Describe the qualities and roles of the home health nurse.</li> <li>4. Explain the essential components of the pre-entry and entry phases of the home visit.</li> <li>5. Explain the importance of documentation in home care.</li> <li>6. Discuss considerations for establishing an effective nurse-patient relationship when admitting a patient a health care setting.</li> <li>7. Compare and contrast admission of a patient to an ambulatory care setting and a hospital setting.</li> <li>8. Discuss transfer of patients within and among health care settings.</li> <li>9. Explain how nurses use the components of discharge planning to provide continuity of care.</li> </ol>	<p>Read chapters 8 and 9.</p> <p>Complete chapters 8 and 9 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 8 and 9.</p>
<i>PLO#3; SLO#3,5, 8; GEN ED #10; NCLEX category Management of Care</i>	
<b>09/25/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 17: Developmental Concepts</b></p> <ol style="list-style-type: none"> <li>1. Summarize basic principles of growth and development.</li> <li>2. Discuss the theories of Freud, Erikson, Havighurst, Gould, Levinson, Piaget, Kohlberg, Gilligan, and Fowler.</li> <li>3. Describe the importance of incorporating theories of growth and development in assessing and planning nursing care for individuals.</li> <li>4. Explain implications for nursing practice based on an understanding of growth and development.</li> </ol>	<p>Read chapters 17, 18 and 19.</p> <p>Complete chapters 17, 18 and 19 study guide.</p>

<p><b>Chapter 18: Conception through Young Adult</b></p> <ol style="list-style-type: none"> <li>1. Summarize major physiologic, cognitive, psychosocial, moral, and spiritual developments from conception through the young adulthood.</li> <li>2. List common health problems of each age period from conception through the young adulthood.</li> <li>3. Describe nursing interventions to promote health in patients from conception through the young adulthood.</li> </ol> <p><b>Okosakpe</b></p> <p><b>Chapter 19: The Aging Adult</b></p> <ol style="list-style-type: none"> <li>1. Summarize the theories that describe how and why aging occurs.</li> <li>2. Describe major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood.</li> <li>3. Describe common health problems of middle and older adults.</li> <li>4. Discuss physiologic and functional changes that occur with aging.</li> <li>5. Describe common myths and stereotypes that perpetuate ageism.</li> <li>6. Describe nursing interventions to promote health for middle and older adults.</li> <li>7. Identify the healthcare needs of older adults in terms of chronic illnesses, accidental injuries, and acute care needs.</li> </ol>	<p>Complete online practice quizzes on <i>PrepU</i> for chapters 17, 18 and 19.</p> <p>KAPLAN: Chapter XIV, Pediatric Nursing, pgs. 487-498</p>
<p>PLO#4; SLO#1,6, 9; GEN ED #4,5; NCLEX category <i>Health Promotion and Health Maintenance</i></p>	

<b>WEEK 6</b>	
<b>10/1/2018: Monday, 9-12 am</b>	<b>Class Prep</b>
<p><b>Chapter 20: Communicator</b></p> <ol style="list-style-type: none"> <li>1. Describe the communication process, identifying factors that influence communication.</li> <li>2. List at least eight ways in which people communicate nonverbally.</li> <li>3. Discuss professional responsibilities when using electronic communication.</li> <li>4. Describe the interrelation between communication and the nursing process.</li> <li>5. Identify patient goals for each phase of the helping relationship.</li> <li>6. Use effective communication techniques when interacting with patients from different cultures.</li> <li>7. Use a standardized communication technique (SBAR) to communicate with physicians and transfer patient information to other nurses.</li> <li>8. Evaluate yourself in terms of the interpersonal competencies needed in nursing.</li> <li>9. Describe how each type of ineffective communication hinders communication.</li> <li>10. Describe strategies that counteract disruptive professional behaviors.</li> <li>11. Establish therapeutic relationships with patients assigned to your care, and describe effective interventions for patients with impaired verbal communication.</li> </ol>	<p>Read chapter 20.</p> <p>Complete chapter 20 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 20.</p>
<i>PLO#5; SLO#8; GEN ED #4,5; NCLEX category Psychosocial Integrity</i>	
<b>10/2/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 21: Teacher and Counselor</b></p> <ol style="list-style-type: none"> <li>1. Describe the teaching–learning process, including domains, developmental concerns, and specific principles.</li> <li>2. Describe the factors that should be assessed in the learning process.</li> <li>3. Discuss strategies that improve health literacy and promote patient safety.</li> <li>4. Describe the factors that influence patient compliance with the therapeutic plan.</li> <li>5. Formulate diagnoses for identified learning needs.</li> <li>6. Explain how to create and implement a culturally competent, age-specific teaching plan for a patient.</li> <li>7. Discuss the role of a nurse coach in promoting behavior change.</li> <li>8. Name three methods for evaluating learning.</li> <li>9. Explain what should be included in the documentation of the teaching–learning process.</li> <li>10. Discuss the nurse’s role as a counselor.</li> <li>11. Summarize how the nursing process is used to help patients solve problems.</li> <li>12. Describe how to use the counseling role to motivate a patient toward health promotion.</li> </ol>	<p>Read chapter 21.</p> <p>Complete chapter 21 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 21.</p>
<i>PLO #1,4,5; SLO#5; GEN ED #4,5; NCLEX category Psychosocial Integrity</i>	

