



TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

PARIS

PRACTICAL NURSING HANDBOOK

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MISSION STATEMENT

The practical nursing faculty supports the mission and goals outlined by the Tennessee College of Applied Technology as reflected in the student handbook.

The mission of the Practical Nursing Program is to prepare individuals for successful mastery of the competencies required of the practical nurse and for successful completion of the national licensure exam.

PROGRAM PHILOSOPHY

Education of the practical nurse is characterized by its emphasis on clinical-practical experiences necessary to meet common nursing problems. The curriculum is based on concepts from the biological and behavioral sciences in a planned sequence of correlated theory and clinical experience. This is achieved through selected learning experiences progressing from simple to complex. These experiences are provided in order to offer the practical nurse students the opportunity to develop knowledge skills and attitudes that are essential for the practice of practical nursing and for providing the foundation for continuing personal and professional growth and development.

Education is an ongoing process of learning. Each individual is afforded the realization of his potential in a changing society enabling him to become progressively self directed and self disciplined.

B. OBJECTIVES

Based on the school's philosophy, our objective is to provide a practical nurse educational program that will prepare qualified candidates to become competent, entry-level, practical nurses.

Upon completion of this course, the graduate will be able to:

1. Recognize the individuality of the patient.
2. Provide nursing care in a safe and organized manner.
3. Demonstrate sound technical skills reflecting current nursing standards.
4. Identify and fulfill the duties and responsibilities of a practical nurse as a member of health care team.
5. Participate in the promotion of health in the hospital and the community
6. Recognize the influence of a physical, psychosocial, and cultural milieu of health
7. Identify and implement basic scientific principles in giving nursing care.
8. Recognize the need for continued self-direction in personal and professional growth.

C. POLICIES and PROCEDURES

1. ADMISSION POLICIES

The school's policy for admission to the Practical Nursing Program is as follows:

- A. Complete an online application.
- B. Be a high school graduate or have a G.E.D.

D. Pass the HESI entrance exam with a minimum score of 70 in both math and reading. A fee is charged for this exam. Test scores will be held for no more than two years.

E. Students who are reapplying after failure of the course will schedule a meeting with the Director of Nursing and Student Services Coordinator before being accepted into a class.

F. If accepted into the program, a physical examination must be performed by a licensed physician, or otherwise qualified person, prior to entering the program. The student is also required to provide a negative ten panel drug screen and background check before the first day of class. The student must provide proof of (2) MMR, (2) Varicella, (3) Hepatitis B vaccines or proof of positive titer, and TB Skin test before the first day of class. If the skin test is positive the student must have a Chest x-ray to show no presence of the disease.

G. An annual flu shot while in the program is mandatory. Students refusing to receive a flu shot will not be allowed in the clinical setting. This will result in failure of clinical and dismissal due to failure to progress.

Class size is limited by clinical and classroom space and faculty availability. Applicants will be notified by letter whether or not they are accepted into the Nursing Program Applicants not accepted for the class for which they applied may be considered for a later class.

2. ADVANCED STANDING, LATE ADMITTANCE, & TRANSFER STUDENTS

Students must meet all admission requirements of the Tennessee College of Applied Technology. This includes taking the HESI A2 test. In addition to the admission requirements the student must provide a transcript from all previous schools. The transcript will be reviewed by the Allied Health Coordinator, Student Services Coordinator, and Student Records Coordinator. Following this review, the applicant may be admitted into the program, which is already underway, provided the required criteria are met. In order to receive any previous credit, the course work must have occurred ***within five years*** of admission to the Nursing Program and the applicant must have received a grade of "C" or above.

Prior to admission the student must pass a HESI exam in each subject in which a previous passing grading has been obtained. The student must pay for the testing and pass each test prior to receiving advanced standing placement. The student must also show competency of skills prior to performing procedures in the clinical setting.

3. WITHDRAWAL AND READMISSION POLICIES

If a student is absent for a period of time and unable to make up class assignments, he/she may be permitted to withdraw and be considered for reinstatement in a later class if performance is satisfactory and if those concerned recommend it.

To officially withdraw from the nursing program the student must:

1. Notify the primary instructor and program coordinator ***in writing*** of the intent to withdraw.
2. Complete an exit interview with student services

Failure to officially withdraw will influence any request for readmission.

Any student who is terminated because of academic failure may be allowed to re-enter under the following conditions:

1. Contact the Allied Health Coordinator for appropriate remediation assignments.
2. The student will be required to sit out one **FULL** trimester before becoming eligible to reapply. Re-entry into training, for any student so suspended, must be approved by the program director. Evidence of remediation must be presented so as to correct any academic deficiencies. The student may appear before a readmission committee and be approved for readmission into the appropriate class, based on space available.
3. If seeking advanced placement, see above.
4. Complete all paperwork for readmission in the Office of Student Services.
5. The student must take all tests and submit all homework from the time of readmission and maintain an 80 average score in each class. The student **MUST** also maintain an average score of 80 in all repeated courses.

4. NURSE AID EXAMINATION CHALLENGE

If desired, an enrolled student may challenge the Nurse Aide Examination when the fundamental nursing skills portion of the curriculum has been completed, along with at least sixty hours of clinical, which includes a concentration in geriatric nursing. The student must submit a transcript from the school to verify their education along with the appropriate application from Diversified Technologies (D&S). The transcript and letter of confirmation should be obtained from the program director.

Applications may be obtained from:

**D&S website www.hdmaster.com or
Call Toll free (877)201-0758**

5. STUDENT CONDUCT CODE

1. The instructor has the primary responsibility for control over classroom behavior and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct that violates the regulations of the institution. Upon exclusion from the classroom, the student is not allowed to participate in any class activity, including tests, quizzes, lab or clinical experiences. This time is also counted as absent time. The student is not allowed to return to the class until a meeting held with the program director.
2. Cheating and other forms of academic dishonesty are prohibited and students guilty of such are immediately responsible to the instructor. In addition to other disciplinary sanctions, the instructor has the authority to assign an unsatisfactory grade for the exercise or examination which could result in failure of the course. Having cell phones out during a test is not allowed. This is considered cheating.
3. **Professional communication is of utmost importance in nursing. Internet communication should NOT involve the Tennessee College of Applied Technology,**

students, staff, or clinical affiliates. This is considered a breach of confidentiality and may result in dismissal from the school.

4. It is the responsibility of the student to attend all scheduled classes, laboratory sessions, and conferences. If not in attendance, even though on campus, the student is considered absent. Students not present, i.e. being out of the classroom for bathroom, telephone, outside business, etc. at roll call will be considered absent/tardy and must sign in before returning to class.

5. Students should be punctual. **5 tardies** per trimester will result in a written **warning** from the instructor. **6 tardies** will result in being put on **probation** by the Student Services Officer. After **7 tardies** you will receive a termination letter and will have 5 days to appeal. Being tardy will result in a 30 minute absence

6. Smoking will not be permitted in the classroom at any time. Smoking is permitted only in the designated areas at break time and lunchtime. Use of ashtrays is absolutely required.

7. Children are not allowed in the classroom.

8. **Examinations may not be removed from the classroom. The failure to comply with this directive will result in a zero on the exam moved from the class room.**

9. If conduct is disruptive to the classroom session--the individual will be asked to leave the room and will be counted absent until allowed to return by the program director.

10. If student fails to call-in or sign-in after the roll has been called, it will be reflected as part of their worker characteristic grade.

11. All personal matters such as phone calls, using restrooms, consulting other Instructors, purchasing snacks, should be taken care of during break.

12. Due to class size and the large amount of information that must be covered, students are asked to write down questions they have during lecture. Instructors will have a time for questions or comments at the end of lecture, if time permits, or the student can make an appointment to meet with the instructor or any member of the nursing faculty.

13. Cell phones are to be turned off and out of site during class time.

14. No shorts are allowed at the Dresden Campus.

6. Conduct in the Clinical Area

1. It is the responsibility of the student to be in the clinical area promptly on time and in proper uniform. The student must be prepared for clinical on arrival time. (Appropriate dress, hair up, stethoscope in pocket, skills check off sheet in hand, etc...)

2. **Clinical begins at times specified by each clinical instructor. Clinical in the 2nd and 3rd trimester will vary in time. You will be given advanced notice of these times. Clinical days and hours are subject to change.**

3. Assignments will be posted unless otherwise indicated.

4. Break times are to be assigned per the instructor. No smoking is allowed at the clinical facilities or anywhere on the grounds.

5. If a student is absent from clinical for any reason the day will be considered an absent day. A clinical day is a minimum of 6 hours. Absent time will be reflected as a 0(zero) for your daily clinical grade. Taking too long during breaks, tardiness, or absenteeism during clinical will result in an unsatisfactory clinical grade and may result in dismissal from the program. **The state board of nursing requires 430 hours of hands on experience. If the**

criteria is not met the student cannot sit for state boards. The missed clinical time will have to be made up as decided upon by the instructor and Director of Nursing.

6. Leaving clinical area without instructor knowledge is not allowed. This is considered patient abandonment. If a student does leave the clinical area without the instructor's knowledge, the student will be dismissed from clinical and counted absent. The student will be unable to return until a meeting is held with the program director.

7. Any illness should be reported to the instructor in the clinical area. Do not come to the clinical area unable to care for patients. **All clinical time missed must be counted as absent time.** If the time missed is in a required specialty field, the time must be made up. If a student is absent for serious illness, he/she must present a written statement from his/her physician or qualified personnel before returning to class or clinical. If the student is diagnosed with a new disease process or begins on a new medication, the instructors must be notified.

8. It is required that all students maintain their own accident insurance.

9. Conversation in the clinical area must be at a professional level only, with no discussion of personal matters.

10. Confidentiality is imperative! Any breach of confidentiality regarding any aspect of the clinical area will be grounds for termination from the program. (This includes all information concerning classmates.)

7. UNIFORMS

Red Cherokee Scrubs with TCAT emblem on Left Sleeve, White Scrub Jacket with TCAT emblem on left sleeve (optional), and white leather shoes are the approved uniforms for all practical nursing classes. Only the approved uniforms can be worn in clinical.

Patches are to be bought in the bookstore and applied prior to clinical.

8. PERSONAL APPEARANCE FOR HEALTH CARE

To outline the personal appearance (dress code) standard expected of team members in our local health care facilities. Compliance is necessary to maintain public confidence in the professional services provided to customers. Failure to comply will result in being sent home from clinical and counted absent until dress code is in compliance.

Students should report to all clinical areas with complete uniform

- *Approved Uniform**
- *Student ID Badge**
- *Black Pen**
- *Wristwatch with second hand**
- *Bandage scissors**
- *White leather shoes**
- *Shoe Strings must be clean**
- *Stethoscope (not to be worn around neck)**
- *Pen Light**
- *Skills check off sheet**

1. Hair neat and pulled back from face and neck and off the collar.
2. Approved uniforms should be clean, in good repair, and appropriately sized to the wearer. Hemlines on pants should not touch the floor when the individual is standing.
3. **Hair styles and color along with jewelry should reflect principles of asepsis and safety. (small stud earrings only, one in each ear-no hoop or dangling earrings/chains for the interest of patient care and their own safety.)**
4. **Eyebrow, nose, tongue, or lip jewelry- to include clear retainers, is not considered compliant with the schools or its clinical affiliates business image.**
5. Wedding band and/or engagement rings only.
6. Moderate makeup.
7. No perfumes, colognes, or aftershaves in-patient care areas.
8. Good personal hygiene and good grooming are very important in every area of schooling.
9. Beards and mustaches are allowed as long as they are trimmed neatly and do not interfere with the safety.
10. Shoes should be white, all leather, clean, polished and in good repair. Safety, comfort, and appearance are the main considerations for footwear. Strings should be clean. White socks covering the ankles are mandatory.
11. Smoking is permitted only in areas designated by the facility.
12. Only a **white** shirt may be worn under the scrub top.
13. Fingernails must be clean and short-No artificial nails or overlays-this has been linked to patient infection and fatality
14. All students are required to wear their approved name identification.
Badges are to be worn at all times during classroom/clinical hours. Pins, stickers, ribbons, extra emblems, etc. may not be attached to the I.D. card itself because they may interfere with its purpose. An additional card to which pins, etc. may be attached may be obtained to wear behind the I.D. card. I.D. badges should be worn on a lapel, collar, or chest pocket- always above waist level. **Books, uniforms and disbursement checks will NOT be issued without an ID badge.**
15. Cleanliness is imperative for infection control. Stethoscopes, pen lights, etc. should be cleaned appropriately between patients. .
16. **All visible tattoos are to be covered.**
17. **Absolutely no cell phones in the clinical area.**

Students who do not comply with these guidelines will be sent home and not allowed to return to the clinical area until the clinical instructor approves their appearance. Corrective action will be taken for failure to comply with school policy. Any missed time will be marked as absent

Curriculum Structure

1st Trimester

<u>Theory</u>	<u>Hours</u>
Worker Characteristic	6
Basic Nursing (Vocational Relations, Geriatrics, Nutrition)	90
Anatomy and Physiology	96
Fundamentals of Nursing	124
Administration of Medication/IV therapy	80
Clinical	<u>36</u>
	432

2nd Trimester

<u>Theory</u>	<u>Hours</u>
Worker Characteristic	6
Pharmacology I	51
Medical Surgical Nursing I	75
Maternity Nursing	60
Mental Health Nursing	60
Clinical	<u>180</u>
	432

3rd Trimester

<u>Theory</u>	<u>Hours</u>
Worker Characteristic	6
Pharmacology II	42
Medical Surgical Nursing II	75
Pediatric Nursing	60
Advanced Professional Vocational Relations	24
Clinical	<u>225</u>
	432

Clinical

Medical Surgical	300 Minimum Hours
Obstetrics	60 Minimum Hours
Pediatrics	36 Minimum Hours
Mental Health	36 Minimum Hours

*The part time class will follow the same course order. Each part time trimester is 260 hours and the course will continue until all hour requirements are met. The part time class is 5 trimesters.

Course Title: Basic Nursing Principles

Basic Nursing Principles is a combination of three content areas: Vocational Relations (VR), Nutrition and Diet Therapy, and Geriatric Nursing. Each of these content areas are basic components of practical nursing. Each content area is described below with objectives listed for each area.

Vocational Relations (VR):

This content area introduces the student to the profession of nursing. The origins of nursing, the present state of the profession, and the trends for the future of practical nursing are discussed. The legal and ethical aspects of nursing are included. Nursing functions, roles, rights, and responsibilities are defined. Trends in nursing and nursing education will be explored in the light of current realities with knowledge that nursing is a responsible social discipline and all nurses must be concerned about health maintenance. Emphasis will be placed upon the practical nurse's functions, ethical and legal rights and responsibilities as a health care provider.

Nutrition and Diet Therapy:

Nutrition provides the student practical nurse with information related to the fundamental principles of normal nutrition. Included in this content area is a study of the basic nutrients, the use of guides for evaluation and planning of normal diets, principles for the safe and economic selection and preparation of food, and a study of selected food legislation. Factors such as age, cultural and religious practices, and socioeconomic conditions are presented as influences on a client's nutritional well-being. The study of basic nutrition is presented as applicable to the students own daily living habits as well as in the client care situations. The need for an understanding of normal nutrition as a basis for the study of therapeutic diets is discussed.

Geriatric Nursing:

This content area introduces geriatric nursing and the leadership role of the practical nurse caring for older adults in long-term care environments. The normal aging process is explored with emphasis on promoting, maintaining, and restoring health in older adults. Beside the sociological, psychological, and physiological aspects of aging, this unit will also incorporate the financial, safety, and pharmacological aspects of aging. The curriculum, using the nursing process and basic human needs as a framework will integrate cultural diversity, legal/ethical considerations, and the communication process to provide holistic care to the geriatric client.

Section III- Basic Nursing Principles

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COURSE OBJECTIVES

Vocational Relations (VR):

Upon completion of this content area, the student will be able to:

1. Recognize the past, present, and changing role of the practical and professional nurse and the role of the members of the health team.
2. Assume personal responsibility for acquiring the knowledge of the practical nurse.
3. Recognize the ethical and legal responsibilities of the practical nurse as he/she relates to the client, family, physician, professional nurse, employer, and co-worker.
 - a. Client rights
 - b. Good Samaritan Laws
 - c. Malpractice
 - d. Current issues in medical ethics
 - e. Confidentiality/ Health Information Portability and Accountability Act (HIPAA)
 - f. Legal aspects of nursing practice
 - g. Health care facility security
 - h. Fire safety
 - i. Multicultural diversity
4. Identify the extent of the responsibility and the protection afforded by the Nurse Practice Act.
5. Recognize the importance of health organizations and the need for active participation in practical nursing organizations.
6. Recognize career opportunities as well as the need for continuing education.
7. Identify and utilize basic various forms of communication.
 - a. Verbal and nonverbal communication skills
 - b. Positive and therapeutic group dynamics
 - c. Develop listening skills- Active and Passive
 - d. Utilize medical terminology

Nutrition and Diet Therapy:

Upon completion of this content area, the student will be able to:

1. Recognize that nutrition plays a vital role in the total well-being of an individual.
 - a. State the common characteristics of a well-nourished vs. malnourished person
 - b. Discuss the relationship between food, health, and wellness
 - c. Discuss the need for nurses to be knowledgeable of nutrition
 - d. Describe a detailed nutritional assessment
 - e. Discuss the water compartments in the body
 - f. Define and discuss the process of digestion, absorption and metabolism
 - g. Describe the anatomy and physiology of the digestive system
2. Identify the functions, requirements, and sources of basic nutrients.
 - a. State the essential nutrients and discuss their primary functions
 - b. Discuss the functions, primary sources and classifications of carbohydrates
 - c. Discuss the digestion, absorption, metabolism and elimination of carbohydrates
 - d. Discuss the function and composition of protein in the body
 - e. Describe the differences between complete and incomplete proteins
 - f. Discuss the digestion, absorption, metabolism, and elimination of proteins

- g. Discuss the functions, sources and classifications of fats in the body
 - h. Discuss the process of digestion, absorption, metabolism and elimination of fats
 - i. State the function of water in the body
 - j. State functions and food sources of each vitamin
 - k. Discuss the fat-soluble and water-soluble vitamins
 - l. Discuss the major minerals, their sources and functions of each mineral
 - m. Discuss the minor minerals, their sources and functions of each mineral
3. Use basic guides for the evaluation and selection of normal diets for individuals throughout the life cycle.
- a. Demonstrate the ability to calculate basal metabolic rate (BMR), as well as body mass index (BMI)
 - b. Calculate the average energy requirement Kcal needed for a client
 - c. Define a balanced diet to identify ways diets can be modified for therapeutic effects
 - d. Identify the basic food groups and the chief nutrients each group provides
 - e. Identify nutritional requirements for pregnancy/lactation, infancy, childhood, adolescence, young-, middle-, and older- adulthood
4. Recognize the influence of physical, cultural, religious and socioeconomic factors on nutrition and factors influencing a client's ability to adjust to prescribed dietary changes.
- a. Discuss the importance nutritional counseling
 - b. Discuss criteria for planning appetizing meals
 - c. Describe factors influencing the client's ability to adjust to a prescribed diet therapy
 - d. Discuss the development of food customs
 - e. List food customs of various cultural groups
 - f. Describe unusual food habits (i.e., pica, etc.) and possible food-related disorders
5. Identify the uses and therapeutic effects of diets associated with common medical-surgical/psychological disorders.
- a. Describe the nutritional diets and list foods found in each
 - b. Discuss methods for prevention and treatment of obesity
 - c. Discuss underweight dangers, causes and treatment
 - d. Define and discuss the types of food allergic reactions and treatments
6. Describe methods of storing, preparing, and handling food safely.
- a. Discuss illnesses caused by microorganisms in foods and list symptoms of each
 - b. State methods for the prevention of food-borne illnesses
7. Identify the effects of excesses and deficiencies of the basic nutrients on physiologic functioning.
- a. Describe the effects of protein deficiency on the healing process
 - b. Describe the disease processes associated with excessive consumption of fats
 - c. Describe and discuss the causes of water imbalance
 - d. Discuss acid-base balance of the human body
 - e. Discuss each vitamin deficit and the related symptoms
 - f. Discuss methods to avoid mineral deficiencies
 - g. Discuss mineral and vitamin toxicity

8. Recognize critical elements pertaining to nutrition received by oral diets, enteral, and parenteral nutrition.
 - a. Understand the differences in how oral diets may be categorized based upon texture/consistency and therapeutic need. (Ex: Regular vs a mechanically altered diet)
 - b. Monitor the client's ability to chew and swallow
 - c. Understand the role speech therapists/speech language pathologists play in evaluation of client's abilities to identify diet needs for optimal nutrition
 - d. Provide and reinforce client teaching as necessary in regards to education on special diets: diabetic, cardiac/low sodium, etc.
 - e. Evaluate client's response/tolerance of diet and report to physician as appropriate
 - f. Identify clients at risk for aspiration, ex: feeding tubes, swallowing difficulties
 - g. Understand the need for enteral nutrition and the various routes it may be administered, ex: nasogastric, gastrostomy, jejunostomy
 - h. Monitor client's weight and labs as appropriate to evaluate if nutritional needs are being met
 - i. Promote client's independence in eating

Geriatric Nursing:

Upon completion of this content area, the student will be able to:

1. Identify developmental and physiologic changes related to aging.
 - a. Describe the physical and emotional effects of the aging process
 - b. Describe some common physical changes among the elderly
 - c. Describe the body system changes which take place with aging
2. Discuss the biological, developmental and psychosocial theories of aging.
 - a. List some common myths and stereotypes about the aged and aging
 - b. Describe philosophies of the major theorists on aging
 - c. Describe Erickson's stage of integrity vs. despair
3. Identify alterations common to aging in the health of the older adult and nursing interventions to promote wellness.
 - a. Apply theoretical knowledge in providing basic care and health teaching to the geriatric client
 - b. Describe the importance of relationships and stimulation
 - c. Describe nursing measures to assist an older person to meet nutritional needs, elimination, and personal hygiene
 - d. Describe ways to help the elderly balance activities and rest
 - e. Describe the special needs and problems as related to the elderly
 - f. State nursing measures to assist an older person to meet communication needs
4. Discuss the concerns of aging persons concerning socioeconomic, safety, security, cultural, psychosocial, physical, legal and ethical factors.
 - a. Describe how an elderly person compensates for impaired proprioception
 - b. Describe family dynamics involved in the caregiving of a geriatric patient
 - c. List ways to help the elderly person in completing activities of daily living (ADLs)

- d. List risk factors for falls in the geriatric population

- e. List community resources for elderly people and include members of the team
 - f. Discuss the dynamics of abuse among the elderly
 - g. Recognize problems of the dying patient
 - h. Describe important aspects of nursing care for the dying patient
 - i. Discuss needs of the family of the dying patient
 - j. Evaluate personal beliefs and ideas about the death and dying process
 - k. Describe the five stages of death and dying (Elizabeth Kubler-Ross)
 - l. State the signs of approaching death
 - m. Describe techniques for informing and supporting family members when death is imminent
 - n. Describe nursing responsibilities associated with postmortem care
 - o. Describe the Patient's Bill of Rights
 - p. Describe differences in assisted living, adult day care, intermediate and skilled facilities, respite and hospice, and home care entities
 - q. Discuss guidelines for advanced directive, the living will, and power of attorney and do not resuscitate orders
 - r. Discuss guidelines for organ donation
 - s. Discuss the appropriate use of physical and chemical restraints, alternative measures and legal issues
5. Discuss problems, treatments and nursing interventions related to common diseases/disorders of the elderly.
- a. Define primary degenerative dementia and secondary dementia
 - b. Describe Alzheimer's disease, physiological changes and theories related to causes
 - c. Describe nursing care of a patient with dementia
 - d. Identify differences between delirium and dementia
 - e. Define and describe rehabilitation nursing, bowel/bladder training, and skin care, mobility training and adaptive devices
6. Discuss the leadership role of the Practical Nurse in the care of the geriatric client.

