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COURSE SYLLABUS

COURSE TITLE:
Medical Terminology

COURSE LENGTH:
45 Hours

INSTRUCTOR:
ICTC Faculty

COURSE DESCRIPTION:
Medical Terminology is designed to develop in the students a working knowledge of the language of medicine. Students acquire word building skills by learning prefixes, suffixes, roots and abbreviations. By relating terms of body systems, students identify proper uses of words in a medical environment. Knowledge of medical terminology enhances students’ ability to successfully secure employment or pursue advanced education in healthcare. This course when taught as a part of the HCC core or Adult Health Career Major is designed to be complimented by the anatomy and physiology course contained in the core or career major.

COURSE OBJECTIVES:
After the completion of the course the student will:

1. Identify prefixes common to medical terminology.
2. Identify suffixes common to medical terminology.
3. Identify roots common to medical terminology.
5. Recognize common medical abbreviations.

INSTRUCTIONAL DELIVERY PLAN:
The instructional format may include lecture-discussion, audio-visual, teacher demonstration, student practice, group and independent learning activities. Guest speakers may be utilized to enhance the learning process.
COURSE CONTENT UNIT ARRANGEMENT:
The course is based on Dean Vaughn Medical Terminology Learning System. It contains fourteen lessons related to developing a basic medical vocabulary.

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance.

EVALUATION PROCEDURE

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exams</td>
<td>95.0%</td>
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<td>Attendance/Punctuality</td>
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<td>Assignments/Homework/Quizzes</td>
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Final grades will be assigned on the following scale:

- A 94 – 100%
- B 87 – 93 %
- C 80 – 86 %

Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.

WORK AND ASSIGNMENTS MISSED:
See Make-up Work policy in the Student Handbook.

REQUIRED TEXTS, MATERIALS, SUPPLIES:


AMERICANS WITH DISABILITIES ACT (ADA)
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible.

ACADEMIC DISHONESTY
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

STUDENT CONDUCT
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

DATE:
June, 2014; June, 2013; June, 2012; June, 2011

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
**Learning Activities:**

For each lesson listed below do the following:

- View the interactive video for each lesson
- Read the Lesson Review
- Review the Word Terminals
- Complete
  - “Reading Assignment” in each Lesson
  - “Element Recognition” activity
  - “Interpretation Exercise” worksheets
  - Complete other activities/assignments as directed by instructor

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date to Watch Interactive Video</th>
<th>Date to Complete Reading and Assignments</th>
<th>Quiz Date</th>
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<tr>
<td>Pre-Test</td>
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<tr>
<td>Common Medical Abbreviations</td>
<td>Obtain list from instructor</td>
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**GRADE SHEET: MEDICAL TERMINOLOGY**

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<thead>
<tr>
<th>UNIT EXAM</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS EARNED</th>
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*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

**Final grade average students computed as follows:**
To find Exam Average: Total Points Earned / Total Points Possible = Exam Average
To find Attendance Average: Total Days Attended / Total Days Possible = Attendance Average
To find Quiz/Assignment/etc. average: Total Points Earned / Total Points Possible = Q/A/etc. Average
To figure final grade:

Exam Average  

Attendance Average  

Quiz/Assignment Avg.  

Total/Final Grade  }

\[ \text{Exam Average} \times .95 = \]  

\[ \text{Attendance Average} \times .025 = \]  

\[ \text{Quiz/Assignment Avg.} \times .025 = \]  

\[ \text{Total/Final Grade} \]
CONCEPTS OF NURSING
SYLLABUS

COURSE TITLE:
Concepts of Nursing

COURSE LENGTH:
40 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course focuses on use of nursing-related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the concepts of learning, teamwork and communication in nursing, human development, professionalism, health promotion, nursing ethics and law, and changing health care delivery systems.

COURSE OBJECTIVES:
1. Utilize appropriate learning skills to successfully complete a nursing education program
2. Implement effective communication techniques in nursing practice
3. Effectively utilize teamwork skills in any setting
4. Provide age-appropriate and culturally competent care throughout the patient’s lifespan
5. Provide health promotion strategies to support and encourage patient wellness
6. Develop professionalism traits to be used in nursing practice
7. Implement nursing ethics and law principles to ensure nursing best practice
8. Recognize evolving health care delivery systems issues and make changes accordingly

INSTRUCTIONAL DELIVERY PLAN:
Delivery plan may include lecture, discussion, computer-assisted learning, and group and independent learning activities. Experiments, audio-visual aids, textbooks, and other projects may also be utilized.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 – Concepts of Learning
Module 2 – Concepts of Communication
Module 3 – Concepts of Teamwork
Module 4 – Concepts of Human Development
Module 5 – Concepts of Health and Wellness
Module 6 – Concepts of Professionalism
Module 7 – Concepts of Nursing Ethics and Law
Module 8 – Concepts of Health Care Systems
Module 9 – Concepts of Safety and Asepsis

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities,
assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance.

Competency testing in identified content areas may be required. Students shall score at Level 2 or the national average on each of the competency exams. If this level is not reached on the initial exam (of each content area), the exam should be re-taken following self-remediation. If additional exam re-takes are necessary to reach the required level, a fee may be charged by the testing company for each additional re-take required. Payment of these charges is the responsibility of the student. The PN program will not be completed and transcripts will not be released until all competency exams are passed at the required level.

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*Plus satisfactory completion of competency exams

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**WORK AND ASSIGNMENTS MISSED:**

See Make-Up Work policy in the Student Handbook.

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


*Nursing Concepts*, Oklahoma Department of Career and Technology Education Curriculum and Instructional Material Center, Stillwater, OK, 2011.

*Student Success*, Indian Capital Technology Center.


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Date:
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Module 1 - Concepts of Learning

Adult Learning
1. Explore methods of adult learning
2. Identify learner’s responsibilities
3. Identify facilitator’s responsibilities
4. Compare the learner’s and facilitator’s responsibilities in adult learning

Learning Styles and Multiple Intelligence
5. Identify different learning styles
6. Identify your sensory preference
7. Adjust your learning style to meet your learning needs
8. Describe multiple intelligences
9. Complete self-inventory to determine your personal learning style
10. Implement your personal study strategy
11. Select at least one technique you will use for improving your auditory, visual and tactile learning styles
12. Use your multiple intelligences to problem solve

Finding Information and Remembering It
13. Identify strategies for learning new information
14. Utilize resources to learn new information
15. Discuss tools used to master information

Managing Your Studies and Your Time
16. Identify changes you will experience as a student
17. Describe how change affects behaviors of yourself and others
18. Design a personal time management strategy
19. Implement your personal time management strategy
20. Identify personal behaviors you will exhibit in your new role as student

Learning Activities:
- Read Nursing Concepts, Module 1
- Read Student Success Units 1, 4, 5, 8, 9, 10, and complete the LAP activities
- Complete “Building Excellence” survey as directed by instructor
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 – Concepts of Communication

Communication Techniques
1. Describe types of effective verbal communication techniques
   - Discuss telephone etiquette
2. Explain types of nonverbal communication techniques
3. Promote active listening techniques
4. Compare verbal, non-verbal and listening techniques
5. Promote effective information-gathering techniques with patients
   - Discuss techniques used in nurse/patient communication
6. Written Communication
7. Identify types of written communication
8. Apply written communication guidelines

Communication Styles
9. Identify types of communication styles
10. Evaluate scenarios for various communication styles
11. Provide examples of setting appropriate boundaries with passive and aggressive communicators
    - Distinguish between passive, assertive, and aggressive communication styles

Communication Barriers
12. Describe barriers to communication
    - State considerations when communicating with special-needs patients
13. Identify resources to assist in overcoming communication barriers
14. Communication during crisis
15. Identify components of a crisis
16. Implement crisis intervention techniques

Learning Activities:
- Read Nursing Concepts, Module 2
- Read Christensen, Chapter 3
- Read Student Success, Unit 7 and complete the LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 – Concepts of Teamwork

Professional Teamwork
1. Explain the concept of teamwork
2. Identify purpose of teamwork
3. Identify members within a team

Effective Health Care Teams
4. Identify behaviors of an effective team
5. Describe positive and negative team dynamics
6. Identify methods for building positive team relationships
7. Describe rules for teamwork
8. Evaluate your ability to function in a team
9. List roles and responsibilities of an effective team member
10. Contrast the benefits and limitations of an effective team with those of an ineffective team
11. Evaluate participation in a health care team

Managing Team Conflict
12. Define conflict
13. Analyze underlying factors that may lead to conflict
14. Identify the influence differing personality types have on conflict
15. Identify communication styles used during conflict
16. Examine methods of team conflict resolution
17. List the six stages of team conflict resolution
18. Explore personal reactions during team conflict
19. Select effective techniques for handling team conflict
20. Compare and contrast various strategies for team conflict resolution

Effective Professional Leadership
21. Describe an effective leader
22. Analyze the attributes and attitudes of an effective leader
23. Demonstrate principles of delegation

Learning Activities:
- Read Nursing Concepts, Module 3
- Read Christensen, Chapter 58 (pgs – (2062-2068)
- Read Student Success Unit 6, and complete the LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 – Concepts of Human Development

Fundamentals of Human Growth and Development
1. Identify the basic principles of development
2. Describe factors affecting human development
3. Recognize the influence of human sexuality on human development
4. Evaluate scenarios for age-appropriate development

Physical human growth and development
5. Distinguish among physical differences in infants, children and adolescents
6. Describe phases of physical development in adults
7. Identify factors affecting physical development
8. Analyze expected physical changes in older adult patients related to the aging process
9. Outline the changes in physical development
10. Create a mind map to show connections between aspects of physical development

Cognitive human development
11. Explain the stages of cognitive development according to Piaget
12. Identify factors affecting cognitive development
13. Create a mind map to show connections between aspects of cognitive development

Psychosocial Human Development
14. Explain the stages of psychosocial development according to Erikson
15. Identify factors that influence psychosocial development
16. Describe positive and negative outcomes of each stage of psychosocial development
17. Determine if patient responses to age-related changes in select scenarios have a negative or positive impact on patient care

Moral Development
18. Explain the stages of moral development according to Kohlberg
19. Identify factors that influence moral development
20. Examine the impact moral development has on human behaviors

Learning Activities:
- Read Nursing Concepts, Module 4
- Read Christensen, Chapter 9 (pgs 187-215)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 – Concepts of Health and Wellness

Human Health and Wellness
1. Discuss current trends in health promotion
2. Identify levels within Maslow’s Hierarchy of Needs
3. Prioritize patient needs according to the Hierarchy of Needs
4. Contrast wellness with illness
5. Illustrate the wellness-illness continuum
6. Identify the ten health indicators of Healthy People 2010

Factors That Influence Health and Wellness
7. Identify factors that influence human wellness
8. Evaluate scenarios for environmental influences on health and wellness
9. Examine the hereditary factors that affected the health or wellness of designated historical figures
10. Analyze factors that influence human health and wellness from a culture that is not your own
11. Identify possible family structures and support system factors that influence health and wellness
12. Explore family dynamics in select scenarios
13. Evaluate situations that alter personal family structures and support systems
14. Identify abuse and neglect factors
15. Assess patient history for signs and symptoms of abuse or neglect
16. Identify spiritual factors that influence human wellness
17. Examine select scenarios for patient risk factors and lifestyle choices
18. Discuss the implication of health factors on health care delivery

Modeling Healthy Wellness Behaviors
19. Define self-awareness and self-care
20. Explain how self-awareness affects wellness
21. Explore areas of positive self-care
22. Perform an inventory of self-care needs

Disease Prevention
23. Identify three or four primary areas at risk for disease or illness
24. Identify appropriate health seeking activities, based on areas of risk
25. Evaluate personal lifestyle for changeable and unchangeable risk factors
26. Assess real or potential personal stressors for possible negative impact
27. Select appropriate screening and health promotion activities
28. Identify appropriate stress management techniques
29. Participate in disease prevention activities
30. Evaluate disease prevention actions for any necessary modification
31. Develop a plan for change that promotes positive self-care and minimizes risk factors

Health Promotion
32. Recognize the impact of a body change or change in role during and after a health care event
33. Analyze how health care workers can assist patients in health promotion
34. Identify resources available to patients for health promotion
35. Create activities that teach patients attitudes and behaviors that promote health and wellness

Complementary and Alternative Health Care
36. Describe alternative health care practices
37. Analyze availability and cost of alternative and non-traditional health care

Learning Activities:
- Read Nursing Concepts, Module 5
- Read Christensen, Chapter 29
- Read Student Success Units 2, 3, 11 and complete the LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 – Concepts of Professionalism

The Nursing Profession
1. Define four elements of a profession
2. Explain how nursing became a profession
   - Discuss people and events in history that influenced nursing and health care
3. Describe the role of the LPN within the healthcare team
   - Discuss the role of the LPN as a team leader
   - Discuss the chain of command and characteristics of leader/team member relationships
   - Identify characteristics of effective team members
   - Identify concepts of giving end-of-shift report

Professional Conduct
4. Demonstrate professional behaviors
   - Identify dress, grooming, and hygiene standards as they apply to the nursing profession
5. Formulate responses to hypothetical situations while displaying professional behaviors
6. Research state regulations regarding unprofessional conduct
7. Demonstrate characteristics critical to employability

Cultural Competency
8. Identify cultural differences that influence patient perceptions and responses to care
9. Formulate responses to various cultural practices that impact patient communication and functioning
10. Evaluate patient cultural influences when contributing to and providing patient care plans

Nursing Education and Professional Affiliations
11. Identify the nursing theorist of your program
12. Explain the process of nursing licensure
13. Explain the value of professional organizations and affiliations
14. List professional organizations and affiliations available to the LPN and to practical nursing students
15. Find community service opportunities for groups and individuals

Learning Activities:
- Read Nursing Concepts, Module 6
- Read Christensen, Chapter 1
- Review Student Success Unit 6 and LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 – Concepts of Nursing Ethics and Law

Nursing Ethics
1. Provide examples of the five principles of nursing ethics
   - Identify terms associated with legal and ethical issues
2. Identify steps for making ethical decisions
3. Provide examples of ethical nursing behaviors
4. Identify methods for dealing with ethical issues in various health care settings
5. Apply ethical behavior guidelines to scenarios
6. Present researched information about ethical issues in health care today

Nursing Regulation
7. Identify the various ways in which nursing practice is regulated
8. Review the Nurse Practice Act
9. Analyze the Licensed Practical Nurse legal scope of practice
   - List qualifications for LPN’s as defined in the Nurse Practice Act
   - Compare the scope of practice of an LPN and a RN
10. List limitations of the student’s scope of practice
11. Identify consequences of violations of the Nurse Practice Act
12. Explore how standards of care influence nursing care

Patient Rights
13. Identify professional boundaries
   - List legal considerations involving the patient’s chart
   - Identify guidelines relating to the legal aspects of documentation
   - Discuss the importance and preparation of an incident report
14. Identify components of the three types of “Bills of Rights”
15. Contrast the patient’s rights in each bill of rights related to acute, residential and dying patient care
16. List actions practical nurses take to protect patient rights
17. Evaluate selected situations for any violation of patient rights

Patient Confidentiality
18. Identify legal aspects of the patient’s record
19. Indicate how implementation of HIPAA regulations protects patient confidentiality

Informed Consent
20. Define informed consent
21. Provide examples of who may legally sign informed consent
22. Describe the nurse’s role in obtaining informed consent

Patient Self-Determination
23. Explain the purpose of advance directives
24. Define living will
25. Explain the purpose of a durable power of attorney
26. Describe the purpose of a health care proxy
27. Identify components of a “Do Not Resuscitate” (DNR) order
   - Answer questions about the procedure for organ donation
28. Describe the role of the LPN/LVN related to patient self-determination

Legal Responsibilities in Providing Patient Care
29. Provide examples of malpractice, negligence and abandonment
30. Describe duty
31. Identify factors that may lead to breach of duty
32. Explain harm
33. Provide examples of proximal cause
34. Establish a connection between harm and proximal cause
35. List strategies to avoid common health care torts
Learning Activities:
- Read Nursing Concepts, Module 7
- Read Christensen, Chapter 1 (pgs 15-16, Box 1-1) and Chapter 2
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 8 – Concepts of Health Care Systems

Health Care Systems Overview
1. Compare types of health care systems

Funding and Health Care Costs
2. Differentiate among methods for health care payment
3. Discuss the role of government in health care at national, state and local levels
4. Describe Medicare and Medicaid funding
5. Discuss the effect of the uninsured on the health care system

Managed Care and Health Care Delivery
6. Identify the effects of managed care on health care delivery
7. Describe the impact of managed care on nursing care delivery

Changes in Nursing Care Delivery Systems
8. Distinguish among methods of nursing care delivery
9. Review patient care trends

Learning Activities:
- Read Nursing Concepts, Module 8
- Review Christensen, Chapter 1 (pgs 11-17)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 9 – Concepts of Safety and Asepsis

1. Explain how the National Patient Safety Goals can prevent patient and nurse injuries
2. Discuss ways to promote patient safety
3. Research information about fire extinguishers in the building
4. Explain safe practices for the classroom and laboratory
5. Identify aspects of hazard communication
6. Interpret safety signs, symbols, and labels
7. Locate information about a hazardous material using a Material Safety Data Sheet (MSDS)
8. Inventory the classroom/lab for potential hazardous material exposure and identify an MSDS for each
9. Identify potential hazardous exposures in the healthcare setting
10. Identify methods of protection from hazardous exposure
11. Identify appropriate action to take during an emergency in a clinical facility
12. Complete and incident report
13. Apply proper body mechanics for bending, lifting, and moving
14. Explain principles of safe patient handling
15. Identify types of microorganisms
16. Identify the chain of infection
17. Distinguish between medical and surgical asepsis
18. Demonstrate the ability to perform a two-minute hand wash

Learning Activities:
- Read Nursing Concepts, Module 9
- Read Christensen, Chapter 12
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
<table>
<thead>
<tr>
<th>UNIT EXAM</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS EARNED</th>
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<tr>
<td>Concepts of Learning</td>
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<td>Concepts of Communication</td>
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<td>Concepts of Teamwork</td>
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<td>Concepts of Human Development</td>
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<td>Concepts of Health &amp; Wellness</td>
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<td>Concepts of Professionalism</td>
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<td>Concepts of Nursing Ethics &amp; Law</td>
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<td>Concepts of Health Care Systems</td>
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<tr>
<td>Concepts of Safety &amp; Asepsis</td>
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</tbody>
</table>

*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

Final grade average students computed as follows:

To find Exam Average: Total Points Earned /Total Points Possible = Exam Average

To find Attendance Average: Total Days Attended /Total Days Possible = Attendance Average

To find Quiz/Assign/etc. average: Total Points Earned /Total Points Possible = Q/A/etc. Average

To figure final grade:

Exam Average \[\text{Exam Average} \times 0.95 = \text{Exam Grade}\]

Attendance Average \[\text{Attendance Average} \times 0.025 = \text{Attendance Grade}\]

Quiz/Assignment Avg. \[\text{Quiz/Assignment Avg.} \times 0.025 = \text{Quiz/Assignment Grade}\]

Total/Final Grade \[\text{Exam Grade} + \text{Attendance Grade} + \text{Quiz/Assignment Grade} = \text{Total/Final Grade}\]
LONG TERM CARE
NURSING ASSISTANT
SYLLABUS

COURSE TITLE:
Long Term Care Nursing Assistant

COURSE LENGTH:
91 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Nursing assistants make valuable contributions in providing health care. Nursing assistants are trained to care for people who are ill or need help in caring for themselves. The care given is always under the guidance and supervision of licensed health care providers such as nurses or physicians. The competencies needed to successfully complete the objectives for this course are identified from the skill standards produced by the Oklahoma Department of Career and Technology Education’s Testing Division for the Health Certification Project of the Oklahoma State Department of Health using the DACUM process. Students may exit from the course after obtaining Long Term Care aid certification.

COURSE OBJECTIVES:
1. Understand levels of care, types of facilities, and general expenses involved in long-term care
2. Understand the role of the nursing assistant in long-term care
3. Discuss consumer rights and ethical issues affecting the nursing assistant
4. Demonstrate the ability to maintain safety in long-term care facilities
5. Maintain effective communication involved with long-term care
6. Demonstrate the ability to meet basic human needs for residents requiring long-term care
7. Identify normal and abnormal body structure and function of residents requiring long-term care
8. Maintain appropriate infection control techniques
9. Demonstrate appropriate techniques and concepts of patient mobility, positioning, and transfer
10. Demonstrate competency in basic nursing skills required for maintaining an appropriate patient environment, providing maintenance of supportive and preventive devices, providing assistance with activities of daily living, providing assistance with elimination, nutrition, and hydration, and for gathering important data
11. Demonstrate the ability and necessary understanding for caring for the patient with dementia/Alzheimer’s
12. Demonstrate skills, as well as appropriate knowledge and understanding needed in caring for patients and families experiencing death and dying
13. Demonstrate the skills and knowledge necessary for successful completion of supervised clinical experience in the long-term care facility
INSTRUCTIONAL DELIVERY PLAN:
The course may consist of lecture-discussion, teacher demonstration, student practice, return demonstration, group and independent learning activities, and selected audio-visual material when appropriate. Clinical portion will involve supervised care of residents in a long-term care facility.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 – Introduction to Long Term Care Nursing Assisting
Module 2 - Role of the Nursing Assistant in Long Term Care
Module 3 - Consumer Rights, Ethical & Legal Issues Affecting the Nursing Assistant
Module 4 – Safety in LTC
Module 5 – Communication in Long Term Care
Module 6 – Meeting Basic Human Needs for Residents in LTC
Module 7 – Normal and Abnormal Body Structure and Function
Module 8 – Infection Control
Module 9 – LTC/HH Resident/Patient Mobility, Positioning and Transfer
Module 10 – Basic Nursing Skills
Module 11 – Care for the Patient with Dementia/Alzheimer’s
Module 12 – Death and Dying
Module 13 – Supervised Clinical Experience in the Long-Term Care Facility

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking sheet for additional information.

EVALUATION PROCEDURE

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exams</td>
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<tr>
<td>Attendance/Punctuality</td>
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<tr>
<td>Assignments/Homework/Quizzes</td>
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<td>100% *</td>
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</table>

*Plus satisfactory completion of competency exams

Final grades will be assigned on the following scale:
A 94 – 100%
B 87 – 93%
C 80 – 86%

Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.

WORK AND ASSIGNMENTS MISSED:
See Make-Up Work policy in Student Handbook.
REQUIRED TEXTS, MATERIALS, SUPPLIES:


Barbara Broyles Alzheimer’s and Dementia Training Program for Nursing Assistants.