**\*\*\*MONDAY, OCTOBER 8, NO CLASS INDIGENOUS PEOPLE’S DAY\*\*\***

## WEEK 7

**\*\*\*MONDAY, OCTOBER 8, NO CLASS INDIGENOUS PEOPLE'S DAY\*\*\***

<b>10/9/2018: Tuesday, 8:30am EXAM 3: Chapters 8, 9, 17-21 and 9:30-12 am class</b>	<b>Class Prep</b>
<p><b>Oko sakowin</b> <b>Chapter 30: Hygiene</b></p> <ol style="list-style-type: none"><li>1. Identify factors affecting personal hygiene.</li><li>2. Assess the adequacy of hygiene practices and self-care behaviors using appropriate interview and physical assessment skills.</li><li>3. Assess the condition of the patient's skin, oral cavity, hair, and nails using appropriate interview and physical assessment skills.</li><li>4. Develop nursing diagnoses that identify hygiene problems amenable to nursing intervention.</li><li>5. Describe the priorities of scheduled hygiene care.</li><li>6. Demonstrate techniques for assisting patients with hygiene measures, including those used when administering various types of baths and those used in cleaning each part of the body.</li><li>7. Describe agents commonly used on the skin and scalp, including precautions necessary for their use.</li><li>8. Plan, implement, and evaluate nursing care for common problems of the skin and mucous membranes.</li></ol> <p><b>Chapter 31: Skin Integrity and Wound Care</b></p> <ol style="list-style-type: none"><li>1. Discuss the processes involved in wound healing.</li><li>2. Identify factors that affect wound healing.</li><li>3. Identify patients at risk for pressure ulcer development.</li><li>4. Describe the method of staging of pressure ulcers.</li><li>5. Accurately assess and document the condition of wounds.</li><li>6. Provide nursing interventions to prevent pressure ulcers.</li><li>7. Implement appropriate dressing changes for different kinds of wounds.</li><li>8. Provide information to patients and caregivers for self-care of wounds at home.</li><li>9. Apply hot and cold therapy effectively and safely.</li></ol>	<p>Read chapters 30 and 31.</p> <p>Complete chapters 30 and 31 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 30 and 31.</p> <p><b>KAPLAN:</b> Unit 6: Maintenance of Skin Integrity, pgs. 53-62</p> <p><b>SCHEDULE:</b> <i>Formative Progress Conference by end of Week of Oct. 15</i></p>
<p><i>PLO#1,3, 4; SLO#1,9; GEN ED #4,5; NCLEX categories Psychosocial Integrity and Basic Care and Comfort; Reduction of Risk Potential</i></p>	

## WEEK 8

10/15/2017: Monday, 1-4 pm

### Class Prep

#### Chapter 34: Comfort and Pain Management

1. Describe specific elements in the pain experience.
2. Compare and contrast acute and chronic pain.
3. Identify factors that may affect an individual's pain experience.
4. Obtain a complete pain assessment using appropriate interviewing and physical assessment skills.
5. Develop nursing diagnoses that correctly identify pain problems and demonstrate the relationship between pain and other areas of human functioning.
6. Demonstrate the correct use of Nonpharmacologic pain relief measures.
7. Administer analgesic agents safely to produce the desired level of analgesia without causing undesirable side effects.
8. Collaborate with the members of other health disciplines, using different treatment modalities to promote pain relief.
9. Use teaching and counseling skills to empower patients to direct their own pain management programs.