Course Title

Basic Science and Anatomy

Course Description

Basic Anatomy and Physiology for the practical nursing student is designed to familiarize him or her with the structure and function of the human body as well as the interrelationships and interdependency of the body systems to the maintenance of a homeostatic condition. The effects of microbes on the human body will be studied as well as the basic mechanics of biochemistry and biophysics as they are related to the body systems.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Identify and define the basic sciences and how they affect the growth and maintenance of the human body.
 - a. Define anatomy and physiology
 - b. Discuss and identify prefixes, roots, and suffixes commonly used in relation to the human body
 - c. Describe the organization of the body in terms of cells, tissues, organs, and systems
 - d. Describe the roles and actions of chromosomes
 - e. Identify characteristics of cells, list the major cell structures and describe the function of each
 - f. Describe the structure and function of a glandular, soft, hard, connective, and muscle tissue
 - g. Define membrane; give major types, and examples of each and their functions
 - h. Discuss the anatomic terms that apply to body positions, directions, and cavities
 - i. Identify organs composing the major body systems and their locations
 - j. Define microorganisms, how they reproduce, and identify complications caused by microorganisms in human pathology
2. Integrate the concepts of Basic Anatomy & Physiology into holistic nursing care as defined by promotion, maintenance, and restoration of an individual.
 - a. Define homeostasis
 - b. Define positive and negative feedback and their application to the maintenance of homeostasis
 - c. Differentiate between health and disease
 - d. Explain fluid balance in the human body

3. Name and define body systems and how they work together as an integrated whole.

a. MUSCULOSKELETAL SYSTEM

- i. List and describe the three types of muscle tissue.
- ii. Describe oxygen debt and how exercise affects muscles.
- iii. Locate and name the major muscle groups and identify their major action.
- iv. Classify the major muscles of the body as abductors, adductors, levators, depressors, flexors, extensors, rotators, or sphincters.
- v. List the ways age changes muscles.
- vi. Discuss functions of the skeletal system.
- vii. List the types of bones and give an example of each.
- viii. Explain the different markings and landmarks of bones.
- ix. Locate and name the major bones of the body and describe their function.
- x. Differentiate between red and yellow bone marrow.
- xi. Name the types of joints and give an example of each.
- xii. Describe and locate the different spinal curvatures.
- xiii. Explain the purpose of fontanelles in the infant.
- xiv. Differentiate between the male and female pelvis.

b. NERVOUS SYSTEM

- i. Describe the organization of the nervous system.
- ii. Explain the structure and function of a neuron.
- iii. Describe how nerves are made up of neurons and neuron fibers.
- iv. Discuss dendrite, axon, neurilemma, neuroglia, and myelin.
- v. Describe the role myelin plays in nerve impulse conduction.
- vi. Identify functions of the sensory, motor, and connecting neuron.
- vii. List the steps of an action potential.
- viii. List some basic steps of nerve transmission at a synapse and list several neurotransmitters.
- ix. Describe the functions of the spinal cord.
- x. Describe the differences and distribution of white and gray matter in the spinal cord.
- xi. Compare the differences of the sympathetic and parasympathetic nervous system.
- xii. Identify the locations and describe the functions of the four divisions of the brain
- xiii. List and describe the meninges.
- xiv. Describe the function, location, and formation of cerebrospinal fluid

(CSF).

- xv. Identify the lobes of the cerebral hemispheres and describe their function.

Section III- Basic Anatomy & Physiology

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- xvi. List the subdivisions of the brain stem and their functions.
- xvii. Describe the cerebellum and its function.
- xviii. List the names and functions of the cranial nerves.

c. SENSORY SYSTEM

- i. Describe the functions of the sensory system.
- ii. List the differences between special and general senses.
- iii. Identify the major structures of the ear and describe the function of each.
- iv. Identify the major structures of the eye and describe the function of each.
- v. Describe the relationship between gustation and olfaction.
- vi. Describe the functions of the cranial nerves in relation to the senses.
- vii. Describe how the sense of touch functions.
- viii. Explain proprioceptors and equilibrium.
- ix. Describe the function of hearing and hearing receptors.
- x. Explain sensory adaptation.

d. CARDIOVASCULAR SYSTEM

- i. Explain the functions of blood and how blood cells are formed.
- ii. Describe the components of plasma and describe the three types of formed elements found in blood.
- iii. Describe the five types of leukocytes and their functions.
- iv. Define hemostasis and list the steps in blood clotting.
- v. Explain how blood is typed and why it is important to accurately type blood for transfusions.
- vi. Discuss the four blood groups and compatibility.
- vii. Define Rh.
- viii. Describe the five different types of blood vessels along with their functions.
- ix. Compare the pulmonary and systemic circuits.
- x. Describe the location and function of coronary arteries.
- xi. Describe the circulation through the heart.
- xii. Explain the hepatic portal system and its function.
- xiii. Describe the differences between deep and superficial veins.

- xiv. List factors that regulate blood flow.
- xv. Describe the three layers of the heart wall and explain the function and structure of the pericardium.
- xvi. Describe the four heart chambers and the differences between the right and left sides of the heart.
- xvii. List the sections of the aorta and the main branches of each section.
- xviii. Describe the heart valves' location and function.
- xix. Describe the cardiac cycle, pulse, blood pressure, and cardiac output.

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- xx. List the components of and describe the function of the heart's conduction system.

e. RESPIRATORY SYSTEM

- i. Define and describe respiration and its phases.
- ii. Identify and name the major structures of the respiratory system and describe their function.
- iii. Identify the protective mechanisms within the nose, pharynx, and larynx.
- iv. Differentiate between the right and left lung in terms of structure.
- v. Describe pleura and its actions.
- vi. Describe the transfer of oxygen and carbon dioxide within the respiratory and circulatory systems.
- vii. Explain how respiration is controlled by the nervous system and also by chemicals within the body.
- viii. Describe normal and abnormal breathing patterns.

f. DIGESTIVE SYSTEM

- i. List the functions of the digestive system.
- ii. Describe the digestive pathway, naming each major organ.
- iii. Describe the layers of the digestive tract and the peritoneum.
- iv. Describe the function of the large and small intestines.
- v. Identify and describe the accessory organs of the digestive system.
- vi. Describe the bile ducts and the function of bile.
- vii. Define and state the function of peristalsis, chyme, rugae, gastrin, mastication, digestion, absorption, villi, feces, peritoneum, and mesentery.
- viii. List the major digestive enzymes and describe their function.
- ix. Describe the digestion of fats, carbohydrates, and proteins.
- x. Identify hormones that aid and regulate digestion.

- xi. Define metabolism, anabolism, catabolism, and basal metabolic rate (BMR).

g. URINARY/RENAL/FLUID AND ELECTROLYTES

- i. Describe the functions of the urinary systems and discuss how it works with other systems for waste elimination.
- ii. List the parts of the urinary system and describe their functions.
- iii. Define intake and output, dehydration, and edema.
- iv. Describe the action of the nephron in eliminating wastes from the body.
- v. List the processes involved in urine formation.
- vi. Explain how ADH affects urine formation.
- vii. List the normal and abnormal components of urine.
- viii. Describe the process of micturition or voiding.
- ix. Differentiate between intracellular and extracellular water compartments.

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- x. Differentiate between interstitial and vascular fluid.
- xi. Define elements, atom, ion, electrolyte, cation, anion, salt, acid and base.
- xii. Describe the major functions of electrolytes in the human body, naming the most common intra- and extra-cellular electrolytes.
- xiii. Explain how acid-base balance relates to homeostasis and define pH and its balance.

h. REPRODUCTIVE SYSTEM/GENETICS

- i. Describe the structures and functions of the reproductive organs in the male and female.
- ii. Describe the accessory organs of the male and female reproductive systems.
- iii. Differentiate between the male and female gonads and describe their functions.
- iv. Describe meiosis.
- v. Identify secondary sex characteristics in the adult male and female.
- vi. Explain the menstrual cycle and how hormones affect it.
- vii. List the functions of the male and female sex hormones.
- viii. Explain the effects of negative feedback on reproduction.
- ix. Describe how menopause affects the body.
- x. Describe a gene and differentiate between dominant and recessive

genes.

- xi. Define heredity.
- xii. Explain how a person can be a carrier of a genetic trait.
- xiii. Describe how the sex is determined in a human embryo.

i. ENDOCRINE SYSTEM

- i. Relate and compare the effects of the nervous system and the endocrine system in controlling bodily functions.
- ii. Explain the function of hormones and how they are regulated.
- iii. Identify structures (glands) located within the endocrine system.
- iv. List the specific hormones produced by the endocrine glands and the hormone's effect on the body.
- v. Differentiate between exocrine and endocrine glands.
- vi. Describe the relationship between the hypothalamus and pituitary.
- vii. List effects of excessive or decreased amounts of hormone secretion.
- viii. Define prostaglandin and differentiate between prostaglandins and hormones.
- ix. Describe how the endocrine system responds to stress.

j. LYMPHATIC SYSTEM AND IMMUNITY

- i. Describe the lymphatic circulation and its function.

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- ii. Describe the functions of the spleen and thymus in relation to the immune system.
- iii. Explain the differences between specific and non-specific body defenses giving examples of each.
- iv. Describe the inflammatory process.
- v. Give examples of and differentiate between passive and active immunity and natural and acquired immunity.
- vi. Define antigen and antibody and describe an antigen-antibody reaction.
- vii. Compare and contrast T cell and B cells.
- viii. Describe how macrophages function in immunity.

k. INTEGUMENTARY SYSTEM

- i. Describe the main functions of the skin.
- ii. Describe the layers of the skin and the function of each layer.
- iii. List the location and function of the skin's accessory structures.
- iv. Describe visible changes in the skin and what they indicate.

Course Title

Fundamentals of Nursing

Course Description

; This course is the foundation for all nursing care and highlights basic nursing concepts and measures from the simple to the complex. The student is guided to formulate his or her identity as a beginning nursing student by a careful correlation of the biological, physical, and social sciences. Emphasis is placed upon the normal as a means of comprehending the abnormal. The comfort, safety, maintenance of health, and the recovery of the client will be stressed. The importance of the Practical Nurse as a member of the healthcare team and nursing as a social discipline is stressed. Upon completion of this course, the student should also be able to apply the principles of emergency nursing care. A planned schedule of laboratory experience allows the student the opportunity to practice and demonstrate proficiency prior to the clinical setting.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Identify and utilize scientific principles and fundamental skills to give nursing care.
2. Demonstrate knowledge of safe nursing practice by observing and instituting safety measures as needed.
3. Demonstrate knowledge of assessment skills.
4. Identify his/her role as a member of the healthcare team.
5. Acknowledge the client's rights and respect each client as an individual.
6. Provide appropriate nursing care, recognizing that all clients have the same basic needs of personal care and hygiene.
7. Adapt nursing care appropriately to meet the needs of the acute or chronically ill/disabled person throughout the life span.
8. Utilize the nursing process to provide individualized nursing care.
9. Recognize the influence of multicultural differences in nursing care.
10. Utilize various methods of documentation in the implementation and evaluation of nursing care, including but not limited to the following:
 - a. Charting by exception
 - b. Computerized documentation
 - c. Diagnoses, Action and Response (DAR)
 - d. Subjective, Objective, Assessment, Planning (SOAP)
 - e. Narrative
 - f. Other acceptable methods
11. Demonstrates appropriate nursing documentation.
12. Demonstrate knowledge of client care organization and prioritization.

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13. Use information technology in client care.
14. Apply evidence-based practice when providing client care.
15. Recognize reportable changes in client's health status.

16. Accurately obtain and document vital signs on appropriate forms.
17. Utilize observational, assessment, and communication skills in client care.
18. Provide nursing measures designed to prevent complications of immobility.
19. Complete a client assessment including:
 - a. nursing history
 - b. physical assessment
 - c. height/weight
 - d. vital signs
20. Observe and demonstrate proper knowledge of the following:
 - a. standard precautions
 - b. isolation procedures
 - c. Center for Disease Control and Prevention (CDC) guidelines
 - d. Occupational Safety and Health Administration (OSHA) guidelines
 - e. Joint Commission (JCAHO) guidelines
21. Incorporate patient teaching and reinforcement as indicated by client care needs.
22. Identify principles related to emergency nursing including but not limited to:
 - a. Cardiopulmonary Resuscitation (CPR)
 - b. Automated External Defibrillator (AED) Use
 - c. Foreign Body Airway Obstruction
 - d. First Aid
23. Identify the Practical Nurse's role in emergency situations.
24. Identify the principles of standard /universal precautions related to emergency situations.
25. Recognize the Practical Nurse's legal and ethical responsibilities, including:
 - a. Good Samaritan Law
 - b. Common Legal Issue
26. Identify physiological and psychological needs in emergency situations.
27. Identify standardized policies and procedure referring to:
 - a. Fire
 - b. Biohazard (i.e. Material Safety Data Sheet (MSDS), Blood borne pathogens, etc.)
 - c. Disaster- Both internal and external

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of this course, the student under the supervision of the instructor will be able to accomplish the following objectives as assigned by the instructor including, but not limited to the following skills lab competencies. The student must receive a satisfactory evaluation in the competencies assigned by the instructor for progression. An unsatisfactory evaluation will result in the student not being able to progress regardless of the academic average.

Competencies:

1. Hand washing

2. Performing CPR/ AED Use/Airway Management/ Heimlich Maneuver - all age groups, according to American Heart Association (AHA) Guidelines
3. Measuring vital signs
4. Maintaining client safety
5. Utilizing universal/ standard precautions
6. Transferring clients
7. Positioning clients
8. Performing range of motion (ROM) exercises
9. Bed making
10. Performing hygiene measures
11. Assisting with elimination
12. Collecting specimens
13. Applying anti-embolism stockings/devices
14. Feeding
15. Measuring Intake/Output
16. Performing sterile procedures
17. Supplying oxygen therapy
18. Providing tracheostomy care
19. Suctioning
20. Administering a tube feeding
21. Performing wound care
22. Applying principles of the nursing process
23. Performing post-mortem care
24. Applying and removing restraints
25. Performing urinary catheterization
26. Use of pulse oximetry
27. Assist in the assessment of emergency situations
28. Application of bandages, binders, and splints
29. Irrigation: urinary catheter, bladder, wound, ear, nose, or eye
30. K-Pad application
31. Urinary catheter: insertion, maintenance, care, and removal of
32. Gastric tube: care and irrigation
33. Ostomy Care
34. Aseptic measures
35. Initiating and maintaining isolation precautions
36. Oral hygiene/denture care
37. Blood glucose monitoring
38. Patient assessment

TITLE OF COURSE: Administration of Medications/Basic Intravenous (IV) Therapy

COURSE DESCRIPTION:

The purpose of this course is to acquaint the student with the knowledge of pharmacokinetics and nursing skills relative to the safe administration of medications as well as the basic scientific principles underlying these skills. The student will be familiarized with different routes of administration, including the purposes of drug therapy and its importance in maintaining and restoring health. A review of basic mathematics will be included followed by mathematics of drugs and solutions. Emphasis will be placed upon the practical nurse's legal and ethical responsibilities in the administration of medications. This course presents an overview of intravenous therapy principles and guidelines. An emphasis will be placed on proficiency not only in clinical skills related to intravenous therapy but also in documentation, patient teaching, demonstrated continuous performance improvement, and risk management.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of math skills:
 - a. Demonstrate how basic mathematics is important to the safe preparation and administration of medications
 - b. Define the principle used to round-off numbers in the decimal system
2. Compute dosages relating to the calculations of drugs and solutions and recognize the computation of fractional doses must be confirmed.
 - a. Define the metric, apothecary and household systems of measurement, identifying the fundamental units of each
 - b. Discuss the rationale for placing a 0 (zero) before a decimal point
 - c. Identify the most commonly used equivalents in the medical field and their abbreviations
 - d. Utilize methods used in conversion from one system or unit to another i.e. ratio/proportion
 - e. Utilize ratio-proportion and formula methods to compute medication dosage:
 - i. Dose desired divided by available dosage multiplied by quantity equals amount to give
 - ii. Solve for x using various formulas
 - iii. Dimensional Analysis
 - iv. Formulas used in pediatric medications: Fried's, Clark's, and Young's rules

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3. Utilize selected scientific principles relative to the administration of medications.
 - a. Define pharmacology
 - b. Discuss the nurse's responsibilities for administration of drug therapy
 - c. Identify the laws and ethical considerations that relate to medical and nursing practice and drug therapy

- d. Discuss factors affecting therapeutic and non-therapeutic drug actions
 - e. Define abbreviations commonly used in administration of medications
 - f. Identify sources of drugs; i.e., animals, plants, etc.
 - g. Distinguish between generic and trade names of drugs
 - h. Identify forms of medications; i.e., tablets, elixirs, solutions, etc.
 - i. Define classifications of medications; i.e., analgesics, antimicrobials, cardiotonics, etc.
 - j. Identify information sources (references) for drugs
4. Identify and demonstrate the principles related to the administration of medications.
- a. Discuss the importance of a client assessment prior to administration of medications
 - b. List requirements of a complete drug order or prescription
 - c. Identify parts of the drug label
 - d. Discuss forms of drug packaging: vial, ampule, unit dose, etc.
 - e. Discuss the "Rights" of proper drug administration
 - f. Discuss knowledge and skills needed to implement the "rights" of drug administration
 - g. Identify, describe, and demonstrate the routes/sites/methods for administering medications; i.e., enteral, topical, parenteral (including heparin and insulins) etc.
 - h. Identify special considerations to be observed when administering medications
 - i. Discuss the steps of the nursing process as it relates to the administration of medications
 - j. Define and discuss medication errors and contributing factors
 - k. Identify elements in documentation for safe administration of medications
 - l. Discuss principles of proper and safe storage of medications
 - m. List the parts of the syringe and their functions
 - n. List equipment required for oral, parenteral, and intravenous drug administration
 - o. Differentiate drug dosage forms for various routes and purposes of administration
 - p. Discuss principles for selection of syringe/needle size used in intramuscular (IM), subcutaneous (SQ), intradermal (ID) and intravenous (IV) routes of administration in adult and pediatric clients
 - q. Demonstrate principles for preparing medications from powder, vial, ampule, topicals, and liquids
 - r. Discuss advantages and disadvantages of oral, parenteral, and topical routes of drug administration
 - s. Discuss guidelines for rational choices of drugs, dosages, routes, and times of administration
 - t. Discuss safety precautions for maintaining an intravenous line
 - u. Discuss safety precautions in administration of medications including needlestick safety

