COURSE OUTLINE

Course Number NRS 125	**Course Title** Concepts of Nursing Practice II	**Credits** 8
Hours: Lecture/Lab/Other 3 hours lecture/3 hours lab/12 hours clinical	**Co- or Pre-requisite** BIO 103, NRS 111, NRS 112	**Implementation Semester & Year** Spring 2023

Catalog description: Builds on the first semester courses to further refine the concepts of nursing practice with application to the care of diverse clients with uncomplicated acute and chronic conditions across the lifespan. Application of knowledge and skill occurs in the nursing laboratories and a variety of clinical settings.

General Education Category: **N/A**	**Course coordinator:** Florence Lee MSN, RN, AGCNS-BC, EdD(c) leef@mccc.edu HS 133 609.570.3335	**Course faculty:** Desiree Allison MSN, RN, CEN, FN-CSA allisond@mccc.edu HS 129 609.570.3322

Required texts & Other materials:

- Adams, M.L., Holland, L.N. & Urban, C.Q. (2020) *Pharmacology for Nurses a Pathophysiologic Approach.* (6th ed.) Upper Saddle River: Pearson Education, Inc. (ISBN 13: -978-0-13-521833-4)
- Callahan, B. (2019). *Clinical Nursing Skills: A Concept-Based Approach to Learning*, *Volume Three.* (3rd. Ed.) New York: Pearson Education, Inc. (ISBN 978-0-13-461683-4)
- Giangrasso, A., & Shrimpton, D. (2018). *Dosage calculations: a multi-method approach.* Pearson Education, Inc. ISBN: 978-0132158626
- MyNursingLab: Electronic resource bundle from Pearson that includes supplemental study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks, pharmacology text and health assessment text. May be purchased separately for higher cost.
- North Carolina Concept-Based Learning Editorial Board. (2019*). Nursing: A Concept-Based Approach to Learning, Volumes One & Two.* (3rd ed.) Upper Saddle River: Pearson Education Inc. (Volume One: ISBN13:978-0-13-461680-3); Volume Two: (ISBN-13: 978-0-13-461681-0)
- Silvestri, L.A, (2020) *Saunders Comprehensive Review for the NCLEX-RN Examination, 8th Edition*. Elsevier Saunders. ISBN 978-0323672849
- 3 X 5 Index Cards
- Stethoscope, blood pressure cuff, penlight, and wristwatch with a second hand
- Regular access to a computer with internet access and ability to generate Microsoft Word document or Adobe Acrobat pdf file.

Recommended Texts

- American Psychological Association. (2019) Publication Manual of the American Psychological Association. (7th Edition). American Psychological Association: Washington D.C. ISBN 978-1433832161
- Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2019) Nursing Care Plans: Guidelines for

Individualizing Patient Care Across the Life Span. (10th Edition) Philadelphia: FA Davis. ISBN 978-0803660861.
- Nugent, P.M., & Vitale, B.A. (2020) Test Success: Test Taking Techniques for Beginning Nursing Students. (9th Edition) Philadelphia: FA Davis. ISBN 978-1719640022.
- Nugent, P.M., Vitale, B.A. (2019). Fundamentals Success. (5th Edition) Philadelphia: F.A. Davis. ISBN 978-0803677456.

Technology Requirements

Technology Skills
For all nursing courses you will need the following skills to be successful:
- Navigating a computer system.
- Launching and quitting applications.
- Connecting to the internet.
- Using a web browser.
- Saving, uploading, and downloading files.
- Sending and replying to emails.
- Basic skills in using PowerPoint and Microsoft Word.

