

**MASTER SYLLABUS  
CLARENDON COLLEGE**

**VNSC 1502  
APPLIED NURSING SKILLS**

*(Revised in Fall 2010)*

**CLARENDON COLLEGE**  
Division of Science and Health

**Course:** VNSG 1502 Applied Nursing Skills

**Credit Hours** 5

**Semester** fall 2010

**Classroom Location:** Clarendon: 313 Kearney, Clarendon, Texas 79226

Pampa : 1601 W. Kentucky, Pampa, Texas 79065

**Instructor:** Mrs. Stewart RN & Mr. Fuller LVN

**Office Location:** Same as above

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**Office Hours:** Available by appointment

**Course Description:** VNSG Applied Nursing Skills provides an Introduction to an application of primary nursing skills with emphasis on utilization of the nursing process and related scientific principles.

**Purpose:** This course partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

**Required instructional materials:** **Textbook:** FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING: 3<sup>rd</sup> edition Susan DeWitt, MSN, RNCS W.B. Saunders Company, Philadelphia, PA Copyright 2005, FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING: Susan DeWitt, MSN, RNCS W.B. Saunders Company, Philadelphia, PA Copyright 2003 Student learning guide, VIRTUAL CLINICAL EXCURSIONS-MEDICAL-SURGICAL for de Witt. FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING: Susan DeWitt, MSN, RNCS W.B. Saunders Company, Philadelphia, PA 2<sup>nd</sup> edition, Copyright 2005

**Other Relevant Materials:** writing paper, pens, pencils, highlighters etc for note taking. Clinical supplies for skills lab practice of selected skills.

**Student Requirements: The student will:**

- Identify safety principles related to various stages of development, (Scan C7, F234589 11 12 14 15 17)
  - Identify common illnesses (Scan C7, F1,2,5,6,and12).
  - Utilize the nursing process to assist in planning care of the well or ill adult (Scan C7,F7,8,9,and 12).
  - Identify the developmental theories and apply them to nursing process (Scan C7, F7,8,9,10 and 12).
  - Identify the normal vital signs of adult (Scan C7, F7, 8,9,10, 11 and 12).
- As Provider of Care the student nurse will:

- Assist in determining the health status health needs of clients based on interpretation of health related data and preventative health practices, in collaboration with the clients, their families, and other members of the immediate health care team.
    - Knowledge: A, B, D; Clinical Behavior: E
  - Assist in the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary team members.
    - Knowledge: A, C, and D;
  - Implement plan of care within legal and ethical parameters, including scope of education, in collaboration with the client and interdisciplinary healthcare team to assist client in meeting health care needs.
    - Knowledge: A, D, G, I, J,
  - Implement teaching plan for client with common health problems and well defined learning needs.
    - Knowledge: A
  - Provide direct basic care to assigned multiple clients in structured settings.
    - Knowledge: B, C
  - Use the Problem solving approach as the basis for decision making in practice.
    - Knowledge: A, B
- As Coordinator of Care the student nurse will:
- Assist in the coordination of human and material resources for the provision of care for assigned clients.
    - Knowledge: B, D
  - Participate in the identification of client needs for referral to resources that facilitate continuity of care.
    - Knowledge: A, B
- As a Member of a Profession the student nurse will:
- Participate as an advocate in activities that focus on improving the health care of clients.
    - Knowledge: A, D
  - Demonstrate behaviors that promote the development and practice of vocational nursing.
    - Knowledge: D

**Methods of Instruction:**

Lecture, Reading assignments, workbook, skills lab, study questions, demonstration of skills, return demonstration of skills.

**Course Objectives:**

- Upon successful completion of this course the graduate nurse should be able to apply the theory, concepts, and skills involving specialized materials, equipment, procedures,, regulations, laws, and interactions within among political, economic, environmental, social, and legal systems associated with the

vocational nursing, demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and communication in the application of the profession of nursing.

- The graduate nurse will be able to plan and organize his/her time in order to provide care of patients efficiently in structured settings.
- The graduate nurse will also be able to identify relationships between basic human needs and the practice of nursing. (SCANS C 1, 2, 4, 5, 6, 7, 9, 12) F1-F17. Also the graduate nurse will be able to demonstrate competently in the clinical setting the ability to use mechanical devices accurately. (SCANS C 1, 4, 5, 6, 7, 9, 12) F1- F17.
- The graduate nurse should also be able to identify general safety factors concerned with patient care and self. (SCANS C 1, 2, 4, 5, 6, 7, 9, 12) F1- F17 graduate nurse will be able to plan and organize his/her time in order to provide care of patients efficiently in structured settings.

**Grading policies:**

Exams	50%	Grades: 100 - 93 = A
Final Exam	25%	92 - 86 = B
Assignments	25%	85 - 76 = C Below 76 is not passing

Students may drop one test grade

Final grade will be posted on the Clarendon College website.

**Classroom Policies:**

**Classroom Conduct**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. Cheating violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of that course will file a report with the Dean of Students when a student is caught cheating in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved.

**Attendance, Cell phone policy, Classroom Etiquette, and Academic Honesty:** See Vocational Nursing handbook for policies.

Students who are reported as cheating to the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687-9737). We will work with you to make whatever accommodations we need to make.

Dropping a Course:

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12<sup>th</sup> week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

Withdrawal from College:

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12<sup>th</sup> week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

**Attendance, Cell Phone Policy, Classroom Etiquette, and Academic Honesty:** See Vocational Nursing Handbook for policies.