**AMERICANS WITH DISABILITIES ACT (ADA)**
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

**ACADEMIC DISHONESTY**
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

**STUDENT CONDUCT**
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

**DATE:**
June, 2014; June, 2013; June, 2012; June, 2011
Module 1 – Introduction to Long Term Care Nursing Assisting

1. Identify different levels of care for long-term care residents
2. Identify different facilities that offer long-term care
3. Compare acute and chronic illness
4. Identify departments and describe their function in the long-term care facility
5. Evaluate the cost of long-term care and who pays for these expenses

Learning Activities:
- Read Alvare, Chapter 1
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 - Role of the Nursing Assistant in Long Term Care

1. Identify the members of the nursing team and requirements for education and training
2. Explain how the line of authority affects the role of the nursing assistant
3. Differentiate state and federal regulations (OBRA) affecting nurse assistants
4. Explain the role, responsibilities and limitations of nurse assistants working within the scope of practice
5. Discuss the requirements for maintaining nurse aide certifications (Internet Search)

Learning Activities:
- Read Alvare, Chapter 2
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 - Consumer Rights, Ethical & Legal Issues Affecting the Nursing Assistant

1. Identify key items in the Resident's Bill of Rights
2. Identify ethical and legal situations and allegations in health care specific to Nurse Assistants
3. Identify the legal responsibilities of a nursing assistant with regard to resident’s rights as defined in OBRA
4. Recognize and describing types, signs and symptoms of abuse
5. Provide care, respect and security
6. Implement mandated standards for Health Insurance Portability and Accountability Act (HIPAA)
7. Discuss regulatory and legal process when faced with allegations of abuse
8. Follow facility policies and procedures for reporting and documentation

Learning Activities:
- Read Alvare, Chapter 3
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 – Safety in LTC

1. Demonstrate safe use of LTC facility chemicals
2. Identify ways to promote a safe environment for the resident in regard to preventing falls
3. Ensure correct identification of residents and staff
4. Check equipment for proper function and safety
5. Identify unclean and unsafe conditions
6. Report and take appropriate action concerning unsafe/unclean conditions
7. Demonstrate application of ordered restraints
8. Demonstrate proper safety procedures for an immobilized resident
9. Apply principles of body mechanics and ergonomics
10. Identify environmental hazards
11. Provide patient with information on safety
12. Reinforce patient's education on safety precautions, including patient's use of protective equipment to avoid injury
13. Evaluate the environment to recognize safe and unsafe working conditions
14. Demonstrate methods of fire prevention in the healthcare setting
15. Use proper safety techniques to prevent accidents and to maintain a safe work environment
16. Explain an evacuation plan for a healthcare setting
17. Execute an emergency plan in response to a natural disaster or other emergency

**Learning Activities:**
- Read Alvare, Chapter 6 and Chapter 7 (pgs 102-105)
- Complete assignments indicated by instructor
- Pass exam with a minimum of 80%
Module 5 – Communication in Long Term Care

1. Identify records and files common to the healthcare setting
2. Execute data management using electronic healthcare records
3. Interpret information from electronic medical documents
4. Discuss the content and diverse uses of health information
5. Demonstrate techniques for communicating with residents and families
6. Respond appropriately to resident and family behaviors
7. Utilize techniques that facilitate communication special populations
8. Demonstrate techniques for communicating with interdisciplinary team members
9. Demonstrate appropriate behavior management techniques
10. Recognize the need for setting boundaries and limits between caregiver and resident
11. Follow facility policy and procedure for reporting and documentation
12. Review techniques for the measurement of vital signs and documentation, including pain as the fifth vital sign
13. Recognize document and report changes in behavior, environment and physical well-being
14. Explain when an incident report is required

Learning Activities:
- Read Alvare, Chapter 4
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 6 – Meeting Basic Human Needs for Residents in LTC

1. Identify techniques to encourage resident independence dignity and self-esteem
2. Using techniques that promote resident independence in:
   a. Provide choices (meals, clothing)
   b. Scheduling adult daily living activities (ADLs)
3. Distinguish between types of psychosocial needs:
   a. Emotional
   b. Mental Health
   c. Spiritual
   d. Cultural
4. Respond appropriately to the psychosocial needs of the resident and family
5. Identify and report symptoms of depression
6. Demonstrate techniques for responding to psychosocial needs of diverse populations
7. Identify factors that affect relaxation/sleep
8. Identify action that can promote relaxation/sleep

**Learning Activities:**
- Read Alvare, Chapter 8
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 – Normal and Abnormal Body Structure and Function

1. Define terms related to normal and abnormal body structure and function for residents/patients in LTC/HH
2. Describe common health problems
3. Distinguish between signs and symptoms
4. Describe four modes of therapy

Learning Activities:
- Read Alvare, Chapters 9 and 13
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 – Infection Control

1. Apply infection control procedures including standard precautions and hand washing techniques
2. Compare different methods of controlling the growth of microorganisms
3. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Center for Disease Control Prevention (CDC) regulations
4. Apply proper use of personal protective equipment (PPE)
5. Use infection control techniques when collecting specimens
6. Demonstrate isolation techniques
7. Define terms related to infection control
8. Identify isolation precautions for common microorganisms

Learning Activities:
- Read Alvare, Chapter 5
- Complete as assignments indicated by instructor
- Pass exam with a minimum of 80%
Module 9 – LTC/HH Resident/Patient Mobility, Positioning and Transfer

1. Discuss items found in the typical patient unit
2. Operate basic equipment found in the typical patient unit
3. Discuss ways to control the patient’s environment
4. Using the principles of good body alignment, resident/patient positioning and supportive devices
5. Demonstrate safe techniques for transferring, moving, lifting residents/patients with and without assistive devices
6. Adjust a hospital bed
7. Ambulate resident/patient with/without assistive devices
8. Operate a wheelchair safely
9. Perform passive/active range of motion exercises
10. Follow a resident/patient’s exercise plan.
11. Demonstrate the ability to
   a. Prepare a patient unit
   b. Place the patient in prone position
   c. Place the patient in Fowler’s position
   d. Place the patient in Trendelenberg position
   e. Make an occupied bed
   f. Make an unoccupied bed

Learning Activities:
- Read Alvare, Chapter 10
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 10 – Basic Nursing Skills

1. Make unoccupied and occupied bed.
2. Recognize the need for proper maintenance of supportive and preventive devices
3. Provide assistance with ADLs:
   - Assist with a bedpan, facture pan, bedside commode and urinal
   - Administer a sitz bath
   - Administer a back rub
   - Assist resident/patient with hand washing
   - Provide full or partial bath in shower, tub, chair or bed
   - Perform shampoo in sink, tub, bed or shower
   - Provide skin care
   - Provide oral hygiene and denture care
   - Provide perineal care
   - Provide foot care appropriate to disease process
   - Assist patient with dressing/undressing
   - Provide nail care
   - Shave patient
   - Provide resident’s/patient’s hair care
   - Assist patient with applying and removing TED/support stockings
4. Provide assistance with elimination:
   - Provide toileting assistance utilizing incontinence products and bedside commode
   - Provide catheter care and maintenance
   - Provide ostomy care
   - Provide bladder and bowel retraining
5. Provide assistance with nutrition and hydration:
   - Recognize the importance of proper nutrition and hydration
   - Demonstrate proper use of feeding devices and techniques:
     - Utensils
     - Serving
     - Positioning
     - Compensatory swallowing
     - Puree/mechanically
     - Altered
     - Thickening agents
     - Purchase groceries within resident’s/patient’s dietary restrictions
     - Use sanitary practices to prepare and store meals
     - Use sanitary practices to wash and clean dishes, utensils, kitchen/dining area
     - Calculate intake and output
     - Document intake and output on appropriate form
6. Data Gathering
   - Measure and record vital signs
   - Identify and report pain.
   - Obtain a stool specimen
   - Obtain a urine specimen
   - Measure weight, height, and length
   - Inspect skin for continuity and abnormalities
Learning Activities:
- Read Alvare, Chapter 11 (pgs 175-177), Chapter 12 (applicable pages), Chapter 13, Chapter 14 (pgs 225-229), Chapter 15 (Nutrition), Chapter 16 (Urinary Elimination), Chapter 17 (Bowel Elimination-applicable pages), Chapter 18 (pgs 3331-332), Chapter 28 and Chapter 29 (pgs 475-476)
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 11 – Care for the Patient with Dementia/Alzheimer’s

1. Identify the types and causes of cognitive impairment
2. Demonstrating techniques for promoting independence with ADLs for patients with Alzheimer’s/dementia
3. Demonstrating techniques for communicating effectively with Alzheimer’s/dementia residents/patients
4. Demonstrating techniques for managing behaviors associated with Alzheimer’s/dementia
5. Identifying measures to promote the safety of residents/patients with Alzheimer’s/dementia

Learning Activities
- Read Alvare, Chapter 19
- Read Handout: Barbara Broyles Alzheimer’s and Dementia Training Program for Nursing Assistants (Required)
- Complete assignments indicated by instructor
- Pass exam with a minimum of 80%
Module 12 – Death and Dying

1. Identify differences in the way people handle the death and dying process
2. Identify the signs of approaching death
3. Identify the spiritual preparations for death practiced in various religious denominations
4. Demonstrate the procedure for post-mortem care
5. Select descriptions of the hospice philosophy and method of care
6. Identify responsibilities of the NA for supportive care
7. Identify and respond to the needs of the resident/patient and his/her family during illness and stages of dying
8. Provide post mortem care

**Learning Activities:**
- Read Alvare, Chapter 23
- Complete assignments indicated by instructor
- Pass exam with a minimum of 80%
Module 13 – Supervised Clinical Experience in Long Term Care

After completion of this clinical, you will qualify to sit for the certification exams for Nursing Assistant. You will have opportunities to apply knowledge of basic nursing principles and skills in delivery of patient care in the nursing home setting. Guidelines for the beginning long-term care aide student entering the clinical area are included. The student utilizes the knowledge acquired in the classroom to provide patient care in a long-term care facility.
Clinical Objectives

This clinical experience meets the requirements for the State of Oklahoma Department of Health.

The student will demonstrate skills and knowledge learned in classroom and laboratory when in supervised clinical experience.

1. Fulfill the preparatory requirements to attend the clinical site as described in the Student Handbook, and the health care clinical facility information.

2. Apply knowledge from the long-term care nursing assistant course and successfully complete the skills checklist.

3. Demonstrate beginning ability to perform nurse aid skills

4. Provide care for the geriatric patient
   - Apply procedures to protect and promote patient's rights
   - Identify basic medical conditions and psychosocial needs
   - Identify common signs, symptoms and treatment of disease and disorders
   - Establish effective communication with patients, members of the family, and health care team
   - Provide care based on the basic needs of the patient
   - Demonstrate infection control and safety measures as evidenced by the completion of module exam, performance skill exam and clinical evaluation with 100% accuracy
   - Appropriately respond to emergencies
   - Perform transfer and ambulation skills
   - Measure and record vital signs, and height and weight
   - Provide patient care and comfort measures
   - Report abnormal findings
   - Support rehabilitation plans
   - Provide principles of nutrition by providing and recording nutritional needs
   - Report diet modification needs
   - Provide hydration need and record intake and output
   - Perform special care procedures for patients exhibiting symptoms of impending death
   - Perform special care procedures for patients according to OBRA
310:677-3-8(a) (1-2)
(a) A program shall use a performance record/Skills Performance Checklist which shall include:
   (1) A record of when the trainee performs the duties and skills and the determination of satisfactory or unsatisfactory performance.
   (2) The name of the instructor supervising the performance.

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<th>Skill</th>
<th>Date Satisfactorily Performed</th>
<th>Student or Nurse Aide Employee Signature</th>
<th>Instructor or Nurse Supervisor Signature</th>
<th>Satisfactory vs. Unsatisfactory</th>
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<td>INFECTION CONTROL/SAFETY AND EMERGENCY SKILLS</td>
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<td>Perform Hand washing</td>
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<tr>
<td>Perform Heimilch maneuver</td>
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<tr>
<td>Seizures</td>
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<tr>
<td>Falling and Fainting</td>
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<td>Apply personal protective equipment (gloves, mask and gown)</td>
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<td>Remove personal protective equipment (gloves, mask, and gown)</td>
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<td>Handle soiled linens</td>
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<td>Double-bag for isolation precautions</td>
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<td>Apply/Remove ankle/wrist restraint</td>
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<td>Apply/Remove vest restraint</td>
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<tr>
<td>Apply/Remove pelvic restraint</td>
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<tr>
<td>MEAL/FEEDING SKILLS</td>
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<tr>
<td>Use proper feeding techniques</td>
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<td>Provide partial feeding assistance</td>
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<td>Use positioning and adaptive feeding devices</td>
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<td>Measure/Record Fluid Intake</td>
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<td>Measure/Record Solid Intake</td>
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Page 1 of 4

** This model is provided as a courtesy by OSDH and is not a required form. **

OSDH/NAR/October/2010
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<th>Skill</th>
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<th>Instructor or Nurse Supervisor Signature</th>
<th>Satisfactory vs. Unsatisfactory</th>
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<td><strong>PERSONAL CARE SKILLS</strong></td>
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<tr>
<td>Provide male perineal care</td>
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<td>Provide female perineal care</td>
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<tr>
<td>Provide oral care</td>
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<td>Provide oral care for unconscious resident</td>
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<td>Provide denture care</td>
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<td>Provide hair care</td>
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<td>Shave the resident</td>
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<td>Provide nail care</td>
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<td>Provide foot care to non-diabetics</td>
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<tr>
<td>Provide skin checks/Heel and elbow protectors</td>
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<tr>
<td>Provide dressing/undressing assistance</td>
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<tr>
<td>Apply compression support stockings</td>
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<tr>
<td>Make unoccupied bed</td>
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<tr>
<td>Make occupied bed</td>
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<tr>
<td>Provide tub, whirlpool, or shower assistance</td>
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<td>Provide complete bed bath</td>
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<td>Provide backrub</td>
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<tr>
<td><strong>ELIMINATION SKILLS</strong></td>
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<tr>
<td>Provide bedpan/fracture pan assistance</td>
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<td>Provide urinal assistance</td>
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<td>Provide bedside commode assistance</td>
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<td>Provide bathroom commode assistance</td>
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<td>Provide indwelling catheter care</td>
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<tr>
<td>Measure/record fluid output</td>
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<tr>
<td>Skill</td>
<td>Date Satisfactorily Performed</td>
<td>Student or Nurse Aide Employee Signature</td>
<td>Instructor or Nurse Supervisor Signature</td>
<td>Satisfactory vs. Unsatisfactory</td>
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<td><strong>VITAL SIGN SKILLS</strong></td>
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<tr>
<td>Perform/record manual and digital blood pressure</td>
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<tr>
<td>Measure/record manual and digital pulse</td>
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<td>Measure/record pain</td>
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<td>Measure/record respirations</td>
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<td>Measure/record temperature with glass and digital thermometers</td>
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<td>Measure/record height</td>
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<td>Measure/record weight</td>
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<td><strong>POSITIONING SKILLS</strong></td>
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<tr>
<td>Perform active range of motion exercises</td>
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<td>Perform passive range of motion exercises</td>
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<td>Position resident supine</td>
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<td>Position resident semi-fowlers</td>
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<td>Position resident fowlers</td>
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<td>Position resident lateral</td>
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<td>Position resident semi-supine</td>
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<td>Position resident sims</td>
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<tr>
<td>Position/reposition resident in chair</td>
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<tr>
<td>Use prosthetic, orthotic, and assistive positioning devices</td>
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<tr>
<td><strong>AMBULATION SKILLS</strong></td>
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<tr>
<td>Use a mechanical lift</td>
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<tr>
<td>Use a gait/transfer belt</td>
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<tr>
<td>Assist resident with walker/rolling walker</td>
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<tr>
<td>Assist resident with walking</td>
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# OKLAHOMA NURSE AIDE REGISTRY
## SKILLS PERFORMANCE CHECKLIST

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date Satisfactorily Performed</th>
<th>Student or Nurse Aide Employee Signature</th>
<th>Instructor or Nurse Supervisor Signature</th>
<th>Satisfactory vs. Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>LIFTING AND TRANSFER SKILLS</strong></td>
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<tr>
<td>Use a mechanical lift</td>
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<td>Use a gait/transfer belt</td>
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<td>Use a lift sheet</td>
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<tr>
<td>Perform slide board transfer</td>
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<tr>
<td>Move resident up/down in bed</td>
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<td>Move resident side/side in bed</td>
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<tr>
<td>Turn resident onto side</td>
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<td>Logroll resident</td>
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<tr>
<td>Perform standing pivot transfer</td>
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<tr>
<td>Perform 2-person, head-to-foot lift</td>
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<tr>
<td>Perform 2-person, side-to-side lift</td>
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<tr>
<td>Assist resident to sit on the side of the bed</td>
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<tr>
<td>Transfer resident to wheelchair/operation of wheelchair</td>
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<td>Transfer resident to bedside commode</td>
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<tr>
<td>Transfer resident to chair/geriatric recliner</td>
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## SKILLS PROFICIENCY COMPLETION STATEMENT

I verify that the skills performance checklist has been completed in accordance with safe guidelines set forth for nurse aide training programs. I further affirm the above named trainee/employee has satisfactorily performed all skills on the nurse aide skills performance checklist and has been determined proficient in those skills.

Instructor/Nurse Supervisor Signature ___________________________ Date ______________

Student/Nurse Aide Employee Signature ___________________________ Date ______________

The licensed nurse who signs this form must be a program instructor or nurse aide employee's nurse supervisor. Proficiency is determined by the satisfactory performance of the skill. Per 310:6773-4, trainees shall not perform services for which they have not been trained and found proficient by the instructor.

Page 4 of 4 **This model is provided as a courtesy by OSDH and is not a required form.**

OSDH/NAR/October/2010
Do not ask me to remember.
Don’t try to make me understand.
Let me rest and know you’re with me.
Kiss my cheek and hold my hand.

I’m confused beyond your concept.
    I am sad and sick and lost.
    All I know is that I need you.
    To be with me at all cost.

Do not lose your patience with me.
    Do not scold or curse or cry.
    I can’t help the way I’m acting.
    Can’t be different though I try.

Just remember that I need you.
    That the best of me is gone.
Please don’t fail to stand beside me.
    Love me ‘til my life is done.

Author unknown

The Office of Long Term Care wishes to extend sincere appreciation to University of Arkansas Athletic Director Frank Broyles, Representative Sandra Prater, Senator Mary Ann Salmon, Representative Shirley Borhauer, Dr. Cornelia Beck, and Gwynn Davis.

Representative Prater with assistance and encouragement from Representative Borhauer spent numerous hours creating and sponsoring the legislation that made possible the training provided by way of this curriculum, including the requisite funding. Without her initial impetus and unwavering efforts, Arkansas would still lack this necessary element of CNA training. Senator Salmon, recognizing the value of this necessary training, co-sponsored the legislation and helped shepherd it through the Arkansas Senate.

During the legislative session, Coach Broyles provided dramatic and very personal testimony of the struggles that he and his family faced while his wife, Barbara, battled with this terrible disease. In doing so, Coach Broyles gave a face and feelings to what can oft times be a purely theoretical discussion. His unselfish act of revealing these personal and intimate moments were instrumental in the swift and virtually unanimous approval of the law.

Dr. Cornelia Beck and Gwynn Davis, both of UAMS, proved to be invaluable in the actual content and creation of the curriculum. Without their expertise and efforts, not only would this manual have been significantly delayed, the quality would have suffered greatly.
This Alzheimer’s/Dementia curriculum was developed to encompass provisions set forth in Act 1184 of 2005 and will be incorporated into the Arkansas’ Office of Long Term Care regulations for Nursing Assistant Training Curriculum. The committee developing the Barbara Broyles Alzheimer’s and Dementia Curriculum included the following persons:

Toni Bachman  
RN  
Legacy Lodge Russellville

Lois Bluhm  
RN  
Arkansas Nursing and Rehabilitation Centers

Donna Childress  
Director of Member Services,  
Arkansas Health Care Association

Carol Compas  
RN, Project Manager, Office of Projects and Analysis  
Arkansas Foundation for Medical Care

Renee Davison  
RN  
Office of Long Term Care

Carla Downs  
CNA  
Cabot Nursing and Rehabilitation Center

Marilou Luth  
RN, Linrock Management  
President, Arkansas Health Care Foundation

Kerri Marsh  
Administrative Director  
Arkansas Health Care Foundation

Sheila Martin  
RN  
Cabot Nursing and Rehabilitation Center

Pat McKay  
RN  
Arkansas Academy of Nursing Assistants

Peggy Moody  
RN  
The Catlett Corporation

Pam Murphy  
RN  
Pocahontas Nursing and Rehabilitation

Donna Rodman  
RN  
Cooper Management Corporation

Ruby St. John  
LPN  
Arkansas Academy of Nursing Assistants
Objective: The Trainee shall understand: Alzheimer’s disease and dementia terminology, signs of disease progression, care at specific stages; demonstrate communication skills; discuss principles of nutrition and hydration as related to Alzheimer’s disease; discuss common behaviors and interventions associated with Alzheimer’s and dementia; and discuss burnout and burnout prevention.

Required Videos: Bathing Without a Battle; Look at Me
Introduction to Dementia and Alzheimer's disease

Key Terms

Cognition: The ability to think quickly and logically
Confusion: The inability to think clearly, causing disorientation and trouble focusing
Delirium: A state of severe confusion that is reversible and occurs suddenly
Dementia: A usually progressive condition marked by the development of multiple cognitive deficits such as memory impairment, aphasia, and inability to plan and initiate complex behavior
Irreversible: A disease or condition that cannot be cured
Onset: The time when signs and symptoms of a disease begins
Progressive: The way a disease advances

1.1 Alzheimer’s disease (AD) is a progressive disease that is characterized by a gradual decline in memory, thinking and physical ability. The decline occurs over several years.

1.2 Average life span following the diagnosis of Alzheimer’s disease is eight (8) years, but survival may be anywhere from three (3) to twenty (20) years.