#### Chapter 33: Rest and Sleep

1. Describe the functions and physiology of sleep.
2. Identify variables that influence rest and sleep.
3. Describe nursing implications that address age-related differences in the sleep cycle.
4. Perform a comprehensive sleep assessment using appropriate interview questions, a sleep diary when indicated, and physical assessment skills.
5. Describe common sleep disorders, noting key assessment criteria.
6. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions.
7. Describe nursing strategies to promote rest and sleep based on scientific rationale.
8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving sleep problems.

Read chapters 33 and 34.

Complete chapters 33 and 34 study guide.

Complete online practice quizzes on *PrepU* for chapter 33 and 34.

**KAPLAN:** Unit 4: Altered Functions Related to Pain, pgs. 37-42

**SCHEDULE:**  
*Formative Progress Conference by end of Week of Oct. 15*

**Choose paper/ presentation topics**

*PLO#1,3,4; SLO#1,9; GEN ED #4,5; NCLEX category Pharmacological and Parenteral Therapies, Basic Care and Comfort*

10/16/2018: Tuesday, 1-4 pm	Class Prep
<p><b>Okò saglogan</b>  <b>Chapter 35: Nutrition</b></p> <ol style="list-style-type: none"> <li>1. List the six classes of nutrients, explaining the significance of each.</li> <li>2. Identify risk factors for poor nutritional status.</li> <li>3. Describe how nutrition influences growth and development throughout the life cycle.</li> <li>4. Discuss the components of a nutritional assessment.</li> <li>5. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions.</li> <li>6. Describe nursing interventions to help patients achieve their nutritional goals.</li> <li>7. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve nutritional problems.</li> <li>8. Identify nursing interventions to safely deliver enteral nutrition.</li> <li>9. Identify nursing interventions to safely deliver parenteral nutrition.</li> </ol> <p><b>Okò nàpcinyunka</b>  <b>Chapter 32: Activity</b></p> <ol style="list-style-type: none"> <li>1. Describe the role of the skeletal, muscular, and nervous systems in the physiology of movement.</li> <li>2. Identify seven variables that influence body alignment and mobility.</li> <li>3. Differentiate isotonic, isometric, and isokinetic exercise.</li> <li>4. Describe the effects of exercise and immobility on major body systems.</li> <li>5. Assess body alignment, mobility, and activity tolerance, using appropriate interview and physical assessment skills.</li> <li>6. Develop nursing diagnoses that correctly identify mobility problems amenable to nursing interventions.</li> <li>7. Utilize principles of body mechanics when appropriate.</li> <li>8. Use safe patient handling and movement techniques and equipment when positioning, moving, lifting, and ambulating patients.</li> <li>9. Design exercise programs.</li> <li>10. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving mobility problems.</li> </ol>	<p>Read chapters 32 and 35.</p> <p>Complete chapters 32 and 35 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 32 and 35.</p> <p><b>KAPLAN:</b>  Unit 1: Concepts Basic to Nutrition, pgs. 203-224  Unit 1: Normal Mobility, pgs. 21-24  Unit 2: Altered Functions Related to Immobility, pgs. 25-32</p> <p><b>SCHEDULE:</b>  <i>Formative Progress Conference by end of Week of Oct. 15</i></p> <p><b>Choose paper/ presentation topics</b></p>
<i>PLO #1,3,4; SLO#1,9; GEN ED#4,5; NCLEX category Basic Care and Comfort</i>	

