

<p>Apply principles of Quality and Safety in clinical practice.</p>	<p>Apply standards of quality and safety in clinical practice. Evaluate the effectiveness of nursing care and teaching plans in promoting safety for patients.</p> <p>Integrate and evaluate personal responsibility and accountability in all nursing experiences.</p>	<ul style="list-style-type: none"> • Employ evidence-based practice • Apply quality improvement • Utilize informatics • Reduce errors and threats to safety caused by fatigue • Safety and infection control • Embrace an ethic of social responsibility and service • Develop outcomes measurement • Understand the role of the physical environment • Makes decisions and takes actions that are consistent with the standard of registered nursing practice • Communicates RN scope of practice and practice standards to others • Participate in root cause analysis instead of blaming others • Lecture • Class participation 	<p>Supervised clinical and community practice where the 90% of students successfully performs:</p> <ul style="list-style-type: none"> • Weekly Nursing History • Weekly Nursing Physical Assessments • Weekly Clinical process paper • Supervised Clinical practice • Weekly Clinical Process paper (Self assess “What I would have changed about performance today) • Self assessment thepointlww.com • NCLEX self assessment from thepointlww.com • Tests • Weekly clinical evaluation tool <p>Class: Written tests Standard: NCLEX pass rates</p>	<p>90% met</p> <p>90% met</p> <p>95% pass rate</p>	
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Sample Teaching Plan

Goal/Objective (what is the problem and what do I want the patient to learn)	What I need to teach	How I am going to teach it	What I am going to say (so I can get a feeling for whether you [the student] understands what you are teaching)	Evaluation (question and answer session)
The patient will be educated on the problems which will/may occur as a result of smoking	I need to teach Smoking Cessation	Pamphlets/ verbal or video Allowed patient to view video/ or to read pamphlet or I discussed the perils of cigarette smoking	<ul style="list-style-type: none"> • Cigarette smoking contributes to the development..... • 	Allowed patient to read pamphlet and discussed pamphlet with patient and answered questions. Patient verbalized understanding of information. (If you taught the family, include them throughout this teaching plan)

Student Name _____

**Lab /Clinical Preparation
Utah Valley University
Nursing 2410**

Patient's Name _____ (Remember this is something to remind you of
the patient not their real name)

Primary Medical Diagnosis #1 (use your text and define)

Primary Medical Diagnosis #2 (use your text and define)

Allergies:

Complete the Nursing History and the Nursing Physical. This includes Vital Signs, and Head to Toe Assessment.

Identify 3 major Nursing Diagnoses for this patient:

Nursing Diagnosis #1:

Nursing Diagnosis #2:

Nursing Diagnosis #3:

What are the 3 most important things you must do for this patient today?

#1:

#2:

#3:

How will you go about accomplishing these tasks? (Don't forget morning cares, ie..bath etc....getting the patient up.....medications).

What medications is this patient on? Are these safe doses?

Medication (Trade and Generic Names)	Dose, Route, Frequency	Major Action (not the classification)	Why is this patient taking this medication?	Nursing Responsibilities	What times does the patient take the medication

Dispense your medications to your patient remembering the 5 rights. Be sure to explain the purpose of the medication to the patient. (What were your two identifiers?)

What will you include in your discharge planning for this patient?

Develop a discharge teaching plan for this patient. Remember, there are other disciplines to help you pull this process together. (hint: Social Worker, Chaplain).

What diverse aspects of this client's history require attention? Remember, diversity includes age of the patient, family circumstances, etc.....

What, If anything, happened that made you rethink and change your plan of care? Why?



Notes: (i.e. what did you learn today and would you have liked to have learned to better prepare you for today?)

Sample Teaching Grid

Problem	Goal	Method of delivery	What I will say	Evaluation of teaching

Labs

Hemoglobin		Hematocrit		White Cells		Red Cells		Na		K		Cl		C02		Glu		BUN		Cr	

Correlate the labs with the patient's condition

Inclue the normal values in the left column and the patient's values in the right column. If other tests were performed/expected to have been performed please so state. If the test results are unremarkable, then so state.

Patient Health Assessment/History

Please complete on each for whom you provide care

Today's date _____ Reason for Admission _____

Chief complaint _____

Patient's name _____ Home Phone _____

Significant other/spouse _____ Phone _____

Allergies _____

Previous Hospitalization (S) or Operations (indicate approximate year)	Current and Recent Medications & Herbal Remedies <small>include prescriptions, eye drops, over-the-counter meds/herbs, aspirin, ibuprofen, diet aides and dosage</small>

Have you had a bad reaction t Anesthesia? Yes _____ No _____

Has a Blood Relative had a bad reaction to anesthesia? Yes _____ NO _____

Yes	No	Have you ever had?	Yes	No	Have you ever had?
		Diabetes Controlled by diet			Do you currently Use or have a history of using tobacco?