1.3 Because Alzheimer’s disease is progressive, it is broken down into three stages: Early (Mild), Middle (Moderate) and Late (Severe).

a. Symptoms of the early stage include the following:

1. Memory loss begins to affect everyday activities
2. Difficulty remembering names of people, places or objects
3. Difficulty following directions
4. Disoriented to time and place
5. Increased moodiness, agitation or personality changes due to forgetfulness or embarrassment
6. Has poor judgment and makes bad decisions
7. Develops difficulty maintaining living spaces, paying bills and managing money

b. Symptoms of the middle stage, which is the longest of the three stages, include the following:

1. Increased restlessness during the evening hours (sundowning)
2. Increased level of memory loss; starts losing the ability to recognize family members
3. Requires assistance with activities of daily living
4. Increased problems with communication, ambulation and impulse control
5. Increased behavioral issues; may become violent at times
6. Urinary and fecal incontinence
7. May experience auditory or visual hallucinations and become suspicious of caregivers.
8. Finally requires full-time supervision
c. The late stage is considered the terminal stage. Symptoms include:

1. Loses ability to verbalize needs; may groan, grunt or scream
2. Does not recognize self or family members
3. Becomes bed-bound
4. Total dependence for activities of daily living
5. Body function gradually declines
6. Death

1.4 Delirium and Dementia are often confused. Delirium is usually triggered by a rapid onset (acute) of illness or change in physical condition that is life threatening if not recognized and treated. Dementia is usually progressive condition marked by the development of multiple cognitive deficits such as memory impairment, aphasia, and inability to plan and initiate complex behavior.

1.5 Signs and symptoms of acute delirium are:

a. Rapid decline in cognitive function
b. Disorientation to place and time
c. Decreased attention span
d. Poor short-term memory and immediate recall
e. Poor judgment
f. Restlessness
g. Altered level of consciousness
h. Suspiciousness
i. Hallucinations and delusions

Notify the Charge Nurse immediately of any resident that begins to exhibit the above symptoms or behaviors and stay with the resident. Delirium is a medical emergency.
2.0 Maintenance of Respect, Dignity and Quality of Life

Key Terms

Dignity: Respect and honor

Independence: Ability to make decisions that are consistent, reasonable and organized; having the ability to perform activities of daily living without assistance

Quality of life: Overall enjoyment of life

Respect: Treated with honor, show of appreciation and consideration

2.1 Every human being is unique and valuable. Therefore, each person deserves understanding and respect. Dementia does not eliminate this basic human need. Person-centered care maintains and supports the person regardless of his/her level of dementia.

2.2 Residents’ abilities, interests, and preferences should be considered when planning activities and care. As the disease progresses, adjustments will be required in order to maintain dignity.

2.3 It is important for staff to know who the resident was before the dementia started. An individual’s personality is created by their background, including:

a. Ethnic group membership
   1. Race
   2. Nationality
   3. Religion
b. Cultural or social practices
c. Environmental influences such as where and how they were raised as children
d. Career choices
e. Family life
f. Hobbies

2.4 Encourage residents to participate in activities and daily care, but avoid situations where the resident is bound to fail. Humiliation is disrespectful, degrading, and can increase the likelihood of disruptive behaviors.

2.5 To promote independence do things with the resident rather than for them.

2.6 Allow time for the residents to express feelings, and take time to understand what they are feeling. Provide emotional support.

2.7 Long term care facilities must provide care for residents in a manner and an environment that promotes the maintenance or enhancement of each resident’s dignity, respect, and quality of life.
2.8 Dignity means that during interactions with residents, Nursing Assistants and other staff assist the resident to maintain and enhance self-esteem and self-worth. By:

a. Respecting the resident’s social status, speaking respectfully, listening carefully, treating residents with respect (e.g., addressing the resident with a name of the resident’s choice, not excluding residents from conversations or discussing residents in a community setting);
b. Focusing on residents as individuals when staff converse with them and addressing residents as individuals when providing care and services.
c. Grooming residents based on their wishes (e.g., hair combed and styled, beards shaved or trimmed, nails clean and clipped);
d. Assisting residents to dress in their own clothes appropriate to the time of day and individual preference;
e. Assisting residents to attend activities of their own choosing;
f. Promoting resident independence and dignity in dining (such as avoidance of day-to-day use of plastic cutlery and paper/plastic dishware; use of napkins instead of bibs; dining room conducive to pleasant dining); and
g. Respecting the resident’s private space and property (e.g., not changing radio or television station without the resident’s permission, knocking on doors and requesting permission to enter, closing doors as requested by the resident, not moving or inspecting the resident’s personal possessions without permission)
3.0 Communication

Key Terms
Communication: Giving or exchanging information with words, body language or writing

3.1 Residents that are victims of Alzheimer’s disease often experience problems in making their wishes known and in understanding spoken words. Communication becomes harder as time goes by.

3.2 Changes that are commonly seen in the Alzheimer’s resident include:

a. Inability to recognize a word, phrase
b. Inability to name objects
c. Using a general term instead of specific word
d. Getting stuck on ideas or words and repeating them over and over
e. Easily losing a train of thought
f. Using inappropriate, silly, rude, insulting or disrespectful language during conversation
g. Increasingly poor written word comprehension
h. Gradual loss of writing ability
i. Combining languages or return to native language
j. Decreasing level of speech and use of select words, which may also cause the use of nonsense syllables
k. Reliance on gestures rather than speech

3.3 There are several components when assisting the resident with communication. These components are:

a. Patience with the resident.
b. Show your interest in the subject.
c. Offer comfort and reassurance.
d. Listen for a response.
e. Avoid criticizing or correcting.
f. Avoid arguments with the resident.
g. Offer a guess as to what the resident wants.
h. Focus on the feelings, not on the truth.
i. Limit distractions.
j. Encourage non-verbal communication.

3.4 The Nursing Assistant’s method of communicating with the Alzheimer’s resident is as critical as the actual communication. Utilizing the following techniques will decrease frustration for both the resident and the Nursing Assistant.
Obtain the resident’s attention before speaking and maintain his or her attention while speaking. Address the resident by name, approach slowly from the front or side and get on the same level or height as the resident.

a. Set a good tone. Use a calm, gentle, low-pitched tone of voice.
b. If the conversation is interrupted or the Nursing Assistant or resident leaves the room, start over from the beginning.
c. Slow down, do not act rushed or impatient. If the information needs to be repeated, do so using the same words and phrases as before.
d. Speak clearly and distinctly using short, familiar words and short sentences, and avoiding long explanations.
e. Emphasize key words, break tasks and instructions into clear and simple steps, offer one step at a time; and provide the resident time and encouragement to process and respond to requests.
f. Use nonverbal cues, such as touching, pointing or starting the task for the resident. If the resident’s speech is not understandable, encourage him/her to point out what is wanted or needed.

3.5 Communication strategies to use when communicating with residents that have dementia include:

a. Listen carefully and encourage them; do not talk down to them, nor talk to others about them as if they were not present.
b. Minimize distractions and noise.
c. Allow enough time for the resident to process and respond; if they have difficulty explaining something, ask them to explain in a different way.
d. Monitor your body language to ensure a non-threatening posture and maintain eye contact. Nonverbal communication is very important to dementia residents.
e. Choose simple words and short sentences, and use a calm tone of voice. Call the person by name, and make sure you have their attention before speaking.
f. Keep choices to a minimum in order to reduce the resident’s frustration and confusion.
g. Include residents in conversations with others.
h. Do not make flat contradictions to statements that are not true.
i. Change the way responses are made to avoid confusion, frustration, embarrassment, and behavioral outbursts.
j. Use of communication devices (such as a picture board, books, or pictures) encourages the resident’s independence and decreases frustration.

3.6 Communication tips to use when caring for the resident with Alzheimer’s disease:

a. Be calm and supportive.
b. Focus on feelings, not facts.
c. Pay attention to tone of voice.
d. Identify yourself and address the resident by name.
e. Speak slowly and clearly.
f. Use short, simple and familiar words, and short sentences.
g. Ask one question at a time.
h. Allow enough time for a response.
i. Avoid the use of pronouns (e.g., he, she, they), negative statements and quizzing.
j. Use nonverbal communication such as pointing and touching.
k. Offer assistance as needed.
l. Have patience, flexibility, and understanding.
4.0 Behavior Issues

Behavior: How a person acts
Catastrophic reaction: An extreme response
Delusion: A false belief
Depression: A loss of interest in usual activities
Paranoia: An extreme or unusual fear
Sundowning: Increased agitation, confusion and hyperactivity that begins in the late afternoon and builds throughout the evening
Trigger: An event that causes other events
Wandering: Moving about the facility with no purpose and is usually unaware of safety

4.1 Alzheimer’s disease progresses in stages, and likewise, so does the behavior. Behavioral responses that may be associated with each stage include, but are not limited too:

a. Early stage
   1. Depression
   2. Anxiety
   3. Irritability
b. Middle stage
   1. Wandering
   2. Agitation
   3. Sleep disturbances
   4. Restlessness
   5. Delusions
   6. Hallucinations
   7. General emotional distress
c. Late stage
   1. Verbal or physical aggression
   2. Agitation
   3. Gradual behavioral decline as the disease progresses to death

4.2 Behavior is an observable, recordable, and measurable physical activity. People with normal brain function have the ability to control their responses. People with Alzheimer’s disease and dementia have lost much of this ability.

4.3 Behavior is a response to a need. The resident is frequently unable to express his or her needs because of the cognitive losses. Nursing Assistants must be attentive to gestures and clues demonstrated by the resident.

4.4 Every behavior is a response to a need or situation. Gestures, sounds, and conversation may reveal the trigger to the behavior. As verbal skills diminish, behavior becomes the communication method.
4.5 Before choosing a specific behavioral intervention, the trigger of the behavior must be identified. Triggers may be environmental, physical, or emotional.
   a. Environmental triggers may include:
      1. Rearrangement of furniture
      2. Increased number of people in the facility
      3. Change in the daily schedule
   b. Physical triggers may include:
      1. New medications
      2. Infections
      3. Pain
   c. Emotional triggers may include:
      1. Reactions to loss
      2. Depression
      3. Frustration
      4. Self-perception
      5. Past life events
      6. Personality

4.6 Effective behavior management includes the following:
   a. Identifying of the trigger
   b. Understanding the trigger
   c. Adapting the environment to resolve the behavior
   Changing the environment (such as reducing excessive noise and activity) or providing comfort measures (such as rest or pain medication) may reduce the behavior. The intervention must meet the needs of the resident while maintaining respect, dignity and independence.

4.7 Successful behavioral interventions preserve the resident’s dignity and helps staff gain confidence, improve morale, and increase job satisfaction. Behavior control also assists in reducing the use of restraints, decreases abuse and neglect, and increases family satisfaction.

4.8 Common behaviors:
   a. Wandering
   b. Sundowning
   c. Depression
   d. Disorientation to person, place, and/or time
   e. Inappropriate sexual behavior
   f. Emotional outbursts
   g. Combativeness (hostility or tendency to fight)
   h. Inappropriate toileting (use of inappropriate areas for toileting, such as a plant)
   i. Easy frustration
   j. Repetitive speech or actions
   k. Swearing, insulting, or tactless speech
   l. Shadowing (following others)
   m. Withdrawal
   n. Hoarding (hiding objects or food)
   o. Sleep disturbances
   p. Paranoia and suspiciousness
   q. Delusions and/or hallucinations
   r. Decreased awareness of personal safety
   s. Catastrophic reactions (extreme emotional responses such as yelling, crying, or striking out that seem out of proportion to the actual event)
4.9 Wandering is a known and persistent problem behavior that has a high risk factor for resident safety. Safety risk factors may include:
   a. Falls
   b. Elopement
   c. Risk of physical attack by other residents who may feel threatened or irritated by the activity

4.10 Residents wander for several reasons and may include:
   a. Trying to fulfill a past duty, such as going to work
   b. Feeling restless
   c. Experiencing difficulty locating their room, bathroom or dining room
   d. Reacting to a new or changed environment

4.11 Preservation of resident safety is the main objective when caring for the wandering resident. Interventions:
   a. Establish a regular route.
   b. Provide rest areas.
   c. Accompany the resident.
   d. Provide food and fluid.
   e. Redirect attention to other activities or objects.
   f. Determine if behavior is due to environmental stress.

4.12 Sundowning is a behavioral symptom of dementia that refers to increased agitation, confusion, and hyperactivity that begins in the late afternoon and builds throughout the evening. Interventions:
   a. Encourage rest times.
   b. Plan the bulk of activities for the morning hours.
   c. Perform quieter, less energetic activities during the afternoon.

4.13 Inappropriate sexual activity is another behavior issue. Offensive or inappropriate language, public exposure, offensive and/or misunderstood gestures are the characteristics of this behavior. Interventions:
   a. Treat the resident with dignity and respect.
   b. Remove the resident from the public situation.
   c. Redirect attention to an appropriate activity.
   d. Assist the resident to the bathroom.

4.14 Agitation occurs for a variety of reasons. Nursing Assistants must ensure the safety and dignity of the agitated resident while protecting the safety and dignity of the other residents. Interventions:
   a. Do not crowd the resident; allow them room to move around while still providing for safety.
   b. Ask permission to approach or touch them.
   c. Maintain a normal, calm voice.
   d. Slow down, do not rush the resident.
   e. Limit stimulation in the resident’s area.
   f. Avoid confrontations and force.
   g. Avoid sudden movements outside of the resident’s field of vision.
4.15 Disruptive verbal outbursts are one of the most persistent behaviors in a long-term care facility. These outbursts may include:
   a. Screaming
   b. Swearing
   c. Crying
   d. Shouting
   e. Loud requests for attention
   f. Negative remarks to other residents or staff (including racial slurs)
   g. Talking to self

4.16 Anger and aggression are often the visible symptoms of anxiety and fear. Interventions:
   a. Reassure the resident that they are safe
   b. Redirect their attention to an activity
   c. Assist the resident with toileting, feeding or fluids
   d. Move the resident to a quiet area
   Notify the Charge Nurse immediately of aggressive behaviors that may threaten other residents and/or staff and stay with the resident.

4.17 Emotional, environmental, or physical triggers may result in a catastrophic reaction. Warning signs of a possible reaction may include:
   a. Sudden mood changes
   b. Sudden, uncontrolled crying
   c. Increased agitation
   d. Increased restlessness
   e. Outburst of anger (physical or verbal)

4.18 Catastrophic reactions are out-of-proportion responses to activities or situations. Interventions:
   a. Speak softly and gently in a calm voice
   b. Protect the resident, yourself, and others as necessary
   c. Remove the person from a stressful situation
   d. Avoid arguing with the resident
   e. Avoid the use of restraints
   f. Redirect the resident’s attention
   g. Change activities if the activity is causing the reaction

4.19 Interventions that should not be used include the following:
   a. Arguing with the resident or other staff members
   b. Speaking loudly to the resident or other staff members
   c. Treating the resident like a child
   d. Asking complicated questions
   e. Using force or commanding the resident to do something

4.20 The resident has the right to be free from any physical or chemical restraints imposed for purposes of discipline or convenience, and not required to treat the resident’s medical symptoms (CMS F221; F222).
4.21 Restraints are protective measures to prevent injury, not to limit a resident’s mobility for staff convenience. Examples of restraints include:
   a. Physical: any item, object, device, garment, or material that limits or restricts a person’s freedom of movement or access to their body.
      1. Leg restraints;
      2. Arm restraints;
      3. Hand mitts;
      4. Soft ties or vests;
      5. Lap cushions;
      6. Lap trays the resident cannot remove easily;
      7. Side rails that keep a resident from getting out of bed on their own;
      8. Tucking in or using Velcro® to hold a sheet, fabric or clothing tightly so that a resident’s movement is restricted;
      9. Using trays, tables, bars or belts with a chair that the resident cannot easily remove or prevents the resident from rising; or
     10. Placing a chair or bed so close to a wall that the wall prevents the resident from rising out of the chair or getting out of the bed on their own.

   b. Chemical: any drug that is used for discipline or convenience and not required to treat medical symptoms.

4.22 Nursing Assistants DO NOT make the decision of whether or not a restraint is used and are Only used as a last resort option.

4.23 Restraints require a physician’s order and frequent monitoring. Restraints must be checked every 30 minutes and released according to the care plan, but not to go beyond every 2 hours, for exercise, toileting, positioning, and hydration.

4.24 Caregiver behaviors that should be encouraged and used to decrease or prevent the use of restraints may include:
   1. Maintaining a calm and non-controlling attitude.
   2. Speaking softly and calmly.
   3. Asking one question at a time and waiting patiently on the answer.
   4. Using simple, one step commands, and positive phrases.
   5. Avoiding crowding the resident with more people than needed for the task.
      Providing a distraction such as an activity or music.
5.0 Activities

5.1 The goal in the care of residents with Alzheimer’s disease is to give the support needed so that they can participate in the world around them to the best of their ability.

5.2 The Nursing Assistant must focus on the fact that the resident is involved and satisfied, not on the task or activity.

5.3 Activities fall into two categories--“doing” activities and “meaningful” activities. Doing activities keep the person busy and meaningful activities have value to the resident with dementia.

5.4 Activity-based care is care that is focused on assisting the resident to find meaning in their days rather than doing activities just to keep the person busy.

5.5 Principles of activity-based care are:
   a. Focuses on giving caregivers the tools to create chances for residents with dementia to be successful in activities and their relations with other people.
   b. Uses any daily activity that can be broken down into individual, sequential steps.
   c. Works within the remaining abilities or strengths of the resident with Alzheimer’s disease, helping to shift emphasis away from the resident’s disabilities and impairments.
   d. Adjusts an activity based on the resident’s ability level.
   e. Depends on the caregiver’s interest and desire to create opportunities for successful interactions that are planned and guided to encourage the resident’s full involvement.
   f. Rewards the resident’s attempts at participating in activities and provides them with a sense of being capable and alive.

5.6 Timing of activities is important and individualized. Attention/focus activities, physical activities and sensory activities that are provided during each resident’s prime time and on a set, routine basis may increase participation and satisfaction with that activity.

5.7 Cultural environment refers to the values and beliefs of the people in an area. Staff, residents, families, visitors and volunteers determine the culture of the facility. Promotion of a positive environment begins with inclusion of the residents and making them feel important to the relationships and activities going on.
6.0 Nutrition

6.1 Residents with Alzheimer’s disease may have specialized nutritional needs based on their cognitive and physical status.

6.2 Dementia may lead to decreases in food and fluid intake because:
   a. Does not realize hunger or thirst
   b. Reduced sense of smell and taste
   c. Difficulty swallowing
   d. Does not recognize eating utensils
   e. Cannot feed self
   f. Loses coordination
   g. Depression
   h. Restless and unable to remain seated during meals

6.3 Water is not the only fluid available to residents. Some residents may not like water be offered alternative fluids. Alternative fluids include, but are not limited to:
   a. Milk
   b. Juices
   c. Decaffeinated drinks (tea, coffee, soft drinks)
   d. Popsicles
   e. Ice cream
   f. Gelatins
   g. Fruit
   h. Soups
   i. Broths

6.4 Mealtime is just not a time to eat, but is also a social activity. Providing meals in an environment that encourages and enhances the eating process is beneficial to all residents. Residents that are easily distracted during meals should not be isolated from the rest of the residents; however, they may eat better in a quieter part of the dining room.

6.5 Observe residents for the following warning signs to minimize mealtime difficulties:
   a. Change or difficulty in swallowing or chewing
   b. Poor utensil use
   c. Refuses food and drinks
   The Nursing Assistant must report the change and the circumstances surrounding the change to the Charge Nurse immediately.

6.6 Types of assistance may include:
   a. Setting up the meal tray
   b. Opening containers
   c. Verbal cuing or prompting to encourage self-feeding
   d. Physical cuing involving hand-on-hand assistance
   e. Total feeding
6.7 The resident with Alzheimer’s sometimes has little awareness of food in their mouth. To remind the resident to chew, the Nursing Assistant may gently move the resident’s chin or touch the tongue with a fork or spoon. To stimulate swallowing, gently stroke the resident’s throat.

6.8 Nursing Assistants who are assisting the resident with eating should sit at the resident’s level, make eye contact, and talk with the resident during the meal.

6.9 Consistency in meal times, seating arrangements and times will assist in promotion of the resident’s independence and may decrease behavioral issues during meal service.
7.0 Staff Stress and Burnout

7.1 Providing care on a daily basis for the resident with Alzheimer’s or dementia is extremely stressful. This population may be more prone than others in a facility to becoming victims of abuse or neglect. Because of this, staff that deals with Alzheimer’s or dementia residents must take additional precautions to ensure that they do not over-react or react negatively to resident behaviors.

7.2 Regardless of the cause, staff must take the necessary steps to ensure that they do not react inappropriately to resident behaviors. Frustration can lead to:

a. Negative, harsh or mean-spirited statements made to staff or residents
b. Physical abuse of residents
c. Emotional abuse of residents
d. Verbal abuse of residents
e. Neglect of residents

7.3 Staff must always remember that the statements and behaviors of residents suffering from Alzheimer’s or dementia are beyond the control of the resident and not personally directed toward staff.

7.4 The usual profile of the employee who is subject to burnout is:

a. Takes work personally and seriously
b. Works over at the end of a shift
c. Works extra shifts
d. Takes on extra projects
e. Very high or unrealistic expectations
f. Perfectionist attitude

7.3 Signs of staff burnout include, but are not limited to, the following:

a. No longer enjoying the work
b. Irritability with residents and co-workers
c. Fear of failure, inadequacy, job loss and obligation to supervisor, co-workers, family, et cetera
d. Feelings of being overwhelmed
e. Viewing work as a chore
f. Frequent complaints of illness

7.4 Strategies to use to assist in preventing burnout include:

a. Maintain good physical and mental health.
b. Get adequate amounts of sleep on off days and before each shift.
c. Remain active within your family and community.
d. Maintain a separation between work and personal relationships.
e. Maintain a sense of humor.


Alzheimer’s Foundation of America. About Alzheimer’s. 4 August 2005


University of Arkansas for Medical Sciences, Donald W. Reynolds Department of Geriatrics. Dementia Care Manual. March 2005.

University of Arkansas for Medical Sciences, Department of Psychiatry through a grant provided by the Department of Human Services, Division of Medical Services. Behavioral Interventions Pocket Reference. 2001.