Computer Hardware and Software
You will need access to a laptop or tablet that you can bring with you to campus periodically for testing. **The computer must be a current device that is able to hold a charge for at least two hours**. A personal computer with consistent, reliable Internet access is required, and must meet the following requirements:
- A cable, fiber optics, or DSL connection to the Internet; dial-up is not supported and satellite may be inconsistent.
- Laptop or tablet computer with a minimum of a 2 GHz processor and 2 GB of RAM.
- Chromebooks are **NOT** compatible with our testing software and cannot be used.
- Built-in or external webcam and microphone
- Headphones are recommended to minimize audio interference from any background noise in your environment

You should have one of the following computer operating systems and additional software applications installed on your computer:
- Windows 10 or higher system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
- Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Login to your student portal through https://www.mccc.edu/mymercer.shtml and select the Office 365 apps icon. This will give you access to all the Office tools like Word, PowerPoint, Excel and others options. If you want to download a version of the Office Suite to your machine, select the drop down 'Install Office' on the top right.
- Antivirus for Windows OS, Microsoft Security Essentials OR Antivirus for Mac OS, Sophos
- A Blackboard compatible browser, such as the latest version of Chrome, Mozilla Firefox, or Safari. **Internet Explorer, Edge or Chromium are NOT a supported browsers and should not be used.**

Additional information can be found in your course under the "Course Info" tab, in the folder labeled "Resources for Students".

ExamSoft
Students are required to bring a laptop or tablet to campus periodically for testing. As of fall 2022, the nursing education program uses Examplify 3.2 by ExamSoft as the testing platform.
Check your computer system requirements to ensure that your device is compatible:
https://examsoft.com/resources/examplify-minimum-system-requirements/

<u>**Blackboard**</u>
Nursing classes use Blackboard (Bb), the official learning management system (LMS) used by the college to deliver course materials to Mercer students. All course materials will be posted in Bb. To login to the online Bb LMS, students will need a User Name ID and password. Students can access Bb by logging into the MyMercer student portal page: http://www.mccc.edu/mymercer.shtml. Bb Learn works best using the latest version of Chrome (recommended), Firefox, and Safari. ***Do not use Internet Explorer Edge or Chromium.***

For help using the Blackboard (Bb) attend one of MercerOnline Bb Information sessions or review the "Resources for Students" folder in "Course Info" link in the left-hand navigation of your course.

There may be a circumstance requiring a class to switch from meeting in person to remote/online. Remote instructions, including technology help, course procedures, and remote learning etiquette can be found on Blackboard, under the Nursing Program Info tab.

<u>Course Student Learning Outcomes (SLO):</u>
This course is a continuation of the fundamental concepts of nursing practice and application of those concepts with a focus on wellness and the care of patients experiencing uncomplicated acute and chronic conditions. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

1. Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,2,3,5,8,10,11; Program Goal 1***
2. Demonstrate clinical reasoning to make patient-centered care decisions. ***Institutional Learning Goals 1,2,3,4,9,10,11; Program Goal***
3. Relate quality improvement processes to improve patient care. ***Institutional Learning Goals 1,2,4,10,11; Program Goal 3***
4. Contribute to the collaborative relationship with members of the interprofessional team, the patient, and the patient's support persons. ***Institutional Learning Goals 1,5,8,11; Program Goal 4***
5. Describe information management (informatics) principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making. ***Institutional Learning Goals 4,10,11; Program Goal 5***
6. Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for diverse acutely ill adult patients and the reproducing family. ***Institutional Learning Goals 1,5,9, 11; Program Goal 6***

<u>Course-specific Institutional Learning Goals (ILG):</u>
IL1   Written and oral communication in English: Students will communicate effectively in both speech and writing.
IL2   Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret   data and to solve problems.
IL3   Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
IL4   Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
IL5   Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
IL6   Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
IL7   History: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significant.

IL8   Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.

IL9   Ethical Reasoning and Action: Students will understand ethical issues and situations.

IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.

IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving
        skills to distinguish among inferences, opinions, and facts.

Program Learning Outcomes for NRS 125

1.   Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.