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- 5. Discuss the administration of medications to the geriatric client.
 - a. Describe how pharmacokinetic change during aging and why medications may affect the elderly differently

- b. Identify factors increasing the risk of medication-related problems
 - c. Discuss how responses to medications are less predictable in an older person
 - d. Identify common drugs used in geriatrics and their common side effects
6. Discuss important nursing concepts in relation to the process of venipuncture.
 - a. Discuss important aspects of patient preparation for insertion of an intravenous (IV) cannula
 - b. Compare and contrast the characteristics between veins and arteries
 - c. Identify advantages and disadvantages of selecting each hand or arm vein for intravenous (IV) therapy
 - d. Contrast characteristics and uses of the various venipuncture devices
 - e. Describe the clinical sequences for a successful intravenous (IV) cannulation
 7. Display knowledge of nursing practice in relation to infusion therapy.
 - a. Be knowledgeable of the state nurse practice act as it relates to intravenous (IV) therapy
 - b. Describe the sequential steps for administration of intravenous (IV) infusion solutions
 - c. Discuss the safety recommendations that reduce exposure to needlestick injuries and exposure to patient body fluids during intravenous (IV) therapy
 - d. List the factors that interfere with the delivery of accurate IV flow rates by gravity infusion and the interventions that promote accurate infusion delivery
 - e. Verbalize the nursing strategies that prevent intravenous (IV) therapy—related problems
 - f. Identify requirements for documentation of intravenous (IV) infusions
 8. Discuss client care and nursing practice of practical nurses in relation to central venous catheters.
 - a. Describe the types and features of central venous catheters (also called central lines or CVLs)
 - b. Identify the major complications associated with central venous access devices: air embolus, fibrin sheath, occlusion sepsis, and superior vena cava syndrome
 - c. Be knowledgeable of the state nurse practice act as it relates to central venous catheters
 9. Discuss client care and nursing practice of practical nurses in relation to peripherally inserted central catheters.
 - a. Describe the types and features of the peripherally inserted central catheters (also called PIC catheters or PICCs)
 - b. Identify the major complications associated with PICCs
 - c. Be knowledgeable of the state nurse practice act as it relates to peripherally inserted central catheters
 10. Discuss why and when intravenous (IV) fluid therapy is needed and the components of how the correct fluid type is selected.
 - a. Name the two major fluid compartments in the body
 - b. Discuss the processes by which fluid balance is maintained

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- c. Identify important measures of electrolyte balance

- d. Summarize the differences between isotonic, hypotonic, and hypertonic solutions
 - e. Recognize clinical features for fluid volume deficit and fluid volume excess
 - f. Understand the difference between fluid replacement and fluid maintenance in relation to IV fluid therapy
11. Demonstrate knowledge of intravenous (IV) medication administration and the practical nurse's scope of practice.
- a. Verbalize the sequential steps for intravenous (IV) drug administration
 - b. Identify critical elements of therapeutic drug monitoring when the drug is administered intravenously
 - c. List immediate actions to be taken in the event of an adverse drug reaction
 - d. Discuss the advantages and disadvantages of various routes of intravenous (IV) drug administration
 - e. Describe features that differ among intravenous (IV) infusion pumps
12. Demonstrate knowledge of blood and blood component administration and the practical nurse's scope of practice.
- a. Recognize potential signs and symptoms for acute hemolytic transfusion reaction
 - b. Describe the nursing management process for blood and blood product transfusion reaction
13. Demonstrate knowledge of total parenteral nutrition (TPN) administration and the practical nurse's scope of practice.
- a. Describe the indications and contraindications of total parenteral nutrition
 - b. Discuss the components of a nutritional assessment
 - c. Recognize the common diagnostic laboratory values used to monitor TPN
 - d. Identify the potential complications of TPN

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of this course, the student under the supervision of the instructor will be able to accomplish the following objectives. The instructor will assign, monitor, and evaluate skills lab competencies. The student must receive a satisfactory evaluation in the competencies assigned by the instructor for progression. An overall unsatisfactory evaluation will result in the student not being able to progress regardless of the academic average.

1. Administer medications per the "Rights" of administration.
2. Safely calculates and/or converts dosages according to prescribed standards.
3. Document accurately the administration of medications given.
4. Implements appropriate safety measures in relation to medication administration.
5. Selects and demonstrates appropriate use of equipment/supplies necessary for administration of medications.
6. Describe the proper way to draw up and administer insulin.

7. Demonstrates the ability to interpret and transcribe medication orders accurately.
8. Apply critical thinking to the principles of medication administration.
9. Demonstrate effective use of the time management skills with administration of medications.

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10. Outline the nursing action to be taken if complications occur from medication administration.
11. Model safe use of selected IV equipment
12. When given a prescribed quantity of fluid to be infused, calculates the flow rate correctly.
13. Select appropriate sites for and demonstrate insertion of IV infusion devices.
14. Correctly and aseptically starts an IV infusion.
15. Demonstrate use of infusion pumps and controllers accurately.
16. Demonstrate assembling and setting up IV solutions with tubing and needles.
17. Discontinue an IV infusion and IV device safely.
18. Employ safe, effective care of patients receiving IV therapy and discuss the signs and symptoms of complications

TITLE OF COURSE: Pharmacology

COURSE DESCRIPTION:

This course introduces essential concepts of pharmacology for the practical nurse. This course will expand on the basic concepts of anatomy, physiology, and chemistry while building on the pharmacologic principles from the Administration of Medications/Basic Intravenous Therapy course in relation to pharmacologic agents. The focus will be on the study of pharmacological classifications, actions, therapeutic uses, and side effects of medications. The course will emphasize major drug classes and specific agents within each class. This course will emphasize standardized practices and technologies related to medication safety to minimize the risk of harm and maximize the benefit to the client. Students will be taught to accurately interpret data to monitor the outcomes of pharmacologic interventions. Emphasis will be placed on the nursing process as it relates to the nurse's responsibilities in the provision and administration of medications to clients across the lifespan.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Differentiate between pharmacology and drug therapy.
2. Select authoritative sources of drug information.
3. Discuss major drug laws and standards.
4. Describe the main categories of controlled substances in relation to therapeutic use and potential for abuse.
5. Identify nursing responsibilities in handling controlled substances correctly.
6. Discuss the role of the Food and Drug Administration.
7. Analyze the potential impact of drug costs on drug therapy regimens.
8. Describe the main pathways and mechanisms by which drugs cross biologic membranes and move through the body.
9. Identify and develop basic knowledge of general pharmacokinetics for each body system and/or classification of drugs.
 - a. Describe the principles of absorption, distribution, metabolism, and excretion of drugs in the body
 - b. Discuss the clinical usefulness of measuring serum drug levels
 - c. Describe major characteristics of the receptor theory of drug action
 - d. List drug-related and patient-related variables that affect drug actions
10. Differentiate between agonist drugs and antagonist drugs.
11. Discuss mechanisms and potential effects of drug–drug interactions.
12. Identify signs and symptoms that may occur with adverse drug effects on major body systems.
13. Discuss general management of drug overdose and toxicity.
 - a. Discuss selected drug antidotes
 - b. Discuss interventions to increase therapeutic effects and decrease adverse effects of drug therapy
14. Describe major considerations in drug therapy for children, adults, and patients with impaired renal or hepatic function or critical illness.

15. Discuss application of the nursing process in home care settings.
16. Identify and have basic knowledge of common drug classifications, drug actions, side effects, nursing considerations, client education, and precautions with administration.
 - a. **Drugs Affecting the Central Nervous System (CNS)**
 - i. Discuss signs and symptoms of CNS depression and CNS stimulation
 - ii. Discuss general types and characteristics of CNS depressant drugs
 - iii. Describe specific antidotes for overdoses of central nervous system (CNS) depressant drugs and the circumstances indicating their use
 - iv. List characteristics of benzodiazepine antianxiety and hypnotic drugs in terms of mechanism of action, indications for use, nursing process implications, and potential for abuse and dependence
 - v. Describe strategies for preventing, recognizing, or treating benzodiazepine withdrawal reactions
 - vi. Contrast characteristics of selected non-benzodiazepines and benzodiazepines
 - vii. Discuss the use of flumazenil and other treatment measures for overdose of benzodiazepines
 - viii. Discuss characteristics of phenothiazines and related antipsychotics
 - ix. Compare characteristics of “atypical” antipsychotic drugs with those of “typical” phenothiazines and related antipsychotic drugs
 - x. State interventions to decrease adverse effects of antipsychotic drugs
 - xi. State interventions to promote compliance with outpatient use of antipsychotic drugs
 - xii. Discuss characteristics of antidepressants in terms of mechanism of action, indications for use, adverse effects, principles of therapy, and nursing process implications
 - xiii. Compare and contrast the different categories of antidepressants: selective serotonin reuptake inhibitors (SSRIs), tricyclic antidepressants (TCAs), mixed serotonin-norepinephrine reuptake inhibitors (SNRIs), monoamine oxidase (MAO) inhibitors, and other atypical antidepressants
 - xiv. Discuss selected characteristics of atypical antidepressants
 - xv. Describe the use of lithium in bipolar disorder
 - xvi. Describe the use of atypical antipsychotics in the manic phase of bipolar disorder
 - xvii. Discuss interventions to increase safety of lithium therapy
 - xviii. Describe the nursing role in preventing, recognizing, and treating overdoses of antidepressant drugs and lithium
 - xix. Analyze important factors in using antidepressant drugs and lithium in special populations

- xx. Describe general characteristics of central nervous system (CNS) stimulants
- xxi. Discuss reasons for decreased use of amphetamines for therapeutic purposes
- xxii. Discuss the rationale for treating attention deficit-hyperactivity disorder with CNS stimulants
- xxiii. Identify effects and sources of caffeine
- xxiv. Identify nursing interventions to prevent, recognize, and treat stimulant overdose

b. Drugs Affecting the Peripheral Nervous System (PNS)

- i. State names and general characteristics of drugs affecting the autonomic nervous system
- ii. Identify effects produced by stimulation of alpha- and beta-adrenergic receptors
- iii. List characteristics of adrenergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy, and observation of patient responses
- iv. Discuss use of epinephrine to treat anaphylactic shock, acute bronchospasm, and cardiac arrest
- v. Identify patients at risk for the adverse effects associated with adrenergic drugs
- vi. List commonly used over-the-counter preparations and herbal preparations that contain adrenergic drugs
- vii. Discuss principles of therapy and nursing process for using adrenergic drugs in special populations
- viii. Describe signs and symptoms of toxicity due to noncatecholamine adrenergic drugs
- ix. Discuss treatment of overdose with noncatecholamine adrenergic drugs
- x. List characteristics of antiadrenergic drugs in terms of effects on body tissues, indications for use, nursing process implications, principles of therapy, and observation of patient response
- xi. Discuss alpha₁-adrenergic blocking drugs and alpha₂-adrenergic agonists in terms of indications for use, adverse effects, and other selected characteristics
- xii. Compare and contrast beta-adrenergic blocking drugs in terms of cardioselectivity, indications for use, adverse effects, and other selected characteristics
- xiii. Discuss principles of therapy and nursing process for using antiadrenergic drugs in special populations
- xiv. Describe effects and indications for use of selected cholinergic drugs
- xv. Discuss drug therapy for myasthenia gravis
- xvi. Discuss the use of cholinergic drug therapy for paralytic ileus and

urinary retention

- xvii. Discuss drug therapy for Alzheimer's disease

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- xviii. Describe major nursing care needs of patients receiving cholinergic drugs
- xix. Describe signs, symptoms, and treatment of overdose with cholinergic drugs
- xx. Discuss atropine and pralidoxime as antidotes for cholinergic drugs
- xxi. Discuss principles of therapy for using cholinergic drugs in special populations
- xxii. List characteristics of anticholinergic drugs in terms of effects on body tissues, indications for use, nursing process implications, observation of patient response, and teaching patients
- xxiii. Discuss atropine as the prototype of anticholinergic drugs
- xxiv. Discuss clinical disorders or symptoms for which anticholinergic drugs are used
- xxv. Describe the mechanism by which atropine relieves bradycardia
- xxvi. Review anticholinergic effects of antipsychotics, tricyclic antidepressants, and antihistamines
- xxvii. Discuss principles of therapy and nursing process for using anticholinergic drugs in special populations
- xxviii. Describe the signs and symptoms of atropine or anticholinergic drug overdose and its treatment

c. Drugs used to fight infection

- i. Outline common and potentially serious adverse effects of antimicrobial drugs
- ii. Identify patients at increased risk for adverse drug reactions to antimicrobial drugs
- iii. Discuss ways to increase benefits and decrease hazards of antimicrobial drug therapy
- iv. Discuss ways to minimize emergence of drug-resistant microorganisms
- v. State appropriate nursing implications for a patient receiving an antimicrobial drug
- vi. Discuss important elements of using antimicrobial drugs in children, older adults, patients with renal or hepatic impairment, and patients with critical illness
- vii. Describe general characteristics of beta-lactam antibiotics
- viii. Discuss penicillins in relation to effectiveness, safety, spectrum of antibacterial activity, mechanism of action, indications for use, administration, observation of patient response, and teaching of patients
- ix. Differentiate among extended-spectrum penicillins

- x. Describe characteristics of beta-lactamase inhibitor drugs
- xi. Discuss similarities and differences between cephalosporins and penicillins
- xii. Differentiate cephalosporins in relation to antibacterial spectrum, indications for use, and adverse effects
- xiii. Describe major characteristics of carbapenem and monobactam drugs
- xiv. Identify characteristics of aminoglycosides and fluoroquinolones in relation to effectiveness, safety, spectrum of antimicrobial activities. Indications for use, administration, and observation of patient responses
- xv. Recognize factors influencing selection and dosage of aminoglycosides and fluoroquinolones
- xvi. Discuss the importance of measuring serum drug levels during aminoglycoside therapy
- xvii. Describe measures to decrease nephrotoxicity and ototoxicity with aminoglycosides
- xviii. Describe characteristics, uses, adverse effects, and nursing process implications of fluoroquinolones
- xix. Discuss major characteristics and clinical uses of tetracyclines
- xx. Recognize doxycycline as the tetracycline of choice in renal failure
- xxi. Discuss characteristics, clinical uses, adverse effects, and nursing implications of selected sulfonamides
- xxii. Recognize trimethoprim-sulfamethoxazole as a combination drug that is commonly used for urinary tract and systemic infections
- xxiii. Describe the use of urinary antiseptics in the treatment of urinary tract infections
- xxiv. Identify characteristics and specific uses of macrolide and ketolide antibacterials
- xxv. Compare and contrast macrolides and ketolides with other commonly used antibacterial drugs
- xxvi. Discuss characteristics and clinical indications for using chloramphenicol, clindamycin, daptomycin, linezolid, metronidazole, quinupristin-dalfopristin, rifaximin, spectinomycin, and vancomycin
- xxvii. Discuss the roles of metronidazole and oral vancomycin in the treatment of pseudomembranous colitis
- xxviii. List characteristics, uses, effects, and nursing implications of using primary antitubercular drugs
- xxix. Describe the rationale for multiple-drug therapy in treatment of tuberculosis
- xxx. Discuss ways to increase adherence to antitubercular drug therapy regimens
- xxxi. Describe factors affecting drug therapy in multidrug-resistant (MDR-TB) and extensively drug-resistant tuberculosis (XDR-TB)

- xxxii. Discuss difficulties in developing and using antiviral drugs
- xxxiii. Differentiate types of antiviral drugs used for various viral infections
- xxxiv. Describe selected antiviral drugs in terms of indications for use, adverse effects, and nursing process implications
- xxxv. Discuss the rationale for using combinations of drugs in treating human immunodeficiency virus (HIV) infection
- xxxvi. Describe commonly used antifungal drugs in terms of indications for use, adverse effects, and nursing process implications
- xxxvii. Differentiate between adverse effects associated with systemic and topical antifungal drugs.

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d. Drugs used to manage pain

- i. List characteristics of opioid analgesics in terms of mechanism of action, indications for use, and major adverse effects
- ii. Describe morphine as the prototype of opioid analgesics
- iii. Explain why higher doses of opioid analgesics are needed when the drugs are given orally
- iv. Contrast the use of opioid analgesics in opioid-naive and opioid-tolerant patients
- v. Describe characteristics and treatment of opioid toxicity
- vi. Discuss principles of therapy for using opioid analgesics in special populations
- vii. Discuss non-opioid drugs used in pain management
- viii. Discuss aspirin and other nonsteroidal anti-inflammatory drugs (NSAIDs) in terms of mechanism of action, indications for use, contraindications to use, nursing process, and principles of therapy
- ix. Compare and contrast aspirin, other NSAIDs, and acetaminophen in terms of indications for use and adverse effects
- x. Differentiate among antiplatelet, analgesic, and anti-inflammatory doses of aspirin
- xi. Differentiate between nonselective NSAIDs and the cyclooxygenase-2 inhibitor, celecoxib
- xii. Identify factors influencing the use of aspirin, NSAIDs, and acetaminophen in special populations
- xiii. Discuss recognition and management of acetaminophen toxicity
- xiv. Discuss the use of NSAIDs and antigout drugs
- xv. Discuss the use of NSAIDs, triptans, and ergot antimigraine drugs

e. Drugs Affecting the Neuromuscular System

- i. Discuss major factors that influence choice of an antiseizure drug for a patient with a seizure disorder
- ii. Recognize characteristics and effects of commonly used antiseizure

- drugs
- iii. Differentiate between older and more recent antiseizure drugs
 - iv. Compare advantages and disadvantages between monotherapy and combination drug therapy for seizure disorders
 - v. Apply the nursing process with patients receiving antiseizure drugs
 - vi. Discuss the use of antiseizure drugs in special populations
 - vii. Differentiate the types of commonly used antiparkinson drugs
 - viii. Discuss therapeutic and adverse effects of dopaminergic and anticholinergic drugs
 - ix. Discuss the use of antiparkinson drugs in selected populations
 - x. Discuss common symptoms and disorders for which skeletal muscle relaxants are used
 - xi. Differentiate uses and effects of selected skeletal muscle relaxants

f. Drugs Affecting the Respiratory System

- i. Identify general categories of drugs used to treat respiratory disorders
- ii. Discuss the uses and effects of bronchodilating drugs, including

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- adrenergics, anticholinergics, and xanthines
- iii. Differentiate between short-acting and long-acting inhaled beta₂-adrenergic agonists in terms of uses and nursing process implications
- iv. Discuss the uses of anti-inflammatory drugs, including corticosteroids, leukotriene modifiers, and mast cell stabilizers
 - v. Discuss reasons for using inhaled drugs when possible
 - vi. Differentiate between “quick relief” and long-term control of asthma symptoms
 - vii. Discuss the use of antiasthmatic drugs in special populations
 - viii. Delineate effects of histamine on selected body tissues
 - ix. Discuss allergic rhinitis, allergic contact dermatitis, and drug allergies as conditions for which antihistamines are commonly used
 - x. Identify the effects of histamine that are blocked by histamine₁ (H₁) receptor antagonist drugs
 - xi. Differentiate first- and second-generation antihistamines
 - xii. Describe antihistamines in terms of indications for use, adverse effects, and nursing process implications
 - xiii. Discuss the use of antihistamines in special populations
 - xiv. Review decongestant and adverse effects of adrenergic drugs
 - xv. Describe general characteristics and effects of antitussive agents
 - xvi. Discuss the advantages and disadvantages of using combination products to treat the common cold
 - xvii. Evaluate over-the-counter allergy, cold, cough, and sinus remedies for personal or patients’ use.

g. Drugs Affecting the Cardiovascular System

- i. Discuss atherosclerosis as the basic disorder causing many cardiovascular disorders for which drug therapy is required
- ii. Differentiate the types of drugs used to treat heart failure (HF)
- iii. Identify the role of digoxin in the management of heart failure (HF) and atrial fibrillation
- iv. List characteristics of digoxin in terms of effects on myocardial contractility and cardiac conduction, indications for use, principles of therapy, and nursing process implications
 - v. Differentiate digitalizing and maintenance doses of digoxin
 - vi. Explain the roles of potassium chloride, lidocaine, atropine, and digoxin immune fab in the management of digoxin toxicity
- vii. Discuss the roles of sodium channel, beta-adrenergic, potassium channel, and calcium channel blockers along with two unclassified drugs in the management of dysrhythmias
- viii. Describe the nursing process implications and actions related to caring for patients using selected antidysrhythmic drugs
 - ix. Describe principles of therapy to include nonpharmacologic and pharmacologic measures to manage tachydysrhythmias
 - x. Describe general characteristics and types of antianginal drugs
 - xi. Discuss nitrate antianginals in terms of indications for use, routes of