<table>
<thead>
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<th>UNIT EXAM</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS Earned</th>
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<tr>
<td>Introduction to LTCNA</td>
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<tr>
<td>Role of the Nursing Assistant in LTC</td>
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<td>Consumer Rights, Ethical &amp; Legal Issues Affecting the Nursing Assistant</td>
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<td>Safety in LTC</td>
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<td>Communication in LTC</td>
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<td>Meeting Basic Human Needs for Residents in LTC</td>
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<td>Normal &amp; Abnormal Body Structure &amp; Function</td>
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<td>Infection Control</td>
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<td>LTC/HH Resident/Patient Mobility, Positioning &amp; Transfer</td>
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<td>Basic Nursing Skills</td>
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<td>Care for the Patient with Dementia/Alzheimer's</td>
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<td>Death &amp; Dying</td>
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*Each Lab Practical will count as an individual test grade
**Exams and Lab Practicals may be added or deleted at instructors’ discretion

**Final grade average students computed as follows:**
To find Exam Average: Total Points Earned /Total Points Possible = Exam Average
To find Attendance Average: Total Days Attended /Total Days Possible = Attendance Average
To find Quiz/Assign/etc. average: Total Points Earned /Total Points Possible = Q/A/etc. Average
To figure final grade:
Exam Average ______ x .95 = ________ +
Attendance Average ______ x .025 = _________ +
Quiz/Assignment Avg. ______ x .025 = _________ =
Total/Final Grade

__________
ANATOMY & PHYSIOLOGY
SYLLABUS

COURSE TITLE:
Anatomy and Physiology-Post Secondary

COURSE LENGTH:
120 hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Anatomy/Physiology is the study of the structural complexity of the human body and its intricate functional mechanisms. This course is a laboratory science. Students will conduct lab assignments using scientific knowledge and methodology that will enable them to make educated conclusions based on higher-level critical thinking skills. The areas studied will be an integration of biology and chemistry and will include, but are not limited to: Organization of the body, Chemical Basis for Life, Cells & Tissues, Integumentary System, Skeletal system, Muscular system, Nervous system, Endocrine system, Blood, Circulatory system, Lymphatic & Immune systems, Respiratory systems, Digestive system & Metabolism, Urinary system, and Reproductive system. An emphasis is placed on real-world applications and active-learning exercises should be included.

COURSE OBJECTIVES:
1. Better understand principles of structural organization of the body and its relationship to the functioning of the body
2. Apply principles of chemical composition, processes, and relationships involved in anatomy and physiology
3. Identify characteristics of cells and tissues and their relationships to the structure and function of the human body
4. Identify characteristics and functions of the skin and its accessory structures
5. Identify individual bones, types of bones, bone markings, skeletal anatomy, and functions of the skeletal system
6. Identify individual muscles, types and characteristics of muscles tissue, mechanisms of movement, and functions of the muscular system
7. Identify the structures and functions of the central and peripheral nervous systems
8. Identify the structures and functions of the endocrine glands, hormones, and their relationships within the human body
9. Identify components, functions, and characteristics of blood, blood types, and Rh factors
10. Identify structures and functions of the heart and circulatory system, as well as the relationships of each system to the functioning of the human body
11. Identify structures and functions of the lymphatic and immune systems
12. Identify structures and functions of the respiratory system
13. Identify the structures, functions of the digestive system and the processes involved with digestion and metabolism
14. Identify the structures and functions of the urinary system
15. Identify the structures and functions of the male and reproductive systems and the menstrual cycle.
INSTRUCTIONAL DELIVERY PLAN:
Delivery plan may include lecture, discussion, computer-assisted learning, and group and independent learning activities. Experiments, audio-visual aids, textbooks, models, lab activities, and other projects may also be utilized.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 - Organization of the Body
Module 2 - Chemical Basis for Life
Module 3 - Cells and Tissues
Module 4 - Integumentary System
Module 5 - Skeletal System
Module 6 - Muscular System
Module 7 - Nervous System
Module 8 - Endocrine System
Module 9 - Blood
Module 10 - Cardiovascular System
Module 11 - Lymphatic System and Immune Systems
Module 12 - Respiratory System
Module 13 - Digestive System and Metabolism
Module 14 - Urinary System
Module 15 - Reproductive System

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance.

Competency testing in identified content areas may be required. Students shall score at Level 2 or the national average on each of the competency exams. If this level is not reached on the initial exam (of each content area), the exam should be re-taken following self-remediation. If additional exam re-takes are necessary to reach the required level, a fee may be charged by the testing company for each additional re-take required. Payment of these charges is the responsibility of the student. The PN program will not be completed and transcripts will not be released until all competency exams are passed at the required level.

EVALUATION PROCEDURE:

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exams</td>
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*Plus satisfactory completion of competency exams

Final grades will be assigned on the following scale:
- A: 94 – 100%
- B: 87 – 93%
- C: 80 – 86%

Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.
WORK AND ASSIGNMENTS MISSED:
See Make-Up Work policy in the Student Handbook.

REQUIRED TEXTS, MATERIALS, SUPPLIES:


*refers to the predominantly used texts

AMERICANS WITH DISABILITIES ACT (ADA)
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, Ext. 284, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

ACADEMIC DISHONESTY
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

STUDENT CONDUCT
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

DATE:
June, 2014; June, 2013

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Organization of the Body

1. Define and explain how anatomy and physiology are related
2. Name and explain the relationship between levels of structural organization that make up the human body
3. Identify and state the major functions of the organ systems of the body
4. Properly use the terms that describe relative positions, body sections and body regions
5. Describe the functions of the human body and explain how these functions aid in the maintenance of life
6. Develop an understanding of homeostasis and its role in normal body functions

Learning Activities:
- Read Scanlon, Chapter 1
- Suggested Reading, Christensen pages 1237-1239
- Complete assignments as indicated by instructor
- Pass exam with minimum of 80%
Module 2 - Chemical Basis for Life

1. Explain how the study of living materials requires understanding of chemistry
2. Describe the relationships among matter, atoms and molecules
3. Identify three major types of chemical reactions that occur in the body
4. Differentiate between a salt, an acid and a base
   - Describe the normal pH of gastric juice, urine, and blood
5. Describe factors that affect chemical reaction rates
6. Compare the processes of osmosis, diffusion, filtration and give examples of their uses in the body
7. Explain the importance of water and salts to body homeostasis
   - State functions and normal ranges of electrolytes in the human body
8. Distinguish between organic and inorganic compounds
9. Compare the structures and functions of carbohydrates, lipids, proteins and nucleic acids
10. Distinguish between different types of proteins
11. Describe how and where enzymes work in the body
12. Compare and contrast the structure and functions of DNA and RNA
13. Explain the role of ATP in cell metabolism

Learning Activities:
- Read Scanlon, Chapters 2 and Chapter 3 (pgs 56-60)
- Suggested Reading, Christensen pages 1241-1248
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 - Cells and Tissues

1. Identify on a cell model or diagram the cell organelles and be able to explain their functions.
2. Describe the structure of the plasma membrane, and explain how the various transport processes account for the directional movements of specific substances across the plasma membrane.
   - Distinguish between active and passive transport.
   - Identify types of passive transport.
   - Identify types of active transport movement.
3. Describe different cell types and explain the functionality of the differences.
4. Describe the cell cycle, including the phases of mitosis and explain how the timing of cell division is regulated.
5. Have an understanding of stem cells and how they are used in modern medical procedures and research.
6. Name the four primary classes of human tissues and explain how they differ structurally and functionally.
7. Know the anatomical location of the different tissue types.
8. Describe ways the body repairs damaged tissue.
9. Identify the various forms of cancer and describe how it affects the body.

Learning Activities:
- Read Scanlon, Chapters 3 and 4.
- Complete assignments as indicated by instructor.
- Pass exam with a minimum of 80%.
Module 4 - Integumentary System

1. Have an understanding of the functions of the skin and be able to relate them to its structure
   - Name the major layers of the skin
   - Explain the characteristics of each layer of skin
2. Recognize and identify the major skin structures when provided a diagram or model
3. Identify and know the purpose of the accessory structures of the skin
4. Describe the normal and pathological colors that the skin can have and explain their causes
5. Identify and differentiate between the three types of skin cancer
6. Describe the three classes of burns and the priorities in burn treatment
7. Understand the role of the Integumentary System in maintaining homeostasis

Learning Activities:
- Read Scanlon, Chapter 5
- Suggested Reading, Christensen pages 1295-1297
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 5 - Skeletal System

1. Identify the subdivisions of the skeleton as axial or appendicular
2. State several functions of the skeletal system
3. Demonstrate knowledge, with the use of models or pictures, the major bones, their surface features, and basic functions
4. Describe the developmental aspects of the skeleton from formation in the fetus throughout the life-Suggested Reading, Christensen pages time of the bones
5. Distinguish between and give the function of the four major classes of joints
6. Be able to identify and understand the function of tendons and ligaments
7. Understand the causes and current medical treatments of skeletal disorders and abnormalities

Learning Activities:
-Read Scanlon, Chapter 6
-Suggested Reading, Christensen pages 1345-1346
-Complete assignments as indicated by instructor
-Pass exam with a minimum of 80%
Module 6 - Muscular System

1. Distinguish between the three types of muscles, and tell where they are located in the body
2. Describe the structure of a skeletal muscle with respect to location and names of its connective tissue coverings and attachments
3. Describe the microscopic structure and functional role of the skeletal muscle fiber
4. Explain how muscle fibers are stimulated to contract and what occurs during a muscle twitch with regard to each component's function
5. Explain how skeletal muscle fibers are innervated and how they contract
6. Explain how skeletal muscle meets its energy demands during rest and exercise
   - Describe the importance of hemoglobin and myoglobin
7. Explain oxygen debt and muscle fatigue and discuss situations that would cause them
8. Describe the effects of aerobic and resistance exercise on skeletal muscles and other body organs
9. List and define the criteria used in naming muscles and be able to provide an example to illustrate the use of each criterion
10. Name and identify, on a diagram or model, each of the muscles. State the origin and insertion for each, and describe the action of each.

Learning Activities:
- Read Scanlon, Chapter 7 and Chapter 4 (pgs 84-86)
- Suggested Reading, Christensen pages 1346-1348
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 - Nervous System

1. List the general functions of the nervous system
2. Explain the structural and functional divisions of the nervous system
3. List the types of supporting cells and cite their functions
4. Describe the important anatomical regions of a neuron and relate each to a physiological role
5. Classify sensory receptors according to body location, structure, and stimulus detected
6. Describe the events that lead up to, happen during, and result after a nerve impulse and its conduction from one neuron to another
7. Identify and indicate the functions of the major regions of the cerebral hemispheres, diencephalons, brain stem, and cerebellum on a human brain model or diagram
8. Identify the three meningeal layers, and state their functions
9. Understand the formation and function of cerebrospinal fluid and the blood-brain barrier
10. Describe spinal cord structure and list its functions
11. List the components of the peripheral nervous system
12. Distinguish between sensory, motor, and mixed nerves
13. Name the 12 pairs of cranial nerves and describe the body region and structures innervated by each
14. Name the four major nerve plexuses, give the major nerves of each, and describe their distribution
15. Distinguish between autonomic and somatic reflexes
16. Compare and contrast the general functions of the parasympathetic and sympathetic divisions
17. Understand from an anatomical and physiological perspective, the functions of sight, hearing, balance, taste, and smell
   - Identify the special senses and cutaneous senses in their purposes
   - Describe the eye and its accessory structures
   - Describe the physiology of vision
   - Identify the structures of the ear
   - Describe the physiology of hearing
   - Describe the physiology of balance
   - Describe the reaction of taste buds
   - Describe the areas of taste
   - Describe the sense of smell
18. Describe the developmental aspects of the nervous system, from embryo to old age

Learning Activities:
- Read Scanlon, Chapters 8 and 9
- Suggested Reading, Christensen pages 1838-1842 and 1887-1891
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 - Endocrine System

1. Indicate important differences between hormonal and neural controls of body functioning
2. List the major endocrine organs, and describe their locations in the body and the hormones they secrete
3. Describe what a hormone is and how it functions
4. Understand the negative feedback mechanism and describe its role in regulating blood levels of the various hormones
5. Describe major pathological consequences of hypersecretion and hyposecretion of the hormones
6. Identify the endocrine role of the kidneys, the stomach and intestine, the heart, and the placenta
7. Describe the effect of aging on the endocrine system and body homeostasis

Learning Activities:
- Read Scanlon, Chapter 10
- Suggested Reading, Christensen pages 1721-1724
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 9 - Blood

1. Describe the composition and physical characteristics of whole blood and explain why it is classified as a connective tissue
2. List the functions of blood
3. Discuss the composition and functions of plasma
4. Describe the blood-clotting process
5. Describe the ABO and Rh blood groups and explain the basis of transfusion reactions
6. Explain the importance of blood testing as a diagnostic tool
   - Define hemoglobin and hematocrit
   - State normal ranges of hemoglobin, hematocrit, red blood cells, white blood cells and platelets
7. Name some blood disorders that become more common with age

Learning Activities:
- Read Scanlon, Chapter 11
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 10 - Cardiovascular System

1. Describe the location of the heart in the body, and identify its major anatomical areas on a model or diagram
2. Name the coverings of the heart
3. Describe the structure and functions of the four heart chambers. Name each chamber and provide the name and general route of its associated great vessels
4. Identify the elements of the intrinsic conduction system of the heart, and describe the pathway of impulses through this system
5. Explain what information can be gained from an electrocardiogram
6. Compare and contrast the structure and function of arteries, veins, and capillaries
7. Define vasoconstriction and vasodilatation
8. Identify the body's major arteries and veins, and name the body region supplied by each
9. Discuss the unique features of special circulations of the body: arterial to the brain, hepatic portal, pulmonary, and fetal
10. List and explain the factors that influence blood pressure and describe how blood pressure is regulated
11. Describe the structure and function of a capillary bed
12. Describe the fetal circulatory system

Learning Activities:
- Read Scanlon, Chapters 12 and 13
- Suggested Reading, Christensen pages 1540-1544
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 11 - Lymphatic System and Immune Systems

1. Name the two major types of structures composing the lymphatic system and explain how the lymphatic system is functionally related to the cardiovascular and immune systems.
2. Describe the composition of lymph and explain its formation and transport.
3. Describe the general location, histological structure, and functions of lymph nodes.
4. Name and describe the other lymphoid organs of the body. Compare and contrast them with lymph nodes structurally and functionally.
5. Describe the surface membrane barriers and their protective functions.
6. Explain the importance of phagocytosis and natural killer cells in nonspecific body defense.
7. Relate the events of the inflammatory process.
8. Name several antimicrobial substances produced by the body that act in nonspecific body defense.
9. Explain how fever helps protect the body against invading pathogens.
10. Explain what an antigen and hapten is and name that act as complete antigens.
11. Compare and contrast the origin, maturation process and general function of B and T lymphocytes. Describe the role of macrophages and other phagocytes in immunity.
12. Describe immunodeficiencies, allergies, and autoimmune diseases.

Learning Activities:
- Read Scanlon, Chapter 14
- Suggested Reading, Christensen pages 1955-1959
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 12 - Respiratory System

1. Identify the organs forming the respiratory passage-way in descending order until the alveoli are reached
2. Describe several protective mechanisms of the respiratory system
3. Describe the makeup of the respiratory membrane and relate its structure to its function
4. Describe the structure and function of the lungs and the pleural coverings
5. Explain the relative roles of the respiratory muscles and lung elasticity in effecting volume changes that cause air to flow into and out of the lungs
6. Explain the functional importance of the partial vacuum that exists in the intrapleural space
7. Describe several physical factors that influence pulmonary ventilation
8. Explain and compare the various lung volumes and capacities. Indicate types of information that can be gained from pulmonary function tests
9. Describe how oxygen and carbon dioxide are transported in the blood
10. Describe the neural controls of respiration
11. Name several physical factors that influence respiratory rate
12. Describe the symptoms and probable causes of Chronic Obstructive Pulmonary Disease and lung cancer
13. Describe normal changes that occur in respiratory system functioning from infancy to old age

Learning Activities:
- Read Scanlon, Chapter 15
- Suggested Reading, Christensen pages 1610-1614
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 13 - Digestive System and Metabolism

1. Describe the overall function of the digestive system and differentiate between organs of the alimentary canal and accessory digestive organs
2. List and briefly describe the major processes occurring during digestive system activity
3. Explain how villi aid digestive processes in the small intestine
4. Describe the anatomy and basic function of each organ and accessory organ of the alimentary canal
5. Name the deciduous and permanent teeth and describe the basic anatomy of a tooth
6. Describe the composition and functions of saliva and explain how salivation is regulated
7. Describe the mechanism of chewing and swallowing
8. Explain how gastric secretion and motility in the stomach are regulated
9. Describe the function of local hormones in the digestive process
10. State the roles and tell how bile and pancreatic juice are regulated in the small intestine
11. List the major functions of the large intestine and describe the regulation of defecation
12. List the major enzymes or enzyme groups produced by the digestive organs or accessory glands and name the foodstuffs on which they act and the end products of protein, fat, carbohydrate, and nucleic acid digestion
13. List the six major nutrient categories and note important dietary sources and the main cellular uses of each
14. Define metabolism and explain the difference between catabolism and anabolism
15. Analyze and explain the chemical reactions that provide energy for the body. Identify the means, including the structure and function of the digestive system by which energy is processed and stored within the body
16. Explain the importance of energy balance in the body and indicate consequences of energy imbalance
17. Define basal metabolic rate and total metabolic rate and name several factors that influence each
18. Describe how body temperature is regulated and indicate the common mechanisms regulating heat production/retention and heat loss from the body
19. Analyze the effects of energy deficiencies in malabsorption disorders and name important congenital disorders of the digestive system and significant inborn errors of metabolism

Learning Activities:
-Read Scanlon, Chapters 16 and 17
-Suggested Reading, Christensen pages 1411-1416
-Complete assignments as indicated by instructor
-Pass exam with a minimum of 80%
Module 14 - Urinary System

1. Describe the anatomy of the kidney and its coverings
2. Trace the blood supply through the kidney
3. Identify the parts of the nephron responsible for filtration, reabsorption, and secretion and describe the mechanisms underlying each of these functional processes
4. Describe the normal physical and chemical properties of urine
5. List several abnormal urine components and name the condition when each is present in detectable amounts
6. Describe the general structure and function of the ureters, bladder, and urethra
7. Compare the course, length, and functions of the male urethra with those of the female
8. Define micturition and describe the micturition reflex
9. List the factors that determine body water content and describe the effect of each factor
10. Compare and contrast the relative speed of buffers, the respiratory system, and the kidneys in maintaining the acid-base balance of the blood
11. Describe some congenital problems and explain the effect of aging of the urinary system

Learning Activities:
- Read Scanlon, Chapter 18
- Suggested Reading, Christensen pages 1670-1675
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 15 - Reproductive System

1. Describe the common function of the male and female reproductive systems
2. Using a model or diagram, identify the organs and accessory organs of the male and female reproductive systems and discuss the general function of each
3. Know the process of meiosis to the extent of comparing and contrasting it to mitosis
4. Outline the process of spermatogenesis
5. Discuss hormonal regulation of testicular function and the physiological effects of testosterone on male reproductive anatomy
6. Trace the pathway of sperm cells from their site of formation to the body exterior
7. Describe the phases of the ovarian cycle and relate them to events of oogenesis
8. Describe how hormones control the activities of female reproductive organs and the development of female secondary sex characteristics
9. Discuss the structure and function of the mammary glands
10. Describe the process of fertilization and the changes of the female body during pregnancy
11. Understand the major functions of the placenta
12. Explain how labor is initiated and describe the three stages of labor
13. Describe the stages of human embryology and gestation including investigation of gestational and congenital disorders
14. Discuss several agents that can interfere with normal fetal development
15. Distinguish among the modes of inheritance and describe the events that lead to genetic variability of gametes
16. List and explain several techniques used to determine or predict genetic diseases

Learning Activities:
- Read Scanlon, Chapters 20 and 21
- Review Scanlon, Chapter 3 (pages 60-63)
- Suggested Reading, Christensen pages 1770-1774
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
GRADE SHEET: ANATOMY & PHYSIOLOGY

<table>
<thead>
<tr>
<th>UNIT EXAM</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS EARNED</th>
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<tbody>
<tr>
<td>Organization of the Body</td>
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<td>Chemical Basis of Life</td>
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<td>Cells and Tissues</td>
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<td>Integumentary System</td>
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<td>Skeletal System</td>
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<td>Muscular System</td>
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<td>Nervous System</td>
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<td>Endocrine System</td>
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<td>Blood</td>
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<td>Cardiovascular System</td>
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<td>Lymphatic System &amp; Immune Systems</td>
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<td>Respiratory System</td>
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<td>Digestive System &amp; Metabolism</td>
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<td>Urinary System</td>
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<tr>
<td>Reproductive System</td>
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</tbody>
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*Each Lab Practical will count as an individual test grade  
**Exams and Lab Practicals may be added or deleted at instructors' discretion

Final grade average students computed as follows:  
To find Exam Average: Total Points Earned /Total Points Possible = Exam Average  
To find Attendance Average: Total Days Attended /Total Days Possible = Attendance Average  
To find Quiz/Assign/etc. average: Total Points Earned /Total Points Possible = Q/A/etc. Average  
To figure final grade:  
Exam Average \( \frac{\text{points earned}}{\text{points possible}} \times .95 \)  
Attendance Average \( \frac{\text{days attended}}{\text{days possible}} \times .025 \)  
Quiz/Assignment Avg. \( \frac{\text{points earned}}{\text{points possible}} \times .025 \)  
Total/Final Grade \( \frac{\text{total grade}}{\text{total points}} \)
FUNDAMENTALS OF NURSING
SYLLABUS

COURSE TITLE:
Fundamentals of Nursing

COURSE LENGTH:
160 hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course is an introduction to nursing care. Topics include utilizing the nursing process, performing assessment/data collection and providing patient education. Principles and skills of nursing practice, documentation, and an introduction to physical assessment/data collection are taught. Special topics covering the care of the geriatric patient, the dying patient, the oncology patient, the pre/post operative patient, and the management of pain are included in the course. Emphasis will be given to the practical nursing student developing critical thinking skills, demonstrating professionalism by maintaining confidentiality, recognizing legal/ethical responsibilities, acting as a patient advocate, maintaining positive patient/colleague relationships, and by implementing appropriate standards of care.

COURSE OBJECTIVES:
1. Utilize the nursing process to gather data regarding patient’s medical status.
2. Analyze data related to patient’s medical status
3. Utilize the nursing process to contribute to the patient’s plan of care
4. Utilize the nursing process when making decisions related to patient care
5. Utilize the nursing process to safely demonstrate nursing skills needed to promote patient wellness
6. Utilize the nursing process to evaluate patient’s responses to nursing actions
7. Discuss documentation guidelines
8. Perform aspects of the patient’s complete physical examination
9. Use correct aseptic or sterile technique
10. Identify safety issues related to patient care
11. Provide wound care in a variety of patient situations
12. Implement nursing actions to prevent complications of immobility
13. Provide nursing care for the patient before, during and after a therapeutic procedure and/or surgery
14. Identify nursing care needed for the dying patient
15. Explain nursing care needed for the geriatric patient
16. Discuss nursing care of the patient in pain
17. Demonstrate technique for obtaining specimens needed for diagnostic testing
18. Provide pre-operative, intra-operative and postoperative care

INSTRUCTIONAL DELIVERY PLAN:
The course may consist of lecture-discussion, teacher demonstration, student practice, return demonstration, group and independent learning activities, and selected audio-visual material when appropriate.
COURSE CONTENT UNIT ARRANGEMENT:
Module 1 - Skills for Wound Care
Module 2 - Respiratory Care Skills
Module 3 - Digestive Care Skills---- (Upper)
Module 4 - Digestive Care Skills---- (Lower / Bowel Elimination)
Module 5 - Basic Nutrition
Module 6 - Urinary Care Skills
Module 7 - Skills for Applying Heat and Cold
Module 8 - Mobility
Module 9 - Plan of Care
Module 10 - Skills for Admitting, Transferring, and Discharging Patients
Module 11 - Documentation Skills
Module 12 - Assessment Skills
Module 13 - Therapeutic Procedures and Surgery
Module 14 - Skills for Care of the Dying Patient
Module 15 - Skills for Patients Experiencing Grief and Loss
Module 16 - Skills for Managing Pain
Module 17 - Skills for Geriatric Care
Module 18 - Phlebotomy Skills

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking sheet for additional information.

