ORDER OF CONTENTS

MEDICAL TERMINOLOGY
Course Syllabus
Module 1: Medical Terminology Structure
Module 2: Organization of the Body
Module 3: Suffixes
Module 4: Prefixes
Module 5: Medical Specialists
Grade Sheet

INTRODUCTION TO NURSING
Course Syllabus
Module 1: Adult Learning
Module 2: Communication
Module 3: Professionalism
Module 4: Nursing Ethics and Law
Module 5: Wellness
Module 6: Holistic Care
Module 7: Health Care System
Grade Sheet

LONG TERM CARE NURSING ASSISTANT
Course Syllabus
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 Long Term Care
Module 5: Communication in Long Term Care
Module 6: Meeting Basic Human Needs for Residents in Long Term Care
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 Long Term Care
Clinical Objectives
Skills Performance Checklist
Barbara Broyles Alzheimer and Dementia Training Program for Nurse Assistants
Grade Sheet

ANATOMY & PHYSIOLOGY
Course Syllabus
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
Grade Sheet

FUNDAMENTALS OF NURSING
Course Syllabus
Module 1: Safety
Module 2: Asepsis
Module 3: Focused Assessment
Module 4: Documentation
Module 5: Nursing Process
Module 6: Admission, Transfer and Discharge
Module 7: Pain, Sleep and Comfort
Module 8: Geriatric Care
Module 9: Basic Nutrition
Module 10: Mobility
Module 11: Care of the Dying Patient
Module 12: Therapeutic Procedures and Surgery
Module 13: Wound Care
Module 14: Heat and Cold
Module 15: Phlebotomy
Module 16: Respiratory Care
Module 17: Urinary Care
Module 18: Digestive Care
Grade Sheet

PHARMACOLOGY AND INTRAVENOUS THERAPY SKILLS
Course Syllabus
Module 1: Basic Pharmacology
Module 2: Dose Calculation
Module 3: Administering Oral and other Non-Parenteral Medications
Module 4: Administering Injectable Medications
Module 5: IV Therapy
Module 6: IV Medication Administration and Specialized IV Care
Grade Sheet

MEDICAL SURGICAL NURSING I
Course Syllabus
Module 1: Integumentary Nursing
Module 2: Musculoskeletal Nursing
Module 3: Respiratory Nursing
Module 4: Cardiac Nursing
Module 5: Vascular Nursing
Module 6: Hematology Nursing
Module 7: Immune Nursing
Grade Sheet

MEDICAL SURGICAL NURSING II
Course Syllabus
Module 1: Sensory Nursing
Module 2: Neurology Nursing
Module 3: Digestive Nursing
Module 4: Endocrine Nursing
Module 5: Urinary Nursing
MATERNAL NEWBORN NURSING
Course Syllabus
Module 1: Antepartum Nursing
Module 2: Intrapartum Nursing
Module 3: Postpartum Nursing
Module 4: Newborn Care
Grade Sheet

PEDIATRIC NURSING
Course Syllabus
Module 1: Growth and Development of the Pediatric Patient
Module 2: Wellness of the Pediatric Patient
Module 3: Integumentary System
Module 4: Musculoskeletal System
Module 5: Respiratory System
Module 6: Cardiac System
Module 7: Vascular System
Module 8: Hematology System
Module 9: Immune System
Module 10: Sensory System
Module 11: Neurology System
Module 12: Digestive System
Module 13: Endocrine System
Module 14: Urinary System
Module 15: Reproductive System
Module 16: Oncology
Grade Sheet

MENTAL HEALTH CONCEPTS
Course Syllabus
Module 1: Mental Health Care Environment
Module 2: Mental Health Disorders
Grade Sheet

TRANSITION TO PRACTICE
Course Syllabus
Module 1: Nursing Leadership
Module 2: Employability Strategies
Module 3: NCLEX-PN Success
MEDICAL TERMINOLOGY
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.