<b>WEEK 9</b>	
<b>10/22/2018: Monday, 8:30am</b> <b>EXAM 4: Chapters 30-35 and 9:30-12 am class</b>	<b>Class Prep</b>
<p><b>Chapter 29: Perioperative Nursing</b></p> <ol style="list-style-type: none"> <li>1. Describe the surgical experience, including perioperative phases, classification of surgery, types of anesthesia, informed consent and advance directives, and outpatient/same-day surgery.</li> <li>2. Conduct a preoperative nursing history and physical assessment to identify patient strengths as well as factors that increase risks for surgical and postoperative complications.</li> <li>3. Prepare a patient physically and psychologically for surgery.</li> <li>4. Identify assessments and interventions specific to the prevention of complications in the immediate and early postoperative phases.</li> <li>5. Use the nursing process to develop an individualized plan of care for the surgical patient during each phase of the perioperative period.</li> </ol> <p><b>Oko wikcemna</b></p> <p><b>Chapter 38: Oxygenation and Perfusion</b></p> <ol style="list-style-type: none"> <li>1. Describe the principles of respiratory and cardiovascular anatomy and physiology.</li> <li>2. Describe the function and role of the respiratory and cardiovascular systems in oxygenation.</li> <li>3. Describe age-related differences that influence the care of patients with oxygenation problems.</li> <li>4. Identify factors that influence respiratory and cardiovascular function.</li> <li>5. Perform a cardiopulmonary assessment using appropriate interview questions and physical assessment skills.</li> <li>6. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.</li> <li>7. Describe nursing strategies to promote adequate oxygenation and identify their rationale.</li> <li>8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving oxygenation problems.</li> </ol>	<p>Read chapters 29 and 38.</p> <p>Complete chapters 29 and 38 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 29 and 38.</p> <p><b>KAPLAN:</b> Unit 7: Perioperative Care, pgs. 63-72 Unit 1: Respiratory System Overview, pgs. 161-164 Unit 2: Alterations in Airway Clearance and Breathing Patterns, pgs. 165-180</p>
<i>PLO #1,3,4; SLO#1,9; GEN ED#4,5; NCLEX categories Reduction of Risk Potential and Physiological Adaptation</i>	
<b>10/23/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 39: Fluid, Electrolyte, and Acid-Base Balance</b></p> <ol style="list-style-type: none"> <li>1. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments.</li> <li>2. Describe the functions, regulation, sources, and losses of the main electrolytes of the body.</li> <li>3. Explain the principles of osmosis, diffusion, active transport, and filtration.</li> <li>4. Describe how thirst and the organs of homeostasis (kidneys, heart and blood vessels, lungs, adrenal glands, pituitary gland, parathyroid glands) function to maintain fluid homeostasis.</li> <li>5. Describe the role of buffer systems and respiratory and renal mechanisms in achieving and maintaining acid-base balance.</li> <li>6. Identify the etiologies, defining characteristics, and treatment modalities for</li> </ol>	<p>Read chapter 39.</p> <p>Complete chapter 39 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 39.</p>

<p>common fluid, electrolyte, and acid-base imbalances.</p> <ol style="list-style-type: none"> <li>7. Perform a fluid, electrolyte, and acid-base balance assessment.</li> <li>8. Describe the role of dietary modification, modification of fluid intake, medication administration, IV therapy, blood replacement, and total parenteral nutrition (TPN) in resolving fluid, electrolyte, and acid-base imbalances.</li> <li>9. Assess, plan, implement, and evaluate nursing care related to select nursing diagnoses involving fluid, electrolyte, and acid-base imbalances.</li> </ol>	<p><b>KAPLAN:</b> Chapter III, Units 1, 2, 3; Fluid Regulation, Electrolyte Imbalance, IV Therapy, pgs. 73-100</p>
<p><i>PLO #1,3,4; SLO#1,9; GEN ED#4,5; NCLEX category Physiological Adaptation</i></p>	