Competency testing in identified content areas may be required. Students shall score at Level 2 or the national average on each of the competency exams. If this level is not reached on the initial exam (of each content area), the exam should be re-taken following self-remediation. If additional exam re-takes are necessary to reach the required level, a fee may be charged by the testing company for each additional re-take required. Payment of these charges is the responsibility of the student. The PN program will not be completed and transcripts will not be released until all competency exams are passed at the required level.

EVALUATION PROCEDURE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams</td>
<td>95.0%</td>
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<tr>
<td>Attendance/Punctuality</td>
<td>2.5%</td>
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<tr>
<td>Assignments/Homework/Quizzes</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

100 % *

*Plus satisfactory completion of competency exams

Final grades will be assigned on the following scale:

- A 94 – 100%
- B 87 – 93 %
- C 80 – 86 %

Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.
WORK AND ASSIGNMENTS MISSED:
See Make-Up Work policy in the Student Handbook.

REQUIRED TEXTS, MATERIALS, SUPPLIES:


Adult Health Careers Student Handbook, Indian Capital Technology Center, Muskogee, Sallisaw, Stilwell, and Tahlequah, OK.


Nursing Skills, Oklahoma Department of Career and Technology Education Curriculum and Instructional Material Center; Stillwater, OK, 2011.


AMERICANS WITH DISABILITIES ACT (ADA)
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

ACADEMIC DISHONESTY
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

STUDENT CONDUCT
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

DATE:
June, 2014; June, 2013; June, 2012; June, 2011

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Skills for Wound Care

1. Differentiate between wound classifications
2. Discuss the process of wound healing
3. Identify factors that affect wound healing
4. Discuss complications related to wound healing
5. Identify treatments for wounds and ulcers
6. Describe various types of wound care equipment
7. Implement safety standards related to wound care
8. Identify factors that may interfere with wound healing
9. Identify types of wound drainage
10. Demonstrate the ability to
    a. Set up a sterile field  
    b. Perform a sterile dressing change  
    c. Apply a clean dressing  
    d. Apply a wet-to-dry dressing  
    e. Pack a wound  
    f. Irrigate a wound  
    g. Remove sutures and staples  
    h. Apply an eye dressing  
    i. Apply a transparent dressing  
    j. Remove a wound drain

Learning Activities:
- Read Christensen, Foundations and Adult Health Nursing, Chapter 13
- Read Nursing Principles & Skills, Module 7
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 - Respiratory Care Skills

1. Describe nursing interventions that promote lung expansion and respiratory efficiency
2. Implement safety standards related to respiratory care skills
3. Identify indications for performing postural drainage percussion or vibration therapy
4. Discuss basic techniques of chest tube management
5. Demonstrate the ability to:
   a. Utilize a pulse oximeter
   b. Collect a throat culture
   c. Collect a sputum specimen
   d. Assist a patient with deep breathing/coughing exercises
   e. Perform postural drainage, percussion, and vibration
   f. Perform oronasopharyngeal suctioning
   g. Instruct a patient to utilize incentive spirometry.
   h. Initiate oxygen therapy via piped-in wall unit
   i. Initiate oxygen therapy via cylinder
   j. Use an oxygen concentrator
   k. Initiate oxygen therapy via oxygen delivery systems:
      - Nasal cannula and mask
      - Flow-by
      - Trach collars
      - Face shields and oxygen hoods
      - Face tent
   l. Perform endotracheal suctioning
   m. Perform tracheostomy care
   n. Provide care for a patient with a chest tube

Learning Activities:
- Read Christensen, Chapter 19 (pgs. 501-507), Chapter 20 (pgs 555-569), and Chapter 49 (page 1617)
- Read Nursing Principles & Skills, Module 8
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 - Digestive Care Skills---- (Upper)

1. Discuss principles of maintaining nutritional status
2. Describe types of therapeutic diets
3. Demonstrate knowledge related to tube feedings and formulas
4. Implement safety standards related to digestive care skills (Upper)
5. Discuss types of nasogastric/gastric tubes and their purposes
6. Explain guidelines for caring for a patient with a nasogastric/gastric tube
7. Discuss the characteristics of vomitus
8. Identify nursing actions to relieve nausea and vomiting
9. Demonstrate ability to:
   a. Perform a focused nutritional assessment
   b. Feed patients with special needs
   c. Insert a nasogastric tube
   d. Irrigate a nasogastric tube
   e. Remove a nasogastric tube
   f. Feed patient via feeding tube
   g. Feed patient via gastrostomy tube
   h. Perform a gastric lavage.
   i. Irrigate a gastric tube

Learning Activities:
- Read Christensen, Chapter 19 (pgs. 501-502), Chapter 20 (pgs. 583-590), Chapter 21 (pgs. 629-655) and Chapter 45 (pgs. 1432-1433).
- Read Nursing Skills, Module 9 (Objectives 1-12)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Digestive Care Skills---- (Lower / Bowel Elimination)

1. Identify normal and abnormal characteristics of feces
2. Identify normal bowel elimination patterns
3. Explain the causes of and nursing interventions for altered elimination patterns
   a. Constipation
   b. Diarrhea
   c. Bowel incontinence
   d. Fecal impaction
   e. Flatulence
   f. Identify signs and symptoms of fecal impaction
4. Implement safety standards related to digestive care skills (lower)
5. Discuss factors that affect bowel elimination
6. Discuss steps of a bowel retraining program
7. Reinforce methods of preventing constipation and incontinence
8. Differentiate between types and uses of enemas
9. Identify types of ostomies
10. Demonstrate the ability to:
    a. Collect a stool specimen
    b. Check stool for occult blood
    c. Remove fecal impaction
    d. Administer a cleansing enema
    e. Administer a retention enema
    f. Administer a colonic irrigation
    g. Perform ostomy irrigation

Learning Activities:
-Read Nursing Skills, module 9 (Objectives 13-21)
-Read Christensen, Chapter 19 (pgs 497-501) and Chapter 20 (pgs 589-600)
-Complete assignments as indicated by instructor
-Pass exam(s) with a minimum of 80%
Module 5 - Basic Nutrition

1. Utilize terms associated with nutrition
2. Describe the role of the practical nurse in promotion of good nutrition
3. Identify factors that affect food habits, including culture
4. List the functions and food sources of carbohydrates, protein and fats
5. Identify correct percentages of fats, carbohydrates and proteins that are recommended for the daily diet
6. Discuss key vitamins and minerals, including food sources and health benefits
7. Describe the health benefits of fiber and water in the diet
8. Calculate calories in servings of foods given the carbohydrate, protein and fat content
9. Discuss changes in nutrient needs throughout the life cycle
10. Identify ways for the nurse to promote a patient's independence while assisting with intake
11. Identify interventions to maximize nutrition in the clinical setting

Learning Activities:
- Read Christensen, Chapter 8 (pgs 165-169 & 177) and Chapter 21 (pgs. 604-655)
- Refer to http://www.choosemyplate.gov/
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 - Urinary Care Skills

1. Discuss the relationship of urination and fluid volume
2. Differentiate between normal and abnormal characteristics of urine
3. Perform focused assessment on fluid/volume status
4. Distinguish between normal and abnormal voiding patterns
5. Integrate safety standards related to urinary care skills
6. Discuss causes of urinary incontinence
7. Identify nursing interventions for patients who are experiencing urinary incontinence
8. Reinforce teaching regarding maintenance of urinary function
9. Discuss steps of a bladder re-training program
10. Describe the types and care of urinary catheters
11. Differentiate between the types of urine specimens
12. Demonstrate the ability to:
   a. Calculate intake and output
   b. Assist with urinary elimination utilizing a bedpan or fracture pan, bedside commode, and urinal
   c. Obtain clean catch/midstream urine specimen
   d. Set up a sterile field
   e. Obtain a sterile urine specimen from Foley catheter
   f. Perform a straight catheterization
      - Male
      - Female
   g. Insert a Foley catheter
      - Male
      - Female
   h. Discontinue a urinary catheter
   i. Change a supra-pubic catheter
   j. Collect a 24-hour urine specimen
   k. Perform closed intermittent bladder irrigation
   l. Manage a continuous bladder irrigation
   m. Strain urine for calculi
   n. Empty a urinary drainage bag
   o. Perform a bladder scan
13. Identify types and purposes of bladder irrigation
14. Discuss the purposes and care of urostomies
15. Identify ways to adapt the collection of urine specimens to meet the needs of various age groups

Learning Activities:
- Read Christensen, Chapter 19 (pgs 493-497), Chapter 20 (pgs 566, 569-583), Chapter 30 (pg 968-969), and Chapter 33 (pgs 1094-1095)
- Read Nursing Skills, Module 10
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 - Skills for Applying Heat and Cold

1. Identify indications for heat therapy
2. Discuss the effects of heat therapy on body tissues
3. Identify safety factors for consideration when utilizing heat therapy
4. Identify sources/equipment used to deliver heat therapy
5. Identify indications for cold therapy
6. Discuss the effects of cold therapy on body tissues
7. Identify safety factors that should be considered when utilizing cold therapy
8. Identify sources/equipment used to delivery cold therapy
9. Identify appropriate temperature ranges for various types of heat and cold therapies
10. Discuss signs of the effectiveness of heat and cold therapies
11. Identify therapeutic implications related to use of temperature control blankets
12. Demonstrate the ability to:
   a. Utilize a temperature control blanket
   b. Use an aquathermia pad
   c. Assist with a warm soak
   d. Apply a warm compress (dry and moist)
   e. Apply a cold compress (dry and moist)
   f. Apply a chemical warm/cold pack
   g. Give a tepid sponge bath

Learning Activities:
- Read Christensen, Chapter 20 (pgs 529-536)
- Read Nursing Skills, Module 11
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 8 - Mobility

1. Observe patient for complications of immobility
2. Position patient in correct body alignment
3. Utilize immobilizing equipment
4. Teach importance of changing position
5. Determine patient understanding of techniques to prevent the effects of immobility
6. Implement nursing actions to prevent effects of immobility

Learning Activities:
- Read Christensen, Chapter 15 and 18 (pgs 448-452)
- Read Nursing Skills, Module 6 (Objectives 4-10)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 9 - Plan of Care

1. List steps related to decision-making process
2. Explain the purpose and uses of nursing care plans
3. Identify the major components of the nursing care plan
4. Explain each step of the nursing process
5. Discuss components of each level of Maslow’s Hierarchy of Needs
6. Include patient in decisions on priorities of care
7. Prioritize care according to patient’s condition
8. Prioritize patient problems according to Maslow’s Hierarchy
9. Distinguish between medical and nursing diagnoses
10. Participate in the development of nursing diagnosis for patients
11. Collaborate with patient regarding self-care needs
12. Identify resources to be utilized when contributing to an established nursing care plan
13. Discuss the implementation of the plan of care
14. Explain how evidence based nursing practice is used to plan care
15. Revise and contribute to a plan of care that includes
   a. Religious and spiritual needs
   b. Emotional needs
   c. Physical needs
   d. Cognitive needs
   e. Barriers to plan of care
   f. Refusal to follow plan of care
   g. Promotion of Safety and prevention of accident/ error
16. Discuss the role of the LPN/LVN at an interdisciplinary care conference
17. Discuss the process of notification of staff regarding changes in patient condition
18. List the steps of giving shift report on patient’s care
19. Review established plan of care and recommend revisions as needed
20. List the process of reviewing the effectiveness of care
21. Contribute to selecting teaching strategy to use in reviewing health promotion teaching

Learning Activities:
- Read Christensen, Chapter 6 and Chapter 41 (pgs 1263-1264)
- Read Nursing Skills, Module 12
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 10 - Skills for Admitting, Transferring, and Discharging Patients

1. Identify common reaction of patients admitted to hospitals and other health care facilities
2. Discuss common steps in the admission procedure
3. Collect data for admission and health history
4. Collect baseline data during admission physical condition
5. Report abnormal data to appropriate health care provider and document findings according to agency or facility policies or procedures
6. Discuss appropriate procedures for transferring a patient
7. Discuss appropriate procedures for discharging a patient
8. List methods of reinforcing a discharge plan
9. Perform teaching of a patient preparing for discharge
10. Discuss the importance of documentation as it relates to admission, transfer and discharge of patient.
11. List the steps of:
   a. Orientating a patient to a nursing unit
   b. Identifying and managing patient's valuables according to facility or agency policy
   c. Transferring a patient to a different nursing unit or facility
   d. Discharging a patient to home

Learning Activities:
- Read Christensen, Chapter 11
- Read Nursing Skills, Module 13
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 11 - Documentation Skills

1. Discuss the importance of documentation
2. Discuss various formats used for charting
3. Identify rules utilized when documenting information
4. Identify types of information that should be documented
5. Translate patient data and activities into charting phraseology
6. Identify common forms found in a patient’s chart
7. Correctly document information in a patient’s chart
8. Discuss guidelines related to computer based charting

**Learning Activities:**
- Read Christensen, Chapter 7
- Read Nursing Skills, Module 14
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 12 - Assessment Skills

1. Discuss the role of the practical nurse when assisting with a physical assessment
2. Implement safety standards related to assessment
3. Identify responsibilities of the practical nurse when performing a physical assessment
4. Illustrate the difference between objective and subjective data
5. Explain patient positions used for various types of assessments
6. Describe common equipment used during physical assessment
7. Explain the process of the physical examination to the patient
8. Explain aspects of patient's data collections during the physical examination
9. Discuss the methods of physical assessment
10. Identify basic components included in the assessment of each body system
11. Identify individual consideration related to assessment of the following:
   a. Psychosocial status
   b. Spiritual and religious beliefs
   c. Language barriers
   d. Coping status
   e. Cultural beliefs
   f. Physical status
   g. Mobility Status
12. Demonstrate the ability to:
   a. Perform a focused head to toe assessment
   b. Identify normal heart tones
   c. Identify normal breath sounds
   d. Identify normal bowel sounds
   e. Perform a focused neurovascular check
   f. Perform a focused neurological check
   g. Evaluate vision using a Snellen Chart
   h. Administer a hearing test
   i. Prepare an otoscope for an exam by a primary health provider
   j. Prepare an ophthalmoscope for an exam by a primary health provider
   k. Perform a capillary blood glucose check
13. Relate physical examination results to health care provider and document findings according to
    agency or facility policies or procedures

   ADDENDUM:
   o Discuss body temperature
   o List factors that influence body temperature
   o Compare the Celsius and Fahrenheit temperature scales
   o Distinguish among characteristics of temperature sites
   o Identify factors that influence pulse rate, rhythm, and volume
   o Identify pulse sites
   o Identify factors that may influence respiration
   o Discuss factors associated with blood pressure measurement

Learning Activities:
- Read Christensen, Chapters 4 and 5, and refer to page 498 for glucose monitoring
- Read Nursing Skills, Modules 4 and 15
- Complete assignments as indicated by instructor
- Pass vital signs skills evaluation for those with Advanced Standing in LTC
- Pass exam(s) with a minimum of 80%
Module 13 - Therapeutic Procedures and Surgery

1. Explain routine pre-operative preparation required by patients
2. Assess patient’s preparation status for diagnostic tests, procedures, or surgery
3. Implement safety standards related to wound care
4. Determine patient’s response to a procedure or surgery
5. Observe patient before, during and after diagnostic test, procedure and surgery and document accordingly
6. Explain how the patient’s developmental status must be considered when discussing procedures or surgery with patient
7. Review the patient’s diagnostic test results
8. Gather data on nutritional status of postoperative patients
9. Teach post-operative breathing techniques and controlled cough
10. Contribute to a pre-operative teaching plan for a patient
11. Identify common concerns of patients undergoing surgical procedures
12. Discuss nursing responsibilities during the intra-operative period
13. Perform focused assessment on patient during diagnostic test, procedure or surgery
14. Reinforce patient teaching to reduce post procedure or surgery risks
15. Discuss components of a focused post-operative assessment
16. Identify post-operative complications
17. Support patients who experience post-operative complications
18. Demonstrate ability to:
   a. Use correct techniques to apply and remove mask, gown, gloves and protective eyewear
   b. Prepare a patient for procedure or surgery
   c. Complete a pre-operative checklist
   d. Perform a focused post-operative assessment
   e. Clean and care for a surgical drain
   f. Remove sutures or staples from a surgical wound
   g. Apply a stump bandage
   h. Care for a biliary drainage tube
   i. Care of a closed wound drainage system
   j. Perform EKG

Learning Activities:
- Read Christensen, Chapter 13 (pgs 324-342), Chapter 19 (pg. 514 EKGs), Chapter 24 (pgs. 746-747) and Chapter 42.
- Read Nursing Skills, Module 16
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 14 - Skills for Care of the Dying Patient

1. Discuss the meaning of death for different developmental age groups
2. Identify end of life needs
3. Compare different cultural responses to death
4. Collect data on patient's reaction to loss of a child
5. List nursing interventions to assist patient as they process through the grieving process.
6. Assist in resolution of end of life issues
7. Match steps of the grieving process to their appropriate characteristics
8. List signs and symptoms of impending death
9. Explain the physical and psychological needs of the dying patient
10. Implement nursing interventions for dying patients and their families
11. Discuss legal/ethical issues related to death, euthanasia, DNR orders, organ donation, dying person's bill or rights, living will, and durable power of attorney

Learning Activities:
- Read Christensen, Chapter 10
- Read Nursing Skills, Module 17
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 15 - Skills for Patients Experiencing Grief and Loss

1. Provide patient with resources to help adjust to grief or loss
2. Collect data on patient's reaction to loss
3. Encourage the patient to reminisce
4. Reinforce teaching on common reactions to grief and loss

Learning Activities:
- Read Christensen, Chapter 10 (pgs 218-233)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 16 - Skills for Managing Pain

1. Differentiate between chronic and acute pain  
2. Discuss physiological and neurological pain mechanisms of pain  
3. List factors that can influence pain response  
4. Discuss the effects of pain  
5. Identify subjective and objective data considered in pain assessment  
6. Discuss “pain scales” utilized in pain assessment  
7. Describe non-pharmacological pain management techniques  
8. Identify types of pain medications, their effects and side effects  
9. Assess a patient who is in pain  
10. Select appropriate nursing measures when caring for a patient in pain  
11. Incorporate aspects of complementary and alternative medicine into patient’s care according to practice setting guidelines

Learning Activities:
- Read Christensen, Chapter 16 (pgs 394-409) and Chapter 42 (page 1271)  
- Read Nursing Skills, Module 18  
- Complete assignments as indicated by instructor  
- Pass exam(s) with a minimum of 80%
Module 17 - Skills for Geriatric Care

1. Identify age related changes that occur in body systems
2. Discuss cognitive changes that occur due to aging with patient
3. Explain safety concerns related to the care of geriatric patients
4. Discuss psychosocial issues related to the aging adult
5. Identify actions to promote health and wellness in aging adults
6. Reinforce teaching on expected changes related to aging
7. Provide care to meet age-related needs to the aging adult

**Learning Activities:**
- Read Christensen, Chapter 33 and Chapter 9 (pgs 204-215)
- Read Nursing Skills, Module 20
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 18 - Phlebotomy Skills

1. State the general purposes for phlebotomy
2. Differentiate between arteries, veins and capillaries
3. Identify commonly used sites/veins for venipuncture
4. Identify common equipment used when collecting blood
5. Match types of collection tubes to their use/purposes in specimen collection
6. Identify steps necessary to prevent hemolysis of blood specimens during venipuncture
7. Identify safety precautions to take when performing phlebotomy procedures
8. List precautions required when collecting blood culture specimens
9. Identify possible complications of phlebotomy procedures and appropriate nursing actions if they occur
10. Identify other methods to obtain blood specimens
11. Demonstrate ability to:
   a. Obtain a venous blood specimen via vacutainer
   b. Obtain a venous blood specimen via needle/syringe
   c. Obtain a blood culture
   d. Use finger stick method to obtain blood specimen in a microtainer
   e. Use a capillary tube to obtain a hematocrit specimen

Learning Activities:
- Read Christensen, Chapter 19 (pgs 506-514)
- Read Nursing Skills, Module 21
- Read (Recommended) Assisting in Medical Lab, Chapter 3 (Library Reference)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
<table>
<thead>
<tr>
<th>UNIT EXAM</th>
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<td>Skills for Applying Heat &amp; Cold</td>
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*Each Lab Practical will count as an individual test grade

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   Exam Average   _____ x .95 =__________ +
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   Total/Final Grade  __________
PHARMACOLOGY AND INTRAVENOUS THERAPY SKILLS
COURSE TITLE: Pharmacology and Intravenous Therapy Skills

COURSE LENGTH: 50 Hours

INSTRUCTOR: PN Faculty

COURSE DESCRIPTION:
This course provides instruction in basic pharmacology and medication administration skills, including IV therapy, as well as skills needed for safe and effective medication administration. Fluid and electrolyte balance will be included. Content includes components of medication preparation and administration including the essential knowledge needed to adequately contribute to the assessment and evaluation of the effect of medication on patients throughout the lifespan.

COURSE OBJECTIVES:
1. Calculate medication dosages accurately.
2. Gather information about general classifications of medications.
3. Discuss legal and ethical issues related to medication administration.
4. Develop competencies in the safe and efficient administration of medications.
5. Demonstrate appropriate documentation of medication.
6. Apply the nursing process to patients requiring medications.
7. Reinforce teaching about prescribed medication.
8. Review patients lab work, vital signs, and fluid and electrolyte balance
9. Demonstrate the ability to initiate and maintain IV therapy

INSTRUCTIONAL DELIVERY PLAN:
The format may include lecture, discussion, group and individual learning activities, computer-assisted learning activities, audio-visual aids, teacher demonstrations, student practice/return demonstration, and simulated laboratory practice.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 - Calculating Medication
Module 2 - Researching Medication
Module 3 - Administering Oral/Topical Medications
Module 4 - Administering Injections
Module 5 - Understanding IV Therapy
Module 6 - Initiating IV Therapy
Module 7 - Maintaining IV Therapy
Module 8 - IV Medication Administration and Specialized IV Care
**INSTRUCTOR/STUDENT RESPONSIBILITIES:**
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

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Final grades will be assigned on the following scale:
- A 94 – 100%
- B 87 – 93%
- C 80 – 86%

Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.