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

1. Determine components of medical terms.
2. Analyze medical terms using common forms, suffixes and prefixes.
3. Use proper medical terms to describe relative positions, body sections and body regions.
4. Describe organs and body systems using correct medical terminology.
5. Analyze medical terms containing diagnostic and procedural suffixes.
6. Apply the use of prefixes appropriately to medical terms.
7. Utilize resources to identify approved and unapproved abbreviations within various health care settings.
8. Explain medical specialists and their specialties.
9. Translate written case reports.

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 Medical Terminology Express by Gylys & Masters, second edition. It contains thirteen 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

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A  94 – 100%
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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:


SUPPLEMENTAL MATERIALS

AMERICANS WITH DISABILITIES ACT (ADA)
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ACADEMIC DISHONESTY
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STUDENT CONDUCT
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June, 2019; June, 2018; June, 2017; April, 2016; May, 2015: June, 2014; June, 2013: June, 2012; June, 2011

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Module 1 - Medical Terminology Structure

1. Define commonly used prefixes, word roots (combining forms) and suffixes.
2. Pronounce medical terms correctly.
3. Recognize the importance of always spelling medical terms correctly.
4. State why caution is important when using abbreviations.

**Learning Activities:**
- Read Gylys, chapter 1
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 – Organization of the Body

1. Determine correct terminology for each body system.
2. Analyze word to determine body location
3. Apply medical terms in healthcare setting.

**Learning Activities:**
- Read Gylys, chapter 2
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 - Suffixes

1. Differentiate between diagnostic and procedural suffixes.
2. Analyze words to determine meaning.
3. Apply medical terms with suffixes in healthcare setting.

Learning Activities:
- Read Gylys chapters as indicated by instructor
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Prefixes

1. Determine meaning of medical terms that contain prefixes.
2. Apply medical terms with prefixes in healthcare setting.

Learning Activities:
- Read Gylys chapters as indicated by instructor
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 - Medical Specialists

1. Analyze medical terminology to determine medical specialty.
2. Describe purpose of each specialty.
3. Decipher medical terminology used in medical reports.

Learning Activities:
- Read Gylys, pp. 407-409
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
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**Final grade average students computed as follows:**
To find Exam Average: Total Points Earned /Total Points Possible = Exam Average
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To find Quiz/Assign/etc. average: Total Points Earned /Total Points Possible = Q/A/etc. Average

To figure final grade:
- Exam Average \( \times .95 \) = __________ +
- Attendance Average \( \times .025 \) = __________ +
- Quiz/Assignment Avg. \( \times .025 \) = __________ =
- Total/Final Grade _________
INTRODUCTION INTO NURSING
SYLLABUS

COURSE TITLE:
Introduction into Nursing

COURSE LENGTH:
40 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course focuses on use of nursing and related concepts by practical nurses as providers of care and members of discipline in collaboration with health team members. Emphasis is placed on the Concepts of Adult Learning; Communication; Professionalism; Nursing Ethics and Law; Wellness; Holistic Care; and Health Care Delivery Systems.

COURSE OBJECTIVES:
1. Participate in orientation learning activities.
2. Utilize appropriate learning skills to successfully complete a nursing education program.
3. Implement effective communication techniques in nursing practice.
4. Explain cultural and spiritual difference of general population.
5. Explore health promotion strategies to support patient wellness.
6. Research the meaning of holistic care.
7. Develop professionalism traits to be used in nursing practice.
8. Recognize ethical and legal principles that guide nursing practice.
9. Discuss evolving health care delivery systems.

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:
Orientation
Module 1 – Adult Learning
Module 2 – Communication
Module 3 – Professionalism
Module 4 – Nursing Ethics and law
Module 5 – Wellness
Module 6 – Holistic Care
Module 7 – Health Care Systems
INSTRUCTOR/STUDENT RESPONSIBILITIES: 
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A 94 – 100%
B 87 – 93 %
C 80 – 86 %

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WORK AND ASSIGNMENTS MISSED: 
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REQUIRED TEXTS, MATERIALS, SUPPLIES:


Student Success, Indian Capital Technology Center.