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- administration, adverse effects, nursing process implications, and drug tolerance
- xii. Differentiate between short-acting and long-acting dosage forms of nitrate antianginal drugs
- xiii. Use the nursing process in the care of individuals on antianginal and adjunctive therapy for treatment of myocardial ischemia
- xiv. Describe therapeutic and adverse effects of vasopressor drugs used in the management of hypotension and shock
- xv. Review the effects of alpha-adrenergic blockers, beta-adrenergic blockers, calcium channel blockers, and diuretics in hypertension
- xvi. Discuss angiotensin-converting enzyme inhibitors and angiotensin II receptor blockers in terms of mechanisms of action, indications for use, adverse effects, and nursing process implications
- xvii. Describe the rationale for using combination drugs in the management of hypertension
- xviii. Discuss interventions to increase therapeutic effects and minimize adverse effects of antihypertensive drugs
- xix. Discuss the use of antihypertensive drugs in special populations
- xx. List characteristics of diuretics in terms of mechanism of action, indications for use, principles of therapy, and nursing process implications
- xxi. Discuss major adverse effects of thiazide, loop, and potassium-sparing

- diuretics
- xxii. Identify patients at risk for developing adverse reactions to diuretic administration
 - xxiii. Recognize commonly used potassium-losing and potassium-sparing diuretics
 - xxiv. Discuss the rationale for using combination products containing a potassium-losing and a potassium-sparing diuretic
 - xxv. Discuss the rationale for concomitant use of a loop diuretic and a thiazide or related diuretic
 - xxvi. Discuss important elements of diuretic therapy in special populations
 - xxvii. Compare and contrast heparin and warfarin in terms of indications for use, onset and duration of action, route of administration, blood tests used to monitor effects, and nursing process implications
 - xxviii. Discuss antiplatelet agents in terms of indications for use and effects on blood coagulation
 - xxix. Describe thrombolytic agents in terms of indications and contraindications for use, routes of administration, and major adverse effects
 - xxx. Describe systemic hemostatic agents for treating overdoses of anticoagulant and thrombolytic drugs
 - xxxi. Use the nursing process in the care of patients on anticoagulant, antiplatelet, and thrombolytic agents
 - xxxii. Describe dyslipidemic drugs in terms of mechanism of action, indications for use, major adverse effects, and nursing process implications.

h. Drugs Affecting the Endocrine System

- i. Compare steroid and protein hormones in relation to site of action and pharmacokinetics
- ii. Differentiate between physiologic and pharmacologic doses of hormonal drugs
- iii. Identify clinical uses of selected hormones
- iv. Recognize the limitations of hypothalamic and pituitary hormones as therapeutic agents
- v. Identify major nursing considerations in the care of patients receiving specific hypothalamic and pituitary hormones
- vi. Review physiologic effects of endogenous corticosteroids
- vii. Discuss clinical indications for use of exogenous corticosteroids
- viii. Differentiate between physiologic and pharmacologic doses of corticosteroids
- ix. Differentiate between short-term and long-term corticosteroid therapy

- x. Recognize at least 10 adverse effects of long-term corticosteroid therapy
- xi. Examine the potential benefits for administering corticosteroids topically when possible rather than systemically
- xii. Analyze the use other drugs and interventions to decrease the need for corticosteroids
- xiii. Discuss the use of corticosteroids in selected populations and conditions
- xiv. Apply the nursing process with a patient receiving long-term systemic corticosteroid therapy, including teaching needs
- xv. Describe characteristics, uses, and effects of thyroid drugs
- xvi. Identify characteristics, uses, and effects of antithyroid drugs
- xvii. Evaluate the influence of thyroid and antithyroid drugs on the metabolism of other drugs
- xviii. Evaluate the use of calcium and vitamin D supplements, calcitonin, and bisphosphonate drugs in the treatment of osteoporosis
- xix. Describe major effects of endogenous insulin on body tissues
- xx. Discuss characteristics and uses of the various types of insulins and insulin analogs
- xxi. Differentiate types of oral agents used to manage diabetes mellitus in terms of mechanisms of action, indications for use, adverse effects, and nursing process implications
- xxii. State reasons for combinations of insulin and oral agents or different types of oral agents
- xxiii. List the three common types of insulins, stating their onset, peak, and duration of action; and the four common groups of oral anti-diabetic agents, identifying examples of each group.
- xxiv. Outline the benefits and risks of postmenopausal hormone replacement therapy
- xxv. Recognize adverse effects associated with estrogens, progestins, and hormonal contraceptives
- xxvi. Apply nursing process with patients taking estrogens, progestins, and

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- hormonal contraceptives
- xxvii. Discuss uses and effects of exogenous androgens and anabolic steroids
- xxviii. Identify potential consequences of abusing androgens and anabolic steroids.

i. Drugs Affecting the Gastrointestinal System

- i. Identify general categories of drugs used to treat gastrointestinal disorders
- ii. Discuss the effects of non-gastrointestinal drugs on gastrointestinal functioning

- iii. Describe adverse effects associated with overdoses of vitamins
 - iv. Discuss the rationale for administering vitamin K to newborns
 - v. Describe treatment of sodium, potassium, magnesium, and chloride imbalances
 - vi. Describe treatment of iron deficiency anemia
 - vii. Discuss the chelating agents used to remove excessive copper, iron, and lead from body tissues
 - viii. Assist patients with effective use of approved weight-loss drugs, when indicated
 - ix. Differentiate the types of drugs used to treat peptic ulcers and acid reflux disorders
 - x. Discuss the advantages and disadvantages of proton pump inhibitors
 - xi. Differentiate between prescription and over-the-counter uses of histamine₂ receptor blocking agents
 - xii. Discuss significant drug–drug interactions with cimetidine
 - xiii. Describe characteristics, uses, and effects of selected antacids
 - xiv. Discuss the rationale for using combination antacid products
 - xv. Differentiate the major types of laxatives according to effects on the gastrointestinal tract
 - xvi. Differentiate the consequences of occasional laxative use from those of chronic laxative use
 - xvii. Discuss rational choices of laxatives for selected patient populations or purposes
 - xviii. Discuss possible reasons for and hazards of overuse and abuse of laxatives
 - xix. Describe types of diarrhea in which antidiarrheal drug therapy may be indicated
 - xx. Differentiate the major types of antidiarrheal drugs
 - xxi. Discuss characteristics, effects, and nursing process implications of commonly used antidiarrheal agents
 - xxii. Differentiate the major types of antiemetic drugs
 - xxiii. Discuss characteristics, effects, and nursing process implications of selected antiemetic drugs
- j. Drugs Affecting the Hematopoietic and Immune Systems**
- i. Discuss common characteristics of immunizations
 - ii. Discuss the importance of immunizations in promoting health and preventing disease
 - iii. Identify authoritative sources for immunization information

- iv. Discuss ways to promote immunization of all age groups
- v. Discuss the use of hematopoietic agents in the treatment of anemia
- vi. Discuss the use of filgrastim and sargramostim in neutropenia and bone marrow transplantation

- vii. Describe the adverse effects and nursing process implications of administering filgrastim and sargramostim
- viii. Discuss interferons in terms of clinical uses, adverse effects, and nursing process implications
- ix. Discuss characteristics and uses of major immunosuppressant drugs in autoimmune disorders and organ transplantation
- x. Identify adverse effects of immunosuppressant drugs
- xi. Discuss nursing interventions to decrease adverse effects of immunosuppressant drugs
- xii. Describe major types of antineoplastic drugs in terms of mechanism of action, indications for use, administration, and nursing process implications
- xiii. Discuss the rationales for using antineoplastic drugs in combination with each other, with surgical treatment, and with radiation therapy

k. Drugs Used in Ophthalmic Conditions

- i. Discuss selected drugs in relation to their use in ocular disorders
- ii. Use correct techniques to administer ophthalmic medications
- iii. Assess for ocular effects of systemic drugs and systemic effects of ophthalmic drugs

l. Drugs Used in Dermatologic Conditions

- i. Review characteristics of skin structures that influence drug therapy of dermatologic disorders
- ii. Discuss antimicrobial, anti-inflammatory, and selected miscellaneous drugs in relation to their use in dermatologic disorders
- iii. Use correct techniques to administer dermatologic medications

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of this course, the student under the supervision of the instructor will be able to accomplish the following objectives. The student must receive a satisfactory evaluation during med-cart rotation for progression. An unsatisfactory evaluation will result in the student not being able to progress regardless of the academic average.

1. Utilize drug information sources and be able to identify the generic/trade names, dosage forms of pharmaceutical preparations, the expected local and systemic actions of the drugs special considerations and, side effects/ interactions.
 - a. Suggested activity: student will complete a drug card on each drug administered.
2. Administer medications per the “Rights” of administration
3. Document accurately the administration of medications given, including controlled substances, according to the procedure of the facility and program guidelines.
4. Safely calculates and/or converts dosages according to prescribed standards.
5. Evaluate the effectiveness of drugs administered and utilize pain scale when indicated.
6. Implements appropriate safety measures.

7. Selects and demonstrates appropriate use of equipment/supplies for administration of medications.
8. Demonstrate ability to interpret and transcribe the drug order accurately.
9. Demonstrate correct use of the medication administration record, controlled substance record or other records required for the safe administration of medications.
10. Apply critical thinking to the principles of administration of medications.
11. Demonstrate effective use of the time management skills with administration of medications.
12. Assess patients for conditions and factors that are likely to influence drug effects, including age, weight, health status, and lifestyle.
13. Obtain a medication history about the patient's use of prescription, over-the-counter (OTC), and social drugs as well as herbal and dietary supplements.
14. Identify nondrug interventions to prevent or decrease the need for drug therapy.
15. Observe patients for therapeutic and adverse responses to drug therapy.
16. Teach patients and family members how to use prescription and OTC drugs safely and effectively.
17. When indicated, teach patients about the potential effects of herbal and dietary supplements.
18. For patients who use herbal and dietary supplements, provide—or assist them in obtaining—reliable information.
19. Apply evidence-based data about patients and therapeutic drugs in all steps of the nursing process.
20. Student will demonstrate proper hand washing technique prior to medication preparation and before and after patient contact.
21. Student will demonstrate proper handling of medication to prevent contamination.
22. Student will look up the action and side effects of a new drug prior to administration.
23. Student will calculate correct drug dosage.
24. Student will identify the patient correctly (according to facility policy).
25. Student will administer the correct drug, correct dosage, via correct route, at the correct time.
26. Student will identify correct landmarks and use correct technique in administering medication.
27. Student will demonstrate accurate and timely documentation according to facility policy.
28. Assess level of consciousness and respiratory status before and after administering opioids.
29. Teach patients about safe, effective use of opioid analgesics.
30. Teach patients interventions to prevent or decrease adverse effects of aspirin, other NSAIDs, and acetaminophen.
31. Teach patients guidelines for rational, safe use of antianxiety and sedative-hypnotic drugs.
32. Teach the patient about safe, effective use of adrenergic drugs.
33. Teach patients about safe, effective use of antiadrenergic drugs.
34. Assist patients or caregivers in learning how to manage diabetes care, including administration of medication agents used to manage diabetes mellitus.

35. Collaborate with nurse diabetes educators, dietitians, pharmacists, and others in teaching self-care activities to patients with diabetes.
36. Assess and monitor patients' conditions in relation to diabetes mellitus and their compliance with prescribed management strategies.
37. Teach parents about recommended immunizations and record keeping.
38. Assist patients/caregivers in preventing or managing symptoms associated with chemotherapy regimens

COURSE TITLE: Medical-Surgical Nursing

COURSE DESCRIPTION:

Medical-Surgical Nursing will provide the student with theory related to select medical-surgical problems affecting the adult patient. The student will demonstrate the knowledge and ability to provide safe and effective nursing care in the Medical-Surgical setting with major emphasis on wellness. Disorders of the body systems are studied in terms of

diagnostic procedures, treatment modalities, and the nursing process. Throughout the course, Medical-Surgical concepts learned in previous courses as well as Medical-Surgical concepts taught in this course will be reinforced and applied to the theory and care of the adult Medical-Surgical patient.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Safely and effectively apply scientific principles of nursing to the care of the adult medical-surgical patient.
2. Recognize the grieving process:
 - a. Trauma
 - b. Terminal illness
 - c. Complications of perioperative care
3. Identify the PN's role in providing care to the acutely ill patient.
4. Recognize pathophysiological changes related to disease processes in the care of the adult patient.
 - a. Identify signs and symptoms of diseases related to each body system
 - b. Identify diagnostic studies in relation to each body system
 - c. Identify treatment modalities as related to diseases
 - d. Identify nursing measures as indicated in the following disorders:
 - i. **Fluid and Electrolyte Balance Disorders**
 1. Differentiate among the following fluid compartments: intracellular, extracellular, interstitial, and intravascular.
 2. Discuss at least four major nursing responsibilities associated with laboratory tests ordered by a clinician.
 3. In the clinical laboratory, demonstrate a client and family teaching session, emphasizing the importance of fluid and electrolyte balance and the types of care that may be needed for the client.
 4. Identify at least four possible causes of the two major types of fluid imbalances (fluid volume excess and fluid volume deficit), including at least two nursing considerations for each cause.
 5. State at least two nursing considerations for each: dependent edema, sacral edema, pitting and non-pitting edema, and pulmonary edema.
 6. State the normal serum levels for the following electrolytes: sodium, potassium, calcium, magnesium, chloride, and phosphorus.
 7. Identify at least four causes of each type of electrolyte imbalance.
 8. Discuss the major symptoms associated with each type of electrolyte imbalance, stating at least three nursing considerations related to each condition.
 9. Differentiate among the four major types of acid-base imbalances: respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis.
 10. Identify at least four nursing considerations related to the data collection, assessment, monitoring, and care of a client with acidosis and a client with alkalosis.

ii. Neurological Disorders

1. List physiological changes that occur in the nervous system with aging.
2. Discuss the Glasgow coma scale.
3. Identify the significant subjective and objective data related to the nervous system that should be obtained for a patient during assessment.
4. Explain the importance of prevention in problems of the nervous system, and give several examples of prevention.
5. Differentiate between normal and common abnormal findings of a physical assessment of the nervous system.
6. List common laboratory and diagnostic examinations for evaluation of neurological disorders.
7. Differentiate among the following diagnostic tests: computed tomography (CT), positron emission tomography (PET), magnetic resonance imaging (MRI), cerebral angiography, cerebral arteriography, myelography, brain scan, electroencephalography, and videotelemetry.
8. Discuss the nursing care involved for a client before and after a lumbar puncture (LP).
9. Compare and contrast migraine and cluster headaches, including nursing considerations for each condition.
10. List four classifications of seizures, their characteristics, clinical signs, aura, and postictal period.
11. Identify the main characteristics of at least three types of partial seizures and at least six types of general seizures.
12. Discuss the causes, signs and symptoms, and nursing implications for the following disorders involving nerves: trigeminal neuralgia, Bell's palsy, and herpes zoster.
13. Discuss various neurological disturbances in motor function and sensory/perceptual function.
14. Compare paraplegia with quadriplegia, including a discussion of at least four differences in nursing care for each condition.
15. Give examples of six degenerative neurological diseases and explain the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing interventions for each.
16. Describe at least five signs and symptoms, therapies, and at least five nursing considerations for each of the following degenerative disorders: multiple sclerosis, Parkinson's disease, myasthenia gravis, Huntington's disease, and amyotrophic lateral sclerosis.
17. Discuss the causes, signs and symptoms, therapies, and at least five nursing considerations for each of the following inflammatory disorders: brain abscess, meningitis, encephalitis, Guillain-Barré syndrome, post-polio syndrome, and acute transverse myelitis.
18. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing

interventions for intracranial tumors, craniocerebral trauma, and spinal trauma.

19. List five signs and symptoms of increased intracranial pressure and why they occur, as well as nursing interventions that decrease intracranial pressure.
20. Explain the nursing care required for clients with concussion, brain laceration and contusion, skull fractures, and hematoma.
21. Identify at least three pre- and postoperative nursing considerations for a client undergoing craniotomy.
22. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, and nursing interventions for a stroke patient.
23. Explain the mechanism of injury to the brain that occurs with a stroke and traumatic brain injury.
24. Discuss patient teaching and home care planning for the patient with stroke, multiple sclerosis (MS), Parkinson's disease, and myasthenia gravis.

iii. Sensory Disorders

1. Describe two changes in the sensory system that occurs as a result of the normal aging process.
2. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the visual and auditory systems.
3. Describe age-related changes in the visual and auditory systems and differences in assessment findings.
4. State at least ten nursing considerations for the care of the client with: a visual deficit, including pre- and postoperative nursing considerations; a hearing deficit.
5. Define radial keratotomy, photorefractive keratectomy (PRK), and laser-assisted in situ keratomileusis (LASIK).
6. Define the following refractive errors: myopia, hyperopia, astigmatism, and presbyopia.
7. Describe the following: inflammatory and infectious eye disorders (conjunctivitis, blepharitis, hordeolum, chalazion, trachoma, and keratitis); structural disorders (ectropion, entropion, and ptosis).
8. Differentiate chronic open-angle glaucoma, acute closed-angle glaucoma, and secondary glaucoma, identifying at least three nursing considerations for each disorder.
9. Explain the causes and treatments for cataracts.
10. Identify at least two nursing considerations for each of the following types of eye traumas: hematoma, foreign bodies, hyphema, chemical burns, corneal abrasions, and detached retina.
11. Describe inflammatory conditions of the lid, conjunctiva, and cornea with etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.

12. Compare the nature of cataracts, diabetic retinopathy, retinal detachment, glaucoma, and macular degeneration, and the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
13. Discuss corneal injuries including etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
14. List tips for communicating with hearing- and sight-impaired people.
15. Give patient instructions regarding care of the eye and ear in accordance with written protocol.
16. Compare and contrast conductive hearing loss, sensorineural hearing loss, central hearing loss, and functional hearing loss.
17. Discuss noninfectious disorders of the ear, including etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
18. Discuss the causes and at least two nursing interventions for each of the following disorders of the external ear: impacted earwax, furuncles, foreign objects, external otitis, fungal infections, and punctured tympanic membrane; and disorders of the middle ear: otitis media, serous otitis media, acute purulent otitis media, and chronic otitis media.
19. Describe the appropriate care of the hearing aid.
20. Describe the care of a client who is to undergo a tympanoplasty and myringotomy with insertion of tympanostomy tubes.
21. Identify communication resources for people with visual and/or hearing impairment.
22. Describe home health considerations for people with eye or ear disorders, surgery, or visual and hearing impairments.
23. Describe the various surgeries of the ear, including the nursing interventions, patient teaching, and prognosis.
24. Discuss at least three nursing considerations for a client with Meniere's disease.
25. Identify at least two nursing considerations for clients with a tactile, gustatory, or olfactory disorder.

iv. Respiratory Disorders

1. Differentiate the following Respiratory disorders: Acute asthma, streptococcal throat infectious, influenza, laryngitis, bronchitis, pneumonia, pleurisy, histoplasmosis, tuberculosis, and emphysema.
2. Describe nursing interventions to assist patients with retained pulmonary secretions.
3. Identify signs and symptoms that indicate a patient is experiencing hypoxia.
4. Identify strategies the nurse can teach patients to decrease the risk of infection.
5. Differentiate between tuberculosis infection and tuberculosis.

6. Discuss medications commonly prescribed for the patient with tuberculosis.
7. Discuss the principle of low-flow oxygen required for patients with emphysema.
8. Compare/contrast nursing assessment and interventions for the patient with chronic obstructive pulmonary disease (COPD) and the patient with pneumonia.
9. Discuss nursing interventions for the patient with a laryngectomy.
10. Identify possible nursing diagnoses for the patient with altered respiratory function.
11. Identify nursing interventions relevant to psychosocial concerns of the patient with altered respiratory functions.
12. Discuss risk factors associated with pulmonary emboli.

v. Cardiovascular or Peripheral Vascular Disorders

1. Discuss the location, size, and position of the heart.
2. Identify the chambers of the heart.
3. List the functions of the chambers of the heart.
4. Identify the valves of the heart and their locations.
5. Discuss the electrical conduction system that causes the cardiac muscle fibers to contract.
6. Explain what produces the two main heart sounds.

7. Trace the path of blood through the coronary circulation.
8. Discuss risk factors in coronary artery disease (CAD), differentiating factors which can be modified and those that cannot.
9. Describe diagnostic tests used to evaluate cardiovascular function.
10. Describe five cardiac dysrhythmias.
11. Compare etiology/pathophysiology, signs and symptoms, medical management, and nursing interventions for patients with angina pectoris, and myocardial infarction, or heart failure.
12. Specify patient teaching for patients with cardiac dysrhythmias, angina pectoris, myocardial infarction, heart failure, and valvular heart disease.
13. Discuss the signs and symptoms of pulmonary edema.
14. Discuss medical management and nursing interventions for the patient with pulmonary edema.
15. Identify risk factors associated with peripheral vascular system.
16. Describe the effects of aging on the peripheral vascular system.
17. Compare and contrast signs and symptoms associated with arterial and venous disorder.
18. Discuss nursing interventions for arterial and venous disorders.
19. Compare essential (primary) hypertension and secondary hypertension.
20. Discuss the importance of patient education for hypertension.
21. Discuss appropriate patient education for thrombophlebitis.

vi. Endocrine Disorders

1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing

interventions, patient teaching, and prognosis for patients with acromegaly, gigantism, dwarfism, diabetes insipidus, syndrome of inappropriate antidiuretic hormone (SIADH), hyperthyroidism, hypothyroidism, goiter, thyroid cancer, hyperparathyroidism, hypoparathyroidism, Cushing's syndrome, and Addison's disease.