		Controlled by pills Controlled by insulin			Date quit Packs/day years used	
		Hypoglycemia			Does Anyone in your household smoke/	
		Heart Problems (rheumatic fever, Murmur, Chest Pain, Heart Attack, Irregular Heartbeat, Angina, Ankle Swelling, Valve Replacement, Pacemaker, Heart Failure)			Do you drink Alcoholic Beverages How much? How often?	
		Thyroid Problems			Do You have a History of Substance Abuse or Addiction?	
		Blood Clots, Transfusion Problems, Or Bleeding Tendency (Hemophilia, Anemia, Sickle Cell Anemia, etc...)			Do you have any of the following False teeth Braces Chipped Teeth Bridges Loose Teeth Caps/Crowns Body Piercing Contact Lens Hearing Aids Bridges	
		Neurological Problems			Do You have any special needs/concern? Vision Hearing Language Translator Learning needs Physical needs Environmental Concerns Room temp Lighting	
		Lung Problems				
		Tuberculosis TB				
		High Blood Pressure			Do you currently need assistance to get around the house, do errands, and take care of your personal needs?	
		Stroke (weakness, Numbness on one side, Difficulty Speaking, Loss of Vision, etc...)			Would you like to discuss any concerns	
		Seizures			Do you use any of the following O2 CPAP BiPaP	
		Sleep Apnea			Do you have any problems	

		Interruption of breathing during sleep			sleeping? Snoring Pain insomnia need sleep aids do not feel refreshed when awake in the morning Up at night to use bathroom Have been told breathing has stopped for short periods of time while sleeping	
		Liver Problems(jaundice, Hepatitis)			Women: is there any possibility you are pregnant Last menses	
		Kidney, Bladder or Prostate problems			If patient is a child	
		Stomach Problems (ulcer, Hiatal Hernia n/v)			Was the child premature? Gestational Age? Any birth defects or developmental problems Any immunization problems or delays? Any history of breath holding, breathing problems, croup Or BPD? RSV: date resolved	
		Bowel Problems			Do you have a living Will?	
		Back Trouble			Do you have a durable power of attorney?	
		Arthritis			Special Power of Attorney?	
		Broken Bones of Head, Neck or Spine, Restrictions in Movement or Difficulty Opening Mouth			Do you have a medical treatment plan?	
		Cancer			Would you like more information?	
		Muscle Disorders			Do you have a Physician Order for Life Sustaining	

					Treatment (POLST)?
		Mental Health/Phobias (anxiety depression)			Do you need help with:
		Skin Problems			Eating?
		Mental Disability (confusion, memory loss)			Bathing?
		Skin Problems			Toileting?
		Pain in the past several weeks that limited daily activities			Dressing Getting out of bed?
		Chronic Infection			Grooming?
		Other medical Problems			Med administration?
		Nutrition Problems			General Mobility?
		Recent Illnesses			Stairs?
		Recent exposure to any communicable disease			Housekeeping? Cooking
		What arrangements will you need upon discharge? Is someone available to assist you?			Will you need home health upon discharge
		Spiritual Needs? Preference?			Would you like to discuss the illness as it relates to your sexuality ?
		Who will be the key contact for you? Name: Phone: Relationship to you: Work number:			Are there any other concerns you might have? Is there anything you would like to discuss further?
		Would you like a flu vaccination?			Would you like a pneumonia vaccination?

Fall 2009

Physical Assessment

Neuro	Alert/oriented	Confused	Pupils	Sensation	Balance/Gait	
Skin (Integumentary)	Dry	Moist	Braden Scale	Temperature		
Cardiac	Heart Rate	Heart Sounds/Regularity	Artificial device	Surgeries	Blood Pressure	
Respiratory	Rate	Regularity	Breath Sounds	Oxygen Saturation	Supplemental Oxygen	
Musculoskeletal	Gait	Moves all extremities	Strength	Ambulates independently	Bedridden	
Abdominal	Bowel Sounds	Distended	Pain	Last Bowel Movement	Constipated	
GenitoUrinary	Voiding freely	Color/odor	Foley Catheter	Pain on urination		

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	PROFESSOR'S ACTIVITIES	EVALUATION
Week 1 Musculoskeletal	Musculoskeletal 1. Uses the nursing process as a framework for care and teaching of the patient with a cast.(1, 2, 4 and 5) 2. Compare the nursing needs of the patient undergoing total hip replacement with those of the patient undergoing total knee replacement (1, 2 4 and 5). 3. Use the nursing process as a framework for care of the patient undergoing orthopedic surgery (1, 2 4 5). 4. Use the nursing process as a framework for care of the patient with low back pain, osteoporosis, and Osteomyelitis (1, 2 5 and 6). 5. Describe the rehabilitation and health education needs of the patient with low back pain (1, 2 5 and	I.Musculoskeletal <ul style="list-style-type: none"> • Splints • Braces • Fixation • Surgical placement and removal of hardware • Casts • Total Hip • Total Knee • Fractures; immediate and delayed repair II.Musculoskeletal problems <ul style="list-style-type: none"> • Low Back Pain and Rehab • Osteoporosis • Osteomyelitis • Osteomalacia • Surgery of the hand, wrist and feet • Contusions , sprains and dislocations • Sport and occupational injuries and 	1. Read 2391-2407, 2411-2419 2424-2462 2. Chapters 66, 67, 68, 69 are your reference points 3. Know all Vocabulary 4.Class Prep Papers 5.Classroom evaluation sheets	Lecture Discussion NCLEX questions Collect Evaluation Sheets	Tests Class Prep Papers Evaluation Sheets Pop Quizzes NCLEX Questions