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**STUDENT CONDUCT**

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**Date:**
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Module 1-Adult Learning

1. Determine personal learning style.
2. Identify strategies for learning new information.
3. Implement effective test taking strategies.
4. Explore time management strategies.
5. Distinguish behaviors necessary for student success.
6. Discover reliable resources for accessing information.

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

1. Examine professional responsibilities in communication:
   a. Verbal
   b. Nonverbal
   c. Active Listening
   d. Written communication
   e. Information gathering.

2. Compare types of communication styles.
   a. Passive
   b. Aggressive
   c. Assertive.

3. Describe nursing responsibilities in crisis management.

4. Examine methods of team conflict resolution.

5. Describe how the use of technology and informatics impact communication.

6. Research methods of shift change reports.

Learning Activities:
- Read Nursing Concepts, Module 2
- Read Burton, Chapter 6
- 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 – Professionalism

1. Discuss the history of the nursing profession.
2. Recognize professional nursing behaviors.
3. Explore the concept of teamwork.
4. Explain the value of professional organizations and affiliations.
5. Discuss the impact of evidence-based practice.

Learning Activities:
- Read Nursing Concepts, Module 6
- Read Burton, Chapter 3
- Review Student Success Unit 6 and LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 – Nursing Ethics and Law

1. Differentiate between legal and ethical principals in health care.
2. Analyze the nursing legal scope of practice.
3. Review the Nurse Practice Act as it guides and governs nursing practice.
4. Contrast the patient’s rights in in a variety of healthcare disciplines.
5. Identify legal aspects of the patient’s record.
6. Explain how HIPAA regulations impact patient confidentiality.
7. Explore the nurse’s role in obtaining informed consent.
8. Describe the role of the nurse related to patient self-determination.
9. Discuss the legal implication of delegation.

**Learning Activities:**
- Read Nursing Concepts, Module 4
- Read Burton, Chapter 3
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 – Wellness

1. Contrast wellness with illness.
2. Discuss current trends in health promotion.
3. Explain the stages of cognitive, psychosocial, and moral development.
4. Prioritize patient needs according to the Maslow’s Hierarchy of Needs.
5. Describe alternative health care practices.

Learning Activities:
- Read Nursing Concepts, Module 5
- Read Burton, Chapter 7
- 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 – Holistic Care

1. Research holistic care.
2. Identify cultural and spiritual differences that influence patient perceptions and responses to care.
3. Consider the influence of cultural/spiritual biases on human interaction.

Learning Activities:
- Read Nursing Concepts, Module 6
- Read Burton, Chapter 8
- Review Student Success Unit 6 and LAP activities
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 – Health Care Systems

1. Compare types of health care systems.
2. Differentiate among methods for health care payment.
3. Discuss the role of government in health care at national, state and local levels.
4. Discuss the effect of the uninsured on the health care system.
5. Describe the impact of managed care on nursing care delivery.
7. Explain the nurse’s role in quality assurance and patient satisfaction.

Learning Activities:
- Read Nursing Concepts, Module 8
- Review Burton, Chapter 2
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
## Grade Sheet: Introduction into Nursing

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*Each Lab Practical will count as an individual test grade

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

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LONG TERM CARE NURSING ASSISTANT
SYLLABUS

COURSE TITLE:
Long Term Care Nursing Assistant

COURSE LENGTH:
75 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, aiding 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
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Module 8 – Infection Control
Module 9 – LTC/HH Resident/Patient Mobility, Positioning and Transfer
Module 10 – Basic Nursing Skills
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Module 12 – Death and Dying
Module 13 – Supervised Clinical Experience in the Long-Term Care Facility

INSTRUCTOR/STUDENT RESPONSIBILITIES:
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WORK AND ASSIGNMENTS MISSED:
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REQURED TEXTS, MATERIALS, SUPPLIES:


Barbara Broyles Alzheimer’s and Dementia Training Program for Nursing Assistants.
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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 regarding 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, Chapter 9
- 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 (OHSA) 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 Trendelenburg 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 resident/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 Chapters 12, 13, 14, 15, 16, 17, 18 (pgs. 333-334), 28 & 29.
- 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
**NURSE AIDE SKILLS PERFORMANCE CHECKLIST**