2. Name the common laboratory tests and radiology procedures performed to evaluate functioning of the pituitary, thyroid, parathyroid, and adrenal glands, and pancreas.
3. Explain how to test for Chvostek's sign, Trousseau's sign, and carpopedal spasms.
4. Differentiate the four major tests used to test blood glucose levels.
5. Describe the difference between gigantism and acromegaly, and SIADH and diabetes insipidus.
6. Compare and contrast Graves' disease, cretinism, and myxedema, including at least three nursing considerations for each.
7. List two significant complications that may occur after thyroidectomy.
8. Identify at least five pre- and postoperative nursing considerations for a client who needs a thyroidectomy.
9. Explain the differences between hyperparathyroidism and hypoparathyroidism.
10. Describe the three major adrenal gland disorders: Cushing's syndrome, primary aldosteronism, and Addison's disease.
11. Describe the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis for patient with diabetes mellitus.
12. Explain the interrelationship of nutrition, exercise, and medication in the control of diabetes mellitus.
13. Discuss the various insulin types and their characteristics.
14. Differentiate between the signs and symptoms of hyperglycemia and hypoglycemia.
15. List five nursing interventions that foster self-care in the activities of daily living of the patient with diabetes mellitus.
16. Discuss the acute and long-term complications of diabetes mellitus.
17. Differentiate among the following type: type 1 and type 2 diabetes mellitus, gestational diabetes, and impaired glucose homeostasis.
18. Compare and contrast hypoglycemia, hyperglycemia, diabetic ketoacidosis (DKA), and nonketotic hyperosmolar state, including causes, signs and symptoms, treatment, and nursing considerations.

19. Identify two examples of macrovascular and microvascular complications of diabetes.
20. Prepare a diabetic client teaching plan that addresses at least ten topics for discussion.
21. Demonstrate the use of a blood glucose monitor in the skills laboratory

vii. Gastrointestinal Disorders

1. Describe common diagnostic tests performed on clients with gastrointestinal disorders.
2. Describe nursing measures after liver biopsy.
3. Explain nursing management of clients undergoing diagnostic testing for a gastrointestinal disorder.
4. Discuss assessment findings and treatment of eating disorders, esophageal disorders, and gastric disorders.
5. Describe the nursing management of a client with a nasogastric or gastrointestinal tube or gastrostomy.
6. Identify strategies for relieving upper gastrointestinal discomfort.
7. Discuss the nursing management of clients undergoing gastric surgery.
8. List factors that contribute to constipation and diarrhea and describe nursing management for clients with these problems.
9. Explain the symptoms of irritable bowel syndrome.
10. Contrast Crohn's disease and ulcerative colitis.
11. Describe the features of appendicitis and peritonitis.
12. Describe nursing management for a client with acute abdominal inflammatory disorders.
13. Describe the nurse's role as related to care measures for the client with intestinal obstruction.
14. Differentiate between diverticulosis and diverticulitis.
15. Identify factors that contribute to the formation of an abdominal hernia.
16. Discuss nursing management for a client requiring surgical repair of a hernia.
17. Describe warning signs of colorectal cancer.
18. List common problems that accompany anorectal disorders.
19. Explain possible causes of jaundice.
20. List common findings manifested by clients with cirrhosis.
21. Discuss common complications of cirrhosis.
22. Identify the modes of transmission of viral hepatitis.
23. Discuss nursing management for clients with a medically or surgically treated liver disorder.
24. Identify factors that contribute to, signs and symptoms of, and medical treatments for cholecystitis.
25. Name techniques for gallbladder removal.
26. Summarize the nursing management of clients undergoing medical or surgical treatment of a gallbladder disorder.

27. Describe the treatment and nursing management of pancreatitis.
28. Describe the treatment of pancreatic carcinoma.
29. Explain the nursing management of clients undergoing pancreatic surgery.
30. Differentiate between ileostomy and colostomy.
31. Discuss preoperative nursing care of a client undergoing ostomy surgery.
32. List complications associated with ostomy surgery.
33. Discuss postoperative nursing management of a client with an ileostomy.
34. Describe the components used to apply and collect stool from an intestinal ostomy.
35. Cite reasons for changing an ostomy appliance.
36. Explain how stool is released from a continent ileostomy.
37. Describe the two-part procedure needed to create an ileoanal reservoir.
38. Discuss various types of colostomies.
39. Explain ways that clients with descending or sigmoid colostomies may regulate bowel elimination.

viii. Urinary/Renal Disorders

1. Discuss the purpose and nursing responsibilities related to the common diagnostic tests and procedures performed on the urine, kidneys, ureters, and bladder.
2. Discuss the prevention of and observation for side effects of diuretic therapy.
3. Discuss the treatment and nursing care for urinary incontinence.
4. Describe the treatment and care of acute and chronic glomerulonephritis patient.
5. Identify methods of preventing complications and renal damage in the patient with an infection of the urinary tract.
6. Discuss treatment and nursing interventions for the patient with urinary calculi and methods of preventing their formation.
7. Discuss treatment and care for patients with acute and chronic renal failure.
8. Explain the purpose of dialysis and differentiate between peritoneal dialysis and hemodialysis.
9. Differentiate preoperative and postoperative nursing interventions for patients with the following methods of urinary diversion: cutaneous ureterostomy and ileal conduit.
10. Discuss nursing interventions for diagnostic studies of the urinary system.
11. Identify the nursing responsibilities related to dressings, drains, and urinary drainage tubes after surgery on the urinary tract.

ix. Reproductive Disorders

1. Discuss the impact of illness on the patient's sexuality.
2. Describe nursing interventions for patients with menstrual disturbances.

3. Discuss nursing interventions for the patient undergoing diagnostic studies related to the reproductive system.
4. Discuss the importance of the Papanicolaou (Pap) smear test in early detection of cervical cancer.
5. Describe the treatment and care of the patient with pelvic inflammatory disease (PID), endometriosis, and ovarian cancer.
6. Identify the clinical manifestations of a vaginal fistula.
7. Describe the preoperative and postoperative nursing interventions for the patient requiring major surgery of the female reproductive system.
8. Describe the common problems with cystocele, rectocele, and the related medical management and nursing interventions.
9. Discuss surgical approaches for cancer of the breast.
10. Discuss nursing interventions for the patient who has had a modified radical mastectomy, including discharge instruction.
11. Describe nursing interventions for the patient with prostatitis.
12. Distinguish between hydrocele and varicocele.
13. Discuss the importance of monthly testicular self-examination beginning at 15 years of age in males.
14. Discuss patient education related to prevention of sexually transmitted diseases

x. **Musculoskeletal Disorders**

1. Discuss the diagnostic procedures pertinent to musculoskeletal function.
2. Compare methods of assessing circulation, nerve damage, and infection in a patient who has a traumatic insult to the musculoskeletal system.
3. Identify at least four major components of nursing care necessary to protect the client from the hazards of immobilization.
4. Compare the medical regimens for patients suffering from gouty arthritis, rheumatoid arthritis, and osteoarthritis.
5. Describe the nursing interventions appropriate for degenerative joint disease (osteoarthritis and ankylosing spondylitis).
6. List at least four healthy lifestyle measures people can practice to reduce the risk of developing osteoporosis.
7. Describe the surgical intervention for arthritis of the hip and knee.
8. Describe the nursing interventions for the patient undergoing a total hip or knee replacement.
9. Discuss nursing interventions appropriate for a patient with a fractured hip after open reduction with internal fixation (ORIF) and bipolar hip prosthesis (hemiarthroplasty).
10. Discuss at least six important areas of nursing care for the client who has had an amputation and now has a limb prosthesis.
11. Describe the phenomenon of phantom pain.
12. State at least three nursing considerations for clients with temporomandibular joint (TMJ), muscular dystrophy, and osteoporosis.

13. Differentiate between skin traction and skeletal traction, including indications and nursing considerations for each type of traction.
14. List at least two types of skin and skeletal traction.
15. Discuss at least three nursing measures for care of clients with the following treatments: external fixation, ORIF, and arthroplasty.
16. Identify at least nine complications of fractures or bone surgery.
17. Explain the difference between primary and metastatic bone tumors.
18. Discuss the physiology of fracture healing (hematoma, granulation tissue, and callus formation).
19. Describe the signs and symptoms of compartment syndrome.
20. List nursing interventions appropriate for a fat embolism.
21. List four nursing interventions appropriate for bone cancer.

xi. Integumentary Disorders

1. Identify at least eight types of skin lesions, providing an example of each type.
2. State at least four possible nursing diagnoses for a client with a chronic skin disorder.
3. Relate at least three nursing interventions for the care of a client with pruritus.
4. Discuss the following conditions, including at least two nursing considerations for each condition: acute and chronic skin conditions (urticaria, vitiligo, dermatitis, eczema, and psoriasis); infections (warts, condylomata acuminata, impetigo, and folliculitis); parasitic infestations (scabies, lice, bedbugs); and sebaceous gland disorders (sebaceous cysts, seborrhea, seborrheic dermatitis, and dandruff).
5. Describe at least four types of dressings, four types of topical medications, and the processes of debridement and skin grafting that may be used when treating burns.
6. State the pathophysiology involved in a burn injury.
7. Discuss the stages of burn care with appropriate nursing interventions.
8. Identify the methods used to classify the extent of a burn injury.
9. Identify at least five complications that occur during burn recovery.
10. Discuss at least four nursing considerations during the rehabilitative stage of burn healing.
11. Identify three common nonmalignant and malignant skin lesions.
12. Discuss at least four interventions that can be used to prevent skin cancer.

xii. Hematologic/Lymphatic Disorders

1. List the common diagnostic tests for evaluation of blood and lymph disorders, and discuss the significance of the results.
2. Apply the nursing process to care of the patient with disorders of the hematological and lymphatic systems.
3. Compare and contrast the different types of anemia in terms of pathophysiology, assessment, medical management, and nursing interventions.

4. Compare and contrast the disorders of coagulation (thrombocytopenia, hemophilia, disseminated intravascular coagulopathy (DIC)) in terms of pathophysiology, assessment, and nursing interventions.
5. Discuss medical management of patients with hemophilia and disseminated intravascular coagulopathy (DIC).
6. List six signs and symptoms associated with hypovolemic shock.
7. Discuss the important aspects that should be presented in patient teaching and home care planning for the patient with pernicious anemia.
8. Discuss the prognosis for patients with acute and chronic leukemia.
9. Discuss the nursing intervention and the patient teaching for the patient with multiple myeloma.
10. Discuss the primary goal of nursing interventions for the patient with lymphedema.
11. Differentiate between Hodgkin's disease and non-Hodgkin's lymphomas and related medical management and nursing interventions.

xiii. Cancer

1. Discuss the risk factors for the development of and the warning signs.
2. Discuss development, preventions and detection of cancer.
3. Define the terminology used to describe cellular changes, characteristics of malignant cells, and types of malignancies.
4. Describe the pathophysiology of cancer, including the characteristics of malignant cells and the nature of metastasis.
5. Describe the major categories of chemotherapeutic agents.
6. Describe the process of metastasis.
7. Describe reasons for delay in seeking medical care when diagnosis of cancer is suspected.
8. List common diagnostic test used to identify the presence of cancer.
9. Define the systems of tumor classification: grading and staging.
10. Discuss general guidelines for the use of pain relief measures of the patient with advanced cancer.
11. Describe nursing interventions for the individual undergoing surgery, radiation therapy, chemotherapy, bone marrow or peripheral stem cell transplantation.

xiv. Immune Disorders

1. Differentiate between natural and acquired immunity.
2. Describe mechanisms of immune response.
3. Compare and contrast humoral and cell-mediated immunity.
4. Explain the concepts of immunocompetency, immunodeficiency, and autoimmunity.
5. Discuss factors that influence the development of hypersensitivity.
6. Identify the clinical manifestations of anaphylaxis.
7. Outline the immediate aggressive treatment of systemic anaphylactic reaction.

8. Discuss selection of blood donors, typing and cross-matching, storage, and administration in the prevention of transfusion reaction.
 9. Discuss the causation of autoimmune disorders; explain plasmapheresis in the treatment of autoimmune diseases.
 10. Explain an immunodeficiency disease.
- i. **Human Immunodeficiency Virus (HIV)/ Autoimmune Deficiency Syndrome (AIDS)**
1. Describe the agent that causes HIV.
 2. Describe definition of AIDS given by the Centers for Disease Control and Prevention.
 3. Explain the difference between HIV infection, HIV Disease, and AIDS.
 4. Describe the progression of HIV infection.
 5. Discuss how HIV is and is not transmitted.
 6. Discuss the pathophysiology of HIV disease.
 7. Discuss the laboratory and diagnostic tests related to HIV disease.
 8. Describe patients who are at risk for HIV infection.
 9. Discuss the nurse's role in assisting the HIV-infected patient with coping, grieving, reducing anxiety, and minimizing social isolation.
 10. Identify signs and symptoms that may be indicative of HIV disease.
 11. Identify opportunistic infections associated with advanced HIV and/or AIDS.
 12. Discuss treatments and nursing care for the patient with AIDS.
- ii. **Care of the Surgical Patient**
1. Identify the purposes of surgery.
 2. Distinguish among elective, urgent, and emergency surgery.
 3. Describe the pre-admission process.
 4. Discuss laboratory, diagnostic tests and procedures required during perioperative phase.
 5. Discuss factors which influence an individual's surgical outcome.
 6. Discuss considerations for the older surgical patient during the perioperative phases.
 7. Discuss the emotional impact of surgery.
 8. Describe the care of the client during the pre-operative surgical phase including:
 9. Describe the care of the client during the intra-operative surgical phase.
 10. Describe the care of the client during the immediate post-operative surgical phase.
 11. Describe the care of the client during the later post-operative surgical phase.
 12. Discuss the use of pain medication and their effects related to anesthesia
 13. Discuss the nurse's role in informed consent

14. Identify medications that are frequently used pre- and post-operatively.
15. Discuss how the client's daily medications impact surgery.
16. Discuss the complications of anesthesia.
17. Discuss safety as it relates to the surgical patient during the perioperative phases.
18. Discuss the nursing process in care of the postoperative patient.
19. Discuss postoperative discharge criteria.
20. Identify and discuss common complications during the perioperative phases.
21. Describe the stages of the healing process and complications related to the surgical incision.

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of the Medical-Surgical clinical rotation, the student under the supervision of the clinical instructor will be able to accomplish the following objectives. The student must receive a satisfactory clinical rotation evaluation for progression. An unsatisfactory clinical rotation evaluation will result in the student not being able to progress regardless of the academic average.

1. Accept the role of the beginning Practical Nurse by:
 - a. Demonstrating knowledge of legal and ethical responsibility and limitations when administering patient care
 - b. Demonstrating confidences by initiating patient care and by performing tasks with minimal supervision
 - c. Consulting clinical instructor regarding learning needs
 - d. Utilizes constructive criticism to improve clinical performances
 - e. Demonstrate successful time management skills in delivering patient care
2. Utilizes appropriate verbal and nonverbal skills while participating in the communication process with patients and colleagues by:
 - a. Identifying barriers to communication and adapt to changing needs of the patient
 - b. Recording information obtained from a head to toe assessment on the patient's chart legibly and concisely
 - c. Relating pertinent information to colleagues and discussing appropriate nursing action
 - d. Establish therapeutic nurse/client relationship
 - e. Respond to culturally specific requests/needs according to facility policy
 - f. Demonstrates professional, empathetic and therapeutic communication skills in all learning situations
 - g. Demonstrate effective and appropriate interactive/communication skills with other members of the healthcare team, as well as the patient and family
3. Utilize the nursing process in providing care for individuals by:
 - a. Performing a head to toe assessment
 - b. Developing a nursing care plan with the client, family and interdisciplinary healthcare team members, including assessment, short and long term goals, nursing interventions, implementation, and evaluation

- c. Applies the nursing process as a basis for clinical decision-making in classroom activities and in clinical experiences
 - d. Constructs and implements safe, effective, patient-centered nursing care using nursing knowledge, information technologies and research evidence
 - e. Assist with the admission of a patient: obtaining and recording data on appropriate forms
 - f. Taking client history using a structured assessment tool
 - g. Applies the nursing process to patient learning needs
 - h. Assist the Registered Nurse (RN) in formulating nursing diagnosis
- 4. Demonstrate a personal/professional attitude by:**
- a. Participating in clinical experience by attending, reporting promptly, and staying the entire assigned time
 - b. Utilizing appropriate hygienic measures to present a professional appearance
 - c. Demonstrating a desire to learn by actively interacting with colleagues
 - d. Observe HIPPA guidelines at all times
 - e. Applies principles of collaboration and advocacy to safely provide and manage patient care
 - f. Emulates professional behavior in all clinical settings
 - g. Demonstrate knowledge of the leadership role and personal attributes of the PN
 - h. Consider appropriate delegation of duties to non-licensed personnel
 - i. Applies ethical and legal principles and professional standards to nursing practice
- 5. Demonstrate scientific principles when caring for individuals in various states of the life cycle by:**
- a. Utilizing principles of microbiology and anatomy to contrast between normal body function and disease process
- 12. Plan and perform nursing care on assigned clients recognizing physical, psychosocial, multicultural diversity, and developmental needs**
- b. Utilizing basic concepts of nutrition to assist patients to comply with and understand their dietary regime
 - c. Utilizing principles of normal growth and development to appropriately care for individuals in various states of the life cycle
 - d. Complete an assessment on a geriatric client's cognitive processes (memory, communication, orientation, problem solving)
 - e. Assist with activities of daily living (ADL's) of the geriatric client
 - f. Use observational, assessment, and communication skills with the geriatric client
 - g. Incorporate patient teaching and reinforcement as needs indicate
 - h. Assist with a complete physiological assessment on a geriatric client's common clinical problems including:
 - i. Impaired Mobility
 - ii. Alteration in Elimination
 - iii. Risk for Impaired Skin Integrity
 - iv. Risk for Fall or Injury
 - v. Sleep Pattern Disturbances
 - vi. Altered Nutritional Status
- 6. Demonstrate ability to:**

- a. Identify conflicts between the nursing plan of care and the plan of interdisciplinary health team members
 - b. Participate in discussing the plan of care with interdisciplinary healthcare team members
 - c. Implement the plan of care taking into consideration ethical and legal parameters including scope of education with the client and interdisciplinary healthcare team
 - d. Assist in discharge planning for assigned clients
 - e. Identify health related learning needs
 - f. Displays organizational skills by planning and completing patient care in a reasonable time
 - g. Implement a teaching plan for clients with common health problems and well-defined learning needs
 - h. Implement nursing measures, psychosocial concepts, and assists with diagnostic studies as indicated in the care of patients with health alterations
 - i. Document and report care and treatments given and other pertinent observations accurately and completely according to facility policy and clinical procedure
7. Assist in promoting a safe effective care environment conducive to optimal health and dignity.
- a. Implement plans of care to meet basic needs including circulation, activity, elimination, comfort, pain management, rest and sleep
 - b. Implement nursing interventions to promote health and rehabilitation
 - c. Applies sound nursing judgment to nursing situations using standards of care, critical thinking, clinical reasoning, and evidence-based practice
 - d. Applies a range of knowledge to promote health and well-being and prevent complications in adults experiencing illness and disease
 - e. Initiate basic emergency interventions as needed
 - f. Initiate basic nursing interventions to foster client's social well-being and effective coping mechanisms
 - g. Demonstrating appropriate care and teaching to meet patient's safety needs.
 - h. Utilize basic therapeutic communication
 - i. Assist interdisciplinary healthcare team members with exams and procedures
 - j. Observe and communicate Patient's Bill of Rights
 - k. Report unsafe practices
 - l. Utilize current technology to enhance client care
8. Integrate previous nursing knowledge and skills in the prevention and treatment of diseases, including but not limited to:
- a. Anatomy and Physiology
 - b. Nutrition/Diet Therapy
 - c. Pharmacology
 - d. Nursing Fundamentals

TITLE OF COURSE: Maternal and Newborn Nursing

COURSE DESCRIPTION:

The core material presented in this course is basically in chronological order, allowing the student to develop a strong understanding of the interrelationships involved in the family

unit from time of conception through prenatal, antepartal and postpartal care. Emphasis is placed upon normal nutrition and the importance of adequate nutrition during pregnancy, lactation and different periods of growth and development in the infant. Diet therapy relative to the complications of pregnancy will be presented. Considerations will be given to the socioeconomic, cultural, and developmental factors influencing dietary patterns. Emphasis will be upon the therapeutic uses and effects of commonly used drugs during the course of pregnancy.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Discuss the history, trends, and government influences in obstetrical nursing care.
2. Discuss the ethical, social, cultural, and legal issues in obstetrical nursing care.
3. Describe fetal development.
 - a. Fertilization and Cellular Division
 - b. Stages of Fetal Development
 - c. Development of Supportive Structures
 - d. Fetal and Placental Circulation
 - e. Special Considerations of Fetal Development
 - i. Teratogens and the Fetus
 - ii. Ectopic Pregnancy
 - iii. Multifetal Pregnancy (multiple gestation)
4. Discuss the impact pregnancy has on the family unit.
5. Discuss the physiological changes related to pregnancy.
 - a. Maternal adaptation to pregnancy
 - i. Signs of pregnancy
 1. Presumptive signs
 2. Probable signs
 3. Positive signs
 - b. Physiological changes
 - i. Reproductive system
 - ii. Cardiovascular system
 - iii. Respiratory system
 - iv. GI system
 - v. Urinary system
 - vi. Integumentary system
 - vii. Musculoskeletal system
 - viii. Sensory System
 - c. Changing nutritional requirements of pregnancy
 - i. Weight gain and energy requirements
 - ii. Protein requirements
 - iii. Mineral requirements
 - iv. Vitamin requirements
 - v. Dietary supplementation
 - vi. Dietary restrictions during pregnancy
 - vii. Special nutritional considerations
 - d. Common discomforts of pregnancy
6. Discuss the psychosocial changes related to pregnancy.