	<p>6) 6. Describe common conditions of the upper extremities and nursing care of the patient undergoing surgery of the hand, wrist or foot (1 2 5 and 6).</p> <p>7. Explain pathophysiology, pathogenesis, prevention, and management of osteoporosis, osteomalacia, osteomyelitis, and Paget’s disease 1, 2 and 5)..</p> <p>8.Differentiate between contusion, strains, sprains, and dislocations 1, 2 5 and 6).</p> <p>9.Discuss sport and occupational injuries and injury-prevention strategies (1, 2 and 5).</p> <p>10. Describe management and care for the patient with fractures 1, 2 5 and 6).</p> <p>11. Describe the</p>	<p>prevention</p> <p>III.Musculoskeletal Infections</p> <ul style="list-style-type: none"> • Bone Trauma • Septic Arthritis <p>Metastatic bone disease</p>			
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	<p>preventions and management of immediate and delayed complications of fractures (1, 2 5, and 6)</p> <p>12. Describe the rehabilitation needs of patients with fractures.</p> <p>13. Use the nursing process as a framework for care of the elderly patient with a hip fracture and surgical Repair (1, 2 5 ad 6).</p>				
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Week	Objectives	Content	Student Activities	Professor's Activities	Evaluation
Clinical Week 1	Provide safe care for patient with a total knee, total hip or bone disorder and/or musculoskeletal disorder (3, 4, 7, 8)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete Clinical Prep Sheet	Review Clinical Evaluation sheets	Preceptor Input Clinical evaluation sheets and Clinical Prep Sheets

Date	Objectives	Content	Student Activities	Professor Activities	Evaluation
Week 2 Respiratory Disorders	<p><i>Managing the patient with Respiratory Disorders</i></p> <ol style="list-style-type: none"> Describe nursing management of patients with upper airway disorders (1,2) Describe management of patients with pathological disorders of the upper airway (1,2) Identify patients at risk for atelectasis and nursing interventions related to its prevention and management (1,2,6) Compare the various pulmonary infections and with regard to causes, clinical manifestations, nursing management, complications and preventions. (1, 2) 	<p>Management of patients with upper respiratory tract disorders</p> <ul style="list-style-type: none"> Adenoiditis Laryngitis Aspiration Epistaxis Nasal obstruction Fracture of the nose Laryngeal obstruction Ca of the larynx Pneumonia Emphysema Asthma Bronchiectasis Atelectasis Viruses <p>Pathophysiology</p> <ul style="list-style-type: none"> Cause Effect 	<ol style="list-style-type: none"> Read pages 588-614 624-650 and 688-718 Chapters 21-24 Know all vocabulary thepoint.lww.com Class Prep Papers Complete evaluation sheet thepoint.lww.com 	<p>Lecture</p> <p>NCLEX Questions</p> <p>Discussion</p> <p>Collect Class Evaluation Sheets</p>	<p>Tests</p> <p>Clinical Prep Papers</p> <p>Evaluation Sheets</p> <p>Pop Quizzes</p> <p>NCLEX Questions</p>

	<p>5. Use the nursing process as a framework for care of the patient with Pneumonia, chest and lower respiratory tract disorders (1, 2,4)</p> <p>6. Describe nursing measures to prevent aspiration (1, 2,5)</p> <p>Managing the patient with COPD: Pneumonia</p> <p>7. Describe the pathophysiology of chronic obstructive pulmonary disease (COPD: Emphysema)/Pneumonia (1,2)</p> <p>8. Discuss the major risk factors for developing COPD:Emphysema along with nursing interventions to minimize or prevent these risks factors (1, 2 4,5, 6)</p> <p>9. Use the nursing process as a framework for care of</p>	<ul style="list-style-type: none"> • Medical and Nursing Management 			
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	<p>patients with COPD:emphysema bronchiectasis, and cystic fibrosis (1, 2,4)</p> <p>10. Develop teaching plans for patients with COPD: emphysema, bronchiectasis and cystic fibrosis (1,2,5)</p> <p>11. Describe asthma self-management strategies (1,2,4,5,6)</p> <p>12. Discuss the concept of well-managed asthma (1, 2, 4,5,6)</p>				
DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Clinical 2	Provide safe care for patient Respiratory (COPD /Asthma/Pneumonia/Emp hysema (3, 4, 7, 8)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	<p>Complete Clinical Evaluation Sheet</p> <p>Complete clinical prep packet</p>	Review Clinical Evaluation sheets	Preceptor Input and Clinical evaluation Sheets