<b>WEEK 10</b>	
<b>10/29/2018: Monday, 9-12 am</b>	<b>Class Prep</b>
<p><b>Oko ake wanci</b>  <b>Chapter 40 Self-Concept</b></p> <ol style="list-style-type: none"> <li>1. Identify three dimensions of self-concept: self-knowledge, self-expectations, and self-evaluation (self-esteem).</li> <li>2. Describe major steps in the development of self-concept.</li> <li>3. Differentiate positive and negative self-concept and high and low self-esteem.</li> <li>4. Identify six variables that influence self-concept.</li> <li>5. Use appropriate interview questions and observations to assess a patient's self-concept.</li> <li>6. Develop nursing diagnoses to identify disturbances in self-concept (body image, self-esteem, role performance, personal identity).</li> <li>7. Describe nursing strategies that are effective in resolving self-concept problems.</li> <li>8. Plan, implement, and evaluate nursing care related to select nursing diagnoses for disturbances in self-concept.</li> </ol>	<p>Read chapter 40.</p> <p>Complete chapter 40 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 40.</p>
<i>PLO #1,3,4,5; SLO#1,8,9; GEN ED#4,5; NCLEX category Psychosocial Integrity</i>	
<b>10/30/2018: Tuesday, 1-4 pm</b>	<b>Class Prep</b>
<p><b>Chapter 41: Stress and Adaptation</b></p> <ol style="list-style-type: none"> <li>1. Summarize the mechanisms involved in maintaining physiologic and psychological homeostasis.</li> <li>2. Explain the interdependent nature of stressors, stress, and adaptation.</li> <li>3. Differentiate the physical and emotional responses to stress, including local adaptation syndrome, general adaptation syndrome, mind-body interaction, anxiety, and coping and defense mechanisms.</li> <li>4. Discuss the effects of short-term and long-term stress on basic human needs, health and illness, and the family.</li> <li>5. Compare and contrast developmental and situational stress, incorporating the concepts of physiologic and psychosocial stressors.</li> <li>6. Explain factors that cause stress in the nursing professions.</li> <li>7. Integrate knowledge of healthy lifestyle, support systems, stress management techniques, and crisis intervention into hospital-based and community-based care.</li> </ol>	<p>Read chapter 41.</p> <p>Complete chapter 41 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 41.</p>
<i>PLO #1,3,4,5; SLO#1,8,9; GEN ED#4,5; NCLEX category Psychosocial Integrity</i>	

## WEEK 11

11/5/2018: Monday, 8:30am EXAM 5: Chapters 29, 38, 39 and 9:30-12 am class		Class Prep
<p><b>Chapter 42: Loss, Grief, and Dying</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of loss and grieving, including types of loss and grief reactions.</li> <li>2. Describe the signs of impending death.</li> <li>3. Compare and contrast the five emotional stages of dying defined by Kübler-Ross.</li> <li>4. Identify ethical and legal issues in end-of-life care, including advance directives, physician orders, and euthanasia.</li> <li>5. Articulate and defend a personal response to a patient's plea, "Please help me die."</li> <li>6. Explain six factors that affect loss, grief, and dying.</li> <li>7. Describe physiologic, psychological, and spiritual care of a dying patient and family.</li> <li>8. Use the nursing process to plan and implement care for dying patients and their families.</li> <li>9. Outline nursing interventions when providing postmortem care.</li> <li>10. Discuss the role of the nurse in caring for the family of a dying patient.</li> </ol> <p><b>Chapter 43: Sensory Functioning</b></p> <ol style="list-style-type: none"> <li>1. Describe the four conditions that must be met in each sensory experience.</li> <li>2. Explain the role of the reticular activating system in sensory experience.</li> <li>3. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload.</li> <li>4. Perform a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.</li> <li>5. Develop nursing diagnoses that correctly identify sensory/perceptual alterations that may be treated by independent nursing interventions.</li> <li>6. Describe specific nursing interventions to prevent sensory alterations, stimulate the senses, promote health literacy, and assist patients with sensory difficulties.</li> <li>7. Develop, implement, and evaluate a plan of nursing care to help patients safely meet individualized sensory/perceptual outcomes.</li> </ol>	<p>Read chapters 42 and 43.</p> <p>Complete chapters 42 and 43 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 42 and 43.</p> <p><b>KAPLAN:</b> Unit 1: Sensation and Perception Functions, pgs. 343-378</p>	
<i>PLO #1,3,4,5; SLO#1,8,9; GEN ED#4,5; NCLEX category Psychosocial Integrity, Basic Care and Comfort</i>		
11/6/2018: Tuesday, 1-4 pm		Class Prep
<p><b>Okoko nuna</b></p> <p><b>Chapter 44: Sexuality</b></p> <ol style="list-style-type: none"> <li>1. Describe male and female reproductive anatomy and physiology.</li> <li>2. Describe the sexual response cycle, differentiating male and female responses.</li> <li>3. Contrast different types of sexual expression.</li> <li>4. Identify factors that affect an individual's sexuality.</li> <li>5. Perform a sexual assessment, using suggested interview questions and appropriate physical assessment skills.</li> <li>6. Describe types of sexual dysfunctions and the assessment priorities for each.</li> <li>7. Develop nursing diagnoses identifying a problem with sexuality that may be remedied by independent nursing actions.</li> </ol>	<p>Read chapters 44 and 45.</p> <p>Complete chapters 44 and 45 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for</p>	