**WORK AND ASSIGNMENTS MISSED:**
See Make-Up Work policy in the Student Handbook.

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


**AMERICANS WITH DISABILITIES ACT (ADA)**
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

**ACADEMIC DISHONESTY**
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**STUDENT CONDUCT**
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

**DATE:**
June, 2014; June, 2013; June, 2012; June, 2011

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Calculating Medication Dosages

1. Perform conversions within the metric system
   - Utilize abbreviations, measurements, & conversions used to calculate medication dosages
   - Review basic mathematical computations involving Arabic numbers, Roman numerals, fractions, decimals, ratios, percents, simple equations, and proportions

2. Determine equivalents among systems of measurement
   - Identify, interpret, and properly express metric, apothecary, and household notation and equivalents
   - Explain the use of milliequivalent, international unit, unit, milliunit in dosage calculations
   - Convert between units of measurement within the same system
   - Convert units of measurement from one system to another

3. Calculate medication dosages
   - Interpret necessary information for dosage calculations
   - Compare ordered dosages with recommended safe dosage
   - Use the $D \times Q = X$ formula and/or ratio & proportion to calculate drug dosages
   - Calculate medication dosages based on body weight
   - Calculate medication dosages for infants, children, and adults using various rules
   - Determine correct actions to follow when the results of calculations show unusual dosages

4. Calculate IV infusion rates
   - Recognize the calibration or drop factor in gtt.ml as stated on the IV tubing package
   - Recalculate the flow of IV rate if IV is off schedule
   - Calculate IV infusion time
   - Calculate IV infusion volume

Learning Activities:
- Read Pickar, Chapters 2, 3, 4, 10, 11, 12, 13, 14, and 16
- Read Roach, Chapter 3
- Read Christensen, Chapter 23 (applicable pages)
- Review Pickar, Chapter 1
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 - Researching Medication

1. Gather information about medications
   - Define pharmacology
   - Differentiate between the chemical, generic, official, and trade names of drugs
   - Identify factors that influence drug actions
   - Discuss the importance of obtaining a medication history

2. Describe the general classifications of medications including:
   - Recommended dosages
   - Expected action
   - Side effects
   - Patient Responses
   - Implications
   - Contraindications
   - Basic teaching
   - Various types of adverse drug reactions
   - Drug interactions

3. Discuss legal, ethical and safety concerns regarding medications
   - Discuss the laws governing the manufacture, distribution, and sale of drugs
   - Interpret proper medical notation
   - Interpret physicians’ orders
   - Identify different ways that physicians’ orders are given
   - Recognize steps necessary for receiving verbal, written, and standing orders
   - Identify steps in transcribing physicians’ orders
   - Recognize proper use of medication administration records
   - Identify needed information on medication labels
   - Describe factors to consider in choosing appropriate equipment for administration

Learning Activities:
- Read Roach, Chapters 1 and 2
- Complete Roach, Study Guide to Accompany Introductory Clinical Pharmacology, Chapters 1 & 2
- Read Christensen, Chapter 23 (pgs. 692-702)
- Read Pickar, Chapters 6, 7, 8, and 9
- Read Deglin: “How to Use Davis Drug Guide for Nurses” (page 1)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 - Administering Oral/Topical Medications

1. Describe medication distribution systems
2. Discuss preparation required before administering oral or topical medications
   - Identify appropriate guidelines for administering oral medications
   - Explain important aspects of patient teaching as it relates to medication administration
   - Discuss the nurse’s role and responsibilities in medication administration.
   - Calculate the number of tablets or capsules that are contained in a prescribed dosage
   - Calculate the volume of liquid per dose when the prescribed dosage is in liquid form
3. Administer medications via the following routes:
   a. Oral
   b. Mucosal
   c. Sublingual
   d. Buccal
   e. Inhalant/Nebulizing
   f. Topical
   g. Nasogastric or gastric tube
   h. Ophthalmic
   i. Otic
4. Apply the six rights of medication administration
5. Document effects to medications or parenteral therapy
6. Recognize or question prescriptions that may increase risk of accident or error
7. Discuss guidelines and precautions for administering medications in special circumstances
8. Reinforce teaching on possible adverse effects of medications
9. Evaluate the effectiveness of medication administration
10. Follow procedures to counteract adverse effects of medications
11. Identify symptoms or evidence of adverse effect of medications
12. Identify and document response to actions taken to counteract adverse effects of medications
13. Identify procedures to clarify illegible prescription, and then obtain correction
14. Determine responses to prescription and over-the-counter medications and home remedies
15. Determine interactions among prescriptions, over the counter and home remedies medications

Learning Activities:
- Read Christensen, Chapter 23(pgs 695-715)
- Read Roach, Chapter 2
- Read Deglin, “Med Errors” (pgs 12-17)
- Read Pickar, Chapters 6, 9 and 10
- Refer to Lippincott’s Photo Atlas of Medication Administration
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Administering Injections

1. Select appropriate needles and syringes for various patients' needs
   - Calculate the volume of liquid per dose when the prescribed dosages is in a liquid form
   - Calculate parenteral doses of drugs
2. Prepare medications from:
   a. Vials
   b. Ampules
3. Combine two medications in one syringe for injection
   - Differentiate between varying directions and selections for the appropriate reconstitution and preparation of dosage ordered
   - Insulins
4. Discuss injection routes
5. Locate appropriate injection sites
6. Identify deviation from routine procedures to meet patient needs
7. Administer injections following appropriate guidelines via the following routes:
   a. Intradermal
   b. Subcutaneous
   c. Intramuscular
8. Monitor for actual and potential effects of medications
9. Identify and document response to action taken to counteract adverse effects to parental medications
10. Identify symptoms or evidence of adverse effect of parenteral medications related to allergic reaction
11. Apply the six rights for parenteral administration
12. Document effects of parenteral therapy
13. Reinforce patient teaching on possible adverse effects of medications
14. Notify primary health care provider about actual or potential adverse effects of patient's medications or parenteral therapy

Learning Activities:
- Read Christensen, Chapter 23, (pgs. (715-728)
- Read Pickar, Chapter 6, 9, and 11
- Read Roach, Chapter 2
- Refer to Lippincott’s Photo Atlas of Medication Administration
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 - Understanding IV Therapy

1. Describe the purposes of IV therapy
   - Nursing responsibilities related to initiation and maintenance of IV therapy
2. Describe intracellular and extracellular fluid compartments
3. Describe signs of adequate hydration
4. Identify symptoms of fluid and electrolyte imbalances
   - List the types and uses of electrolytes used in the management of electrolyte imbalances
   - Discuss major types of acid-base imbalances
   - Discuss pre-administration and ongoing assessment activities the nurse should perform on the patient receiving and electrolyte or a solution to manage body fluids
5. Discuss the causes and symptoms of fluid volume deficit and overload
   - Discuss adverse reactions associated with the administration of a solution or electrolyte used in the management of body fluids
6. Describe the types of IV solutions:
   a. Isotonic
   b. Hypertonic
   c. Hypotonic
7. Describe the components of intravenous blood and blood products
8. Identify procedures necessary for obtaining blood and blood products
9. Monitor the patient receiving blood and blood products

Learning Activities:
- Read Christensen, Chapter 23 (pgs 546-548, 664, and 727-732)
- Read Roach, Chapter 54
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 - Initiating IV Therapy

1. Discuss legal responsibilities specific to IV therapy
2. Describe disorders that contraindicate IV therapy
3. Apply knowledge of vein selection to selected situations
   - Identify general sites for IV therapy
   - Peripheral lines, central lines, primary IV, secondary IV, saline/heparin locks (intermittent venous access devices), IV piggyback, and IV push
4. Collaborate to meet educational and emotional needs of the patient/family receiving IV therapy
5. Prepare IV fluids for administration
   - Discuss equipment used in intravenous therapy including: solution containers, tubing, venipuncture devices, needless devices/systems, electronic pumps and controllers, volumetric chambers, patient controlled analgesia (PCA)
6. Select appropriate sizes and types of IV needles to use for selected situations
7. Perform a peripheral venipuncture utilizing standard precautions guidelines
   - Identify appropriate actions in performing a venipuncture
8. Operate a pump or roller clamp to establish drip rate
9. Document initiation of IV therapy

Learning Activities:
- Read Christensen, Chapter 20 (pgs 536-555)
- Read Pickar, Chapters 15, 16, and 17 (pgs 513-530)
- Read Roach, Chapter 54
- Review Christensen, Chapter 23 (pgs 727-732)
- Refer to Lippincott’s Photo Atlas of Medication Administration
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 - Maintaining IV Therapy

1. Recognize signs and symptoms of IV therapy complications
2. Maintain IV flow rate
3. Change IV tubing and solution
4. Change IV site dressing
5. Convert IV to saline lock
6. Document intake of IV therapy
7. Discontinue IV therapy
8. Reinforce teaching regarding IV therapy
9. Document ongoing nursing care of IV therapy

Learning Activities:
- Read Christensen, Chapter 20
- Read Pickar, Chapters 15 and 16 (applicable pages)
- Refer to Lippincott’s Photo Atlas of Medication Administration
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 8 - IV Medication Administration and Specialized IV Care

1. Apply the six rights of IV medication administration
2. Discuss special considerations associated with administering medication via IV
3. Explain common IV medication incompatibilities
4. Administer IV piggyback medications
5. Discuss patient-controlled analgesia (PCA) administered via pump
6. Describe nursing implication for the following:
   a. Administration of IV push medications
   b. Burretrol
   c. Specialized Catheters
   d. TPN
7. Document patient's adverse effects to IV therapy

Learning Activities:
- Read Christensen, Chapters 20 and 23 (applicable pages)
- Read Pickar, Chapters 15, 16, and 17 (applicable pages)
- Refer to Lippincott’s Photo Atlas of Medication Administration
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
### GRADE SHEET: PHARMACOLOGY

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*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

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**Final grade average students computed as follows:**

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To figure final grade:

Exam Average \( \times .95 = \) ________ +

Attendance Average \( \times .025 = \) ________ +

Quiz/Assignment Avg. \( \times .025 = \) ________ =

Total/Final Grade ________
MEDICAL SURGICAL NURSING 1
SYLLABUS

COURSE TITLE:
Medical Surgical Nursing I

COURSE LENGTH:
75 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Building on concepts from previous courses, this course focuses on health management, maintenance and prevention of illness; care of the individual as a whole; and deviations from the normal state of health. The administration of patient care includes using the nursing process, performing focused assessments, using critical thinking, and assisting with patient education.

The systems included are integumentary, musculoskeletal, respiratory, cardiac, vascular and hematology. The concepts of patient care, treatments, pharmacology and diet therapy are included within each system.

Content is presented from a patient-centered approach based on Maslow’s Hierarchy of Needs. Patient care includes consideration of physiological, cognitive, psychosocial and spiritual needs. Consideration is also given to the impact of health issues, the potential physical and mental adjustments as well as diversional and rehabilitative activities.

COURSE OBJECTIVES:
1. Apply the concepts of anatomy and physiology to recognize deviations from normal.
2. Identify risk factors that contribute to the disease process.
3. Demonstrate knowledge of the diseases affecting the body systems.
4. Contrast signs and symptoms of patient health alterations with baseline data.
6. Analyze data to contribute to nursing interventions and patient outcomes on the nursing care plan.
7. Relate appropriate diagnostics and pharmacologic therapies to specific disease processes.
8. Demonstrate familiarity with and ability to monitor diagnostic test procedures.
9. Integrate the biological, psychological and socio-cultural aspects of the individual into nursing care.
10. Participate in patient/family teaching to promote, maintain and restore health.
11. Identify strategies to prepare patient mentally and physically for diagnostics, treatment, and potential complications.
12. Describe nursing interventions that promote optimum patient health.
13. Identify interventions to prevent patient from complications associated with patient's health.

INSTRUCTIONAL DELIVERY PLAN:
The format may include lecture-discussion, computer-assisted learning, and group and independent learning activities. Audio-visual aids, textbooks, models, student assignments, etc. will be utilized as appropriate.
COURSE CONTENT UNIT ARRANGEMENT:
Module 1 - Integumentary Nursing
Module 2 - Musculoskeletal Nursing
Module 3 - Respiratory Nursing
Module 4 - Cardiac Nursing
Module 5 - Vascular Nursing
Module 6 - Hematology Nursing

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and daters for completion.

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WORK AND ASSIGNMENTS MISSED
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**DATE:**

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Module 1 - Integumentary Nursing

1. Explain the functions of the integumentary system
   - structure, functions, & appendages of the skin
   - assessment of the skin
2. Distinguish among integumentary disorders
   - primary skin lesions
   - viral disorders
   - bacterial disorders
   - fungal infections
   - inflammatory disorders
   - parasitic diseases
   - tumors of the skin
   - disorders of appendages
   - burns
3. Describe treatments of various integumentary disorders
4. Evaluate pharmacological effects of medications used to treat integumentary disorders
5. Explain diagnostic or surgical procedures used with integumentary disorders
6. Contribute to the plan of care for patients experiencing alterations in integumentary function
7. Assist with patient education related to self-care for integumentary function

Learning Activities:
- Read Christensen, Chapter 43
- Read or Review Roach, Chapter 52
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 2 - Musculoskeletal Nursing

1. Explain the functions of the musculoskeletal system
   - functions of the skeletal system
   - structure of bones
   - articulations
   - divisions of the skeleton
   - functions of the muscular system
2. Distinguish among musculoskeletal disorders
   - arthritis
   - rheumatoid arthritis
   - ankylosing spondylitis
   - osteoarthritis
   - gout
   - osteoporosis
   - osteomyelitis
   - Fibromyalgia syndrome (FMS)
   - types of fractures
   - complications of fractures
   - traumatic injuries
   - tumors of the bone
   - amputation
3. Explain diagnostic and surgical procedures used in musculoskeletal disorders
   - radiographic studies
   - endoscopic examination
   - aspiration
   - electrographic procedure
   - lab tests
   - knee arthroplasty
   - unicompartmental knee arthroplasty
   - skeletal fixation devices
   - nonsurgical interventions
   - orthopedic devices
4. Evaluate pharmacological effects of medications used to treat musculoskeletal disorders
5. Contribute to the plan of care for patients experiencing alterations in musculoskeletal function
6. Assist with patient education related to self-care for musculoskeletal disorders

**Learning Activities:**
- Read Christensen, Chapter 44
- Read or Review Roach, Chapters 27, 28, 29 and 30
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 3 - Respiratory Nursing

1. Explain the function of the respiratory system
   - respiratory tract
   - mechanics of breathing
   - assessment of the respiratory system
2. Distinguish among disorders of the respiratory system.
   - Upper airway disorders:
     - epistaxis
     - nasal polyps
     - deviated septum
     - hay fever
     - obstructive sleep apnea
     - airway obstruction
     - cancer of the larynx
     - respiratory infections
   - Lower Airway disorders:
     - acute bronchitis
     - Legionnaires’ disease
     - SARS
     - Anthrax
     - Tuberculosis
     - pneumonia
     - pleurisy
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with respiratory disorders
   - computed tomography
   - chest roentgenogram
   - pulmonary function testing
   - mediastinoscopy
   - laryngoscopy
   - bronchoscopy
   - sputum specimen
   - cytologic studies
   - lung biopsy
   - thoracentesis
   - ABG’s
   - pulse oximetry
4. Evaluate pharmacological effects of medications used to treat respiratory disorders
5. Contribute to the plan of care for patients experiencing alterations in respiratory function
6. Assist with patient education related to self-care for respiratory disorders

Learning Activities:
- Read Christensen, Chapter 49
- Read or Review Roach, Chapters 31 and 32
- Complete assignments indicated by instructor
- Pass exam with a minimum 80%
Module 4 - Cardiac Nursing

1. Explain the function of the heart
   - identify structure and function of the cardiovascular system
2. Distinguish among cardiac disorders
   - cardiac dysrhythmias
   - cardiac arrest
   - coronary atherosclerotic heart disease
   - angina pectoris
   - myocardial infarction
   - heart failure
   - pulmonary edema
   - valvular heart disease
   - rheumatic heart disease
   - pericarditis
   - cardiomyopathy
   - myocarditis
   - endocarditis
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with cardiac disorders
   - diagnostic imaging
   - cardiac catheterization
   - angiography
   - electrocardiography
   - echocardiography
   - cardiac monitors
   - thallium scanning
   - laboratory tests
   - pericardial fenestration
   - pericardiocentesis
   - CABG
   - PTCA
   - stent placement
   - open mitral commissurotomy
   - valve replacement
   - cardiac transplantation
4. Evaluate pharmacological effects of medications used to treat cardiac disorders
5. Contribute to the plan of care for patients experiencing alterations in cardiac function
6. Assist with patient education related to self-care for cardiac disorders

Learning Activities:
- Read Christensen, Chapter 48
- Read or Review Roach, Chapters 34, 35, 36, 37, 38, and 39
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 5 - Vascular Nursing

1. Explain the function of the vascular system
   - arterial assessment
   - venous assessment

2. Distinguish among disorders of the vascular system
   - Arterial Disorders:
     - arteriosclerosis
     - atherosclerosis
     - hypertension
     - arteriosclerosis obliterans
     - arterial embolism
     - arterial aneurysm
     - Buerger’s disease
     - Raynaud’s disease
   - Venous Disorders:
     - thrombophlebitis
     - varicose veins
     - venous stasis ulcers

3. Relate diagnostic tests and surgical procedures to the nursing care of patients with vascular disorders
   - treadmill test
   - plethysmography
   - digital subtraction angiography
   - doppler ultrasound
   - phlebography/venography
   - fibrinogen uptake test
   - angiography
   - D-dimer
   - duplex scanning
   - trendelenburg’s test
   - endarterectomy
   - embolectomy
   - thrombectomy
   - greenfield filter
   - vein ligation
   - veinography

4. Evaluate pharmacological effects of medications used to treat vascular disorders

5. Contribute to the plan of care for patients experiencing alterations in vascular function

6. Assist with patient education related to self-care for vascular disorders

Learning Activities:
- Read Christensen, Chapter 48
- Read or Review Roach, Chapters 33, 34, 35, 36
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 6 - Hematology Nursing

1. Explain the function of blood components
   - RBC’s
   - WBC’s
   - platelets
   - hemostasis
   - blood types
   - Rh factor

2. Distinguish among hematological disorders
   - anemia
   - hypovolemic anemia
   - pernicious anemia
   - aplastic anemia
   - iron deficiency anemia
   - sickle cell anemia
   - agranulocytosis
   - leukemia
   - coagulation disorders
   - thrombocytopenia
   - hemophilia
   - Von Willebrand’s disease
   - DIC
   - multiple myeloma

3. Relate diagnostic tests and surgical procedures to the nursing care of patients with hematological disorders
   - CBC
   - erythrocyte indices
   - peripheral smear
   - Schilling test
   - megaloblastic anemia profile
   - gastric analysis
   - radiologic studies
   - radiologic studies
   - bone marrow aspiration or biopsy
   - bone marrow transplant
   - splenectomy

4. Evaluate pharmacological effects of medications used to treat hematological disorders

5. Contribute the plan of care for patients experiencing alterations in hematological function

6. Assist with patient education related to self-care for hematological disorders

Learning Activities:
- Read Christensen, Chapter 47
- Read or Review Roach, Chapters 37 and 51
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
GRADE SHEET: MEDICAL SURGICAL NURSING I

<table>
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<th>UNIT EXAM</th>
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*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

Final grade average students computed as follows:
To find Exam Average: Total Points Earned / Total Points Possible = Exam Average
To find Attendance Average: Total Days Attended / Total Days Possible = Attendance Average
To find Quiz/Assign/etc. average: Total Points Earned / Total Points Possible = Q/A/etc. Average

To figure final grade:

Exam Average \( \frac{\text{points earned}}{\text{points possible}} \times 0.95 = \) 
Attendance Average \( \frac{\text{days attended}}{\text{days possible}} \times 0.025 = \)
Quiz/Assignment Avg. \( \frac{\text{points earned}}{\text{points possible}} \times 0.025 = \) 
Total/Final Grade

\( \text{points earned} = \text{points received} \times 0.95 + \)
MEDICAL SURGICAL NURSING II
SYLLABUS

COURSE TITLE:
Medical Surgical Nursing II

COURSE LENGTH:
75 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Building on concepts from previous courses, this course focuses on health management, maintenance and prevention of illness; care for the individual as a whole; and deviations from the normal state of health. Administering patient care includes use of the nursing process while performing focused assessments, using sound judgment, and providing patient education.

The systems included are immunology, sensory, neurology, digestive, endocrine, urinary and reproductive as well as oncology nursing. The concepts of patient care, treatments, pharmacology and diet therapy are included within each system.

Content is presented from a patient-centered approach based on Maslow’s Hierarchy of Needs. Patient care involves consideration of physiological, cognitive, psychosocial and spiritual needs within a cultural framework. Consideration is also given to the impact of health issues: the potential physical and mental adjustments required, as well as any necessary diversional or rehabilitative activities.

COURSE OBJECTIVES:
1. Apply the concepts of anatomy and physiology to recognize deviations from normal.
2. Identify risk factors that contribute to the disease process.
3. Demonstrate knowledge of the diseases affecting the body systems.
4. Compare and contrast signs and symptoms of patient health alterations with baseline data.
6. Provide data to contribute to nursing interventions and patient outcomes on the nursing care plan.
7. Relate appropriate diagnostics and pharmacologic therapies to specific disease processes.
8. Demonstrate familiarity with and ability to monitor diagnostic test procedures.
9. Integrate the biological, psychological and socio-cultural aspects of the individual into nursing care.
10. Participate in discussions regarding patient/family teaching that promote, maintain and restore health.
11. Outline preparation needed to prepare patient mentally and physically for diagnostics, treatment and potential complications.
12. Explain nursing interventions that promote optimum patient health.
13. Identify interventions to prevent patient from complications associated with patient’s health problem.
14. Explain nursing interventions in needed in urgent situations, based on signs or symptoms of medical emergency.
15. Consider patient's physiological, cognitive, psychosocial and spiritual condition when providing care, particularly related to particular disease processes.
16. Describe potential patient’s alteration of body systems or responses tests and treatments.
17. Contribute to patient referral process or changes to patient referrals within scope of practice.
18. Differentiate interventions necessary to manage patient's potential complications.
19. Compare and contrast patient teaching throughout health care event.