Tentative Course Schedule/Outline:

<u>CONTENT</u>	<u>LEARNING ACTIVITIES</u>	<u>EXPECTED BEHAVIORAL OUTCOMES</u>
Unit one Introduction to Nursing and the Health Care System	Reading assignments, workbook, skills lab, study questions	
Chapter 1 Nursing and the Health Care System		<ol style="list-style-type: none"><li>1. Correctly use the terms listed for this chapter.</li><li>2. Describe Florence Nightingale's influence on nurses' training to the present.</li><li>3. Trace the growth of nursing in the US from the civil war to the present.</li><li>4. Discuss the ways in which the desirable attributes of the nurse might be demonstrated.</li><li>5. Identify the educational ladder that is available to nurses.</li><li>6. Explain how a health maintenance organization and a preferred provider organization differ.</li><li>7. Relate how the managed care system has affected your Own health care.</li></ol>
<u>CLINICAL PRACTICE OBJECTIVES</u>		

		<ol style="list-style-type: none"> <li>1. Write your own definition of nursing.</li> <li>2. Discuss how the standards of Clinical Nursing Practice are applied in the clinical setting.</li> <li>3. List the practice areas in the community in which you could be employed as a vocational nurse.</li> </ol>
<p>Chapter 2 Concepts of Health, Illness and Health promotion</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter3. What the word "Health" means to you.</li> <li>2. Compare traditional and current views of the meaning of health and illness.</li> <li>3. Describe what the word health means to you.</li> <li>4. Define what "sickness" means to you.</li> <li>5. Discuss three reasons why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.</li> <li>6. Identify the five areas of human needs and give an example within each level of needs.</li> <li>7. List the components of holistic health care.</li> <li>8. Discuss ways in which the body maintains homeostasis.</li> <li>9. Explain why a particular stressor may be experienced differently by two people.</li> <li>10. List common signs and symptoms of stress.</li> <li>11. Identify four ways in which a nurse can help reduce stress and anxiety for patients.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Observe patients during data gathering process and interview process and determine their views on health and illness.</li> <li>2. Recognize cultural differences in health care concepts and behaviors in the clinical setting and be able to share those observations with fellow students.</li> <li>3. Determine a student's status on Maslow's hierarchy during a clinical experience.</li> <li>4. Describe alterations in homeostasis as observed in the clinical setting.</li> <li>5. Document observations about stress reduction techniques used by staff or patients during a clinical experience.</li> </ol>
<p>Chapter 3 Legal and Ethical Aspects of Nursing</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter. Explain the legal requirements for the practice of nursing and how they relate to a student nurse.</li> <li>2. Identify the consequences of violating the nurse practice act.</li> <li>3. Discuss the issue of professional accountability and continuing education for licensed nurses.</li> <li>4. Explain the difference between negligence and malpractice.</li> <li>5. Discuss standards of care for nursing.</li> <li>6. Discuss what you can do to protect yourself from lawsuits or the damage of lawsuits.</li> <li>7. Discuss how a code of ethics is different from laws or Regulations governing nursing, and compare the similarities of the codes of ethics from the NFLPN and the ANA.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p>

Unit two The nursing Process		<ol style="list-style-type: none"> <li>1. Discuss how laws relating to discrimination, workplace safety, and sexual harassment affect your nursing practice.</li> <li>2. Recognize rights that a patient has in a hospital, nursing home, community setting, or psychiatric facility.</li> <li>3. Describe three factors necessary for informed consent.</li> <li>4. Explain advance directives and the advantage of having them written out.</li> <li>5. Identify clinical situations in which you might be charged with the following: assault and or battery; slander or libel; invasion of privacy; false imprisonment; negligence or malpractice.</li> </ol>
Chapter 4 Overview of the Nursing Process and Critical thinking	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Explain the use of the nursing process.</li> <li>3. Identify the components of the nursing process.</li> <li>4. State what "critical thinking" means.</li> <li>5. Identify the steps of the problem-solving process.</li> <li>6. List the steps used in making decisions.</li> <li>7. Discuss the use of critical thinking in nursing.</li> <li>8. Identify ways to improve critical thinking skills.</li> <li>9. Explain the basic principles of setting priorities for nursing.</li> <li>10. List factors to be considered when setting priorities.</li> <li>11. Apply the critical thinking process to a real-life problem.</li> </ol>
Chapter 5 Assessment, Nursing Diagnosis, and Planning	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Identify the purpose of assessment.</li> <li>3. Differentiate objective data from subjective data.</li> <li>4. Identify sources of data for the formulation of a patient.</li> <li>5. Discuss the three basic methods used to gather a patient database.</li> <li>6. Correlate patient problems with nursing diagnosis from the accepted North Nursing Diagnosis Association list.</li> <li>7. Identify appropriate outcome criteria for selected nursing diagnoses.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Collect assessment data for a patient and document it.</li> <li>2. Analyze the data collected to determine patient needs.</li> <li>3. Identify appropriate nursing diagnosis from NANDA list.</li> <li>4. Prioritize the nursing diagnosis.</li> <li>5. Write specific goal/outcome statements.</li> </ol>