<ol style="list-style-type: none"> <li>8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving problems of sexuality.</li> <li>9. Assess how your personal beliefs and values about human sexuality affect your ability to deliver competent, compassionate, and respectful care to patients with sexual problems.</li> <li>10. Describe effective responses to sexual harassment by patients or colleagues.</li> </ol> <p><b>Chapter 45: Spirituality</b></p> <ol style="list-style-type: none"> <li>1. Identify three spiritual needs believed to be common to all people.</li> <li>2. Describe the influences of spirituality on everyday living, health, and illness.</li> <li>3. Differentiate life-affirming influences of religious beliefs from life-denying influences.</li> <li>4. Distinguish the spiritual beliefs and practices of the major religions practiced in the United States.</li> <li>5. Identify five factors that influence spirituality.</li> <li>6. Perform a nursing assessment of spiritual health, using appropriate interview questions and observation skills.</li> <li>7. Develop nursing diagnoses that correctly identify spiritual problems.</li> <li>8. Describe nursing strategies to promote spiritual health, and state their rationale.</li> <li>9. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving spiritual problems.</li> </ol>	<p>chapters 44 and 45.</p>
<p><i>PLO #1,3,4,5; SLO#1,2,8,9; GEN ED#4,5; NCLEX categories Psychosocial Integrity; Health Promotion and Health Maintenance</i></p>	

## WEEK 12

<b>11/12/2018: Monday, 9-12am</b>		<b>Class Prep</b>
<p><b>Chapter 36: Urinary Elimination</b></p> <ol style="list-style-type: none"> <li>1. Describe the anatomy and physiology of the urinary system.</li> <li>2. Identify variables that influence urination.</li> <li>3. Assess urinary elimination, using appropriate interview questions and physical assessment skills.</li> <li>4. Perform the following assessment techniques: measure urine output, collect urine specimens, determine the presence of select abnormal urine constituents, determine urine specific gravity, and assist with diagnostic tests and procedures.</li> <li>5. Develop nursing diagnoses that correctly identify urinary problems amenable to nursing therapy.</li> <li>6. Demonstrate how to promote normal urination; facilitate use of the toilet, bedpan, urinal, and commode; perform catheterizations; and assist with urinary diversions.</li> <li>7. Describe nursing interventions that can be used to manage urinary incontinence effectively.</li> <li>8. Describe nursing interventions that can prevent the development of urinary tract infections.</li> <li>9. Plan, implement, and evaluate nursing care related to select nursing diagnoses associated with urinary problems.</li> </ol>	<p>Read chapter 36.</p> <p>Complete chapter 36 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapter 36.</p> <p><b>KAPLAN:</b> Unit 1: The Urinary System Overview, pgs. 297-298 Unit 2: Urinary Function, pgs. 299-306 (assigned for LAB)</p>	
<i>PLO #1,3,4; SLO#1,9 GEN ED#4,5; NCLEX category Basic Care and Comfort</i>		
<b>11/13/2018: Tuesday, 1-4 pm</b>		<b>Class Prep</b>
<p><b>Okoko ake yamni</b></p> <p><b>Chapter 37: Bowel Elimination</b></p> <ol style="list-style-type: none"> <li>1. Describe the physiology of bowel elimination.</li> <li>2. Identify variables that influence bowel elimination.</li> <li>3. Assess bowel elimination using appropriate interview questions and physical assessment skills.</li> <li>4. Assist with stool collection for laboratory analysis and direct and indirect visualization studies of the gastrointestinal tract.</li> <li>5. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing intervention.</li> <li>6. Identify appropriate nursing interventions to promote regular bowel habits.</li> <li>7. Identify appropriate nursing interventions when administering cathartics, laxatives, and antidiarrheals.</li> <li>8. Identify appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and performing digital removal of stool.</li> <li>9. Design and implement bowel training programs.</li> <li>10. Identify appropriate nursing interventions to use comfort measures to ease defecation.</li> <li>11. Plan nursing care for a patient with an ostomy.</li> <li>12. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve bowel problems.</li> </ol>	<p>Read chapters 37, 22 and 26.</p> <p>Complete chapters 37, 22 and 26 study guide.</p> <p>Complete online practice quizzes on <i>PrepU</i> for chapters 37, 22 and 26.</p> <p>Finish Catheter Practice/Check off; practice enemas, ostomy care</p>	
<b>Chapter 26: Safety, Security, and Emergency Preparedness</b>		