**INSTRUCTIONAL DELIVERY PLAN:**
The format may include lecture-discussion, computer-assisted learning, and group and independent
learning activities. Audio-visual aids, textbooks, models, student assignments, etc. will be utilized as
appropriate.

**COURSE CONTENT UNIT ARRANGEMENT:**
Module 1 - Immune Nursing
Module 2 - Sensory Nursing
Module 3 - Neurology Nursing
Module 4 - Digestive Nursing
Module 5 - Endocrine Nursing
Module 6 - Urinary Nursing
Module 7 - Reproductive Nursing
Module 8 - Oncology Nursing

**INSTRUCTOR/STUDENT RESPONSIBILITIES:**
The instructor of this course assumes responsibility to provide explicit information regarding expectations
of students on required assignments and activities and daters for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this
course. Included in this obligation is the necessity of meeting timelines for completion of activities,
assignments and tests. Students who need additional help should notify the instructor who will provide
additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking
sheet for additional information.

Competency testing in identified content areas may be required. Students shall score at Level 2 or the
national average on each of the competency exams. If this level is not reached on the initial exam (of
each content area), the exam should be re-taken following self-remediation. If additional exam re-takes
are necessary to reach the required level, a fee may be charged by the testing company for each
additional re-take required. Payment of these charges is the responsibility of the student. The PN
program will not be completed and transcripts will not be released until all competency exams are
passed at the required level.

**EVALUATION PROCEDURE:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
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*Plus satisfactory completion of competency exams

Final grades will be assigned on the following scale:
A  94 – 100%
B  87 – 93 %
C  80 – 86 %

Below 80% constitutes a failing grade. See Grading Policy in the Health Careers Education Handbook.
WORK AND ASSIGNMENTS MISSED:

REQUIRED TEXTS, MATERIALS, SUPPLIES:


AMERICANS WITH DISABILITIES ACT (ADA):
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

ACADEMIC DISHONESTY:
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

STUDENT CONDUCT:
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

DATE:
June, 2014; June, 2013, June, 2012; June, 2011

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Immune Nursing

1. Explain the function of the immune system
2. Distinguish among immune disorders
   - hypersensitivity disorders
   - immunodeficiency disorders
     - autoimmune disorders
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with immune disorders
4. Evaluate pharmacological effects of medications used to treat immune disorders
5. Contribute to the plan of care for patients experiencing alterations in immune function
6. Distinguish patient education related to self-care for immune disorders

Learning Activities:
- Read Christensen, Chapters 55 and 56
- Read or Review Roach, Chapters 49 and 51
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 - Sensory Nursing

1. Explain the function of the sensory system
   - Explain the structure of the sensory system
2. Distinguish among sensory disorders
   - blindness and near blindness
   - refractory disorders
   - inflammatory and infectious disorders of the lens
   - disorders of the lens
   - disorders of the retina
   - glaucoma
   - deafness
   - inflammatory and infectious and noninfectious disorders of the ear
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with sensory disorders
4. Evaluate pharmacological effects of medications used to treat sensory conditions
5. Contribute to the plan of care for patients experiencing alterations in sensory or perceptual function.
6. Distinguish patient education related to self-care for sensory disorders

Learning Activities:
- Read Christensen, Chapter 53
- Read or Review Roach, Chapter 53
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 - Neurology Nursing

1. Explain the function of the neurological system
   - structure of the neurological system
   - assessment of the neurological system
2. Distinguish among neurological disorders
   - headaches
   - neurological pain
   - increase intracranial pressure
   - disturbance in muscle tone and motor function
   - disturb sensory and perceptual function
   - conduction abnormalities
   - degenerative
   - vascular problems
   - cranial and peripheral nerves
   - infection and inflammatory
   - trauma
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with neurological disorders
4. Evaluate pharmacological effects of medications used to treat neurological conditions
5. Contribute to the plan of care for patients experiencing alterations in neurological function
6. Distinguish patient education related to self-care for neurological disorders

Learning Activities:
- Read Christensen, Chapter 54
- Read or Review Roach, Chapters 18, 19, 21, 24-29
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 – Digestive Nursing

1. Explain the function of the digestive system
   - structure of the digestive system
2. Distinguish among digestive disorders
   - mouth
   - esophagus
   - stomach
   - intestines
   - acute abdominal inflammations
   - hernias
   - intestinal obstruction
   - hemorrhoids
   - anal fissure and fistula
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with digestive or gastrointestinal disorders
4. Evaluate pharmacological effects of medications used to treat digestive or gastrointestinal conditions
5. Contribute to the plan of care for patients experiencing alterations in digestive or gastrointestinal function.
6. Distinguish patient education related to self-care for digestive or gastrointestinal disorders

**Learning Activities:**
- Read Christensen, Chapters 45 and 46
- Read or Review Roach, Chapters 40 and 41
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 - Endocrine Nursing

1. Explain the function of the endocrine system
   • structure of the endocrine system
2. Distinguish among endocrine disorders
   • pituitary
   • thyroid and parathyroid glands
   • adrenal glands
   • pancreas
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with endocrine disorders
4. Evaluate pharmacological effects of medications used to treat endocrine conditions
5. Contribute to the plan of care for patients experiencing alterations in endocrine function
6. Distinguish patient education related to self-care for endocrine disorders

Learning Activities:
- Read Christensen, Chapter 51
- Read or Review Roach, Chapters 42, 43 and 44
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 - Urinary Nursing

1. Explain the function of the urinary system
   - structure of the urinary system
2. Distinguish among urinary disorders
   - alterations in voiding patterns
   - urinary tract infections
   - obstructive disorders of the urinary tract
   - renal tumors
   - tumors of the urinary bladder
   - conditions affecting the prostate gland
   - urethral strictures
   - urinary tract trauma
   - immunological disorders of the kidney
   - renal failure
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with urinary disorders
4. Evaluate pharmacological effects of medications used to treat urinary conditions
5. Contribute to the plan of care for patients experiencing alterations in urinary function
6. Distinguish patient education related to self-care for urinary disorders

Learning Activities:
- Read Christensen, Chapter 50
- Read or Review Roach, Chapters 33 and 48
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 - Reproductive Nursing

1. Explain the function of the reproductive system
   - Structure of the reproductive system
   - Disturbances of menstruation
2. Distinguish among reproductive disorders
   - Endometriosis
   - Vaginal Fistula
   - Relaxed Pelvic Muscles
   - Leiomyomas of the Uterus
   - Ovarian Cyst
   - Cancer of the Female Reproductive Tract
   - Disorders of the Female Breast
   - Male Climacteric/Impotence/Infertility
3. Relate diagnostic tests and surgical procedures to the nursing care of patients with reproductive disorders.
4. Evaluate pharmacological effects of medications used to treat reproductive conditions.
5. Contribute to the plan of care for patients experiencing alterations in reproductive function.

**Learning Activities:**
- Read Christensen, Chapter 52
- Read or Review Roach, Chapter 45
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 8 - Oncology Nursing

1. Distinguish between characteristics of cancer cells and normal cells
2. Compare different types of carcinogens
3. Classify different types of tumors in order of severity and stability
4. Classify tumor types by grade and stage
5. Relate diagnostic tests and surgical procedures to the nursing care of oncology patients
6. Describe potential side effects of chemotherapy
7. Describe potential side effects of radiation therapy
8. Evaluate pharmacological effects of medications used to treat cancer
9. Contribute to the plan of care for patients experiencing cancer
10. Distinguish patient related to self-care for oncology disorders

Learning Activities:
- Read Christensen, Chapter 57
- Read or Review Roach, Chapter 50
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
GRADE SHEET: MEDICAL SURGICAL NURSING II

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To figure final grade:
Exam Average _____ x .95 =__________ +
Attendance Average _____ x .025 =__________ +
Quiz/Assignment Avg. _____ x .025 =__________ =
Total/Final Grade =__________
MATERNITY–CHILD NURSING
SYLLABUS

COURSE TITLE:
Maternity – Child Nursing

COURSE LENGTH:
40 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Maternal-Child Nursing is designed to familiarize the student with the holistic approach to care for the antepartum, intrapartum, postpartum patient and the neonate. The normal processes of conception, fetal development, labor and delivery, postpartum period, and family involvement will be included. The course includes the care of the normal patient and newborn as well as those with complications.

COURSE OBJECTIVES:
1. Apply the nursing process in the care of the antepartum, intrapartum, and postpartum patient.
2. Apply the nursing process in the care of the neonate.
3. Identify potential complications of the antepartum, intrapartum and postpartum patient.
4. Identify potential complications of the neonate.

INSTRUCTIONAL DELIVERY PLAN:
Delivery plan may include lecture, discussion, computer-assisted learning, and group and independent learning activities. Audio-visual aids, textbooks, models, lab activities, and other projects may also be utilized.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 - Antepartum Care
Module 2 - Intrapartum Care
Module 3 - Postpartum Care
Module 4 - Newborn Care

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking sheet for additional information.
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- **B** 87 – 93%
- **C** 80 – 86%

Below 80% constitutes a failing grade. See Grading Policy in the Health Careers Education Handbook.

**WORK AND ASSIGNMENTS MISSED:**

See Make-Up Work policy in the Student Handbook.

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


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DATE:
June, 2014; June, 2013; June, 2012; June, 2011

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Module 1 - Antepartum Care

1. Differentiate between presumptive, probable and positive signs of pregnancy
2. Apply Nagele’s rule to calculate the due date
3. Describe fetal development from conception to birth
4. Discuss maternal physiologic adaptation to pregnancy
5. Outline components of a nutritious diet during pregnancy
6. Explain obstetrical screenings from conception to deliver
7. Discuss laboratory test and fetal assessment tests completed during pregnancy
8. Describe normal self-care and common discomforts of pregnancy
9. Consider patient’s emotional problems and behaviors related to cultural, religious, spiritual beliefs
10. Compare types of childbirth education programs
11. Identify potential complications of pregnancy
12. Contribute to the teaching plan regarding childbirth, parenting and infant care
13. List conditions that increase maternal and fetal risk.

**Learning Activities:**
- Read Christensen, Chapters 21 (page 619 obj. 5), 25 and 28
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 - Intrapartum Care

1. Differentiate between true labor and false labor. i.e. Braxton Hicks
2. Classify the stages and phases of labor
3. Describe fetal physiologic responses to labor
4. Identify nursing actions necessary when admitting a woman to the labor
5. Identify the role of the practical nurse in the interpretation of:
   1. Fetopelvic relationship
   2. Fetal assessment
   3. Contractions
   4. Leopold’s maneuvers
   5. Vaginal examination
6. Identify types of pain management used during labor
7. Describe the physiological and psychological care for a patient during labor and delivery
8. Identify potential maternal and fetal complications during labor and delivery
9. Differentiate between induction and augmentation techniques of labor
   - Amniotomy
   - Medications
10. Describe methods of delivery used during second stage of delivery
    - Episiotomy
    - Forceps.
    - Vacuum Extractor
11. Discuss responsibility of the LPN/VN while caring for the mother and newborn during deliver recovery

Learning Activities:
- Read Christensen, Chapters 26-28
- Read Price, Chapter 5
- Read Roach, Chapter 47
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 - Postpartum Care

1. Discuss the responsibilities of the practical nurse in caring for the woman in early postpartum period
2. Describe the physiologic adaptation of the woman during the postpartum period.
3. Describe responses to role changes that occur after birth of infant
4. Describe nursing care for the complications during postpartum care.
5. Discuss signs and symptoms of psychological responses to delivery.
6. Describe potential postpartum complications.
7. Outline the nurse’s role in preparing the patient for return home.
8. Compare breast-feeding versus bottle-feeding for both the patient and the newborn.
9. Discuss benefits and risks of different family planning methods.
10. Identify effective maternal-infant bonding behaviors
11. Discuss local community resources available to patient
12. Describe cultural differences in postpartum care.
13. Provide assistance in patient referral to resources for coping with grief and loss of infant
14. Identify stages of grieving process related to death of infant

Learning Activities:
- Read Christensen, Chapters 10 (page 231) and 27
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 - Newborn Care

1. Explain care of newborn during first 48 hours after birth.
2. Identify adaptations that occur as the newborn makes the transition to life outside the womb.
3. Describe expected behavioral characteristics for the newborn.
4. Compare the expected and unexpected assessment parameters of the newborn.
5. Describe APGAR scoring.
6. Describe identification and safety issues concerning the newborn.
7. Contribute to patient teaching needed for newborn care.
8. Describe the differences in the care of the circumcised newborn male depending upon the method used for circumcision.
9. Explain what immunizations and screening tests are necessary before the newborn is discharged.
10. Identify signs and symptoms of newborn complications.
11. Complete the following objectives using the below table listing common diseases/disorders of the newborn:
   - Acquired Immunodeficiency Syndrome
   - Infections
   - Congenital Heart Disease
   - Cleft Lip
   - Cleft Palate
   - Esophageal Atresia and Tracheoesophageal Fistula Atresia
   - Clubfoot
   - Developmental Dysplasia of the Hip
   - Down Syndrome
   - Hydrocephalus
   - Myelodysplasia/Spina Bifida
   - Erythroblastosis Fetalis
   - Intracranial Hemorrhage
     a. Relate diagnostic tests and surgical procedures to the nursing care for a newborn with common diseases/disorders.
     b. Evaluate pharmacological effects of medications used to treat a newborn with common diseases/disorders.
     c. Discuss the nursing care for a newborn with common diseases/disorders.
     d. Describe teaching needs for a family with a newborn with common diseases/disorders.
12. Complete the following objectives using the below table listing common diseases/disorders of the high-risk neonate:
   - Atelectasis
   - Meconium Aspiration Syndrome
   - Respiratory Distress syndrome
   - Apnea
   - Necrotizing Enterocolitis
   - Hypoglycemia
   - Jaundice
   - Hemorrhagic
Retinopathy
a. Relate diagnostic tests and surgical procedures to the nursing care for the high-risk neonate with common diseases/disorders.
b. Evaluate pharmacological effects of medications used to treat the high-risk neonate with common diseases/disorders.
c. Discuss the nursing care for the high-risk neonate with common diseases/disorders.
d. Describe teaching needs for a family with the high-risk neonate with common diseases/disorders.

Learning Activities:
- Read Price, Chapter 5
- Read Christensen, Chapter 31
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
<table>
<thead>
<tr>
<th>UNIT EXAM</th>
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<tr>
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<tr>
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<tr>
<td>Postpartum Care</td>
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<td>Newborn Care</td>
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<td></td>
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</tbody>
</table>

*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

**Final grade average students computed as follows:**

To find Exam Average: Total Points Earned / Total Points Possible = Exam Average
To find Attendance Average: Total Days Attended / Total Days Possible = Attendance Average
To find Quiz/Assign/etc. average: Total Points Earned / Total Points Possible = Q/A/etc. Average

To figure final grade:

- Exam Average $\times 0.95 = \_\_\_\_\_\_ +$
- Attendance Average $\times 0.025 = \_\_\_\_\_\_ +$
- Quiz/Assignment Avg. $\times 0.025 = \_\_\_\_\_\_ =$
- Total/Final Grade $\_\_\_\_\_\_$
PEDIATRIC NURSING
COURSE TITLE:
Pediatric Nursing

COURSE LENGTH:
40 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
At the completion of the course, the student will be able to relate normal growth and development, as well as, the physical, emotional and social needs of the pediatric patient; apply fundamental nursing skills and principles in the care of the pediatric patient and family; and describe common pediatric disorders.

COURSE OBJECTIVES:
1. Differentiate between normal and abnormal patterns of growth and development of the pediatric patient.
2. Recognize the health promotional needs of the pediatric patient.
3. Collaborate with other health professional to promote and maintain health of the pediatric patient.
4. Apply the nursing process in the management of pediatric disorders.
5. Discuss the child’s perception related to hospitalization.
6. Discuss the nurse’s role in the care of the hospitalized child.

INSTRUCTIONAL DELIVERY PLAN:
The format may include lecture-discussion, computer-assisted learning, and group and independent learning activities. Audio-visual aids, textbooks, models, student assignments, etc. will be utilized as appropriate.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 – Care of the Infant & Toddler
Module 2 – Care of the Preschool Child, School Age Child & Adolescents
Module 3 – Care of the Pediatric Patient with a Respiratory Disease/Disorder
  Care of the Pediatric Patient with an Integumentary Disease/Disorder
Module 4 – Care of the Pediatric Patient with a Cardiac Disease/Disorder
  Care of the Pediatric Patient with a Hematology/Oncology Disease/Disorder
Module 5 – Care of the Pediatric Patient with a Neurologic Disease/Disorder
  Care of the Pediatric Patient with a Musculoskeletal Disease/Disorder
Module 6 – Care of the Pediatric Patient with a Gastrointestinal Disease/Disorder
  Care of the Pediatric Patient with a Urinary Disease/Disorder
Module 7 – Care of the Pediatric Patient with a Reproductive Disease/Disorder
  Care of the Pediatric Patient with an Immune Disease/Disorder
Module 8 – Care of the Hospitalized Pediatric Patient
**INSTRUCTOR/STUDENT RESPONSIBILITIES:**
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking sheet for additional information.

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**EVALUATION PROCEDURE:**

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</tr>
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<td>2.5%</td>
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<td>100 % *</td>
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</table>

*Plus satisfactory completion of competency exams

Final grades will be assigned on the following scale:

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<td>87 – 93 %</td>
</tr>
<tr>
<td>C</td>
<td>80 – 86 %</td>
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Below 80% constitutes a failing grade. See Grading Policy in the Health Careers Education Handbook.

**WORK AND ASSIGNMENTS MISSED:**
See Make-Up Work policy in Health Careers Education Handbook—Full-Time Adults.

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


AMERICANS WITH DISABILITIES ACT (ADA)
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, Ext. 284, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

ACADEMIC DISHonesty
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

STUDENT CONDUCT
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the student handbook.

DATE:
June, 2014; June, 2013; June, 2012

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Care of the Infant & Toddler

1. Identify modes of infection of childhood communicable diseases
2. Explain immunization schedules for childhood communicable diseases
3. Explain contraindications to immunizations
4. Identify common side effects to immunizations
5. Explain patient's needs as they relate to developmental stages
6. Describe the developmental theories and their impact on planning nursing care of children
7. Recognize the influence of the family and cultural practices on growth, development, nutrition and health care
8. Describe the relationship of play to physical cognitive and emotional development
9. Identify age appropriate developmental activities
10. Describe patient’s expected physiological changes according to age and stage of development
11. Discuss the appropriate use of developmental tables
12. Discuss the impact of cultural differences on childrearing practices
13. Discuss the nutritional needs of growing infants
14. Discuss methods to determine patient’s nutritional and fluid status
15. Identify patient’s weight in relation to nutritional goals
16. Identify environmental hazards
17. Discuss adaptations of the home environment to meet child's safety needs
18. Discuss the correct use of car seats
19. Discuss dental care of the pediatric patient
20. Discuss patient's potential for aspiration
21. Discuss the special nursing considerations for a child with autism
22. Identify care for toddler who has experienced an accidental poisoning

Learning Activities:
- Read Price, Chapters 2 (pgs 18-20), 6, 7, 18 (pgs 342-353), & 20 (pgs 385-386)
- Refer to Appendix A, C, D, and E
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 - Care of the Preschool Child, School Age Child, & Adolescent

1. Explain patient’s needs as they relate to developmental stages
2. Discuss the nutritional needs of growing children & adolescents
3. Describe the developmental theories and their impact on planning nursing care of children
4. Describe the needs of a preschooler with a developmental disability
5. Discuss services available for a school age child with an emotional disorder
1. Identify physical or psychological signs and symptoms of abuse or neglect in the pediatric patient
2. Identify reporting procedures for suspecting patient abuse, neglect and injury
3. Discuss emotional care for abused or neglected patient
4. Describe behaviors that might be exhibited by a patient who has been abused/neglected
5. Describe risk factors for abuse and neglect in the pediatric patient
6. Discuss reinforcement of teaching strategies for parental coping skills to prevent abuse or neglect
7. Identify age appropriate developmental activities
8. Describe patient’s expected physiological changes according to age and stage of development
9. Identify nursing care for a child with Attention Deficit/Hyperactivity Disorder
10. Identify at-risk adolescent behaviors
11. Identify methods to manage patient’s signs and symptoms of substance abuse
12. Identify nursing interventions for at risk adolescents
13. Apply principles of health promotion to the needs of the adolescent
14. Identify behaviors that indicate a patient is in crisis
15. Identify community resources available for a patient with drug or alcohol dependency
16. Discuss behaviors that indicate a patient’s potential for suicide or violence
17. Describe symptoms indicating depression in an adolescent patient

Learning Activities:
- Read Price, Chapters 8, 9, 10 and 20 (pgs 377-378, 386-387)
- Define key terms
- Refer to Appendix A
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
1. Discuss nursing care for common respiratory and integumentary diseases/disorders of the pediatric patient.
2. Relate diagnostic tests and surgical procedures to the nursing care for a pediatric patient with common respiratory and Integumentary diseases/disorders.
3. Evaluate pharmacological effects of medications used to treat a pediatric patient with common respiratory and integumentary diseases/disorders.
4. Discuss the nursing care for a pediatric patient with common respiratory and Integumentary diseases/disorders.
5. Describe teaching needs for a family with a pediatric patient with common respiratory and integumentary diseases/disorders
   - otitis media
   - nasopharyngitis (common cold) tonsillitis and adenoiditis
   - bronchiolitis
   - cystic fibrosis croup
   - epiglottitis
   - bronchitis
   - pneumonia
   - croup
   - tonsillitis and adenoiditis
   - asthma
   - infectious mononucleosis
   - infantile eczema
   - impetigo
   - *staphylococcus aureus* Infection
   - burns
   - pediculosis
   - acne vulgaris

**Learning Activities:**
- Read Price, Chapters 11 and 16
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 – Care of the Pediatric Patient with a Cardiac Disease/Disorder
Care of the Pediatric Patient with a Hematology/Oncology Disease/Disorder

1. Discuss nursing care for common cardiac, hematology, & oncology diseases/disorders of the pediatric patient.
2. Relate diagnostic tests and surgical procedures to the nursing care for a pediatric patient with common cardiac, hematology, & oncology diseases/disorders.
3. Evaluate pharmacological effects of medications used to treat a pediatric patient with common cardiac, hematology, & oncology diseases/disorders.
4. Discuss the nursing care for a pediatric patient with common cardiac, hematology, & oncology diseases/disorders.
5. Describe teaching needs for a family with a pediatric patient with common cardiac, hematology, & oncology diseases/disorders
   - acute rheumatic fever
   - iron deficiency anemia
   - sickle cell disease
   - leukemia
   - hemophilia
   - Wilm’s tumor
   - brain tumors
   - Hodgkin's disease