<p>Week 3 Pain</p>	<ol style="list-style-type: none"> 1. Compare Characteristics of acute pain, chronic pain (1) 2. Discuss the negative consequences of pain (1,2) 3. Describe factors that can alter the perception of pain (1,5) 4. Discuss the barriers that prevent adequate pain management (2) 5. Demonstrate use of pain measurement instruments (1, 6, 7) 6. Explain the physiologic basis of pain relief interventions (1, 5) 7. Differentiate between opioid tolerance and addiction (5, 6) 8. Develop a plan to prevent and treat the patient in 	<p>I. Pain Management</p> <ul style="list-style-type: none"> • 5th vital sign • Harmful effects of pain • Pathophysiology of pain • Nursing assessment of pain • Pain management strategies • Neurologic and neurosurgical approaches • Promoting home and community based care • Evaluating pain management strategies <p>II. Nursing Process in pain management</p>	<ol style="list-style-type: none"> 1. Read pages 256-295 2. Chapter 13 3. Know all vocabulary 4. Complete pre assessment sheet 5. thepoint.lww.com 6. Class Prep Papers <p>Bring class evaluations to class every day and turn them in at the end of the day</p>	<ol style="list-style-type: none"> 1. Lecture 2. NCLEX style questions 3. Discussion 	<p>Tests</p> <p>Evaluation sheets</p> <p>NCLEX questions</p> <p>Pop Quizzes</p> <p>Class Prep Papers</p>
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
	9. pain and the adverse effect of analgesic agents (5, 6, 7) 10. Use the nursing process as a framework for the care of patients with pain (2, 6, 7, 8)				
Clinical Week 3	1. Provide care for the pre and post operative patient (3,4,8,7) 2. Provide pain management for the patient in pain (3, 4,8,7)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete clinical prep packet	Review Clinical Evaluation sheets	Preceptor Input and Clinical evaluation sheets

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Week 4 Perioperative	1. Define the three phases of perioperative nursing (2, 5, 6, 7) 2. Describe health factors that increase surgical risk factors (2,5,4) 3. Identify health factors that affect patients preoperatively (2, 4, 5) 4. Identify legal and ethical considerations related to informed consent (1, 2, 5) 5. Describe preoperative nursing measures that decrease the risk for infection and other post operative complications (1, 2, 4, 5) 6. Describe the immediate preoperative preparation of the patient (1, 2, 4, 5, 6, 7, 8)) 7. Describe the	I. The patient going to surgery <ul style="list-style-type: none"> • Preoperative interventions • Expected patient outcomes • Peri-Operative and peri-anesthesia nursing • Surgical preparation • PACU (post anesthesia care unit) • Hospitalized post op patient • Nursing process • Teaching plans 	1. Read pages 480-499 523-532 Chapters 18 and 20 2. Know all vocabulary words 3. Class Prep Paper 4. Class evaluation sheet 5. thepoint.lww.com	Lecture Discussion NCLEX Questions Collect Class evaluation sheets	Tests Class Prep papers Evaluation Sheets Pop Quizzes NCLEX Questions

	<p>responsibilities of the post-anesthesia care unit nurse in the prevention of immediate postoperative complications (2)</p> <p>8. Compare postoperative care of the ambulatory surgery patient with that of the hospitalized surgery patient (1,2)</p> <p>9. Identify common postoperative problems and their management (1,2)</p> <p>10. Identify assessment parameters appropriate for the early detection of postoperative complications (1,2, 4, 5)</p>				
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Week 4 Perioperative	<i>Care of the Patient in the Perioperative Arena</i>				
Clinical Week 4	3. Provide care for the pre and post operative patient (3,4,8,7) 4. Provide pain management for the patient in pain (3, 4,8,7)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete clinical prep packet	Review Clinical Evaluation sheets	Preceptor Input and Clinical evaluation sheets