- a. Maternal psychological response
 - b. Factors influencing psychosocial adaptation
 - c. Barriers to prenatal care
 - d. Abuse and Violence (Partner Abuse)
- 7. Discuss prenatal care.**
- a. Preconception visit
 - b. Maternal assessment during first prenatal visit
 - c. Subsequent prenatal visits
 - d. Assessment of fetal wellbeing
 - i. Kick Counts
 - ii. Ultrasonography
 - iii. Doppler ultrasound blood flow Assessment
 - iv. Alpha- Fetoprotein Screening
 - v. Multiple Marker Screening
 - vi. Chorionic Villus Sampling
 - vii. Amniocentesis
 - viii. Percutaneous Umbilical Blood Sampling
 - e. Pharmacological agents
 - f. Complementary and alternative medicine (CAM) therapies
 - g. Perinatal Education
 - i. Goal of perinatal education
 - ii. Types of classes
 - h. The Nurses' role in prenatal care
 - i. Nursing Process for Prenatal Care
 - ii. Cultural considerations
- 8. Describe the nursing care of women with complications during pregnancy, such as but not limited to the following:**
- a. Diabetes Mellitus (DM)
 - b. Gestational Diabetes
 - c. Cardiovascular Disease
 - d. Hypertensive Disorders
 - i. Gestational Hypertension
 - ii. Pregnancy induced hypertension (PIH)
 - iii. Preeclampsia
 - iv. Eclampsia
 - v. Hemolysis, Elevated Liver Enzymes, Low Platelets (HELLP) Syndrome
 - vi. Chronic hypertension
 - e. Hyperemesis Gravidarum
 - f. Bleeding Disorders
 - i. Ectopic pregnancy
 - ii. Early pregnancy loss
 - iii. Cervical insufficiency
 - iv. Gestational trophoblastic disease
 - v. Placenta previa
 - vi. Abruptio placentae
 - g. Iron Deficiency Anemia
 - h. Sickle Cell Anemia
 - i. Blood Incompatibilities

- i. Rh Incompatibility
 - ii. ABO Incompatibility
 - j. Asthma
 - k. Epilepsy
 - l. Infectious Diseases
 - m. Sexually Transmitted Infections
 - n. Trauma
- 9. Describe the nursing care of women whose pregnancy is complicated by age-related concerns, such as:
 - a. Adolescent Pregnancy
 - b. Pregnancy later in life (advanced maternal age)
- 10. Describe the nursing care during antepartum fetal surveillance.
 - a. Non-stress test (NST)
 - b. Vibroacoustic stimulation
 - c. Contraction stress test
 - d. Biophysical Profile
- 11. Describe the components of the birth process.
 - a. The Four P's
 - i. Power – Contractions
 - 1. Effects on Cervix
 - a. Effacement
 - b. Dilatation
 - 2. Phases
 - a. Increment
 - b. Peak or acme
 - c. Decrement
 - 3. Terms
 - a. Frequency
 - b. Duration
 - c. Intensity
 - d. Interval
 - ii. Passageway
 - 1. True versus false pelvis
 - iii. Passenger
 - 1. Fetal Head Landmarks
 - 2. Size of passenger
 - 3. Number of Passengers
 - 4. Fetal Station
 - 5. Fetal Lie
 - 6. Fetal Attitude
 - 7. Fetal Presentation
 - a. Cephalic
 - b. Breech
 - c. Shoulder
 - iv. Position
 - 1. Maternal Pelvis Side – Left or Right
 - 2. Fetal Reference Points – Occiput, Mentum, Brow or Sacrum

3. Maternal Pelvis Quadrant – Anterior, Transverse or Posterior
 - b. Placenta
12. Describe nursing assessment of the birth process.
 - a. Signs of impending labor
 - b. Mechanisms of labor
 - c. True labor versus False labor
13. Describe the stages and phases of labor.
 - a. Stage One – Dilatation and Effacement
 - b. Stage Two – Delivery of Infant
 - c. Stage Three – Delivery of Placenta
 - d. Stage Four – Recovery
14. Discuss the admission process for a patient in labor.
 - a. Criteria for admission
 - b. Admission data
 - i. Fetal Condition
 - ii. Maternal Conditions
 - i. Medical/Obstetrical History
 - ii. Drug use: Prescription, over the counter (OTC), Illicit
 - iii. Plans for Birth and Pain Control
 - iv. Status of Labor
 - c. Admission Procedures
 - i. Permits and Lab Tests
15. Describe nursing care of the patient during normal labor and delivery, including but not limited to:
 - a. Pain management
 - i. Relaxation techniques
 - ii. Modifiers of pain during labor
 - iii. Nonpharmacological techniques
 - iv. Pharmacological techniques
 1. Analgesics
 2. Regional analgesics and anesthetics
 - b. Cultural, spiritual, and ethnic influences
 - c. Maternal Monitoring
 - i. Uterine contractions
 - ii. Vital signs
 - iii. Intake and output (I & O)
 - d. Fetal Monitoring
 - i. Fetal heart rate (FHR)
 1. Intermittent auscultation
 2. Continuous Electronic Fetal Monitoring (EFM)
 3. Evaluating FHR Patterns
 - a. Baseline FHR
 - b. Variability
 - c. Accelerations
 - d. Early Decelerations
 - e. Variable Decelerations
 - f. Late Decelerations
 - g. Clarifying Nonreassuring FHR Patterns

- i. Fetal Stimulation
 - ii. Fetal Scalp Sampling
 - iii. Fetal Scalp Pulse Oximetry
 - e. Position Changes
 - i. For comfort
 - ii. For delivery
 - iii. For complications
 - f. Coping with Labor
 - i. Instructions regarding when to “Push”
 - ii. Encouragement to Partner
 - iii. Mood Changes
 - g. Pharmacological agents
 - h. Assessment
 - i. Interventions
 - j. Alternative methods of delivery
- 16. Describe nursing care during obstetrical procedures.**
 - a. Induction or augmentation
 - i. Indications
 - ii. Contraindications
 - iii. Labor readiness
 - iv. Cervical ripening
 - 1. Mechanical methods
 - 2. Pharmacologic methods
 - 3. Hygroscopic dilators
 - v. Stripping of membranes/amniotomy
 - vi. Oxytocin induction
 - b. Amnioinfusion
 - c. Version
 - d. Episiotomy
 - i. Midline
 - ii. Mediolateral
- 17. Describe nursing care of women with complications during labor and delivery.**
 - a. Lacerations
 - i. First Degree
 - ii. Second Degree
 - iii. Third Degree
 - iv. Fourth Degree
 - b. Assisted delivery
 - i. Forceps
 - ii. Vacuum Extractions
 - c. Problems with Mother
 - d. Prolonged Labor
 - e. Problems with Fetus
 - f. Dysfunctional Labor (Dystocia)
 - g. Precipitate Birth
 - h. Premature Rupture of Membranes (PROM)
 - i. Preterm Labor
 - j. Postterm Pregnancy and Labor

- k. Intrauterine Fetal Death
 - l. Amniotic Fluid Embolism
 - m. Shoulder Dystocia
 - n. Umbilical Cord Prolapse
 - o. Uterine Inversion
 - p. Uterine Rupture
 - q. Placental Abnormalities
 - r. Umbilical Cord Abnormalities
- 18. Describe nursing care associated with cesarean delivery (c-section).**
- a. Indications
 - b. Incidence
 - c. Risks
 - d. Maternal Complications
 - e. Fetal Complications
 - f. Incision Types
 - i. Abdominal
 - ii. Uterine

 - g. Steps of a Cesarean Birth
 - i. Preoperative Phase
 - ii. Intraoperative Phase
 - iii. Postoperative Phase
 - iv. Emergency of Unplanned Cesarean Birth
 - h. Nursing Care for the Cesarean Birth
 - i. Vaginal Birth After Cesarean (VBAC)
 - i. Prerequisites
 - ii. Contraindications
 - iii. Risks and Benefits
- 19. Describe nursing care immediately after delivery.**
- a. Maternal
 - i. Vital Signs
 - ii. Assessment of Fundus
 - iii. Medications
 - iv. Post-Cesarean Birth
 - v. Post-Epidural/Post-Spinal
 - vi. Perineum
 - b. Infant
 - i. Birth to 1 hour
 - 1. Apgar scoring
 - 2. Thermal Environment
 - 3. Cardio-Respiratory Function
 - 4. Gastrointestinal (GI)- First 24 Hours
 - 5. Medications – Prophylaxis
 - a. Erythromycin
 - b. Vitamin K
 - 6. Identification
 - a. Infant’s footprints/Mother’s fingerprint

- b. Identification (ID) Bands
- c. Photograph with ID Card

7. Weight/Length

20. Describe changes in maternal anatomy and physiology during the postpartum period.

- a. Uterus
- b. Lochia
- c. Perineum
- d. Abdominal Wall
- e. Weight Loss
- f. Breasts
 - i. Breast Feeding
 - ii. Non-Breastfeeding
- g. Bladder
- h. Gastrointestinal (GI) System
- i. Extremities
 - i. Homan's Sign

21. Describe nursing care of the patient and family during the postpartum period.

- a. Assessment
 - i. Vital signs
 - ii. Labs
 - iii. Fundus
 - 1. Involution
 - 2. Fundal Massage
 - iv. Afterpains
 - v. Perineum
 - 1. Episiotomy/Lacerations
 - vi. Lochia
 - 1. Color
 - 2. Consistency
 - vii. Breasts/Nipples
 - viii. Bowel and Bladder
 - 1. Voiding
 - 2. Defecation
 - ix. Maternal- Newborn Bonding
 - x. Pain
- b. Interventions
 - i. Pharmacological Agents
 - ii. Perineal Care
 - 1. Sitz bath/care of hemorrhoids
 - iii. Bathing
- c. Discharge and Discharge Teaching
 - i. Ovulation and menstruation
 - ii. Birth control
 - iii. Rubella vaccine and RhoGam
 - iv. Activity, Rest, and Diet

- v. Follow-up appointments
- 22.** Discuss how nursing care of the patient is altered during the postpartum period following cesarean delivery.
 - a. Assessment
 - i. Uterus
 - ii. Lochia
 - iii. Abdominal Dressing
 - iv. Urinary Catheter
 - v. Respiratory Care
 - vi. Thrombophlebitis
 - vii. Pain Management
 - viii. Vital Signs and Lab Values
 - b. Interventions
 - i. Pharmacological Agents
 - ii. Incision Care
 - iii. Bathing
 - iv. Ambulation
 - c. Discharge and Discharge Teaching
 - i. Activity
 - ii. Follow-up appointments
- 23.** Describe psychological adaptation of the postpartum patient.
 - a. Bonding
 - b. Development of Positive Family Relationships
 - c. Postpartum Depression
 - d. Postpartum Psychosis
 - e. Malattachment in the Postpartum Period
 - f. Grieving Parents
- 24.** Describe nursing care of the patient with complications during the postpartum period.
 - a. Hemorrhage
 - i. Major causes
 - ii. Nursing Interventions
 - b. Thromboembolic disorders
 - i. Nursing Interventions
 - c. Postpartum Infections
 - i. Nursing Interventions
 - d. Constipation
 - i. Nursing Interventions
- 25.** Describe nursing care of the normal newborn.
 - a. Assessment
 - i. Vital Signs
 - ii. Measurements
 - 1. Weight
 - 2. Length
 - 3. Head circumference
 - 4. Chest circumference
 - iii. General Appearance
 - 1. Skin

2. Head
3. Face
4. Eyes
5. Ears
6. Nose
7. Mouth
8. Neck
9. Thorax
10. Abdomen
11. Umbilical Cord
12. Female/Male External Genitalia
13. Anus
14. Eliminations
15. Extremities

16. Back

- iv. Neurological Assessment
- v. Gestational Age Assessment
- vi. Behavioral Assessment

- b. Priorities in Nursing Care
 - i. Maintaining Effective Airway
 - ii. Facilitating Thermoregulation
 1. Mechanisms of Heat Loss
 - iii. Laboratory Screenings
 1. Hypoglycemia
 2. Polycythemia and Anemia
 3. Disease Screening
 - iv. Safety
 1. Identification and Security
 2. Positioning
 - v. Prevention of Hemorrhage
 - vi. Prevention of Infection
 - vii. Nourishment
 - viii. Parent Education

26. Describe nursing care of the newborn with complication/anomalies.

- a. Newborn with Special Considerations
 - i. HIV
 - ii. Infants Born to Substance-abusing Mothers
 1. Perinatal Substance Abuse
 2. Fetal Alcohol Syndrome
 - iii. Adoption
 - iv. Small for Gestational Age
 - v. Large for Gestational Age
 - vi. Infants Born to Diabetic Mothers
- b. The Preterm Infant
 - i. Appearance and Activity
 - ii. Special Needs
 1. Nutrition

2. Thermoregulation
 3. Maintaining oxygenation
 4. Prevention of infection
 5. Infant stimulation
 6. Assessment for neurologic sequelae
 7. Metabolic Complication
 - a. Hypoglycemia
 8. Inborn Errors of Metabolism
 - a. Congenital Hypothyroidism
 - b. Phenylketonuria
 - c. Galactosemia
- c. Birth Injuries
- i. Intracranial or Intraventricular Hemorrhage
 - ii. Facial Paralysis
 - iii. Erb's Palsy
 - iv. Fractures
- d. Nervous System Abnormalities
- i. Hydrocephalus
 1. Types
 2. Early Recognition and Treatment
 - a. Ventriculoperitoneal Shunt
 - b. Lumboperitoneal Shunt
 - c. Ventriculoatrial Shunt
 3. Nursing Care
 4. Complications and Prognosis
 - ii. Spina Bifida
 1. Diagnosis
 2. Types
 3. Nursing Considerations
 4. Complications and Long-term Care
- e. Developmental Disabilities
- i. Mental Retardation
 - ii. Down's Syndrome
- f. Craniofacial Abnormalities
- i. Craniosynostosis
 - ii. Cleft Lip and Cleft Palate
- g. Digestive Tract Abnormalities
- i. Esophageal Atresia/Tracheoesophageal Fistula
 - ii. Imperforate Anus
 - iii. Abdominal Hernias
 1. Oomphalocele
 2. Gastroschisis
 3. Diaphragmatic Hernia
- h. Disorders of the Heart and Circulatory System
- i. Congenital Heart Disease
 - ii. Hemolytic Disease of the Newborn
 1. Rh Incompatibility

- i. Orthopedic Abnormalities
 - i. Congenital Dislocation of the Hip
 - ii. Club Foot
 - iii. Syndactyly
 - j. Other Disorders
 - i. Hypospadias
27. Discuss various types of infant feeding.
- a. Breastfeeding
 - b. Formula Feeding

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of the mother and infant care clinical rotation, the student under the supervision of the clinical instructor will be able to accomplish the following objectives. The student must receive a satisfactory clinical rotation evaluation for progression. An unsatisfactory clinical rotation evaluation will result in the student not being able to progress regardless of the academic average.

Labor and Delivery:

1. Assist the laboring mother with relaxation exercises.
2. Observe and assist with monitoring of fetal heart tones (FHT).
3. Participate in timing uterine contractions.
4. Observe procedures performed in labor room to prepare for delivery.
5. Observe administration of anesthetics.
6. Observe and assist positioning for delivery.
7. Observe episiotomy and identify type performed.
8. Determine position and presentation of neonate.
9. Observe delivery of neonate.
10. Observe third stage of labor and identify delivery of placenta.
11. Observe identification and/or assist with immediate care to neonate in delivery room.
12. Identify prophylactic measures performed on neonate.
13. Note one and five minute Apgar scores.
14. Observe the alternative methods of delivery as available.
15. Observe and assist with emergency delivery as available.
16. Identify medications given in the labor room and delivery room, their actions, and nursing implications.
17. Effectively and appropriately interact/communicate with all others on the healthcare team.

Postpartum:

1. Assist client with personal hygiene and care measures as ordered (i.e., shower, bed bath, partial bath, peri-care, sitz bath, etc.)
2. Assist with instructing the client on the proper postpartum care.
3. Assess and document: perineal appearance, condition of breasts, amount, color, and consistency of lochia, vital signs, etc.
4. Assess and assist with massage and document condition of fundus (check hospital policy for fundal massage on cesarean section patients).
5. Observe the psychosocial behavior of the family during the postpartum period.

6. Assist with various types of infant feeding.
7. Observe and assist parents in bonding techniques.
8. Assess for and assist with emergency measures in hemorrhage.

Newborn:

1. Take and record: temperature, heart rate, respirations and report abnormal values according to facility policy.
2. Weigh and measure infant.
3. Observe and assist in completing newborn assessment.
4. Provide care for the normal newborn including but not limited to:
 - a. Cord care
 - b. Bath
 - c. Transporting infant to client for feeding
 - d. Feeding and burping infant (i.e. breast or bottle)
 - e. Diaper care
5. Observe infant male circumcision.
6. Assist with instructing client on care of newborn.
7. Identifies and implements security measures for newborn.

TITLE OF COURSE: Mental Health Nursing

COURSE DESCRIPTION:

This course is a brief overview of the current concepts of psychiatric nursing. The role of the nurse in the prevention and treatment of mental illness will be emphasized. Included will be discussions of the Practical Nurse's management of dementia, neurosis and psychosis,

suicidal clients, and chemically dependent clients. The use of therapeutic communication will be stressed.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Discuss the history and trends in Mental Health Nursing.
 - a. Explain the shift to community based mental health services that began in the late 1950s
2. Define mental illness.
3. Identify members of the mental health team and their roles.
4. Describe spiritual, cultural, and ethnic issues associated with mental health nursing.
5. Describe ethical and legal issues associated with mental health nursing.
 - a. HIPAA and confidentiality
6. Describe the rights of the Psychiatric mentally ill client.
7. Identify and discuss defense mechanisms.
8. Discuss a continuum for mental health illness.
9. Identify conditions that precede admission to an inpatient mental health treatment setting.
10. Identify mental health resources available in the community for the client and family.
11. Define the difference between delusions, hallucination, and illusions.
12. Identify the importance of therapeutic communication in the management of mental health disorders.
 - a. Discuss verbal and nonverbal communications
 - b. Identify techniques that enhance communication
 - c. Identify techniques that hinder communication
13. Contrast and compare the purpose, focus, communication style, and goals for a social, intimate, and a therapeutic relationship.
14. Discuss the therapeutic milieu.
15. Define crisis interventions.
16. Identify classifications, uses, actions, side effects, toxicity levels, and nursing considerations for selected psychoactive medications.
 - a. Antidepressants/ serotonin replacement
 - b. Anti-manic/ Mood stabilizers
 - c. Anti-Parkinson's
 - d. Antianxiety and hypnotics
 - e. Stimulants as Mood Elevators
 - f. Anticonvulsants
 - g. Antipsychotics
 - h. Monoamine Oxidase (MAO) inhibitors
17. Define somatic psychotherapy and its benefits.
18. List six (6) complementary and alternative medicines used in mental health.
19. Discuss psychosomatic and dissociative disorders.