Chapter 6 Implementation and Evaluation	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>6. Plan appropriate nursing interventions to assist the patient in attaining the goals/expected outcomes.</li> </ol> <ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Identify factors to consider in implementing the plan of care.</li> <li>3. List the Standard Steps commonly carried out for all nursing procedures.</li> <li>4. Identify the steps a nurse uses to evaluate care given.</li> <li>5. Discuss the evaluation process and how it correlates with patient care.</li> <li>6. Explain the term continuous quality improvement and how it relates to the improvement of health care.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Develop a useful method of organizing work for the day.</li> <li>2. Use the Standard Steps for all nursing procedures.</li> <li>3. Write a nursing care plan for the assigned patient.</li> <li>4. Implement and evaluate a nursing care plan.</li> <li>5. Revise the nursing care plan as needed.</li> </ol>
Chapter 7 Documentation of Nursing Care	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms presented in this chapter.</li> <li>2. Identify three purposes of documentation.</li> <li>3. Correlate the nursing process with the process of charting.</li> <li>4. List the legal guidelines for recording on medical records.</li> <li>5. Discuss maintaining confidentiality of medical records.</li> <li>6. Compare and contrast the five main methods of written documentation.</li> <li>7. Relate the approved way to correct entries in the medical records that were made in error.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Correctly make entries on a daily activity flow sheet.</li> <li>2. Use a systematic way of charting to ensure that all pertinent information has been included.</li> <li>3. Document the characterization of a sign or symptoms in a sample charting situation.</li> <li>4. Apply the general charting guideline in the clinical setting.</li> </ol>
Chapter 8 Communication and the Nursing Patient Relationship	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms presented in this chapter.</li> <li>2. Describe the components of the communication process.</li> <li>3. List three factors that influence the way a person.</li> <li>4. Compare effective communication techniques with blocks to communication.</li> <li>5. Discuss the importance of communication in the collaborative process.</li> <li>6. Identify four ways to delegate effectively.</li> <li>7. Describe the difference between a therapeutic nurse patient relationship and a social relationship.</li> </ol>

		<ol style="list-style-type: none"> <li>8. List three guidelines for effective communication with a Physician by telephone.</li> <li>9. Discuss five ways in which the computer is used for communication within the health care agency.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Interact therapeutically in a goal directed situation with a patient.</li> <li>2. Give an effective report on assigned patients to your team leader or charge nurse.</li> <li>3. Use interviewing skills to obtain an admission history from a patient.</li> <li>4. Communicate effectively with a patient who has an impairment of communication.</li> </ol>
Chapter 9 Patient Teaching for Health Promotion	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms presented in this chapter.</li> <li>2. Discuss the purpose of patient teaching.</li> <li>3. Describe three ways in which people learn and their importance.</li> <li>4. Identify adjustments of the teaching plan needed for teaching of the very young or the elderly patient.</li> <li>5. Use patient teaching to promote the goals of health promotion and disease prevention as listed in health People 2010 and the Canada Health Act.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Assess an assigned patient's learning needs.</li> <li>2. Develop a teaching plan based on the patient's learning needs.</li> <li>3. Implement the teaching plan at a prearranged time.</li> <li>4. Evaluate the effectiveness of the teaching and the plan.</li> </ol>
Chapter 10 Delegation, Leadership, and Management	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Compare three different leadership styles.</li> <li>3. Describe four characteristics of an effective leader.</li> <li>4. Identify management functions of the LVN working in a long term care facility, home care, or an out patient clinic.</li> <li>5. Discuss considerations for appropriate delegation tasks to unlicensed assistive personnel.</li> <li>6. Discuss techniques of effective time management.</li> <li>7. Compare the skills and functions of the team leader with those of the charge nurse.</li> <li>8. Compare examples of effective and ineffective communication.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Determine the leadership style of the charge nurse on the unit to which you are assigned.</li> <li>2. Appropriately delegate three tasks to a nurse's aide or unlicensed assistive personnel.</li> <li>3. Create a time efficient work organization plan for a shift.</li> </ol>
Chapter 11 Growth and	Reading assignments,	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> </ol>

Development: Infancy through Adolescence	workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>2. Identify the principles of growth and development.</li> <li>3. Explain the stages of Erickson's Theory of psychosocial development.</li> <li>4. Explain the stages of Piaget's theory of cognitive development.</li> <li>5. Discuss moral development according to Kohlberg.</li> <li>6. Describe the physical development of children.</li> <li>7. Identify two pros and two cons of early childhood education.</li> <li>8. Discuss age-appropriate discipline measures for children.</li> <li>9. Explain the male and female physical changes of puberty.</li> <li>10. Identify developmental tasks of adolescence.</li> <li>11. Discuss at least three concerns related to adolescence</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of regular prenatal health care.</li> <li>2. Discuss recommended feedings for newborns and older infants.</li> <li>3. Explain the importance of screening young children for physical development.</li> <li>4. Provide health promotion teaching to parents and school age children.</li> <li>5. Explain how parents and other caregivers can encourage age-appropriate cognitive and psychosocial development.</li> </ol>
Chapter 12 Adulthood and the Family	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. List three stages of adulthood.</li> <li>3. Describe the physical development and changes of young and Middle adults.</li> <li>4. Schaeie's theory of cognitive development in young and middle adults.</li> <li>5. Discuss Erikson's stages of psychosocial development of young and middle adults.</li> <li>6. List at least three functions of families.</li> <li>7. Describe the effects of divorce on involved persons</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Identify at least four health concerns of young adults.</li> <li>2. Identify at least four health concerns of middle adults.</li> <li>3. Design an educational program to help adults maintain a healthy lifestyle.</li> <li>4. Explain how caring people can nourish the cognitive and psychosocial development of adults.</li> </ol>
Chapter 13 Promoting Healthy Adaptation to Aging	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Give an example of a physical change associated with each biologic theory of aging.</li> <li>3. State how a person might behave in response to the psychosocial theories of aging.</li> <li>4. Identify four factors that contribute to longevity.</li> <li>5. Discuss physical changes of older adults.</li> </ol>