Learning Activities:
- Read Price, Chapters 12 and 21
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 5 – Care of the Pediatric Patient with a Neurologic Disease/Disorder

Care of the Pediatric Patient with a Musculoskeletal Disease/Disorder

1. Discuss nursing care for common neurologic & musculoskeletal diseases/disorders of the pediatric patient.
2. Relate diagnostic tests and surgical procedures to the nursing care for a pediatric patient with common neurologic & musculoskeletal diseases/disorders.
3. Evaluate pharmacological effects of medications used to treat a pediatric patient with common neurologic & musculoskeletal diseases/disorders.
4. Discuss the nursing care for a pediatric patient with common neurologic & musculoskeletal diseases/disorders.
   - bacterial meningitis
   - deafness
   - cerebral palsy
   - head injuries
   - amblyopia
   - strabismus
   - encephalitis
   - seizure disorders
   - Reye’s syndrome
   - fractures
   - dislocations
   - Duchenne’s muscular dystrophy
   - scoliosis
   - sports injuries

Learning Activities:
- Read Price, Chapters 13 and 17
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 6 – Care of the Pediatric Patient with a Gastrointestinal Disease/Disorder
Care of the Pediatric Patient with a Urinary Disease/Disorder

1. Discuss nursing care for common gastrointestinal, urinary, & reproductive diseases/disorders of the pediatric patient.
2. Relate diagnostic tests and surgical procedures to the nursing care for a pediatric patient with common gastrointestinal, urinary, & reproductive diseases/disorders.
3. Evaluate pharmacological effects of medications used to treat a pediatric patient with common gastrointestinal, urinary, & reproductive diseases/disorders.
4. Discuss the nursing care for a pediatric patient with common gastrointestinal, urinary, & reproductive diseases/disorders.
   - inguinal hernia
   - umbilical hernia
   - pyloric stenosis
   - intussusception
   - vomiting
   - fluid imbalance
   - pinworms
   - appendicitis
   - obesity
   - anorexia nervosa
   - bulimia
   - celiac disease
   - hydrocele
   - undescended testes (cryptorchidism)
   - hypospadias and epispadias
   - urinary tract infection
   - acute (post streptococcal) glomerulonephritis
   - nephrotic syndrome

Learning Activities:
- Read Chapters 3 (pgs. 36-40 specimen collection), 14, 15 (pgs. 281-292), and 20 (pgs. 386-387)
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 – Care of the Pediatric Patient with a Reproductive Disease/Disorder
Care of the Pediatric Patient with an Immune Disease/Disorder

1. Discuss nursing care for common reproductive & immune diseases/disorders of the pediatric patient.
2. Relate diagnostic tests and surgical procedures to the nursing care for a pediatric patient with common reproductive & immune diseases/disorders.
3. Evaluate pharmacological effects of medications used to treat a pediatric patient with common reproductive & immune diseases/disorders.
4. Discuss the nursing care for a pediatric patient with common reproductive & immune diseases/disorders.
   - dysmenorrhea (primary)
   - sexually transmitted diseases
   - diabetes mellitus (Type 1)
   - juvenile rheumatoid arthritis

**Learning Activities:**
- Read Price, Chapters 15 (pgs. 292-302) and 19
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 – Care of the Hospitalized Pediatric Patient

1. Describe nursing interventions assisting in the adjustment of the hospitalized pediatric patient
2. Describe nursing care supporting parental roles during a child’s hospitalization
3. Discuss the impact of separation anxiety during the hospitalization of an infant and child
4. Describe behaviors indicating a pediatric patient is experiencing pain
5. Explain the importance of considering the patient’s age and developmental stage when discussing procedures or surgery with patient
6. List safety measures to consider when using restraints
7. Describe methods of holding a child
8. Explain the reason for monitoring accurate intake and output when caring for children
9. List the methods used to administer oxygen to children
10. Describe methods of collecting a urine specimen
11. Review the concepts of pediatric medication administration
12. Discuss the needs of a child receiving IV therapy
13. Discuss implications for identifying appropriate person to provide informed consent for pediatric patient
14. Discuss variations in preoperative preparations for children, including skin, gastrointestinal, urinary, and medication preparation
15. Identify the pediatric patient’s emotional response to illness
16. Provide appropriate alternative communication methods for communication to pediatric patient
17. Identify differences in family response to patient illness if illness is an acute episode, chronic illness or terminal illness
18. Discuss patient’s reactions to unexpected body image changes affecting recovery from illness or injury
19. Explain nursing interventions providing pain relief for patient
20. Review current guidelines for infant and child CPR
21. Identify signs and symptoms of patient’s fluid or electrolyte imbalance

Learning Activities:
- Read Price, Chapters 2 and 3
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
<table>
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*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

**Final grade average students computed as follows:***
To find Exam Average: Total Points Earned /Total Points Possible = Exam Average
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To figure final grade:

Exam Average \[ \frac{\text{Total Points Earned}}{\text{Total Points Possible}} \times .95 = \text{Exam Average} \]
Attendance Average \[ \frac{\text{Total Days Attended}}{\text{Total Days Possible}} \times .025 = \text{Attendance Average} \]
Quiz/Assignment Avg. \[ \frac{\text{Total Points Earned}}{\text{Total Points Possible}} \times .025 = \text{Quiz/Assignment Avg.} \]

Total/Final Grade \[ \text{Exam Average} + \text{Attendance Average} + \text{Quiz/Assignment Avg.} = \text{Total/Final Grade} \]
MENTAL HEALTH
CONCEPTS
SYLLABUS

COURSE TITLE:
Mental Health Concepts

COURSE LENGTH:
40 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course presents an introduction to Mental Health Concepts with a focus on the role of the practical nurse. The course begins with universal concepts needed in the care of patients experiencing a mental health alteration. An understanding of the health care needs of patients experiencing common mental health alterations is then built upon this foundation. The course concludes with mental health issues, as well as care needs, that frequently challenge the elderly.

Content is presented from a patient-centered approach based on Maslow’s Hierarchy of Needs. Patient care involves consideration of physiological, cognitive, psychosocial and spiritual needs within a cultural framework. Consideration is also given to the impact of health issues: the potential physical and mental adjustments required, as well as any necessary diversional or rehabilitative activities.

COURSE OBJECTIVES:
1. Participate in the management of the therapeutic environment
2. Utilize therapeutic communication skills at a beginning level
3. Discuss the role of the practical nurse in psychopharmacology
4. Utilize developed care plans to provide care for patients experiencing a variety of common mental health alterations
5. Provide practical nursing care for the patient experiencing a mental health alteration commonly found in the elderly.

INSTRUCTIONAL DELIVERY PLAN:
The format may include lecture-discussion, computer-assisted learning, and group and independent learning activities. Audio-visual aids, textbooks, models, student assignments, etc. will be utilized as appropriate.
COURSE CONTENT UNIT ARRANGEMENT:
Module 1 – Introduction to the Psychiatric Care Environment
Module 2 – Psychiatric Treatment Team Roles and Treatments
Module 3 – Therapeutic Communication Skills
Module 4 – Psychopharmacology
Module 5 – Stress, Anxiety, and Coping
Module 6 – Addictive Disorders
Module 7 – Abuse and Neglect
Module 8 – Understanding Common Mental Health Disorders
Module 9 – Depression
Module 10 – Impaired Cognition

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

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Final grades will be assigned on the following scale:
A 94 – 100%
B 87 – 93 %
C 80 – 86 %
Below 80% constitutes a failing grade. See Grading Policy in the Student Handbook.

WORK AND ASSIGNMENTS MISSED:
See Make-up work policy in the Student Handbook.

REQUIRED TEXTS, MATERIALS, SUPPLIES:


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**Date:**
June, 2014; June, 2013; June, 2012;

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Module 1 – Introduction to the Psychiatric Care Environment

1. Describe the different settings in which psychiatric care occurs
2. Define common terms used in psychiatric care and treatment
3. Explain why the therapeutic environment is actually a psychiatric treatment
4. Understand the role of the practical nurse in different psychiatric care settings
5. Identify expected patient responses to the therapeutic environment
6. State the actions the practical nurse should take when unexpected responses occur

Learning Activities:
- Read Morrison-Valfre, Chapters 2 (pgs 10-15) and 12
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 – Psychiatric Treatment Team Roles and Treatments

1. List the members of the psychiatric care team
2. Describe the role of each of the members of the psychiatric care team
3. Explain how the Diagnostic and Statistical Manual is used in psychiatric diagnosis
4. Explore the use of treatment plans in the care of patients with a mental health alteration
5. Examine the common treatment modalities used in mental health by listing them, stating the goal and giving an example

Learning Activities:
- Read Morrison-Valfre, Chapter 9
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 – Therapeutic Communication Skills

1. Identify therapeutic and non-therapeutic communication techniques used in the mental health setting
2. Practice using therapeutic communication techniques in role-play situation
3. Review the importance of active listening skills in the nurse-patient relationship
4. Discuss the value of therapeutic communication in the treatment of patients with a mental health alteration
5. Explore how personal bias and feelings may influence communication between the patient and the practical nurse
6. Monitor responses to communication both verbal and non-verbal

Learning Activities:
- Read Morrison-Valfre, Chapter 10
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 – Psychopharmacology

1. List the common classifications of psychotropic medications
2. Identify the common disorders treated by each classification of psychotropic medications
3. List the action, side effects, adverse reactions and nursing administration cautions for two prototype medications in each classification
4. List patient instructions for each of the selected prototype medications
5. Discuss the importance of therapeutic medication levels as it applies to psychotropic medications

Learning Activities:
- Read Morrison-Valfre, Chapter 7
- Read Roach, Chapter 23
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 5 – Stress, Anxiety, and Coping

1. Define stress, anxiety and crisis
2. Describe the physical and emotional impact of stress
3. Discuss how stress can lead to anxiety and crisis
4. State the signs and symptoms of a patient in crisis
5. Utilize a standardized plan of care to understand crisis intervention
6. Identify effective and ineffective coping mechanisms
7. Discuss the role of the practical nurse in assisting the patient to cope
8. List the indicators that a patient has for potential violence
9. Describe mechanisms to prevent violence

Learning Activities:
- Read Morrison-Valfre, Chapter 18
- Read Roach, Chapter 20
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 6 – Addictive Disorders

1. Define terms associated with addictive disorders
2. Identify common reactions to addiction diagnosis
3. Recognize the signs and symptoms of selective addictive disorders
4. Discuss the role of the practical nursing when caring for the patient experiencing alcohol or drug withdrawal
5. Identify negative patient behaviors that reinforce chemical dependency
6. Identify community resources available to assist the patient to maintain recovery

Learning Activities:
- Read Morrison-Valfre, Chapter 28
- Read handouts/library references as assigned
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 – Abuse and Neglect

1. Differentiate between abuse and neglect
2. Define terms associated with abuse and neglect
3. Describe the characteristics of a victim of abuse and neglect
4. Identify the indicators that may lead someone to abuse or neglect others
5. List the signs and symptoms of abuse and neglect
6. Describe the components of a safe environment for the abused or neglected patient
7. Explain how to provide emotionally supportive care for the abused or neglected patient
8. Identify coping strategies to prevent abuse or neglect
9. State the role of the practical nurse in reporting abuse and neglect
10. Explain the state law and agencies governing the protection of abused and neglected patients

Learning Activities:
- Read Morrison-Valfré, Chapter 26
- Read handouts/library references as assigned
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 – Understanding Common Mental Health Disorders

1. Define terms related to common mental health disorders that affect judgment, cognition and reasoning
2. Describe the difference between personality trait and personality disorders that affect judgment, cognition and reasoning
3. List primary characteristics/behaviors for each of the four major personality disorders that affect judgment, cognition and reasoning
4. State the primary approaches the practical nurse should use when working/communicating with the patient with a personality disorder
5. Recognize the signs and symptoms of schizophrenia
6. Discuss the impact of schizophrenia on the patient’s ability to function
7. Recognize the signs and symptoms of bipolar disorder
8. Discuss the physical and social impact of bipolar disorder on the patient
9. List the different anxiety disorders and state the characteristics behaviors

Learning Activities:
- Read Morrison-Valfre, Chapters 30 and 31
- Read handouts/library references as assigned
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 9 – Depression

1. Discuss acute and chronic depression
2. Describe the signs and symptoms of depression
3. Describe the emotional reactions that occur with depression
4. Identify how depression may be manifested in the elderly
5. Explore the coping mechanisms frequently used by the depressed patient
6. List the medical interventions used to treat acute depression and identify how each intervention should decrease the level of depression
7. List the additional interventions used to treat chronic depression and identify the rationale for each intervention
8. Identify the patient at risk for suicide
9. Describe behaviors indicating a patient is suicidal
10. Discuss the role of the practical nurse in protecting the suicidal patient

Learning Activities:
- Read Morrison-Valfre, Chapters 21 and 27
- Reference Roach, Chapter 22
- Read handouts/library references as assigned
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 10 – Impaired Cognition

1. Differentiate between delirium and dementia
2. Identify resources available to the family caring for a patient with impaired cognition
3. Recognize signs and symptoms of impaired cognition
4. Discuss the types of patients to reorient and those that cannot be reoriented
5. Explore the impact developing dementia has on the patient and the patient’s family
6. List the characteristic behaviors associated with each stage of Alzheimer’s disease
7. Identify appropriate nursing interventions for each stage of Alzheimer’s disease
8. Discuss the safety needs of a patient experiencing Alzheimer’s disease
9. Describe coping strategies for the family caring for a patient with Alzheimer’s disease

Learning Activities:
- Read Morrison-Valfrè, Chapter 17
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
**GRADE SHEET: MENTAL HEALTH NURSING**

<table>
<thead>
<tr>
<th>UNIT EXAM</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Psychiatric Care Environment</td>
<td></td>
<td></td>
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<tr>
<td>Psychiatric Treatment Team Roles &amp; Treatments</td>
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<tr>
<td>Therapeutic Communication Skills</td>
<td></td>
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<tr>
<td>Psychopharmacology</td>
<td></td>
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<tr>
<td>Stress, Anxiety, &amp; Coping</td>
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<tr>
<td>Addictive Disorders</td>
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<tr>
<td>Abuse &amp; Neglect</td>
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<tr>
<td>Understanding Common Mental Health Disorders</td>
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<tr>
<td>Depression</td>
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<tr>
<td>Impaired Cognition</td>
<td></td>
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</tr>
</tbody>
</table>

*Each Lab Practical will count as an individual test grade

**Exams and Lab Practicals may be added or deleted at instructors’ discretion

**Final grade average students computed as follows:**
To find Exam Average: Total Points Earned / Total Points Possible = Exam Average
To find Attendance Average: Total Days Attended / Total Days Possible = Attendance Average
To find Quiz/Assign/etc. average: Total Points Earned / Total Points Possible = Q/A/etc. Average
To figure final grade:

\[
\text{Exam Average} \times 0.95 = \text{Exam Average} + \\
\text{Attendance Average} \times 0.025 = \text{Attendance Average} + \\
\text{Quiz/Assignment Avg.} \times 0.025 = \text{Quiz/Assignment Avg.} = \\
\text{Total/Final Grade} =
\]

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TRANSITION TO PRACTICE
SYLLABUS

COURSE TITLE:
Transition to Practice

COURSE LENGTH:
15 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course is designed to provide concepts to be discussed in relation to the transition from student to Licensed Practical Nurse. Beginning organization and management skills are included. The student will participate in job readiness skills.

COURSE OBJECTIVES:
1. Communicate effectively with other members of the healthcare team.
2. Utilize job-seeking skills in a professional manner to gain employment.
3. Practice within the legal and ethical scope of the practical nurse.
4. Explain the process of obtaining and maintaining licensure as a practical nurse.
5. Develop a plan for maintaining currency of nursing knowledge.
6. Describe the process of preparing for NCLEX-PN.

INSTRUCTIONAL DELIVERY PLAN:
The course will consist of lecture-discussion, teacher demonstration, group and independent activities, and student participation in job search activities.

COURSE CONTENT UNIT ARRANGEMENT:
Module 1 – Incorporate Knowledge of Legal and Ethical Issues into Practice
Module 2 – Supervision and Quality Assurance
Module 3 – Career Success – Resume and Interviewing Skills
Module 4 – Career Success - Avoiding Reality Shock and Burn Out
Module 5 – Career Success – Becoming a Life-long Learner
Module 6 – Career Success - Getting Ready for NCLEX-PN Success

INSTRUCTOR/STUDENT RESPONSIBILITIES:
The instructor of this course assumes responsibility to provide explicit information regarding expectations of students on required assignments and activities and dates for completion.

The major obligation of the student is to demonstrate proficiency while meeting the requirements for this course. Included in this obligation is the necessity of meeting timelines for completion of activities, assignments and tests. Students who need additional help should notify the instructor who will provide additional assistance and/or refer the student to the Academic Center for assistance. Refer to tracking sheet for additional information.
**EVALUATION PROCEDURE:**

Grading will be determined by prompt and accurate completion of all assignments. A grade of “Pass” or “Fail” will be assigned.

**WORK AND ASSIGNMENTS MISSED:**
See Make-Up Work policy in Student Handbook.

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**
Assessment Technologies Institute, LLC, *Ready Set PN: Preparing for the NCLEX-PN*. Overland Park, KS.


Student Success, Indian Capital Technology Center.


**AMERICANS WITH DISABILITIES ACT (ADA)**
Any disabled person requiring specific information regarding services should call the Student Services Center, Muskogee Campus, 2403 North 41st Street East, at 918.687.6383, between 8:00 a.m. – 4:30 p.m., Monday through Friday. Facilities on all Indian Capital Technology Center campuses are wheelchair accessible. Students who feel they need specific accommodations related to this course should notify faculty as soon as possible.

**ACADEMIC DISHONESTY**
Academic dishonesty or misconduct is neither condoned nor tolerated at Indian Capital Technology Center. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action.

**STUDENT CONDUCT**
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students. Refer to the Student Conduct Policy in the Student Handbook.

**DATE:**
June, 2014; June, 2013; June, 2012

Indian Capital Technology Center does not discriminate on the basis of race, color, religion, national origin, sex/gender, age, disability, marital or veteran status.
Module 1 - Incorporate Knowledge of Legal and Ethical Issues into Practice

1. Identify the various ways nursing practice is regulated
2. Explore how standards of care influence nursing care
3. Review implications of malpractice, negligence and abandonment and give an example of each
4. Discuss the difference between a tort and a crime
5. Describe how to prevent common healthcare torts from occurring
6. Describe how ethics codes influence nursing care
7. Implement ethical decision-making
8. Participate in discussions regarding ethical issues in healthcare

Learning Activities:
- Review Concepts of Nursing, Module 7
- Review Christensen, Chapters 1 (pgs 9-19) and 2
- Review Oklahoma Nurse Practice Act and Rules and Regulations
Module 2 – Supervision and Quality Assurance

1. Discuss the role of the practical nurse in delegation and supervision as delineated in the Nurse Practice Act
2. Review the Guidelines for the Oklahoma Board of Nursing related to delegation and supervision of unlicensed caregivers
3. List the steps of effective delegation
4. Practice delegation communication to include what to do, how to do it, when to do it, what follow up you expect, and confirmation of understanding by the person to whom the practical nurse is delegating
5. Discuss why the practical nurse must clearly understand the job descriptions for all of the individuals on the healthcare team
6. State the legal responsibilities associated with delegation and supervision
7. Research mechanism to analyze care given by others
8. Practice providing input for performance evaluation of other staff
9. State the skills and abilities of assistive personnel as designated by the controlling agency
10. Describe the common reasons for employee disciplinary action occurs
11. Describe the role of the practical nurse in disciplinary action procedures
12. Explain how to supervise peers in clinical experiences

Learning Activities:
- Review Nursing Concepts, Module 3 and 6
- Review Christensen, Chapter 58
- Review Oklahoma Nurse Practice Act and Rules and Regulations
- Review Oklahoma Board of Nursing Guidelines on “Delegation of Nursing Functions to Unlicensed Persons” (http://www.ok.gov/nursing/pract1.html)
Module 3 - Career Success – Resume and Interviewing Skills

1. Investigate the different styles of resumes.
2. Determine the advantages and disadvantages of each of the resume styles
3. Write a resume
4. Write a cover letter
5. Identify positive and negative interviewing behaviors
6. Discuss appropriate dress for an interview
7. Discuss how to prepare for an interview
8. Complete a practice interview experience

Learning Activities:
- Review Christensen, Chapter 58 (pgs 2045-2049)
- Secure handouts and library references related to above objectives
- Complete portfolio / assignments:
  - Resume
  - Cover letter
  - Complete two (2) applications
  - Participate in a job interview with a prospective employer
- Review Oklahoma Nurse Practice Act and Rules and Regulations
Module 4 - Career Success - Avoiding Reality Shock and Burn Out

1. Define reality shock
2. Discuss how reality shock develops
3. Describe mechanisms to prevent reality shock to include advocating for self
4. Define burn out as it applies to employment
5. Explore the value of self-care in preventing burnout

Learning Activities:
- Read Christensen, Chapter 58 (pages 2059-Box 58-10, and pages 2066-2067)
- Complete assignments as indicated by instructor
Module 5 - Career Success – Becoming a Life-long Learner

1. Discuss behaviors of a lifelong learner
2. Discuss why it is necessary for healthcare workers to be life-long learners
3. Brainstorm ways nurses can maintain a current knowledge base
4. Research how to access various sources of information / learning
5. Develop a personal plan for maintaining a current knowledge base
6. List the steps necessary to accomplish each part of the personal plan

Learning Activities:
- Review Christensen, Chapter 58 (pgs 2053-2054)
- Complete assignments as indicated by instructor
Module 6 - Career Success - Getting Ready for NCLEX-PN Success

1. Complete the application process  
2. Discuss the steps necessary to make an appointment to test and gain admission to the test  
3. Describe the testing process to include numbers of questions, style of questions, time limits, breaks, special requests and question challenges  
4. Identify predictors of NCLEX-PN success  
5. Discuss ways to prepare for the examination  
6. Develop an individualized timeline and preparation plan  
7. Discuss the implications of exam failure

Learning Activities:
- Read ATI Handbook, “Ready, Set, PN”  
- Review Oklahoma Nurse Practice Act and Rules and Regulations  
- Obtain and review application for NLCEX-PN and licensure  
- Complete assignments in Sylvestrie, Comprehensive NCLEX-PN Review as indicated by instructor  
- Complete ATI predictor exam