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
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<p>Week 5 Oncology February 4th</p>	<p><i>Care of the Oncology Patient</i></p> <ol style="list-style-type: none"> 1. Compare structure and function of the normal cell and the cancer cell (2) 2. Differentiate between benign and malignant tumors (2) 3. Identify agents and factors that have been found to be carcinogenic (2) 4. Describe the significance of health education and preventive care in decreasing the incidence of cancer (2) 5. Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation, and reconstruction (2) 6. Describe the roles of 	<p>I. Oncology Nursing Management in Cancer Care</p> <ul style="list-style-type: none"> • Epidemiology of cancer • Nursing responsibilities in the care of the cancer patient <p>II. The malignant process</p> <ul style="list-style-type: none"> • Benign vs. Malignant • Genetics • Immune system • Staging/grading <p>III. Management</p> <ul style="list-style-type: none"> • Surgery • Palliative • Chemo • Nursing Process in the management of Cancer 	<ol style="list-style-type: none"> 1. Read pages 380-437 2. Chapter 16 3. Chapter 4. Know all vocabulary 5. Class Prep Paper 6. Class evaluation sheet 7. thepoint.lww.com 	<p>Lecture</p> <p>NCLEX Questions</p> <p>Discussion</p> <p>Collect class evaluation sheet</p>	<p>Test</p> <p>Case Study</p> <p>Evaluation Sheets</p> <p>Pop quizzes</p> <p>NCLEX Questions</p>
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	<p>surgery, radiation therapy, chemotherapy, bone marrow transplantation and other therapies in treating cancer (2, 4))</p> <p>7. Describe the special nursing needs of patients receiving chemotherapy 2, 4, 5)</p> <p>8. Describe common nursing diagnoses and associated problems of patients with cancer (2)</p>				
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Clinical Week 5 Oncology	Provide safe care for patient with Cancer (3, 4,7,8)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete clinical prep packet	Review Clinical Evaluation sheets	Preceptor Input and Clinical evaluation sheets

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES
Week 6 Renal/Urinary Tract	<p><i>Week 13 Care of the Patient with Renal/Urinary Tract</i></p> <ol style="list-style-type: none"> 1. Identify factors contributing to upper and lower urinary tract infections (UTI's) (1, 2, 5) 2. Use the nursing process for the care of the patient with a UTI (1, 2, 5) 3. Differentiate between the various adult dysfunctional voiding patterns (1, 2, 5) 4. Develop a patient education plan for a patient who has urinary incontinence (1, 2, 5) 5. Identify causes of obstruction of the urinary tract, and management of the condition (1, 2, 5) 6. Discuss the pathophysiology of neurogenic bladder, urinary retention and urolithiasis (1, 2, 5) 7. Explain physiologic events involved with allergic 	<p>I. Urinary Disorders</p> <ul style="list-style-type: none"> • Infections • Dysfunction • Urolithiasis • Nephrolithiasis • Genitorurinary trauma • Urinary Tract Cancer • Urinary Diversions <p>II. Allergins</p> <ul style="list-style-type: none"> • Contact dermatitis • Atopic dermatitis • Dermatitis Medicamentosa (drug reactions) • Urticaria and Angioneurotic Edema • Hereditary Angioedema • Food allergy • Serum Sickness • Latex Allergy 	<ol style="list-style-type: none"> 1. Read 1569-1603 and 1855-1881 2. Know all vocabulary <p>Class Prep Paper thepoint.lww.com</p> <ol style="list-style-type: none"> 3. Classroom evaluation sheets 	<p>NCLEX questions</p> <p>Lecture</p> <p>Discussion</p> <p>Pop Quizzes</p> <p>Collect classroom evaluation sheets</p>

	reactions (1, 2 5) 8. Describe the types of hypersensitivity (1, 2 5) 9. Describe measures that prevent and manage anaphylaxis (1, 2 5) 10. Discuss 2 different allergic reactions (1, 2 5)			
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Clinical Week 6 Renal and Urinary Tract	Provide safe care for patient with Renal condition, UTI or other Urinary Tract disorders (3, 4,7,8)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete clinical prep packet	Review Clinical Evaluation sheets	Preceptor Input and Clinical evaluation sheets