<ol style="list-style-type: none"> <li>1. Identify factors that affect safety in a person’s environment.</li> <li>2. Identify patients at risk for injury.</li> <li>3. Describe specific safety risk factors for each developmental stage.</li> <li>4. Select nursing diagnoses for patients in unsafe situations.</li> <li>5. Describe health-teaching interventions to promote safety for each developmental stage.</li> <li>6. Describe strategies to decrease the risk for injury in the home.</li> <li>7. Describe nursing interventions to prevent injury to patients in healthcare settings.</li> <li>8. Identify alternatives to using restraints.</li> <li>9. Explore resources for developing and evaluating an emergency management plan.</li> <li>10. Evaluate the effectiveness of safety interventions.</li> </ol>	<p><b>KAPLAN:</b>  Unit 3: pgs. 33-36  Unit 5:  Assessment of Elimination Function, pgs. 251-266  (previously assigned for LAB)</p>
<p><i>PLO #1,3,4, 5; SLO #1,5, 9; GEN ED#4,5; NCLEX categories Basic Care and Comfort; Management of Care</i></p>	

<b>WEEK 13</b>	
<b>11/19/2018: Monday, 8:30-12 am</b> <b>EXAM 6: Chapters 40-45 and 9:30-12 am class</b>	<b>Class Prep</b>
<b>Chapter 27: Complementary and Alternative Therapies</b> <ol style="list-style-type: none"> <li>1. Differentiate complementary and alternative therapies from allopathic medicine.</li> <li>2. Compare and contrast the beliefs about the origin of disease and ways to promote health of each of the five main categories of CAT.</li> <li>3. Describe ways in which nurses can use knowledge of complementary and alternative therapies in providing patient care.</li> <li>4. Identify the knowledge the public should possess about CAT if they wish to be informed consumers.</li> <li>5. Describe ways in which nurses can use selected complementary and alternative therapies for self-care and health promotion.</li> </ol> <p><b>Oko ake topa</b> <b>Student Presentations</b></p>	Read chapter 27.  Complete chapter 27 study guide.  Complete online practice quizzes on <i>PrepU</i> for chapter 27.  <b>SCHEDULE:</b> <b>Summative Progress Conference by end of Week of Nov. 19</b>
<i>PLO #1,3,4; SLO#1,9; GEN ED#4,5; NCLEX categories Safety and Infection Control; Basic Care and Comfort; Psychosocial Integrity</i>	
<b>11/20/2018: Tuesday, 1-4 pm</b>	
<b>Oko ake topa</b> <b>Student Presentations, Continued</b>	
<b>WEEK 14</b>	
<b>11/26/2018: Monday, 9-12 am</b>	
<b>Exam 7: Chapters 26, 27, 36, 37</b> Review for Final: previous exams	
<b>11/27/2018: Tuesday, 1-4 pm</b>	
Kaplan review and practice, finish all Kaplan assignments	
<b>WEEK 15</b>	
<b>12/3/2018: Monday, 9-12 am</b>	
(Okoko ake zaptan) Final Exam Review	
<b>11/28/2018: Tuesday, 1-4 pm</b>	
(Okoko ake zaptan) Final Kaplan Exit Exam Review	
<b>12/6/2018: Thursday, 8 am – 4 pm</b>	
(Okoko ake sakpe) Final Exam (8-11 am) Final Kaplan Exit Exam (11-12 am) Remediation as needed (1-4 pm)	
<b>12/7/2018: Friday, 8 am – 4 pm</b>	