Program/Facility Name: [ ]

City, Town: [ ]

Aide’s Name: [ ]

Instructor/Nurse’s Name: [ ]

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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Student/Trainee Signature: ___________________________ Trainee Initials: __________

Instructor Signature: ___________________________ Instructor Initials: __________

Instructor Signature: ___________________________ Instructor Initials: __________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date Satisfactorily Performed</th>
<th>Student/Nurse Aide Trainee Initials</th>
<th>Instructor Initials</th>
<th>Satisfactory vs. Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>INFECTION CONTROL/SAFETY AND EMERGENCY SKILLS</strong></td>
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<tr>
<td>Perform Hand washing/use of Hand Sanitizer</td>
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<tr>
<td>Perform Heimlich maneuver</td>
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<td>Seizures</td>
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<tr>
<td>Falling and Fainting</td>
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<tr>
<td>Apply personal protective equipment (gloves, mask and gown)</td>
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<tr>
<td>Remove personal protective equipment (gloves, mask, and gown)/hand sanitizer</td>
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<tr>
<td>Handle soiled linens</td>
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<td>Double-bag for isolation precautions</td>
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<tr>
<td>Apply/Remove waist restraint/lap buddy</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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<td><strong>MEAL/FEEDING SKILLS</strong></td>
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<tr>
<td>Use proper feeding techniques/Hygiene for resident</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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<tr>
<td>Measure/Record Fluid Intake</td>
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<tr>
<td>Measure/Record Solid Intake</td>
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**This model is provided as a courtesy by OSDH and is not a required form.**
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<th>Instructor Initials</th>
<th>Satisfactory vs. Unsatisfactory</th>
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<td><strong>PERSONAL CARE SKILLS</strong></td>
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<td>Provide male perineal care</td>
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<td>Provide female perineal care</td>
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<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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<tr>
<td>Provide nail care to non-diabetics</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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<td>Apply compression support stockings</td>
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<td>Make unoccupied bed</td>
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<td>Make occupied bed</td>
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<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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<td><strong>ELIMINATION SKILLS</strong></td>
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<td>Provide bedpan/fracture pan assistance</td>
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<td>Provide urinal assistance</td>
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<tr>
<td>Provide bedside commode assistance</td>
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<td>Provide bathroom commode assistance</td>
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<tr>
<td>Provide indwelling catheter care</td>
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<tr>
<td>Measure/record fluid output</td>
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<td>Skill</td>
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<td>Instructor Initials</td>
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<td><strong>VITAL SIGN SKILLS</strong></td>
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<td>Perform/record manual and digital blood pressure</td>
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<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>Satisfactory □ Un satisfactory □</td>
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<td>Measure/record temperature with glass or digital thermometers</td>
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<tr>
<td>Measure/record height</td>
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<tr>
<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>Satisfactory □ Un satisfactory □</td>
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<tr>
<td>Perform passive range of motion exercises</td>
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<tr>
<td>Position resident fowlers</td>
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<td>Satisfactory □ Un satisfactory □</td>
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<tr>
<td>Position resident lateral</td>
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<td>Satisfactory □ Un satisfactory □</td>
</tr>
<tr>
<td>Position/reposition resident in chair</td>
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</tr>
<tr>
<td>Use prosthetic, orthotic, and assistive positioning devices</td>
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<td>Satisfactory □ Un satisfactory □</td>
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<tr>
<td><strong>AMBULATION SKILLS</strong></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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<td><strong>LIFTING AND TRANSFER 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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## SKILL PERFORMANCE CHECKLIST