		<ol style="list-style-type: none"> <li>6. Explain Schaefer's theory of cognitive development in the older adults.</li> <li>7. Explain Erickson's stage of psychosocial development in the older adult.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Identify at least six signs and symptoms of normal aging.</li> <li>2. Design an educational program to help older Adults maintain physical Health.</li> <li>3. State three ways the nurse could help older adults maintain cognitive health.</li> <li>4. Identify nursing problems related to changes in psychosocial health.</li> <li>5. Guide the older adult's family member regarding signs that the older person needs assistance.</li> </ol>
<p>Chapter 14 Cultural and Spiritual Aspects of Patient care</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Describe how culture influences health and health care choices.</li> <li>3. Identify three beliefs or values affecting health care that might be found among patients from the following cultural groups: Hispanic American, Asian American, American Indian, African American, and European American.</li> <li>4. Discuss the ways in which poverty often impedes adequate health care within our country.</li> <li>5. Describe how religious beliefs and practices may affect health and health care choices.</li> <li>6. Identify major differences in dietary and nutritional choices among cultural and religious groups.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate cultural competence when caring for a culturally different patient.</li> <li>2. Plan nursing interventions for a patient whose culture is different.</li> <li>3. Discuss ways to protect patient's rights when their culture does not permit the use of a medical intervention.</li> <li>4. Identify signs of spiritual distress in a patient and plan three interventions to relieve it.</li> <li>5. Discuss boundaries of professional care for a patient whose religious beliefs are different from yours.</li> </ol>
<p>Chapter 15 Loss, Grief, and the Dying Patient</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Describe the stages of grief and of dying, with their associated behaviors and feelings.</li> <li>3. Discuss the concept of Hospice Care.</li> <li>4. Identify four examples of palliative care.</li> <li>5. Identify three common fears a patient is likely to experience when dying.</li> <li>6. List the common signs of impending death.</li> <li>7. Discuss the difference between the patient's right to refuse treatment and assisted suicide.</li> <li>8. Explain how the Code for Nurses provides guidelines for the nurse's behavior regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate compassionate therapeutic communication techniques with terminally ill patient</li> </ol>

		<ol style="list-style-type: none"> <li>2. Explain the reason for completing an advance directive to a terminally ill patient, and what and/or his family.</li> <li>3. Describe one nursing intervention in a hospital or a nursing home for a dying patient for each of the following problems: pain, nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.</li> <li>4. Prepare to perform postmortem care for a deceased patient.</li> <li>5. Prepare to provide information regarding organ or tissue donation in response to family questions. Identify ways in which you should support or instill hope in the terminally ill patient and his family.</li> </ol>
<p>Chapter 16 – Infection, Protective Mechanisms, and asepsis</p>	<p>Reading assignments Study Questions Work Book Skills lab</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. List the types of microorganisms that can cause infection in humans.</li> <li>3. Discuss the links in the infection process and give an example of each.</li> <li>4. Identify means for removal or destruction of microorganisms on animate and inanimate objects.</li> <li>5. Compare and contrast medical asepsis and surgical asepsis.</li> <li>6. Explain how the body's protective mechanisms work to prevent infection.</li> <li>7. Identify factors that impede healing and repair of tissue.</li> <li>8. Discuss factors that make the elderly more susceptible to infections.</li> <li>9. Describe accepted methods of disinfection and sterilization.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the surveillance and control of infections in hospitalized patients.</li> <li>2. Demonstrate proper hand washing technique.</li> <li>3. Consistently demonstrate application of Standard Precautions while caring for patients.</li> <li>4. Prepare to teach a home care patient with a wound infection how to prevent the spread of infection to family members.</li> </ol>
<p>Chapter 17 – Infection Control in the Hospital and Home</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Describe the stages of an infectious process.</li> <li>3. List five ways to decrease the incidence of nosocomial infection.</li> <li>4. Explain why Transmission Precautions along with Standard Precautions check lists have taken the place of previous types of isolation procedures.</li> <li>5. Compare procedures for Air-borne Precautions with procedures for droplet precautions.</li> <li>6. Give three examples of nursing measures used for psychological care of a patient in an isolation room.</li> </ol>

		<ol style="list-style-type: none"> <li>7. Compare infection control procedures in the Hospital with those used in the home.</li> <li>8. Discuss the special requirements for Air-borne Precautions when the patient has tuberculosis.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Provide care for a patient using Transmission Precautions.</li> <li>2. Properly bag and remove soiled linens and trash from an isolations precaution room.</li> <li>3. Teach a patient of soiled wound dressings and used needles in the Home.</li> </ol>
<p>Chapter 18 Lifting, Moving, and Positioning Patients</p>	<p>Reading assignments Study Questions Work Book Skills lab</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Describe the anatomy and function of the musculoskeletal system.</li> <li>3. Explain the importance of proper body mechanics, alignment, and position change for both patient and nurse.</li> <li>4. Discuss the principles of body movement and positioning, giving an appropriate example for each principle.</li> <li>5. Identify ways to maintain correct body alignment of the patient in the chair or bed.</li> <li>6. Describe the proper method for transferring a patient between wheelchair and bed.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Correctly transfer a patient from wheelchair to a bed.</li> <li>2. Transfer a patient from a bed to a stretcher.</li> <li>3. Correctly position a patient in the following positions: Supine, Prone, Fowler's, and Sims'.</li> <li>4. Demonstrate complete passive range of motion exercises for a patient.</li> <li>5. Demonstrate the correct techniques to ambulate a patient and to break a fall while ambulating.</li> </ol>
<p>Chapter 19 Assisting with Hygiene, Personal Care, Skin Care, and the Prevention of Pressure Ulcers</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Describe the structure and function of the integumentary system.</li> <li>3. Describe the factors that influence personal hygiene practice.</li> <li>4. Discuss risk factors for impaired skin integrity.</li> <li>5. Recall skin areas most susceptible to pressure ulcer formation.</li> <li>6. Discuss the purpose of bathing</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Describe how hygiene care differs for younger and older patients.</li> </ol>