<p>Week 7 GI</p>	<p><i>Gastrointestinal Disorders</i></p> <ol style="list-style-type: none"> 1. Compare the etiology, clinical manifestations, and management of acute gastritis, chronic gastritis, and peptic ulcer (1, 2 5 and 6). 2. Use the nursing process as a framework for care of patients with gastritis and peptic ulcer 1, 2 5 and 6). 3. Describe the dietary, pharmacologic, and surgical treatment of peptic ulcer and gastric ulcer (1, 2 5 and 6) 4. Use the nursing process as a framework for care of patients undergoing gastric surgery and surgical procedures to treat obesity (1, 2 5 and 6). 5. Identify the complications of gastric surgery and the prevention and 	<ol style="list-style-type: none"> I. Gastric and duodenal disorders <ul style="list-style-type: none"> • Gastritis • Peptic ulcer • Morbid obesity II. Gastric cancer surgery <ul style="list-style-type: none"> • Complications • Management of patient pre and post operatively • Discuss home health needs III. Other considerations Explain dietary, pharmacologic and surgical treatment of peptic ulcer and gastric ulcer <ul style="list-style-type: none"> • Discuss the care of patients undergoing gastric surgery and surgical procedures to treat obesity. IV. Intestinal and Rectal Disorders 	<ol style="list-style-type: none"> 1. Ch. 35, 37, 38 Nursing Management of the Patient with Gastrointestinal Disorders 2. .Read pages 1231-1278 and 1344-1355 3. Know all vocabulary 3 Class Prep Papers 4. Classroom Evaluation Sheets 	<p>Lecture</p> <p>NCLEX Questions</p> <p>Discussion</p> <p>Collect class evaluation sheet</p>	<p>Tests</p> <p>Class Prep Papers</p> <p>Evaluation Sheets</p> <p>Pop Quizzes</p> <p>NCLEX Questions</p>
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	<p>management (1, 2 5 and 6).</p> <p>6. Describe the home health care needs of the patient who has had gastric surgery (1, 2 5 and 6).</p> <p>7. Identify the health care learning needs of patients with constipation or diarrhea (1, 2 5 and 6).</p> <p>8. Compare the conditions of malabsorption, regional enteritis and ulcerative colitis with regard to their pathophysiology, clinical manifestation, and management (1, 2 5 and 6).</p> <p>9. Use the nursing process as a framework for care of patients with diverticulitis, inflammatory bowel disease, ileostomy, cancer of the colon or rectum, and an anorectal condition (1, 2 5 and 6).</p> <p>10. Describe intestinal</p>	<ul style="list-style-type: none"> • Fecal elimination disorders • Malabsorption • Appendicitis • Diverticulitis • Peritonitis • Inflammatory bowel disease Chronic vs. acute • SBO (small bowel obstruction) • Anorectal conditions <p>V. Discuss Constipation and diarrhea as they affect progression or lack of in health repair of the patient.</p> <p>VI. Discuss colon diversions relative to colon disease</p>			
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	obstructions and their management (1, 2 5 and 6).				
Clinical Week 7	Provide safe care for patient with GI disorders (3, 4, 7, 8)	Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned	Complete Clinical Evaluation Sheet Complete Clinical Prep Sheet	Review Clinical Evaluation sheets and Clinical Prep Sheets	Preceptor Input Clinical evaluation sheets and Clinical Prep Sheets