Finish Remediation as needed
------------------------------

**Foundations of Holistic Nursing Care (N218)**  
**EXAM DAYS AND DUE DATES, FALL SEMESTER, 2018**

THURSDAY OR FRIDAY, AUGUST 30/31	LAB QUIZ 1
FRIDAY, AUGUST 31, 4pm	<i>Kaplan Assignment 1</i>
THURSDAY OR FRIDAY, SEPTEMBER 6/7	LAB QUIZ 2
MONDAY, SEPTEMBER 10, 8:30am	<b>EXAM 1, CHAPTERS 1-7</b>
MONDAY, SEPTEMBER 24, 8:30am	<b>EXAM 2, CHAPTERS 10-16</b>
THURSDAY OR FRI, SEPTEMBER 27/28	LAB QUIZ 3
TUESDAY, OCTOBER 9, 8:30am	<b>EXAM 3, CHAPTERS 8, 9, 17-21</b>
<b><i>Midterm: Individual Student Formative Progress Conference by end of Week of Oct. 15</i></b>	
FRIDAY, OCTOBER 12, 4pm	<i>Kaplan Assignment 2</i>
WEDNESDAY, OCTOBER 17	LAB QUIZ 4
FRIDAY, OCTOBER 19, 4pm	<i>Kaplan Assignment 3</i>
MONDAY, OCTOBER 22, 8:30am	<b>EXAM 4, CHAPTERS 30-35</b>
THURSDAY OR FRIDAY, OCTOBER 25/26	LAB QUIZ 5
FRIDAY, OCTOBER 26, 4pm	<i>Kaplan Assignment 4</i>
FRIDAY, NOVEMBER 2, 4pm	<i>Kaplan Assignment 5</i>
MONDAY, NOVEMBER 5, 8:30am	<b>EXAM 5, CHAPTERS 29, 38, 39</b>
FRIDAY, NOVEMBER 9, 4pm	<i>Kaplan Assignment 6</i>
MONDAY, NOVEMBER 19, 8:30am	<b>EXAM 6, CHAPTERS 40-45</b>
<b><i>End of Semester: Individual Student Summative Conference by end of Week of Nov. 19</i></b>	
MONDAY, NOVEMBER 19, 9am	PAPERS DUE
MONDAY/TUESDAY, NOVEMBER 19, 20	PRESENTATIONS
MONDAY, NOVEMBER 26, 8:30am	<b>EXAM 7, CHAPTERS 26, 27, 36, 37</b>
FRIDAY, NOVEMBER 30, 4pm	<i>Kaplan Assignment 7</i>
TUESDAY, DECEMBER 4, 4pm	<i>Kaplan Assignment 8</i>
THURSDAY, DECEMBER 6, 8am-4pm	FINAL EXAM AND KAPLAN EXAM +REMEDIATION as needed
FRIDAY, DECEMBER 7, 8am-4pm	REMEDIATION as needed

**A WORD ABOUT TEST OR PUBLIC SPEAKING ANXIETY**

If you are someone who has a history of test or public speaking anxiety, please meet with your instructor prior to your first test or class presentation. These are common concerns faced by many

nursing students. There are many resources available to help with these problems, but if you do not disclose your issue, we cannot help you to improve.