### LIFTING AND TRANSFER SKILLS

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<tr>
<th>Skill</th>
<th>Date Satisfactorily Performed</th>
<th>Student/Nurse Aide Trainee Initials</th>
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<th>Satisfactory vs. Unsatisfactory</th>
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<tbody>
<tr>
<td>Use a lift sheet</td>
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<td>Perform slide board transfer</td>
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<td>Move resident up/down in bed</td>
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<td>Move resident side/side in bed</td>
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<td>Turn resident onto side</td>
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<td>Logroll resident</td>
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<td>Perform standing pivot transfer</td>
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<td>Perform 2-person, head-to-foot lift</td>
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<td>Perform 2-person, side-to-side lift</td>
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<td>Assist resident to sit on the side of the bed</td>
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<td>Transfer resident to wheelchair/operation of wheelchair</td>
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<td>Transfer resident to bedside commode</td>
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<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 Trainee
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. **

ODH/ NAR/Feb/2015
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:

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<thead>
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Office of Long-Term Care

Randy Wyatt           Executive Vice President
Arkansas Health Care Association
Arkansas Department of Health and Human Services
Office of Long-Term Care

Barbara Broyles Alzheimer’s and Dementia Training Program

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 may act
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 to:

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 has 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.
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

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.

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.

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. Having trouble 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 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.
Works Cited


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


Centers for Medicare and Medicaid Services. Rev. 8, 06-28-05. State Operations Manual Appendix PP.

§483.13 Resident Behavior and Facility Practices. F221, F222 §483.13(a) Restraints


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.


### Grade Sheet: Long Term Care Nurse Assistant

<table>
<thead>
<tr>
<th>Unit Exam</th>
<th>Total Points Possible</th>
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<tbody>
<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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<tr>
<td>Care for the Patient with Dementia/Alzheimer’s</td>
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<tr>
<td>Death &amp; Dying</td>
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</table>

*Each Lab Practical will count as an individual test grade

**Exams and Lab Practical 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 \[ \frac{\text{Total Points Earned}}{\text{Total Points Possible}} \times 0.95 \]
- Attendance Average \[ \frac{\text{Total Days Attended}}{\text{Total Days Possible}} \times 0.025 \]
- Quiz/Assignment Avg. \[ \frac{\text{Total Points Earned}}{\text{Total Points Possible}} \times 0.025 \]

Total/Final Grade \[ \frac{\text{Exam Average}}{0.95} + \frac{\text{Attendance Average}}{0.025} + \frac{\text{Quiz/Assignment Avg.}}{0.025} = \]
ANATOMY & PHYSIOLOGY
SYLLABUS

COURSE TITLE:
Anatomy and Physiology-Post Secondary

COURSE LENGTH:
120 hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Anatomy and Physiology for Practical Nursing is the study of the structures and functions of the human body. 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 and Immune System; Respiratory System; Digestive System and Metabolism; Urinary System, and Reproductive System. The course may include laboratory experiences.

COURSE OBJECTIVES:
1. Explain how anatomy and physiology are related.
2. Describe the normal structure and function of each major body system.
3. Explain how abnormal structure and function affects the human body.

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.

EVALUATION PROCEDURE:

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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, 2019; June, 2018; June, 2017; April, 2016; June, 2015; 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. Explain the relationship between the levels of structural organization that make up the human body.
2. Identify the terms that describe relative positions, body sections and body regions.
3. Differentiate between the types and functions of organ systems.
4. Discuss the role of homeostasis in normal body function.

Learning Activities:
- Read Thompson, Chapter 1
- Complete assignments as indicated by instructor
- Pass exam with minimum of 80%
Module 2 - Chemical Basis for Life

1. Identify major types of chemical reactions that occur in the body.
2. Differentiate between a salt, an acid and a base.
3. Explain how chemistry relates to normal body function.
4. Compare the functions of carbohydrates, lipids, proteins and nucleic acids.
5. Explain the role of ATP in cell metabolism.

**Learning Activities:**
- Read Thompson, Chapter 2 and Chapter 3 (pgs. 43-47)
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 - Cells and Tissues

1. Describe the normal structure and function of cell organelles.
2. Contrast the cell types.
3. Differentiate between the primary classes of human tissues.
4. Describe ways the body repairs damaged tissue.
5. Compare the processes of osmosis, diffusion, and filtration.
6. Explain how various transport processes account for the directional movements.

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

1. Describe the normal structure and function of the integumentary system.
2. Explain how abnormal structure and function of the integumentary system affects the human body.