Week 8 is Fall Break October 14-October 17, 2010

<p>Week 9 Cardiovascular Hypertension February 25th</p>	<ol style="list-style-type: none"> 1. Define normal blood pressure and categories of abnormal pressures (1, 2 5) 2. Discuss risk factors for hypertension and the significance of hypertension (1, 2 5) 3. Describe prevention and treatment approaches for hypertension (1, 2, 5, 6) 4. Use the nursing process as a framework for care of the patient with hypertension (1, 2, 5, 6,7) 5. Describe the urgency of hypertensive crises and treatment (1, 2 5, 6) <ol style="list-style-type: none"> 7. Identify anatomic and physiologic factors that affect peripheral blood flow and tissue oxygenation (1,2) 8. Use appropriate parameters for assessment of peripheral circulation (1,2) 9. Use the nursing process as a framework of care for 	<p>I Hypertension and management by nurses vs. medicine II. Causes of Hypertension III. Prevention and treatment of Hypertension IV. Risk factors of Hypertension V. Care of the Hypertensive patient VI. Hypertensive Urgency VII. .Develop a teaching plan for the patient in hypertensive crises</p> <p>VIII. Arterial Disorders IX. Upper extremity circulatory disorders X. Peripheral vascular disorders XI. Thromboangitis Obliterans (Buerger's Disease) XII. Aortoiliac Disease. Arterial Embolism XIII. AAA</p>	<ol style="list-style-type: none"> 1. Read pages 858-897 944-964 Chapters 32, 28 and 30 2. Class Prep Papers Thepoint.lww.com 3. Know all vocabulary 4. Complete Class evaluation sheet 5. thepoint.lww.com 	<p>Lecture Discussion NCLEX prep questions Pop Quizzes Collect classroom evaluation sheets</p>
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	<p>patients with vascular insufficiency of the extremities and leg ulcers (1, 2)</p> <p>10. Compare the various diseases of the arteries and their causes, pathologic and physiologic changes, clinical manifestations, management and prevention (1, 2)</p> <p>11. Describe the prevention and management of venous thrombosis (1,2)</p> <p>12. Compare strategies to prevent venous insufficiency, leg ulcers, and varicose veins (1, 2)</p> <p>13. Use the nursing process to describe nursing and medical management of cellulitis (2, 5, 6)</p> <p>14. Describe the relationship between lymphangitis and lymphedema (1, 2, 5)</p>	<p>XIV.Raynaud's</p> <p>XV.Venous Insufficiency</p> <p>XVI.Lymph disorders</p>		
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<p>Clinical Week 9</p> <p>Last Clinical for Monday Group: See Rubric #2 for remaining Clinical Process Papers</p>	<p>Provide safe care for patient with Hypertension and Vascular Disorders (3, 4,7,8)</p>	<p>Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned</p>	<p>Complete Clinical Evaluation Sheet</p> <p>Complete clinical prep packet</p>	<p>Review Clinical Evaluation sheets</p>	<p>Preceptor Input and Clinical evaluation sheets</p>
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<p>Week 10 and 11 Cardiovascular CAD and HF</p>	<ol style="list-style-type: none"> 1. Describe the pathophysiology, clinical manifestations, and treatment of coronary artery disease (CAD), myocardial infarction (MI), and angina pectoris, pericarditis, and angina (1, 2, 5) 2. Use the nursing process as a framework for care of patients with CAD, MI and angina pectoris (1,2,3) 3. Management of patients with complications from heart disease (1,2) 4. Describe the management of patients with heart failure (HF) (1,2) 5.6. Use the nursing process as a framework for care of patients with HF (1,2) 7. Develop a teaching plan of patients with HF (1,2, 4,5, 6, 7,8) 8. Describe percutaneous interventional coronary artery revascularization procedures and postprocedure 	<ol style="list-style-type: none"> I. CAD (Coronary Artery Disease) II. Coronary Atherosclerosis III. Thromboembolism IV. Angina Pectoris V. MI (Myocardial infarction) VI. Nursing Process and the patient with MI VII. Cardiac Hemodynamics VIII. Heart Failure IX. Nursing Process and patient with Heart failure X. Percutaneous coronary interventional coronary artery revascularization procedures and postprocedure nursing 	<ol style="list-style-type: none"> 1. Know all vocabulary 2. Chapters, 32, 28 and 30 3. Class Prep Papers 4. Complete evaluation sheet 5. thepoint.lww.com 	<p>Lecture</p> <p>Discussion</p> <p>NCLEX Questions</p> <p>Pop Quizzes</p> <p>Pick up classroom evaluation sheets</p>
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	<p>Nursing</p> <p>9. Describe the management of patients with thromboembolism, pericardial effusion and potential for sudden cardiac death</p>			
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<p>Clinical Week 10</p> <p>Last Clinical for Monday Group: See Rubric #2 for remaining Clinical Process Papers</p>	<p>Provide safe care for patient with Cardiovascular and Coronary Disorders (3, 4,7,8)</p>	<p>Provide care for assigned patient as appropriate per clinical nurse with whom student is assigned</p>	<p>Complete Clinical Evaluation Sheet</p> <p>Complete clinical prep packet</p>	<p>Review Clinical Evaluation sheets</p>	<p>Preceptor Input and Clinical evaluation sheets</p>
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Week 12 Endocrine	<p><i>Care of the patient with Endocrine Disorders</i></p> <ol style="list-style-type: none"> 1. Compare functions of each endocrine gland and their hormones (1, 2, 5) 2. Identify the diagnostic tests used to determine alterations in function of each of the endocrine glands (1, 2, 5) 3. Compare hypo and hyper thyroidism (1, 2, 5) 4. Compare Addison's and Cushing's syndrome (1, 2, 5) 5. Discuss management of patient pre and post thyroidectomy 6. Discuss adrenal insufficiency (1, 2, 5) 7. Teach patient regarding corticosteroid therapy (1, 2, 5) 	<p>I. Diabetes Mellitus</p> <ul style="list-style-type: none"> • Diabetic ketoacidosis • Hyperglycemic Hyperosmolar nonketotic syndrome <p>II. Endocrine Disorders</p> <ul style="list-style-type: none"> • Pituitary • Thyroid Gland • Hyperthyroidism • Adrenals • Cushing's Syndrome • Addison's Disease • Corticosteroid Therapy <p>III. Endocrine Pathophysiology</p>	<ol style="list-style-type: none"> 1. Read 1375-1415 2. Know all Vocabulary 3. Class Prep Paper thepoint.lww.com 4. Classroom Evaluation Sheets 	<p>NCLEX questions</p> <p>Lecture</p> <p>Discussion</p> <p>Collect classroom evaluation sheets</p>	<p>Tests</p> <p>Class Prep Papers</p> <p>NCLEX Questions</p> <p>Pop Quizzes</p> <p>Classroom evaluations sheets</p>

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Week 13 Endocrine	1. Differentiate between type 1 and type 2 diabetes.(1, 2 and 5) 2. Discuss the risk factors for developing diabetes.(1, 2 5) 3. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations. (1, 2 and 5) 4. Identify the diagnostic and clinical significance of blood glucose test results (1, 2 and 5). 5. Explain the dietary modifications used for management of people with diabetes (1, 2 and 5). 6. Describe the relationships among diet, exercise, and medication for people with diabetes (DM) (1, 2 and 5) 7. Develop a plan for teaching insulin self-management (1, 2 and 5).	I. Diabetes Type I and II II. Risk Factors III. Life Styles IV. Blood Glucose HB A1C Sliding Scales V. Carb counts VI. Diet, Meds and Exercise VII. Education VII. Sick days VIII. Stroke and TIA's with CAD and Diabetes IX. Psychological Impact X.Care of the Diabetic Patient	1. Read Chapters 41 and 42 2. Know all Vocabulary 3. Class Prep Paper thepoint.lww.com 4. Classroom Evaluation Sheets	NCLEX questions Lecture Discussion Collect classroom evaluation sheets	Tests Class Prep Papers NCLEX Questions Pop Quizzes Classroom evaluations sheets