		<ol style="list-style-type: none"> <li>Perform a complete bed, bath and back rub.</li> <li>Briefly describe how to prevent and stage a pressure ulcer.</li> <li>Provide oral care for an unconscious patient.</li> <li>Prepare to provide personal care for a patient, including nail care, mouth care, perineal care and shaving.</li> </ol>
<p>Chapter 20 Patient Environment and Safety</p>	<p>Reading assignments Study Questions Work Book Skills lab</p>	<ol style="list-style-type: none"> <li>Correctly use the terms listed for this chapter.</li> <li>Discuss nursing responsibilities for environmental management.</li> <li>Identify common noises in health care facilities and ways to minimize their effects on patients.</li> <li>Explain the importance of neatness and order in the patients environment.</li> <li>Describe methods to prevent mechanical and thermal accidents and injury in health care facilities and the home.</li> <li>Discuss the various forms of bioterrorism, safety measures to be taken, signs and symptoms of agents used, and measures to treat or contain the threat.</li> <li>Discuss the principles for using protective devices.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Discuss how the health care facility's environment affects your patient.</li> <li>Using correct technique, make an unoccupied and occupied bed.</li> <li>Explain, according to your facility's procedures, how to clean up a biohazard spill.</li> <li>Discuss your clinical facility's response plan to bioterrorism threat.</li> <li>Given an emergency scenario, practice triaging the victims.</li> <li>Correctly apply a vest protective device.</li> </ol>
<p>Chapter 21 Measuring Vital Signs</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>Correctly use the terms listed in this chapter.</li> <li>Review the anatomic structures involved in the regulation of the vital signs and describe their functions.</li> <li>Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure and respiration.</li> <li>List the factors that affect body temperature.</li> <li>Discuss normal and abnormal characteristics of the pulse.</li> <li>Describe the respiratory patterns considered to be normal and abnormal.</li> <li>Explain the relationship of Korotkoff sounds to systolic and diastolic blood pressure.</li> <li>State why pain is considered the fifth vital sign.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Measure and record the body temperature of an adult and a child at the oral, rectal, axillary, and tympanic (ear drum) sites using mercury, and digital thermometer.</li> <li>Measure and record an apical pulse and a radial pulse.</li> </ol>

Chapter 22 Assessing Health Status	Reading assignments Study Questions Work Book Skills lab	<ol style="list-style-type: none"> <li>3. Count and record respirations.</li> <li>4. Measure and record blood pressure.</li> <li>5. Use an automatic vital signs machine to monitor pulse and blood pressure.</li> <li>6. Recognize deviations from normal vital sign patterns</li> </ol> <ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Discuss the types of assessment used in various situations.</li> <li>3. Demonstrate the techniques used during physical examination.</li> <li>4. List information that should be gathered for a comprehensive data base for a patient.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Assess the psychosocial and physical functioning of the patient by gathering information in an organized way.</li> <li>2. Perform a basic physical examination on a patient.</li> <li>3. Carry out focused physical assessments of cardiovascular, respiratory, gastrointestinal, and neurologic systems.</li> <li>4. Assist with a medical examination by positioning and draping the patient, and organizing the equipment.</li> <li>5. Perform a visual acuity test on a patient.</li> <li>6. Teach patients the assessment techniques for the early detection of cancer.</li> <li>7. Educate patients about the recommendations for periodic diagnostic testing.</li> </ol>
Chapter 23 Admitting, Transferring, and Discharging Patients	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms used in this chapter.</li> <li>2. Define routine and emergency admission.</li> <li>3. Describe the role of the admitting department.</li> <li>4. List the elements included in a patient's orientation to the nursing unit.</li> <li>5. List five types of information that must be included in the discharge form sent with a patient going to another facility.</li> <li>6. Define the necessary information to include on a patient's discharge instructions when the patient is going directly home.</li> <li>7. Explain the procedure for pronouncing and recording the death of a patient.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Assist with the performance of an admission assessment.</li> <li>2. Orient a patient to the patient unit in the hospital.</li> <li>3. Assist with the transfer of a patient to another unit.</li> <li>4. Interact with the social worker regarding the discharge needs of an assigned patient.</li> <li>5. Prepare to interact appropriately with the family of a patient who expires.</li> </ol>

<p>Chapter 24: Diagnostic Tests and Specimen Collection</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Describe each of the 7 categories of tests that are commonly performed.</li> <li>3. Discuss appropriate psychological care and teaching for patients undergoing diagnostic tests or procedures.</li> <li>4. Explain factors to be considered when an older adult is to undergo diagnostic testing.</li> <li>5. Prepare to perform a capillary blood glucose test, a capillary HGB test, a venipuncture, a throat culture, an electrocardiogram, a urine dipstick test, and a stool for occult blood test.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Provide pre- and posttest nursing care, including appropriate teaching, for patients undergoing diagnostic tests and procedures.</li> <li>2. Attend to psychosocial concerns of patients undergoing various diagnostic tests.</li> <li>3. Perform a random blood glucose test using capillary blood and a glucometer.</li> <li>4. Describe how to prepare a patient for and assist with aspiration procedures such as lumbar puncture, thoracentesis, paracentesis, bone marrow aspiration, and liver biopsy.</li> <li>5. List the steps for assisting with a pelvic exam and Pap test.</li> <li>6. Perform the teaching for a magnetic resonance imaging test.</li> <li>7. Correctly use Standard Precautions whenever obtaining or handling specimens for diagnostic tests.</li> <li>8. Correctly fill out laboratory and test requisition forms.</li> </ol>
<p>UNIT VI MEETING SIC NEEDS PSYCHOLOGIC</p>		
<p>Chapter 25 Fluid, Electrolyte Acid-Base Balance</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. List the various functions water performs in the body.</li> <li>3. Describe three ways in which body fluids are continually being distributed among the fluid Compartments.</li> <li>4. List the major electrolytes and functions of each.</li> <li>5. Identify the signs and symptoms of acid-base imbalances.</li> <li>6. State the main signs and symptoms of acid-base imbalances</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p>