Suggested topics:
Layers of the skin and the characteristics of each
Purposes of the accessory structures of the skin
Normal colors that skin can have
Role of the integumentary system in maintaining homeostasis
Pathological colors that skin can have and explain their causes
Identification and differentiation of three types of skin cancer
Three classes of burns and the priorities in burn treatment

Learning Activities:
- Read Thompson, Chapter 5
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 5 - Skeletal System

1. Describe the normal structure and function of the skeletal system.
2. Explain how abnormal structure and function of the skeletal system affects the human body.

Suggested topics:
Subdivisions of the skeleton as axial or appendicular
Functions of the skeletal system
Major bones, their surface features and basic functions
Developmental aspects of the skeleton from formation in the fetus through the life span
Distinguishing characteristics and functions of four major classes of joints
Identification and function of tendons and ligaments

Learning Activities:
- Read Thompson, Chapter 6, 7, & 8
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 6 - Muscular System

1. Describe the normal structure and function of the muscular system.
2. Explain how abnormal structure and function of the muscular system affects the human body.

Suggested topics:
Three types of muscles, and tell where they are located in the body
Structure of a skeletal muscle with respect to location and names of its connective tissue coverings and attachments
Microscopic structure and functional role of the skeletal muscle fiber
Process of muscle fibers contraction including stimulation and what occurs during a muscle twitch in regard to each component’s function
Process of skeletal muscle fiber innervation and contraction
Skeletal muscle energy demand maintenance during rest and exercise
Importance of hemoglobin and myoglobin
Oxygen debt, muscle fatigue and situations that would cause them
Effects of aerobic and resistance exercise on skeletal muscles and other body organs
Criteria used in naming muscles and examples to illustrate the use of each criterion
Identification muscles including their origins, insertions and actions

Learning Activities:
- Read Thompson, Chapter 9
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 - Nervous System

1. Describe the normal structure and function of the nervous system.
2. Explain how abnormal structure and function of the nervous system affects the human body.

Suggested topics:
General functions of the nervous system
Structural and functional divisions of the nervous system
Types of supporting cells and their functions
Anatomical regions of a neuron and their physiological roles
Classification of sensory receptors according to body location, structure, and stimulus detected
Events leading up to, during, and following a nerve impulse & conduction from one neuron to another
Identification of and functions of the major regions of the cerebral hemispheres, diencephalon, brain stem, and cerebellum
Meningeal layers and their functions
Formation and function of cerebrospinal fluid and the blood-brain barrier
Spinal cord structure and list its functions
Components of the peripheral nervous system
Distinction between sensory, motor, and mixed nerves
Cranial nerve identification and description of body regions and structures innervated by each
Distinction between autonomic and somatic reflexes
Functions of the parasympathetic and sympathetic divisions
From an anatomical and physiological perspective, functions of sight, hearing and balance, taste and smell
Special senses and cutaneous senses and their purposes
Description of the eye and its accessory structures
Physiology of vision
Identification of structures of the ear
Physiology of hearing
Physiology of balance
Reaction of taste buds
Identification of areas of taste
Physiology of smell

Learning Activities:
- Read Thompson, Chapters 10 and 11
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 - Endocrine System

1. Describe the normal structure and function of the endocrine system.
2. Explain how abnormal structure and function of the endocrine system affects the human body.

Suggested topics:
- Differences between hormonal and neural controls of body functioning
- Major endocrine organs, their locations in the body and the hormones they secrete
- Description of a hormone and how it functions
- Negative feedback mechanism and its role in regulating blood levels of hormones
- Endocrine role of the kidneys, the stomach and intestine, the heart, and the placenta
- Pathological consequences of hypersecretion and hyposecretion of individual hormones
- Effect of aging on the endocrine system and homeostasis

Learning Activities:
- Read Thompson, Chapter 12
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 9 - Blood

1. Describe the normal structure and function of the blood.
2. Explain how abnormal structure and function of the blood affects the human body.