- a. Theories of somatoform disorders
 - i. Body dysmorphic disorder
 - ii. Somatization disorder
 - iii. Conversion disorder
 - iv. Pain disorder
 - v. Hypochondriasis
 - b. Theories of dissociative disorders
 - i. Dissociative identity disorder
 - ii. Depersonalization disorder
- 20. Discuss mood disorders.**
- a. Depressive disorders
 - i. Major depressive disorder
 - ii. Dysthymic disorder
 - b. Bipolar Disorder
 - c. Premenstrual dysphoric disorder
 - d. Postpartum depression
- 21. Discuss anxiety disorders.**
- a. Panic disorder
 - b. Phobias
 - c. Generalized anxiety disorder
 - d. Obsessive-compulsive disorder (OCD)
 - e. Posttraumatic stress disorder (PTSD)
 - f. Acute Stress Disorder
 - g. Atypical anxiety disorder
- 22. Discuss eating disorders.**
- a. Anorexia nervosa
 - b. Bulimia nervosa
 - c. Obesity
- 23. Discuss personality development and personality disorders.**
- a. Borderline personality disorder
 - b. Antisocial personality disorder
 - c. Narcissistic personality disorder
- 24. Discuss substance related disorders.**
- a. Define chemical dependency/substance abuse
 - b. Describe signs that may indicate substance abuse or chemical dependency
 - c. Discuss the impact substance abuse has on the client, the family, and society
 - d. Discuss how to care for the substance abuse client within the healthcare facility
 - e. Discuss commonly abused substances and causes of substance abuse
 - f. Define and discuss co-dependency and enabling
 - g. Discuss detoxification and rehabilitation.
- 25. Discuss sexual disorders.**
- a. Gender identity disorder

26. Discuss cognitive and thought disorders.
 - a. Dementia
 - b. Alzheimer's
 - c. Delirium
 - d. Delusional and shared psychotic disorders
 - e. Schizophrenia
 - i. Paranoid type
 - ii. Catatonic type
 - iii. Undifferentiated
 - f. Developmentally disabilities
 - i. Describe the levels of developmental disability
 - ii. Identify and discuss common diseases and disorders contributory to developmental disability
27. Discuss nursing care of the suicidal client.
28. Identify nursing care adjustments for the clients with dual-diagnosis.
29. Discuss nursing care of clients experiencing sexual, physical, and emotional abuse.
30. Discuss how nursing care is affected when caring for clients coping with chronic/terminal illnesses, homeless clients, aging clients, or incarcerated clients.

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of the mental health nursing clinical rotation, the student under the supervision of the clinical instructor will be able to accomplish the following objectives. The student must receive a satisfactory clinical rotation evaluation for progression. An unsatisfactory clinical rotation evaluation will result in the student not being able to progress regardless of the academic average.

1. Identify characteristics of bipolar behavior.
2. Identify characteristics of psychotic behavior.
3. Distinguish between hallucinations and delusions.
4. Observe/identify the therapeutic techniques used in the nursing care of psychiatric patients.
5. Observe/identify nursing management of the patient with dementia.
6. Identify precautions used with the suicidal patient.
7. Identify resources available for the patient with a chemical dependency.
8. Identify the current trend of care of the psychiatric clients.
9. Identify mental health community resources available to the client and family.
10. Observe HIPPA guidelines in the care of the psychiatric client.
11. Utilize observational, assessment and communication skills.
12. Assist with crisis intervention as indicated.
13. Observe appropriate safety measures related to the therapeutic milieu in daily nursing care.
14. Identify mental health community resources available to the client and family.
15. Maintain a professional attitude and appropriate interventions at all times.
16. Be familiar with DMI/DSM.
17. Participate in group activities as permitted.

TITLE OF COURSE: Pediatric Nursing

COURSE DESCRIPTION:

This course introduces the student to the care of the well child, the child with special needs, and the child with acute and chronic healthcare needs. A strong emphasis on maintaining the dignity of the child and promoting healthy growth and development, even during

illness, will be manifested. Students will also examine the role of the family and the importance of it to the care of the child. This course will provide the student an opportunity to identify the pediatric patient as being intrinsically a member of a family unit. In the pediatric nursing course, the principles and concepts of nursing care are adapted to the care of the child. The growth and development of the child is studied along with specific diseases and disorders affecting each age group from the neonate to the adolescent.

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Describe the various developmental stages and their supportive theories.
 - a. Erickson
 - b. Freud
 - c. Piaget
2. Discuss the basic principles of growth and development, in relation to both physical and psychosocial changes, across the span of childhood.
3. Demonstrate an understanding of basic principles of progression in regards to motor skills, language development, and sensory development.
4. Identify basic concepts of health promotion in the areas of nutrition and safety.
5. Identify recommended immunization schedules and techniques for administration based upon age.
6. Identify safety principles in administration of medications to pediatric patients.
7. Discuss how nursing care must be altered for the hospitalized child in relation to age and developmental stage.
 - a. Possible reactions
 - i. Anxiety & Fear
 - ii. Separation Anxiety
 1. Protest
 2. Despair
 3. Detachment
 - iii. Loss of Control
 - iv. Regression
 - b. Factors affecting child's response to hospitalization
 - i. Developmental Levels
 1. Infants
 2. Toddlers
 3. Preschoolers
 4. School-age
 5. Adolescents
 - ii. Previous experiences
 - iii. Reactions of parents/ siblings
 - c. Nurse's Role
 - i. Maximize family functioning
 - ii. Promote self (family) care
 - iii. Admission status
 1. General

2. Emergent
3. Pediatric intensive care unit (ICU)
4. Outpatient/special procedures
5. Rehabilitation
- iv. Consents
 1. Informed
 - a. Parental
 - b. Guardianships
 2. Exceptions to parental consent
 - a. Mature minor
 - b. Emancipated minor
 3. Assent (of the child)
- v. Confidential & Legal -Ethical Issues
 1. HIPAA
 2. Mandatory reporting
 - a. Abuse & Neglect
 - b. Criminal acts
 - c. Injuries by weapons
 - d. Threats to self
 - e. Certain infectious diseases and sexual trauma
- vi. Maintaining Safety During Hospitalization
 1. Atraumatic Care
 2. Use of Restraints
 - a. soft limb
 - b. Elbow
 - c. Mummy
 - d. Jacket (vest)
 3. Transporting
- vii. Basic Care
 1. General hygiene
 2. Nutritional care
 3. Play therapy
- viii. Preparing child & family for discharge
 1. Follow-up appointments/ Referrals
 2. Diet
 3. Activity &/or return to school
 4. Medications
 5. Additional treatments
- 8. Identify basic principles and techniques for physical assessment for pediatric patients.**
 - a. Admission Data
 - i. Labs
 - ii. Vital Signs
 - iii. Height/Weight
 - iv. Intravenous Access
 - v. Nutritional Assessment-age appropriate
 - vi. Allergies
 - vii. Activity Level

- viii. Family Involvement
- ix. Elimination
 - 1. Diapering/voiding
- x. Special needs (wheelchair, crib, etc.)
- xi. Focused Assessment
 - 1. Reason for hospitalization/chief complaint
- 9.** Recognizes the holistic concept of care of critically ill, dying children, and the family.
- 10.** Define Munchausen's syndrome by proxy.
- 11.** Identify common diseases and/or disorders of childhood in relation to body systems and describes etiology, signs/symptoms, treatment, and nursing interventions unique to the pediatric patient.
 - a. Conditions related to inadequate nutrition
 - i. Iron Deficiency Anemia
 - ii. Protein malnutrition (Kwashiorkor)
 - iii. Rickets
 - iv. Scurvy
 - v. Pellagra
 - vi. Failure to Thrive
 - b. Neurological Disorders
 - i. Meningitis
 - ii. Seizures
 - 1. Epilepsy
 - 2. Febrile seizures
 - iii. Cerebral Palsy
 - iv. Head Injuries
 - v. Reye's Syndrome
 - vi. Encephalitis
 - vii. Hydrocephalus
 - c. Sensory Disorder
 - i. Blindness
 - ii. Deafness
 - iii. Eye Disorders
 - 1. Myopia
 - 2. Hyperopia
 - 3. Astigmatism
 - 4. Strabismus
 - 5. Amblyopia
 - 6. Conjunctivitis
 - 7. Retinoblastoma
 - 8. Stye
 - iv. Ear Disorders
 - 1. Otitis Externa
 - 2. Otitis Media
 - 3. Barotrauma
 - d. Respiratory Disorders
 - i. Nasopharyngitis, Coryza, Cold and Rhinitis
 - ii. Tonsillitis/adenoiditis

- iii. Croup
 1. Congenital laryngeal stridor
 2. Spasmodic laryngitis
 3. Laryngotracheobronchitis
- iv. Pneumonias
- v. Bronchitis/ Bronchiolitis
- vi. Epiglottitis
- vii. Asthma
- viii. Streptococcal infection
- ix. Cystic Fibrosis
- e. Cardiovascular Disorders
 - i. Congenital Heart Defects
 1. Atrial Septal Defect
 2. Ventricular Septal Defect
 3. Patent Ductus Arteriosus (PDA)
 4. Coarctation of the Aorta
 5. Tetralogy of Fallot
 6. Hypoplastic Left Heart Syndrome
 7. Transposition of the Great Vessels
 - ii. Acquired Heart Diseases
 1. Congestive Heart Failure
 2. Rheumatic Fever/ Carditis
 3. Hypertension/Hyperlipidema
 4. Kawasaki Disease
- f. Endocrine Disorders
 - i. Tay-Sachs Disease
 - ii. Hypothyroidism/ Hyperthyroidism
 - iii. Diabetes Insipidus
 - iv. Diabetes Mellitus
 1. Type 1
 2. Type 2
- g. Gastrointestinal Disorders
 - i. Infecitous/Epidemic Diarrhea
 - ii. Constipation
 - iii. Colic
 - iv. Vomiting & Regurgitation
 - v. Intussusception
 - vi. Esophageal Atresia (Tracheoesophageal Fistula)
 - vii. Imperforate Anus
 - viii. Pyloric Stenosis
 - ix. Congenital Aganglionic Megacolon or Hirschsprung's Disease
 - x. Types of Hernias
 - xi. Celiac Disease
 - xii. Helminths
 1. Enterobiasis (Pinworms)
 2. Ascariasis (Roundworms)
 - xiii. Appendicitis
- h. Urinary/ Renal Disorders

- i. Phimosis/ Hypospadias/ Epispadias
 - ii. Exstrophy of the bladder
 - iii. Obstructive uropathy
 - iv. Nephrotic Syndrome
 - v. Glomerulonephritis
 - vi. Urinary tract infections
 - vii. Wilm's Tumor
- i. Reproductive Disorders
 - i. Orchipexy
 - ii. Hydrocele
 - iii. Cryptorchidism
 - iv. Testicular torsion
 - v. Dysmenorrhea
 - vi. Sexually Transmitted Infections (STIs)
 - vii. Adolescent Pregnancy
- j. Musculoskeletal Disorders
 - i. Fractures
 - ii. Soft Tissue Injuries
 - iii. Duchene Muscular Dystrophy
 - iv. Legg-Calve-Perthes Disease
 - v. Juvenile Idiopathic Arthritis (Juvenile Rheumatoid Arthritis)
 - vi. Ewing's Sarcoma
 - vii. Spinal Defects/Deformities
 - 1. Scoliosis
 - 2. Lordosis
 - 3. Kyphosis
 - viii. Osteomyelitis
- k. Integumentary Disorders
 - i. Infantile Eczema (Atopic Dermatitis)
 - ii. Congenital Lestions
 - 1. Strawberry Nevus
 - 2. Port-wine Nevus
 - iii. Miliaria
 - iv. Dermatitis/ Intertrigo
 - v. Lice
 - 1. Pediculosis capitis
 - 2. Pediculosis corporis
 - 3. Pediculosis pubis
 - vi. Scabies
 - vii. Ringworm
 - 1. Tinea pedis
 - 2. Tinea corporis
 - 3. Tinea cruris
 - 4. Tinea capitis
 - viii. Acne Vulgaris
 - ix. Lyme Disease
- l. Hematologic/Lymphatic Disorders
 - i. Sickle Cell Disease

- ii. Thalassemias
 - iii. Idiopathic Thrombocytopenia Purpura (ITP)
 - iv. Leukemia
 - v. Hemophilia
 - vi. Lymphadenopathy
 - vii. Hodgkin's Disease
 - viii. Infectious Mononucleosis
 - ix. Rocky Mountain Spotted Fever
- 12.** Identify common communicable diseases of childhood and describes etiology, signs/symptoms, treatment, and nursing interventions.
- i. Rubella
 - ii. Rubeola
 - iii. Roseola
 - iv. Parotitis
 - v. Varicella
 - vi. Variola
 - vii. Pertussis
 - viii. Diphtheria
 - ix. Poliomyelitis
 - x. Hepatitis A, B, C
 - xi. Rotavirus
 - xii. Fifth disease (erythema infectiosum)
 - xiii. Haemophilus influenza
 - xiv. Respiratory Syncytial Virus (RSV)
 - xv. Pneumococcal infections
 - xvi. Staphylococcal infections
 - xvii. Meningococcal infections
 - xviii. Sepsis
 - xix. Impetigo
- 13.** Identify common mental health issues related to childhood and describes etiology, signs/symptoms, treatment, and nursing interventions.
- i. Eating Disorders
 - 1. Obesity
 - 2. Anorexia Nervosa
 - 3. Bulimia Nervosa
 - ii. Substance Abuse
 - iii. Suicide
 - iv. Down's Syndrome
 - v. Autism/ Asperger Syndrome
 - vi. Obsessive-Compulsive Disorder (OCD)
 - vii. Attention-Deficit Hyperactivity Disorder (ADHD)
 - viii. Oppositional Defiant Disorder (ODD)
- 14.** Identify common pediatric emergencies and describes signs/symptoms, treatment, and nursing interventions.
- a. Sudden Infant Death Syndrome (SIDS)
 - b. Accidents
 - c. Drowning/ Near Drowning
 - d. Poisoning

- i. Plants
 - ii. Drugs
 - 1. Acetaminophen
 - 2. Salicylate
 - 3. Other
 - iii. Lead
 - iv. Carbon Monoxide
 - e. Foreign Body Ingestion
 - f. Burns
 - g. Smoke Inhalation Injury
 - h. Frostbite/Chilblain
 - i. Disaster/Bioterrorism
- 15. Identify professional responsibilities of the Practical Nurse related to pediatric patients, including but not limited to:**
- a. Legal/Ethical issues
 - b. Child abuse/neglect
 - c. Guardianship
 - d. Community resources

CLINICAL/LAB/SIMULATION COMPETENCIES:

Upon completion of the nursing of children clinical rotation, the student under the supervision of the clinical instructor will be able to accomplish the following objectives. The student must receive a satisfactory clinical rotation evaluation for progression. An unsatisfactory clinical rotation evaluation will result in the student not being able to progress regardless of the academic average.

1. Safely and effectively apply scientific principles of nursing to the care of the pediatric patient.
2. Obtain and record vital signs following facility protocol according to the patient's growth and development.
3. Observe safety measures appropriate for growth and development.
4. Assist in assessment of nutritional status and dietary needs specific to the developmental stage.
5. Demonstrate the ability to perform treatments/procedures specific to pediatric patients, including but not limited to:
 - a. Specimen collection
 - b. Height/weight and plot on growth chart
 - c. Administration of medications
 - d. Intake and Output
 - e. Feedings
 - f. Play Therapy
6. Utilize drug information sources to identify correct pediatric dosage, dosage forms, expected local and systemic actions of drugs, and drug side effects.
7. Incorporate developmental and age appropriate play therapy into daily care regimen.
8. Observe and document child/parent interactions.

9. Adapt patient teaching to meet the developmental stage and needs of the child and caregivers.

TITLE OF COURSE: Advanced Vocational Relations (AVR)

COURSE DESCRIPTION:

This course focuses on the leadership aspect of the Practical Nurse's role. This includes the characteristics necessary for a successful transition from the student role to Licensed

Practical Nurse including employability skills, principles of work ethics, and professional responsibilities.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Identify the proper definition of leadership and management and concepts of each.
2. Identify and be able to discuss the different common leadership styles.
3. Identify major leadership functions within the health care team which includes but not limited to:
 - a. Staff nurse
 - b. Charge nurse
 - c. Medication nurse
 - d. Treatment nurse
 - e. Supervisor
4. Identify necessary components to provide safe and effective nursing care including:
 - a. Time management
 - b. Prioritization
 - c. Delegation
 - d. Client care assignments
 - e. Continuity of care
 - f. Performance improvement
 - g. Continuing education
 - h. Information security
5. Identifies through evaluation an understanding of the scope of practice as outlined in the Rules and Regulations of the Tennessee Board of Nursing (<http://share.tn.gov/sos/rules/1000/1000.htm>).
6. Identifies through evaluation an understanding of the Code of Ethics for practical nurses.
7. Identifies and demonstrates the skills of critical thinking, clinical reasoning, and clinical judgement.
8. Identifies other professional responsibilities in regard to client needs and proper management of care:
 - a. Client rights

Section III- Advanced Vocational Relations

- b. Legal issues
- c. Advocacy
- d. Informed consent
- e. Licensure: multi-state compact
- f. Malpractice
- g. Advanced directives
- h. Confidentiality
- i. Abuse
 - i. Mandatory reporting
 - ii. Patient abuse/neglect
 - iii. Physical/verbal abuse: Abuse Registry
- j. Current issues and trends in nursing

9. Identifies components necessary to be an effective team leader:
 - a. Effective communication
 - b. Conflict resolution
 - c. Accountability
 - d. Team building/collaboration
10. Discuss chemical dependency among nursing professionals
11. Recognize behaviors displayed by impaired nursing professionals.
12. Identify and discuss resources available to impaired nursing professionals.
13. Discuss Practical Nurse's responsibility in reporting an impaired nursing professional.
14. Discuss peer assistance programs and is knowledgeable of the Tennessee Peer Assistance Program (TN PAP).
15. Discuss impact of guilt by association on licensure.
16. Identify, practice, and complete basic skills necessary for employability.
 - a. Interviewing
 - b. Resumes
 - c. Resignations
 - d. Employees rights and responsibilities
 - e. Evaluation process of employee

Evaluation Criteria

Theory

Students will receive a theory grade at the end of each unit and the end of the term.

Students must maintain a "C" average in all course work which is an 80 or above. **Grades will not be rounded up.**

A= 94-100 B=87-93 C=80-86 Below 80 is Unsatisfactory

A student who receives an unsatisfactory academic grade at the end of the unit or term will be dismissed due to failure to progress.

A. Absences on test day are discouraged. If a test has to be missed a make- up test will be given. It will not be the same test taken on the scheduled test day. **Be prepared to take the test the first day you return.** If the return to school date is on a clinical day the instructor may choose to give the test during clinical, give the next class day, or you may go to the school to make the test up proctored by the program director. The instructor will tell you when the make-up test is to be taken. The makeup test will be a varied format as preferred by instructor. **The same test the class received will not be given. NO EARLY examinations will be given for any tests.** All tests are taken with the class or taken on the set make up day.

**5 points will be deducted for the first make-up test given
10 pts for the second make-up test given
15 pts for the third make-up test given.**

After the third make up test a meeting will be held with the program director and you will be placed on academic probation. If a fourth make-up test is required you must meet with the program director and school director prior to making up the test and no more than an 80 can be received.

B. All written assignments are to be turned in on due date.

C. At the completion of a course all test grades are averaged. This will count as 70% of your final grade for the course when a HESI exam is involved. The HESI exam will count as 30% of you final grade for the course. If there is no HESI for the course all the tests grades will be averaged to get your final grade for the course. A Syllabus will be given to you for each class per you instructor. If you receive an unsatisfactory grade in the course, but are able to make an 850 or above on the HESI an 80 will be awarded as the course average.

D. At the end of each test, the grade will be given to the student so course progress can be determined. **The student is responsible for keeping up with their grades.** Each course receives a final grade after completion of that course. This grade is recorded in the transcript. If the grade is unsatisfactory for the course, the student will not continue to the next trimester for failure to progress. **There is no retaking of any test.**

E. The instructor will provide a list of procedures that must be completed. Each student must perform these procedures at a satisfactory level in a lab setting before performing any procedure on a patient.

F. An Exit HESI will also be given at the end of the year. An acceptable score of 850 or **above** must be made on this test before transcripts will be sent into the Board of Nursing. If an 850 is not achieved the student will have an additional attempt to score **an acceptable**

score. Remediation is required before the 2nd attempt is made. If an 850 or above is not achieved, additional remediation is required as decided by the Director and teacher at the students expense. Each student will be required to sign a Student Acknowledgement of HESI Progression Policy prior to taking the initial HESI Exit Exam. A copy can be found in the Appendix.

Clinical

As mandated by the Board of Nursing, students must complete all required clinical hours for Geriatric, Psychiatric, Maternity, Pediatric, and Medical Surgical Courses. A total of **430 hours are required to be able to meet the requirements to be eligible for state boards.** There are 441 clinical hours built into our curriculum, therefore **no more than 11 clinical hours can be missed during the entire year.** We strongly urge you not to miss clinical. **If more than 11 hours are missed or if you are lacking in a specialty area, you will be required to make up the hours.**

A clinical grade will be given every trimester. **The clinical grade will be based on the performance of procedures and documentation.** This grade will appear on the student transcript. Please refer to the Clinical Handbook for grading.

Those receiving a failing grade for a skill will be written up. After 3 write ups for clinical failure the student will be put on clinical probation. Any failures after that are grounds for failure of clinical. The student who fails a skill must perfect the skill prior to reattempt in a clinical setting. Remediation should be performed the same day, with the same instructor awarding the failing grade.