Chapter 26: Concepts of basic Nutrition and Cultural Considerations	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. From patient laboratory results, identify electrolyte values that are abnormal.</li> <li>2. Assess an assigned patient for signs of fluid and electrolyte imbalance.</li> <li>3. Develop a plan of care for a patient who has a fluid electrolyte imbalance.</li> <li>4. Implement teaching for the patient with hypokalemia.</li> <li>5. Identify patients who might be at risk for an acid-base imbalance.</li> </ol> <ol style="list-style-type: none"> <li>1. Define and correctly use the terms listed for this chapter.</li> <li>2. Review the structure and function of the GI system.</li> <li>3. Utilize the components of the Food Guide Pyramid to assist patients to plan their diets.</li> <li>4. Discuss the function of proteins, carbohydrates, fats, vitamins, and minerals.</li> <li>5. List medical conditions that may occur as a result of protein, calorie, vitamin, or mineral deficiency or excess.</li> <li>6. Identify food sources of proteins, carbohydrates, fats, vitamins, and minerals.</li> <li>7. Describe cultural influences on nutrition practices.</li> <li>8. Identify a variety of factors that influence nutrition.</li> <li>9. Identify nutritional needs throughout the lifespan.</li> <li>10. Discuss the components of a basic nutritional assessment.</li> <li>11. Identify patients at risk for nutritional deficits.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Complete a nutritional assessment on an assigned patient.</li> <li>2. Use therapeutic communication with a patient while discussing needed diet modification.</li> <li>3. Develop a teaching plan for the patient for whom a therapeutic diet is prescribed.</li> </ol>
Chapter 27 Diet Therapy and assisted Feeding	Reading assignments Study questions Work book Skills lab Skills check list	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Identify the role of the nurse related to diet therapy and special diet.</li> <li>3. Compare and Contrast a full liquid with a clear liquid diet.</li> <li>4. Describe health issues related to nutrition.</li> <li>5. List diseases processes that may benefit from diet therapy.</li> <li>6. Verbalize the rationale for tube feeding.</li> <li>7. List the steps for the procedure to insert, irrigate, and remove a nasogastric tube.</li> <li>8. Discuss the procedure for tube feeding.</li> <li>9. Identify medical rationale and nursing care for a patient receiving total parenteral nutrition.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Develop teaching plan for nutritional therapy.</li> <li>2. Demonstrate insertion, irrigation, and removal of a nasogastric tube.</li> <li>3. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic</li> </ol>

		<ol style="list-style-type: none"> <li>gastrostomy tube.</li> <li>Utilize therapeutic communication with a patient who needs a special diet.</li> </ol>
<p>Chapter 28: Assisting with Respiration and Oxygen Delivery</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>Correctly use the terms listed for this chapter.</li> <li>Explain how the respiratory system functions.</li> <li>Name three causes of hypoxia.</li> <li>Describe the various methods used for oxygen delivery.</li> <li>List safety precautions to be observed when patients are receiving oxygen therapy.</li> <li>Identify procedures to be followed in the event of respiratory or cardiac arrest.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Prepare to assist patients to clear the airway via coughing, postural drainage, suctioning, Heimlich maneuver, and inhalation therapy.</li> <li>Regulate oxygen flow and correctly apply an oxygen delivery device.</li> <li>Prepare to provide care for the tracheostomy patient.</li> <li>Prepare to care for the patient who has a chest tube and drainage system.</li> </ol>
<p>Chapter 29 Promoting Urinary Elimination</p>	<p>Reading Assignments Study Questions Work Book Skills Lab Skills checklist</p>	<ol style="list-style-type: none"> <li>Correctly use the terms listed in this chapter.</li> <li>Describe the structure and functions of the urinary system.</li> <li>Identify abnormal findings an urinalysis report.</li> <li>Describe three nursing measures to assist patients to urinate normally.</li> <li>List the purposes and principles of indwelling and intermittent catheterization.</li> <li>Discuss ways to manage urinary incontinence.</li> <li>Explain the rationale for using a continuous bladder irrigation system.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Assess a patient's urinary status.</li> <li>Teach a patient how to obtain a "clean catch" (midstream) specimen.</li> <li>Perform a urine dipstick test accurately.</li> <li>Insert an indwelling catheter using sterile technique.</li> <li>Perform catheter care.</li> <li>Assist patients with toileting.</li> <li>Assist with formulation of a nursing care plan for a patient experiencing problem with urinary elimination.</li> </ol>
<p>Chapter 30: Promoting Bowel Elimination</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>Correctly use the terms listed for this chapter.</li> <li>Describe the process of normal bowel elimination.</li> <li>Identify abnormal characteristics of stool.</li> </ol>