2.   Engage in clinical reasoning to make patient-centered care decisions.

3.   Participate in quality improvement processes to improve patient care.

4.   Collaborate with members of the interprofessional team, the patient, and the patient's support persons.

5.   Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

6.   Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Weekly Student Learning Outcomes:

Week 1: Concept: Oxygenation (Supports CLO's 1-6)
- Apply the concept of oxygenation as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in oxygenation.
- Relate quality improvement processes when caring for clients with an alteration in oxygenation.
- Demonstrate a team-based approach to the care of the client with an alteration in oxygenation.
- Describe information management principles that support decision making regarding the client with alterations in oxygenation.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in oxygenation.

Week 2: Concept: Perfusion (Supports CLO's 1-6)
- Apply the concept of perfusion as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perfusion.
- Relate quality improvement processes when caring for clients with an alteration in perfusion.
- Demonstrate a team-based approach to the care of the client with an alteration in perfusion.
- Describe information management principles that support decision making regarding the client with alterations in perfusion.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perfusion.

Week 3: Concepts: Digestion & Elimination (Supports CLO's 1-6)
- Apply the concepts of digestion & elimination as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in digestion & elimination.
- Relate quality improvement processes when caring for clients with an alteration in digestion & elimination.
- Demonstrate a team-based approach to the care of the client with an alteration in digestion & elimination.

- Describe information management principles that support decision making regarding the client with alterations in digestion & elimination.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in digestion & elimination.

Week 4: Concept: Metabolism (Supports CLO's 1-6)
- Apply the concept of metabolism as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in metabolism.
- Relate quality improvement processes when caring for clients with an alteration in metabolism.
- Demonstrate a team-based approach to the care of the client with an alteration in metabolism.
- Describe information management principles that support decision making regarding the client with alterations in metabolism.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in metabolism.

Week 5: Concepts: Cellular regulation & immunity (Supports CLO's 1-6)
- Apply the concept of cellular regulation & immunity as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cellular regulation & immunity.
- Relate quality improvement processes when caring for clients with an alteration in cellular regulation & immunity.
- Demonstrate a team-based approach to the care of the client with an alteration in cellular regulation & immunity.
- Describe information management principles that support decision making regarding the client with alterations in cellular regulation & immunity.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cellular regulation & immunity.

Week 6: Concepts: Cognition & sensory perception (Supports CLO's 1-6)
- Apply the concept of cognition & sensory perception as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in cognition & sensory perception.
- Relate quality improvement processes when caring for clients with an alteration in cognition & sensory perception.
- Demonstrate a team-based approach to the care of the client with an alteration in cognition & sensory perception.
- Describe information management principles that support decision making regarding the client with alterations in cognition & sensory perception.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in cognition & sensory perception.

Week 7: Concepts: Infection & inflammation (Supports CLO's 1-6)
- Apply the concepts of infection & inflammation as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in infection & inflammation.
- Relate quality improvement processes when caring for clients with an alteration in infection & inflammation.

- Demonstrate a team-based approach to the care of the client with an alteration in infection & inflammation.
- Describe information management principles that support decision making regarding the client with alterations in infection & inflammation.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in infection & inflammation.

Week 8: Concepts: Perioperative & immobility (Supports CLO's 1-6)

- Apply the concept of perioperative & immobility as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in perioperative & immobility.
- Relate quality improvement processes when caring for clients with an alteration in perioperative & immobility.
- Demonstrate a team-based approach to the care of the client with an alteration in perioperative & immobility.
- Describe information management principles that support decision making regarding the client with alterations in perioperative & immobility.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in perioperative & immobility.

Week 9: Concept: Intracranial regulation (Supports CLO's 1-6)

- Apply the concept of intracranial regulation as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in intracranial regulation.
- Relate quality improvement processes when caring for clients with an alteration in intracranial regulation.
- Demonstrate a team-based approach to the care of the client with an alteration in intracranial regulation.
- Describe information management principles that support decision making regarding the client with alterations in intracranial regulation.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in intracranial regulation.

Week 10: Concept: Antepartum (Supports CLO's 1-6)

- Apply the concept of antepartum as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in antepartum.
- Relate quality improvement processes when caring for clients with an alteration in antepartum.
- Demonstrate a team-based approach to the care of the client with an alteration in antepartum.
- Describe information management principles that support decision making regarding the client with alterations in antepartum.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in antepartum.