Suggested topics:
Composition and physical characteristics of whole blood and its classified as connective tissue
Functions of blood
Composition and functions of plasma
Clotting process
ABO and Rh blood groups and the basis of transfusion reactions
Importance of blood testing as a diagnostic tool
Description of hemoglobin and hematocrit
Normal ranges of hemoglobin, hematocrit, red blood cells, white bloods cells and platelets
Blood disorders that become more common with age

Learning Activities:
- Read Thompson, Chapter 13
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 10 - Cardiovascular System

1. Describe the normal structure and function of the cardiovascular system.
2. Explain how abnormal structure and function of the cardiovascular system affects the human body.

Suggested topics:
- Location of the heart and its anatomical areas
- Coverings of the heart
- Structure and functions of the four heart chambers, their names, and general route of each associated great vessel
- Elements of the intrinsic conduction system of the heart and the pathway of impulses through this system
- Information provided by an electrocardiogram
- Structure and functions of arteries, veins, and capillaries
- Vasoconstriction and vasodilation
- Identification of major arteries and veins and the body regions supplied by each
- Features of special circulations of the body: arterial to brain, hepatic portal, pulmonary and fetal
- Factors that influence and regulate blood pressure
- Structure and functions of a capillary bed
- Fetal circulatory system

**Learning Activities:**
- Read Thompson, Chapter 14 and 15
- 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. Describe the normal structure and function of the lymphatic and immune systems.
2. Explain how abnormal structure and function of the lymphatic and immune systems affect the human body.

Suggested topics:
Types of structures composing the lymphatic system
Relation of lymphatic system to the cardiovascular system
Composition of lymph and its formation of lymph nodes
Locations, histological structure, and functions of lymph nodes
Other lymphoid organs and their structural and functional contrast them with lymph nodes
Surface membrane barriers and their protective functions
Importance of phagocytosis and natural killer cells in nonspecific body defense
Events of the inflammatory process
Antimicrobial substances produced by the body that act in nonspecific body defense
Role of fever in protection of the body against invading pathogens
Antigens and antibodies
Origin, maturation process and general function of B and T lymphocytes
Role of macrophages and other phagocytes in immunity
Immunodeficiencies, allergies and autoimmune diseases

Learning Activities:
- Read Thompson, Chapter 16
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 12 - Respiratory System

1. Describe the normal structure and function of the respiratory system.
2. Explain how abnormal structure and function of the respiratory system affects the human body.

Suggested topics:
- Organs forming the respiratory passageway in descending order until the alveoli are reached
- Protective mechanisms of the respiratory system
- Makeup of the respiratory membrane and the relation of its structure to its function
- Structure and function of the lungs and the pleural coverings
- Relative roles of the respiratory muscles and lung elasticity in effecting volume changes that cause air to flow into and out of the lungs
- Function importance of the partial vacuum that exists in the intrapleural space
- Physical factors that influence pulmonary ventilation
- Lung volumes and capacities, and information gained from pulmonary function tests
- Oxygen and carbon dioxide are transportation in the blood
- Neural controls of respiration
- Physical factors that influence respiratory rate
- Normal changes that occur in the respiratory system functioning from infancy to told age
- Symptoms and probable causes of Chronic Obstructive Pulmonary disease and lung cancer

Learning Activities:
- Read Thompson, Chapter 17
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 13 - Digestive System and Metabolism

1. Describe the normal structure and function of the digestive system and metabolism.
2. Explain how abnormal structure and function of the digestive system and metabolism affects the human body.