As of October 2014, all students going to clinical at Henry County Medical Center and Baptist Carroll County and any affiliates are required to receive an annual mandatory flu shot. Religious exemptions are no longer accepted. If a student is unable to attend clinical it will result in a failure of the course.

10. COUNSELING

Each faculty member is available for advisement and assistance, by appointment, during office hours. Instructors are available M-F until 3:30. The program director is available until 4:00. **Students who are having difficulty with any subject in the nursing curriculum should make a counseling appointment, as soon as possible, to meet with the faculty member teaching that subject.** Hopefully, this will allow sufficient time for a successful remediation or suggestions from the faculty member on ways to improve student test scores and better understanding of the subject matter. **It is the sincere desire of each member of the nursing faculty for every student to be successful in the nursing program.** Please come to us prior to receiving a probation form. A sample of the counseling/probation form can be found in appendix

The school counselor will provide individual counseling services to students who are experiencing personal, academic, behavioral, or financial problems. The counselor will

either assist the student with his/her problems or refer the student to agencies to develop a solution to his/her problems.

11. WORKER CHARACTERISTIC GRADES

Worker Characteristic Grades are calculated each term. Points will be added or lost according to behaviors. Worker Characteristic Grades will be determined by all instructors having had experience with the student in that trimester. The Worker Characteristic grade will appear on the student's transcript in the Clinical column. **Absences, tardies, completing assignments, and disruptive behavior all show a lack of cooperation, poor work habits, and the lack of initiative. These actions will have a negative impact on your worker characteristic grade.** The instructor may document incidents that warranted lost points or added points on the back of sheet. This may be brief and is to remind you of the incident. If the incident is of a serious nature it will be written up on a counseling/probation sheet. A sample of the worker characteristics can be found on page 32 of the Appendix.

12. EXPENSES

Total expenses are approximately \$6500-A breakdown per trimester can be found in the Director of Nursing office.

13. FINANCIAL ASSISTANCE

The school is approved for various programs of financial assistance. Information and applications for aid/grants are available in the counselor's office. Tuition is set by the Tennessee Board of Regents and is subject to change.

15. HEALTH REQUIREMENTS

Emergency Health Care Policy

First aid and supportive treatment will be provided in the event of an accidental injury or sudden illness as available resources allow. Each student is responsible for his/her medical expenses for services rendered. It is required by the school's clinical affiliations that all students maintain their own accident insurance.

General Rules

- A. All illnesses should be reported to the instructor in the clinical area.
- B. If a student is absent for a serious illness, he/she must present a written statement from his/her physician before returning to class or clinical.
- C. When accepted into the program, a licensed physician or likewise qualified person must perform a physical exam.

16. LIBRARY

An assortment of nursing/reference books is maintained in the nursing office for use by the students. Laptops are also available for research purposes and must be checked out with the primary instructor.

17. ATTENDANCE POLICY

A maximum of 42 hours per trimester for sickness or emergencies is allowed. If the student is over 42 hours the individual is subject to dismissal from the program. In the evening/weekend class the maximum number of absences is 9.75% of the possible hours for that trimester. The first 4 trimesters are 260 hours and the 5th trimester is 256 hours.

Use the 42 hours for major sickness or emergencies. It is recommended to miss zero hours per trimester unless absolutely necessary.

Statistics show that absences usually lower your grade and your chances of success.

Excessive absences will be reflected in the worker characteristic grade. Documentation for absences due to illness or emergencies will be required if more than 42 hours per trimester is missed. If a doctor appointment was made it is beneficial to obtain a statement. It is your responsibility to keep up with your own documentation. **Bringing in documentation DOES NOT remove missed hours from your transcript.**

All students must sign in and out when joining or leaving class and must document a reason for all missed time. Failure to sign in or out may result in being counted a full day's absence.

Adhering to the attendance policy is also for financial aid reasons. Non-compliance by the student may result in a decrease of financial aid. **If you are going to be absent or tardy you MUST notify the instructor.** If it is a clinical day, notify the clinical instructor. If they are unable to reach, notify the primary instructor and leave a voice message on the program director's phone (731)644-7365 ext. 153. Failure to notify will result in an unexcused absence regardless of documentation. Grades cannot be made up for unexcused absences. Failure to notify will also be reflected upon in your worker characteristic grade. You would not miss work without notification. The same is expected at school.

18. GRADUATION

Graduation shall depend upon satisfactory completion of **total requirements** of the program. Students shall complete all subjects with at least an 80 average in each subject area and shall successfully complete clinical requirements to be eligible for graduation.

An acceptable HESI score must be met before the student will be allowed to proceed with the procedures required to sit for the State Board Examination for licensure.

19. MISCELLANEOUS POLICIES

A. Follow - Up

Please notify the nursing staff when you pass or fail NCLEX. An effort is made to keep in touch with the graduate after he or she enters employment to determine his or her success and to make the training more relevant to future students. All graduates are requested to keep the school informed as to their employment and any change therein within the first three months of graduation.

C. Awards

Diplomas are awarded after meeting all course requirements satisfactorily. Special awards will be presented at graduation. Refer to the Honor Graduate Award Program in the Appendix.

D. Advisory Committee

A General Advisory Committee composed of interested business and community leaders plays an important role in the Tennessee College of Applied Technology by providing information and recommendations which may assist the administrative staff in making decisions favorable to the effective operation of the school.

E. Automobiles and Parking

Do not park in the staff and visitor parking at the front of the school. Student parking is located on the left side of the building and behind the building. There is sufficient parking for ALL students. **Parking in reserved and visitor parking is NOT allowed.** Doing so will result in a ticket and a meeting with Mr. Huffman. Please drive slowly and cautiously on campus. Student parking during clinical is designated and will be announced regarding each specific clinical site. Each clinical facility's parking requirements are to be followed. The first offense for noncompliance will be moving your vehicle and a tardy and a penalty for the day. The second offense will be counted as absent hours and a penalty until reporting to the program director. The third offense will result in a penalty and a meeting with the program director and school director. The student will be counted absent until it is approved by the school director to return. The clinical facility may have monetary punishments/towing fees associated with parking violations. These fees are between you and the clinical facility and are not associated with the school in any way.

F. Telephone

The office telephones are for official school business. Students may use the office telephones only for local calls in case of an emergency. Students will not be called from class or the clinical area for telephone calls and should instruct their families not to call except in cases of emergency.

Because they create distractions and disrupt regular work routines, the use of personally owned communication devices such as cellular phones is prohibited during classroom hours and in clinical areas. **Students are to make calls or text during breaks and meal periods.** Students are expected to make friends and family members aware of this policy. Cell

phones cause disruption, but if necessary cell phones should be kept on vibrate and calls are to be taken outside of the classroom. Time outside of class is counted as absent time.

G. Hallway

The hallway is not a student lounge. Please go outside or to the vending area during breaks or after completing tests. Leaving the classroom after test completion is to the discretion of the instructor. Approval must be obtained before leaving.

20. CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

A preclinical criminal background check and negative ten panel drug screen is required prior to starting the Practical Nursing program. These are required by all Clinical sites. The student is responsible for costs associated with these screenings and must pay the vendor directly. A student may not be placed at a clinical site if all clinical site requirements are not met (including criminal background check and drug screen). The student's completion of the Practical Nursing Program is dependent upon successful completion of all clinical rotations. TCAT-Paris cannot guarantee a student a spot at any specific clinical facility.

TCAT-Paris may conduct drug screens on current students if there is reasonable suspicion the student may be under the influence of illegal drugs or alcohol at the time the student is present. Reasonable suspicion will be reported to the TCAT President or designee who will consider a random drug screen based on evaluation of the student's speech, coordination, performance, alertness, and demeanor. Other observations would include the student's eyes, clothing, odor, and unexplained absences or tardiness. The drug screen will be at the expense of the student. If the student refuses to submit to testing or has a positive drug screen, the student disciplinary process may be initiated. Academically, the student would not be meeting the requirements of the clinical facility therefore the student could not successfully complete all clinical rotations.

Each student will be responsible for paying costs associated with Criminal Background Checks and Drug Screens associated with clinical rotations. Students will pay vendors directly. Each student will obtain needed information to complete the background check and drug screen at orientation. Each student will sign a consent to Drug/Alcohol Testing on the day of orientation as well.

NOTE: Persons that have been convicted of a crime, anything more minor than a minor traffic violation, may not be granted a license to practice by the Tennessee Board of Nursing. Persons convicted of certain crimes within the last 5 years will not be granted a license. Persons on probation will not receive a license while on probation. If this could apply to you, please talk with the Program Director immediately.

21. NURSING RULE 1000-1.13 AND 1000-2-.13

Effective June 1, 2006, applicants for initial licensure in Tennessee (not renewal or reinstatement) must obtain a criminal background check. This background check will be submitted to the Board's administrative office directly from the vendor identified in the Board's licensure application materials.

The Board of Nursing is concerned about the number of individuals with criminal conviction histories who apply for licensure as a Practical Nurse or registered nurses. The Board's concern stems from the fact that nurse's care for clients and families in a variety of settings where there may be no direct supervision. Individuals to whom care is given are often vulnerable, both physically and emotionally. The nurse has access to personal information about the patient and /or his/her family, has access to the client's property and provides intimate care to the client.

The Board of Nursing believes that persons who receive nursing care in Tennessee should be able to have confidence that an individual licensed by the Board does not have a history of mistreatment, neglect, violence, cheating, defrauding the public, or otherwise taking advantage of another person. The Board will deny an application for initial licensure, temporary permit, or renewal Revised September 2011 Page 23 following the provisions of the Administrative Procedures Act to persons who have been convicted as an adult or adjudicated as a juvenile of the following crimes within ten years preceding said application or renewal:

- A) Aggravated assault, as in T.C.A 39-13-102;
- B) First Degree Murder, as in T.C.A. 39-13-202;
- C) Second Degree Murder, as in T.C.A. 39-13-207;
- D) Voluntary Manslaughter, as in T.C.A. 39-13-211;
- E) False Imprisonment, as in T.C.A 39-13-302;
- F) Kidnapping, as in T.C.A 39-13-303;
- G) Aggravated Kidnapping, as in T.C.A 39-13-304;
- H) Especially Aggravated Kidnapping, as in T.C.A. 39-13-305;
- I) Robbery, as in T.C.A 39-13-401;
- J) Aggravated Robbery, as in T.C.A. 39-13-403;
- K) Especially aggravated Robbery, as in T.C.A. 39-13-403;
- L) Aggravated Rape, as in T.C.A. 39-13-502;
- M) Rape, as in T.C.A. 39-13-503
- N) Aggravated Sexual Battery, as in T.C.A. 39-13-504
- O) Sexual Battery, as in T.C.A. 39-13-505;
- P) Statutory Rape, as in T.C.A. 39-15-506;
- Q) Theft of property, as in T.C.A. 39-14-103 or of services, as in T.C.A. 39-14-104;
- R) Forgery, as in T.C.A. 39-14-114;
- S) Falsifying of Educational and Academic Records, as in T.C.A. 39-14-136;
- T) Arson, as in T.C.A. 39-14-301;
- U) Aggravated Arson, as in 39-14-302;
- V) Burglary, as in T.C.A. 39-14-402;
- W) Aggravated Burglary, as in 39-14-404;
- X) Incest, as in T.C.A. 39-15-302;
- Y) Aggravated Child Abuse, as in T.C.A. 39-15-402;

- Z) Sexual Exploitation of a Minor, as in T.C.A. 39-17-1003;
- AA) Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-1004;
- BB) Especially Aggravated Sexual Exploitation of a minor, as in T.C.A. 39-17-1005;
- CC) Assisted Suicide, as in T.C.A. 39-13-216;
- DD) Rape of a Child, as in T.C.A. 39-13-522;

1000-1-13(3) Any individual who applies for initial licensure, temporary permit, or licensure renewal and supplies false or incomplete information to the Board on an application for licensure regarding the individual's criminal conviction record will be denied said initial licensure, temporary permit, or renewal. 100-1-13(4) The Board considers any criminal conviction, whether or not listed in Rule 1000-1013(2) above, to be a violation of T.C.A. 63-7-115 Revised September 2011 Page 24

22. QUALIFICATION FOR PRACTICAL NURSES

Tennessee Code Annotated Section 63-7-109.

An application for a license to practice as a licensed practical nurse shall submit to the board evidence in such form as the board may prescribe that the applicant:

- 1.** Is in good physical and mental health;
- 2.** Has completed the twelfth grade or its equivalent or has successfully passed the test for and has received a general equivalency diploma and such other preliminary qualifications and requirements as the board may describe; and,
- 3.** Has successfully completed a course of study in an approved school for practical nurses, as defined by the board, and the applicant holds a certificate there from, or the approved school has certified to the board that the applicant has met all requirements for a certificate.

23. STUDENT AGREEMENT

All students must read and sign the Student Statement of Agreement. A copy is found in the Appendix.

COUNSELING/PROBATION FORM

Problem:
Grade

Student:
Date of Conference:

- A. Using correct terminology and utilizing therapeutic communication
- B. Writing is legible, timely, pertinent, and organized
- C. Reporting to staff before leaving the floor
- 3. Adaptive to change and new ideas by:
 - A. Welcoming suggestions for improvement in weak areas of practice
 - B. Utilizing constructive criticism as evidence by change in behavior

Clinical performance:

- Attendance** 1. Follows Instructions as evidence by:
Code of ethics (conduct, dress, dismissal, & standards) Being punctual and present in assigned clinical area

- Description of Problems Leading to Conference**
- B. Notifying instructor of absence or tardiness prior to clinical
 - C. Maintaining confidentiality and HIPPA regulations
 - D. Maintaining confidentiality and HIPPA regulations
 - E. Adhering to the scheduled lunch and break times
 - F. Completing all patient care prior to written assignments
 - 2. Works consistently on assignments as evidence by:
 - A. Providing patient care in a timely manner
 - B. Submitting written assignments in a timely manner

- Recommendation of Instructor** Wise use of time and stays on task as evidence by:
- A. Gathering pertinent data from the EMR
 - B. Organizing care effectively and setting priorities
 - C. Being ready for and participating in post conference
 - 4. Gives attention to detail and accuracy as evidence by
 - A. Implementing safety/infection control as determined by patient condition

- Remedial measure and specific amount of time for remedial measure to be taken by student before re-evaluation.**
- C. Administering all medications with proper techniques and responsibility
 - D. Providing patient privacy during procedures and treatment
 - E. Performing all nursing procedures according to skill manual/facility policy
 - A. Properly caring for patients possessions and surroundings

Initiative:

- 1. Is a self starter as evidence by:

- Statement by Student (If no comment, must write "no comment" & sign)**
- A. Visits patient immediately upon receiving assignment
 - B. Introducing self to patient and determining needs and condition
 - C. Actively seeking learning experiences
 - D. Demonstrating a willingness to help
 - 2. Displays a desire to learn as evidence by:

I have read the description of the problem and understand the learning potential being placed on probation. I further understand and will be evaluated in _____ weeks and progress in the above area must be evident at that time.

- A. Completing assignments based on learning potential
- B. Demonstrating knowledge of medication including proper use, indications, effects, and teaching
- C. Demonstrating skill of interpretations and correlation of lab values
- 3. Accepts responsibility as evidence by

- Signature of Student** _____ **Date** _____
- A. Functioning within the limitations of the students role
 - B. Reporting all pertinent data related to patient condition to nurse/instructor

Signature of Instructor _____ **Date** _____

TENNESSEE TECHNOLOGY CENTER AT PARIS
 HONOR GRADUATE PROGRAM

The following criteria will be used for selection of TCAT honor graduates as set by the team on Honor Standards.

Two levels of awards are available to students upon graduation:

Silver- An honor signifying the student as one of the top students across the school This honor recognizes them for top grades, attendance, and work ethics,

Gold- The highest honor that can be achieved by a TCAT Graduate,

Normal Eligibility

	Silver		Gold	
	<i>Average of Skill and Theory Grades * *</i>	<i>Attendance %</i>	<i>Average of Skill and Theory Grades * *</i>	<i>Attendance %</i>
<i>All Programs</i>	93-96	95%	97-100	95%

** Skill and Theory Average and attendance should be from the time the student became enrolled until the day the recommendation is given by the instructor.

Other guidelines

1. The Worker Characteristics grade eligibility will remain flexible and eligibility will be determined based on each instructor's individual guidelines.
2. A completed recommendation form from each program instructor must be filled out for a student to be eligible. All recommendation forms will be reviewed by the Honor Graduate Review Committee.
3. A student's record must show no disciplinary warnings or action nor excessive absenteeism.
4. Student's grade average must NOT include credit for a course block that has been re-taken or in which make-up work has been given to bring up the student's grade.
5. Student who have had a break in their training are eligible for Honor Graduate status if they left in good academic and attendance related standing.

Special Circumstances

Circumstances may arise in which a good, student falls below the guidelines for eligibility. In such cases, the Honor Graduate Review Committee will consider recommendations of the program instructors).

Example: A student may have a good attitude in class, participates, is self-motivated, etc. but does not meet the attendance requirements because of a death in the immediate family, a car accident, seriously ill-injured child, surgery, or other such extenuating circumstances.

Recommendation

Student Name: Program:

- 1. Student's Grade Average (Theory and Skill) _____
- 2. Student's Attendance %: (Hours in attendance/Possible Hours) _____
- 3. Disciplinary/Attitude Problems: Yes _____ No _____
Worker Characteristic Grade Average: _____

Explain

a. _____ Extenuating Circumstances for the Committee to consider:

Yes _____ No _____

Explain

Instructor 1 Signature: _____ Date: _____

Instructor 2 Signature: _____ Date: _____

Student Statement of Agreement

I hereby state that I have read and understand fully all of the policies as stated in the Student Practical Nurse Handbook and will abide by these rules of conduct. Furthermore, I understand that because my training requires that I spend time in affiliating agencies, I am subject to all of the codes / policies of that particular agency including random drug screens at my expense. To the best of my knowledge, I have and will continue to be honest and forthcoming in all interactions regarding my nursing profession, and that it is my

responsibility to read these codes / policies and to abide by them. Failure to do so will result in inability to complete clinical training, suspension and/ or termination from the Nursing Program.

Name _____ Date ____/____/____

(Please Print)

Signature _____

Student Acknowledgement of HESI Progression Policy

By signing this form I acknowledge:

1. Receipt and Understanding of the HESI Progression Policy
2. That I am required to take both Exit HESI exams and must score 850 or greater on one to have my transcript sent to the board of nursing.

3. That both Exit HESI conversion scores will be calculated as test scores into the Vocational Relations II final grade.
4. That if I do not earn an 850 or higher on the 1st Exit HESI, I will be required to perform remediation through Evolve Resources- Saunders NCLEX-PN Examination.
5. That remediation is mandatory before I am allowed to take the 2nd Exit HESI.
6. If I do not score an 850 or greater on the 1st or 2nd Exit HESI, I know that I must meet with the director and instructor on an individual basis and determine the type and amount of remediation needed to prepare for NCLEX. I also understand that I must take and pass, with an 850 or above, a 3rd Exit HESI before my transcript will be sent in to the Board of Nursing.
7. That a Comprehensive HESI will be given at the end of Anatomy and Physiology, Fundamentals, Pharmacology II, Mental Health, Maternity, Med-Surg II, and Pediatrics. These exams will count as 30% of your final grade for the subject. If you are failing the class and your score is an 850 or above you will receive an 80 in the course and will continue to the next course.

Student Name (Print) _____

Student Signature _____ Date _____

Instructor Signature _____

Program Director Signature _____

*A copy of this form is to be signed given to the student, the original is to be brought to the program director

Worker Characteristic Form

Student Name:				Date:		
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Grading Policy Guidelines

Worker Characteristics - This encompasses the average of three areas:

A. Attendance and Punctuality

B. Use of Time

C. Demonstrated Professionalism

A. Attendance grade will be based on the hours absent from the class as follows:

B. Use of time wisely.

Total hours enrolled:	Hours Missed	Attendance Grade			
Total Hours Missed:	0%	100		Efficient and Productive Worker	100
Absentee %	1% - 6%	95	6 - 24 hrs	Use Time Well	90
	7%	90	30 hrs	Occasionally Wastes Time	80
	8% - 9%	85	36 hrs	Not Using Time Wisely	70
	10%	80	42 hrs	Wastes Time on a Daily Basis	60
	11% - 12%	75	48 hrs		
	13%	70	54 hrs		
	Over 13%	65			

C. Demonstrated Professionalism- How student conducts him/herself daily. Each item is worth up to 20 points.

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
1. Attitude	20	16.5	10	5
2. Quantity and Quality of work	20	16.5	10	5
3. Appearance	20	16.5	10	5
4. Cooperation (follows rules)	20	16.5	10	5
5. Initiative (motivated, self-starter)	20	16.5	10	5

A. Attendance Grade

B. Use of Time Grade

C. Professionalism Grade

WORKER CHARACTERISTIC GRADE