	<p>8. Identify the role of oral antidiabetic agents in diabetic therapy (1, 2 and 5).</p> <p>9. Describe management strategies for a person with DM to use on “sick days (1, 2 and 5).”</p> <p>10. Discuss macrovascular and microvascular complications from DM and the self-management behaviors that are important in their prevention. (1, 2 5)</p> <p>11. Use the nursing process as a framework for care of patients with diabetes. (1, 2 and 5)</p> <p>12. Discuss the psychosocial impact of managing DM around the rest of normal life-styles (1, 2 and 5).</p>				
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Week 14 is Thanksgiving Week

DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
<i>Week 15 Immunology/ Rheumatologic Disorders</i>	<p><i>Management of the patient with immunologic and rheumatologic disorders</i></p> <p>1. Explain the process of inflammation and degradation in the development of rheumatic disease (1, 2, 5)</p> <p>2. Describe the assessment and diagnostic findings that may be evidenced by patients with suspected diagnosis of rheumatic disease (1, 2, 5)</p> <p>3. Discuss nursing process in care of rheumatic disorders (1, 2, 5)</p> <p>4. Construct a teaching plan for a patient with rheumatic disease (1, 2, 5)</p> <p>5. Recognize the need for modification in the care of rheumatic</p>	<p>I. Rheumatic Disorders</p> <ul style="list-style-type: none"> • Diffuse connective tissue disease • Diagnostic tests • Serum Lupus Erythematosus • Polymyositis • DJD • Polymyalgia Rheumatica • Spondyloarthropathies • Gout • Fibromyalgia <p>II. Medications in the treatment of rheumatologic and immunologic disorders</p> <p>III. Frequently ran Diagnostic tests</p>	<p>1. Read pages 1806-1914 Chapters 53 and 54</p> <p>1. Know all vocabulary</p> <p>2. Class Prep papers thepoint.lww.com</p> <p>3. Class room evaluation sheets</p>	<p>Lecture</p> <p>NCLEX Questions</p> <p>Discussion</p> <p>Collect evaluation sheets</p>	<p>Tests</p> <p>NCLEX questions</p> <p>Process Papers</p> <p>Pop Quizzes</p> <p>Classroom Evaluation Sheets</p>

	diseases (1, 2 5) 6. List common diagnostic tests related to diagnosis of Rheumatic Disorders 7. Describe medications most frequently used in treatment of Rheumatic disorders				
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DATE	OBJECTIVES	CONTENT	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	EVALUATION
Week 16 Neuro	<p><i>Care of the patient with neurological disorders</i></p> <p>1. Differentiate among the infectious disorders of the nervous system according to causes, manifestations, medical care, and nursing management.</p> <p>2. Describe manifestations and medical and nursing management of multiple sclerosis, myasthenia gravis, and Guillain-Barre syndrome.</p> <p>4. Describe disorders of the cranial nerves, their manifestations, and indicated nursing interventions.</p> <p>5. Develop a plan of</p>	<p>1.Nervous system infectious disorders</p> <p>a. meningitis</p> <p>b. brain abscesses</p> <p>c. Herpes Simplex</p> <p>d. Arthropod Borne viruses: encephalitis</p> <p>e. Fungal encephalitis</p> <p>f. Trigeminal Neuralgia</p> <p>Creutzfeldt-Jacobs disease</p> <p>g. Bells Palsey</p> <p>h. Disorders of the peripheral nervous system</p>	<p>1. Read Chapter 64</p> <p>2. Know all vocabulary</p> <p>3. Class Prep Paper thepoint.lww.com</p> <p>4. Classroom evaluation sheets</p>	<p>NCLEX questions</p> <p>Lecture</p> <p>Discussion</p> <p>Collect classroom evaluation sheets</p>	<p>Tests</p> <p>Class Prep Papers</p> <p>NCLEX Questions</p> <p>Pop Quizzes</p> <p>Classroom evaluations sheets</p>

	nursing care for the patient with a cranial nerve disorder.				
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Week 17 is Finals Week

Happy Holidays!!!

Clinical Rubric #4

Nursing 2410 U-01

To be completed by Assigned RN

To the Assigned RN: Please complete this form by 4pm. I will “pick it up” directly from you on the floor

Date: Assigned RN:				
	Yes	No	RN comments	Faculty comments
Arrived at 0545				
Prepared to take report with report sheet and pen				
Was assertive in patient involvement				
Took charge of assignments given				
Completed all assignments				
Stayed close by Assigned RN				
Asked pertinent questions				
Respectful to staff				
Respectful to patients				
Performed within guidelines and scope of student level of education				
Skills Performed	Novice	comfortable	Confident	Safe

Novice=completely guided by the staff RN

Comfortable=knows the basic steps, but needs supervision by staff RN in performance

Confident= knows the steps, trouble shoots, requires < 2 prompts from Staff

Safe= From beginning to end, orchestrates the entire procedure with no assistance from Staff