Week 11: Concept: Intrapartum (Supports CLO's 1-6)

- Apply the concept of intrapartum as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in intrapartum.
- Relate quality improvement processes when caring for clients with an alteration in intrapartum.
- Demonstrate a team-based approach to the care of the client with an alteration in intrapartum.
- Describe information management principles that support decision making regarding the client with alterations in intrapartum.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in intrapartum.

Week 12: Concept: Postpartum (Supports CLO's 1-6)
- Apply the concept of postpartum as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in postpartum.
- Relate quality improvement processes when caring for clients with an alteration in postpartum.
- Demonstrate a team-based approach to the care of the client with an alteration in postpartum.
- Describe information management principles that support decision making regarding the client with alterations in postpartum.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in postpartum.

Week 13: Concept: High-risk newborn (Supports CLO's 1-6)
- Apply the concept of high-risk newborn as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in high-risk newborn.
- Relate quality improvement processes when caring for clients with an alteration in high-risk newborn.
- Demonstrate a team-based approach to the care of the client with an alteration in high-risk newborn.
- Describe information management principles that support decision making regarding the client with alterations in high-risk newborn.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in high-risk newborn.

Week 14: Concept: Reproduction (Supports CLO's 1-6)
- Apply the concept of reproduction as it relates to the role of the registered professional nurse.
- Demonstrate clinical reasoning to make client-centered care decisions when caring for the client with an alteration in reproduction.
- Relate quality improvement processes when caring for clients with an alteration in reproduction.
- Demonstrate a team-based approach to the care of the client with an alteration in reproduction.
- Describe information management principles that support decision making regarding the client with alterations in reproduction.
- Apply leadership strategies when addressing legal and ethical care guidelines of the client with an alteration in reproduction.

Evaluation of student learning:
Theory Grade:

Assessment	Percentage of Grade
Exam 1	11%
Exam 2	11%
Exam 3	11%
Exam 4	11%
Exam 5	11%
Final Cumulative Exam	25%
Maternity ATI	10%
vSIM Patient Scenarios	5%
Patient safety project	5%
Total	**100%**

Clinical/Lab Grade

Clinical and lab are scored on a pass/fail basis. Students are expected to demonstrate competency in all areas of the clinical evaluation tool by the end of the semester to successfully pass clinical. Any student who fails to demonstrate competency in all areas of the clinical evaluation tool will not receive a passing clinical grade thereby failing the course. As outlined below, students are expected to achieve an 80% or better as a final college laboratory as part of the requirements to successfully pass NRS 125.

Activity	Percentage of Grade
Successful completion of all assigned skills through attendance at skills lab	40%
Course Introduction quiz	10%
Ticket to Lab: **2.5% each x 10**	25%
Completion of the assigned ATI video case studies (see assignment description under the ATI section of the syllabus)	25%
Total	100%

Determination of Grade

To receive a grade in NRS 125, the following criteria must be satisfied:
- (A) Clinical grade of passing as outlined above.
- (B) College laboratory grade of 80% or better.
- (C) Passing grade of 100% or better on the Dosage Calculation exam.
- (D) Completion of all assigned vSIM patient scenarios.
- (E) Completion of assigned Maternity ATI exam.
- (F) Completion of all theory exams.
- (G) Completion of comprehensive final exam.

A final grade of "C+" (77% - 79.99%) or better in each nursing course is necessary to progress to the next nursing course and to graduate. **No grades will be rounded. The student is responsible for maintaining a record of his/her own grades as they are achieved. Final grade should be viewed in Blackboard NOT the Blackboard application.** If all criteria for the determination of a grade for the course have been successfully met, a grade will be assigned as follows:

A	93% - 100%
A-	90% - 92.99%
B+	87% - 89.99%
B	83% - 86.99%
B-	80% - 82.99%
C+	77% - 79.99%
C	70% - 76.99%
D	60% - 69.99%
F	0% - 59.99%