		<ol style="list-style-type: none"> <li>4. List factors to be evaluated during the preoperative assessment of the ostomy patient.</li> <li>5. Describe 3 types of intestinal diversion and their advantages.</li> </ol> <p style="text-align: center;"><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Use nursing measures to promote regular bowel elimination in patients.</li> <li>2. Prepare to administer an enema.</li> <li>3. Prepare to assist and teach the patient who is incontinent with a bowel retraining program.</li> <li>4. Prepare to collect a stool specimen.</li> <li>5. Prepare to provide ostomy care, including irrigation and changing the ostomy appliance.</li> <li>6. Prepare to assist a patient to catheterize a continent diversion.</li> </ol>
<p>Chapter 31 Pain Comfort and Sleep</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Explain the physiology of pain using the gate control theory.</li> <li>3. Discuss the implications for patient care of the JCAHO pain standards.</li> <li>4. Explain why pain is considered the “fifth vital sign”.</li> <li>5. Describe the use of a variety of nursing interventions for pain including biofeedback, distraction, guided imagery, massage, and Relaxations.</li> <li>6. Discuss complementary therapies used to control pain, including chiropractic, acupuncture, and Acupressure.</li> <li>7. Describe the need for normal sleep.</li> <li>8. Discuss how the need for sleep changes over the life span.</li> <li>9. Describe the sleep disorders insomnia, sleep apnea, and narcolepsy.</li> <li>10. Identify factors that might interfere with assigned patients’ usual sleep.</li> </ol> <p style="text-align: center;"><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Assist the patient accurately describing sensations of pain and discomfort.</li> <li>2. Accurately and appropriately record the patient’s report of pain using clear descriptive terms.</li> <li>3. Evaluate the effects of pain medication, and report and record observations appropriately.</li> <li>4. Evaluate the effects with the of various techniques used for pain control.</li> <li>5. Perform a patient assessment for sleep difficulties.</li> <li>6. Develop a plan to assist the patient in getting adequate sleep.</li> <li>7. Prepare to assist with the care of patient’s receiving patient controlled analgesia (PCA) or epidural analgesia.</li> <li>8. Prepare to assist the patient using a transcutaneous electrical nerve stimulation (TENS) unit.</li> </ol>
<p>Chapter 32:</p>	<p>Reading assignments,</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> </ol>

Complementary and Alternatives Therapies	workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>Identify therapies considered part of complementary and alternative medicine (CAM).</li> <li>Discuss the use of CAM in integrative medicine.</li> <li>Discuss 5 alternatively used complementary and alternative therapies.</li> <li>Name 4 mind – body therapies.</li> <li>Direct patients to information needed to make a decision on whether to use an herbal preparation.</li> <li>Describe the desired outcomes of spinal manipulation during chiropractic treatment.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Assess the use of alternative and complementary therapies by assigned patients.</li> <li>Direct patients to information about alternative and complementary therapies.</li> <li>Assist patients to use relaxation and imagery.</li> </ol>
UNIT VII Medication Administration		
Chapter 33 Pharmacology and Preparation for Drug Administration	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>Correctly use the terms listed for chapter.</li> <li>Describe how drugs are classified.</li> <li>Trace the general actions of drugs in the body.</li> <li>List three reasons why patients may be noncompliant with drug therapy.</li> <li>Discuss areas of concern regarding medication administration to children or to the elderly.</li> <li>Describe issues of medication in home care.</li> <li>Discuss measures used to prevent medication errors.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Explain how laws affect the administration of drugs by nurses.</li> <li>Locate information about a drug, including action, use, aide effects, interactions, and recommended routes of administration.</li> <li>Demonstrate a method for accurately calculating a drug dosage.</li> <li>Identify information the patient must be taught to safely use a drug.</li> <li>Discuss factors to be considered in the administration of medications.</li> </ol>
Chapter 34: Administering Oral, Topical, and Inhalant Medications	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>Correctly use the terms listed for this chapter.</li> <li>Identify the parts of a valid medication order.</li> <li>List the different classifications of drugs based on their specific actions.</li> <li>Discuss medication dispensing and delivery systems.</li> <li>Identify four principles to be followed when giving a medication through a feeding tube.</li> <li>Consider special needs when administering oral and topical medications to an elderly patient.</li> <li>Describe the legal and profession responsibilities of the LVN related to medication administration.</li> </ol>

<p>Chapter 35 Administering Intradermal, Subcutaneous and Intramuscular Injections</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Give oral and topical meds using the five rights and five rules.</li> <li>2. Prepare and apply topical medications such as eye ointments, eardrops, transdermal patches, and topical ointments.</li> <li>3. Instill a vaginal and a rectal suppository safely and effectively.</li> <li>4. Account for doses of controlled drugs that must be withdrawn from the locked narcotics cabinet or dispensed from an automatic dispensing unit.</li> </ol> <p>1. Correctly use the terms listed for this chapter.</p> <p>2. Identify the principles for safe and effective administration of intramuscular, subcutaneous, and intramuscular injections.</p> <p>3. List the routes used for administering parental medications and the advantages and disadvantages of each route for pediatric, adult, and elderly patients.</p> <p>4. Discuss how to choose the appropriate syringe and needle for the type of injection ordered.</p> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Locate the appropriate site on a patient top give an intradermal, subcutaneous, or intramuscular injection by identifying correct anatomic landmarks.</li> <li>2. Demonstrate reconstitution of a drug from a powder aseptically and accurately withdraw and measure the ordered dose of a medication from a vial of an ampule.</li> <li>3. Utilize the five rights of medication administration, also checking for patient drug allergies.</li> <li>4. Correctly prepare, administer, and interpret the results of an intradermal injection, using the five rights and aseptic technique.</li> <li>5. Correctly prepare and administer a subcutaneous injection with 100% accuracy.</li> <li>6. Correctly prepare and administer a intramuscular injection with 100% accuracy.</li> <li>7. Correctly document injections administered after administration.</li> <li>8. Follow standard precautions when administering injections and disposing of used equipment. Demonstrate the correct method for drawing up two types of drugs, including insulin in one syringe.</li> </ol>
<p>Chapter 36: Administering IV Solutions and Medications</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Identify four purposes for administering IV therapy.</li> <li>3. State at least 7 principles related to IV therapy of fluids or medications.</li> </ol>

<p>UNIT VIII CARE OF THE SURGICAL AND IMMOBILE PATIENT</p>		<p><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Calculate the rate of flow of IV fluid from various IV orders.</li> <li>2. Add a new bottle of fluid to replace one from which the solution has infused</li> <li>3. Discontinue an IV infusion.</li> <li>4. Prepare to give medications using the following methods: <ul style="list-style-type: none"> <li>* Adding the drug to the primary IV solution</li> <li>* Using a second IV as a piggyback.</li> <li>* Using a controlled volume device.</li> <li>* Using an intermittent IV or a PRN lock.</li> <li>* Giving the medication as a bolus.</li> </ul> </li> </ol>
<p>Chapter 37 Care of the Surgical Patient</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Discuss reasons for which surgery might be performed.</li> <li>3. Identify the types of anesthesia used for surgery.</li> <li>4. Assess for potential risk factors for complications for surgery.</li> <li>5. Assist the patient with psychological preparation for surgery.</li> <li>6. Discuss differences in the roles of the scrub person and the circulating nurse.</li> <li>7. List interventions to prevent each of the potential postoperative complications.</li> <li>8. State the safety measure now in place to prevent errors regarding the surgical site.</li> </ol> <p><b>CLINICAL PRACTICE OBJECTIVES</b></p>

		<ol style="list-style-type: none"> <li>1. Implement physical preparation of the patient before surgery.</li> <li>2. Perform preoperative teaching for the patient and family.</li> <li>3. Prepare to perform an immediate postoperative assessment when a patient returns to the nursing unit.</li> <li>4. Promote adequate ventilation of the lungs during recovery from the anesthesia.</li> <li>5. Assess for postoperative pain and provide comfort measures and pain relief.</li> <li>6. Promote early ambulation and return to independence in activities of daily living.</li> <li>7. Perform discharge teaching necessary for postoperative home self-care.</li> </ol>
<p>Chapter 38: Providing Wound Care and Treating Pressure Ulcers</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Describe the physiologic process by which wounds heal.</li> <li>3. Discuss factors that affect wound healing.</li> <li>4. Explain the major purpose of a wound drain.</li> <li>5. Describe the four signs and symptoms of wound infection.</li> <li>6. Discuss action to be taken if wound dehiscence or evisceration occurs.</li> <li>7. Compare and contrast the therapeutic effects of heat and cold.</li> </ol> <p style="text-align: center;"><b>CLINICAL PRACTICE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Perform wound care, including emptying a drainage device and applying a sterile dressing.</li> <li>2. Perform wound irrigation.</li> <li>3. Provide care for a pressure ulcer.</li> <li>4. Remove sutures or staples from a wound and apply Steri-Strips.</li> <li>5. Give a heat or cold treatment to a patient.</li> </ol>
<p>Chapter 39: Promoting Musculoskeletal Function</p>	<p>Reading assignments, workbook, skills lab, study questions</p>	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Discuss the effects of inactivity on respiratory exchange and airway clearance.</li> <li>3. Describe how to perform a neurovascular assessment on an immobilized extremity.</li> <li>4. Describe appropriate care of a cast if it dries.</li> <li>5. Verbalize the differences among air-fluidized bed low-air-loss bed, and continuous lateral rotation bed listing the reasons for their use.</li> <li>6. Name at least four pressure-relief devices that help prevent skin injury in immobile patients.</li> <li>7. Discuss the use of bandages and slings to immobilize body parts.</li> </ol> <p style="text-align: center;"><b>CLINICAL PRACTICE OBJECTIVES</b></p>



Unit 9 Caring for the Elderly		<ol style="list-style-type: none"> <li>1. Correctly care for the patient undergoing skin or skeletal traction.</li> <li>2. Teach a patient to properly care for a cast following discharge.</li> <li>3. Assist a patient with the use of each of the following: walker, crutches, cane, brace, prosthesis, and wheelchair.</li> <li>4. Transfer a patient using a mechanical lift.</li> <li>5. Use lift sheets and roller or slide devices to move immobilized patients.</li> <li>6. Correctly apply an elastic bandage to a stump after an amputation.</li> <li>7. Devise a plan of care for meeting psychological needs of the alert, immobile patient.</li> </ol>
Chapter 40: Common Physical Care Problems of the Elderly	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed for this chapter.</li> <li>2. Discuss five age-related common physical care problems of the elderly.</li> <li>3. Review the physical and psychological consequences of chronic incontinence.</li> <li>4. Identify three ways to promote mobility in the elderly.</li> <li>5. List four ways for the elder to prevent falls in the home.</li> <li>6. Discuss how multiple factors affecting the elderly may lead to an alteration in nutrition.</li> <li>7. Explain techniques to facilitate communication and safety for the patient with a sensory deficit.</li> <li>8. Identify five reasons why the elder is prone to the problem of polypharmacy.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Formulate a plan to assist an elderly patient to decrease or prevent incontinence.</li> <li>2. Teach an elderly patient specific ways to enhance nutritional status.</li> <li>3. Instruct a patient on how to prevent falls.</li> <li>4. Assist a patient to develop a self-medication reminder system.</li> </ol>
Chapter 41: Common Psychological Care Problems of the Elderly	Reading assignments, workbook, skills lab, study questions	<ol style="list-style-type: none"> <li>1. Correctly use the terms listed in this chapter.</li> <li>2. Differentiate characteristics of delirium, dementia, and depression.</li> <li>3. Discuss general principles of care for those with altered cognitive functioning.</li> <li>4. Identify the interrelationship between alcoholism, depression, and suicide in elderly people.</li> <li>5. List five crimes commonly occurring to the elderly.</li> <li>6. Identify four main categories of elder abuse.</li> <li>7. Discuss two future psychosocial issues for the elderly.</li> <li>8. Identify five reasons why the elder is prone to the problem of polypharmacy.</li> </ol> <p><b><u>CLINICAL PRACTICE OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>1. Formulate a plan of care for the cognitively impaired elder.</li> <li>2. Demonstrate the ability to interact therapeutically with patients with depression and suicidal</li> </ol>