Suggested topics:
Functions of the digestive system
Organs of the alimentary canal and accessory digestive organs
Processes occurring during digestive system activity
Role of villi in aiding the digestive processes within the small intestine
Anatomy and basic function of each organ and accessory organ of the alimentary canal
Deciduous and permanent teeth and the basic anatomy of a tooth
Composition, functions and regulation of saliva
Mechanism of chewing and swallowing
Regulation of gastric secretion and motility in the stomach
Function of local hormones in the digestive process
Roles and regulation of bile and pancreatic juice in the small intestine
Major functions of the large intestine and the regulation of defecation
Enzymes or enzyme groups produced by the digestive organs or accessory glands, the nutrients on which they act and the end products of protein, fat, carbohydrate, and nucleic acid digestion
Six major nutrient categories, dietary sources and the main cellular uses of each
Metabolism and the difference between catabolism and anabolism
Chemical reactions that provide energy for the body and the means by which energy is processed and stored within the body
Energy balance in the body and consequences of energy imbalance
Basal metabolic rate, total metabolic rate and factors that influence each
Regulation of body temperature and indicate common mechanisms regulating heat production/retention and heat loss from the body
Effects of energy deficiencies in malabsorption disorders, important congenital disorders of the digestive system and significant inborn errors of metabolism

Learning Activities:
- Read Thompson, Chapters 20 and 21
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 14 - Urinary System

1. Describe the normal structure and function of the urinary system.
2. Explain how abnormal structure and function of the urinary system affects the human body.

Suggested topics:
Anatomy of the kidney and its coverings
Blood supply through the kidney
Parts of the nephron responsible for filtration, reabsorption, and secretion and the mechanisms underlying each of these functional processes
Normal physical and chemical properties of urine
Abnormal urine components and conditions when each is present in detectable amounts
Structure and function of the ureters, bladder, and urethra
Comparison of the course, length, and functions of the male urethra with those of the female
Micturition and the micturition reflex
Factors that determine body water content and the effects of each factor
Role of buffers, the respiratory system, and the kidneys in maintaining the acid-base balance of the blood
Congenital problems and the effects of aging on the urinary system

Learning Activities:
- Read Thompson, Chapter 18 and 19
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 15 - Reproductive System

1. Describe the normal structure and function of the reproductive system.
2. Explain how abnormal structure and function of the reproductive system affects the human body.

Suggested topics:
Function of the male and female reproductive systems
Organs and accessory organs of the male and female reproductive systems and their general functions
Process of meiosis to the extent of comparing and contrasting it to mitosis
Process of spermatogenesis
Hormonal regulation of testicular function and the physiological effects of testosterone on male reproductive anatomy
Pathway of sperm cells from their site of formation to the body exterior
Phases of the ovarian cycle and their relation to events of oogenesis
Hormonal control of activities of female reproductive organs and the development of female secondary sex characteristics
Structure and function of the mammary glands
Process of fertilization and the changes of the female body during pregnancy
Major functions of the placenta
Initiation of and the three stages of labor
Agents that can interfere with normal fetal development
Modes of inheritance and events that lead to genetic variability of gametes
Techniques used to determine or predict genetic diseases

Learning Activities:
- Read Thompson Chapters 23, 25 and 24 (pgs. 469-471)
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
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*Each Lab Practical will count as an individual test grade

**Exams and Lab Practical 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 \[ \text{Exam Average} \times .95 = \text{Exam Average} \]
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Quiz/Assignment Avg. \[ \text{Quiz/Assignment Avg.} \times .025 = \text{Quiz/Assignment Avg.} \]
Total/Final Grade \[ \text{Total/Final Grade} \]
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 safety; asepsis; focused assessment; documentation; nursing process; admission, transfer and discharge; pain, comfort and sleep; geriatric care; basic nutrition; mobility; care of the dying patient; therapeutic procedures and surgery; wound care; heat and cold; phlebotomy; respiratory care; urinary care; digestive care and skills competency. Emphasis will be given to the practical nursing student developing critical thinking skills, recognizing legal/ethical responsibilities, acting as a patient advocate, maintaining positive patient/colleague relationships, and by implementing appropriate standards of care.

COURSE OBJECTIVES:
1. Identify safety issues related to patient care.
2. Use correct aseptic or sterile technique.
3. Utilize the nursing process to gather data regarding patient’s health status.
4. Utilize guidelines for appropriate documentation.
5. Contribute to the patient’s plan of care.
6. Describe the process for admission, transfer and discharge.
7. Discuss nursing care for the patient in pain.
8. Distinguish nursing care needed for the geriatric patient.
10. Determine nursing actions to prevent complications of immobility.
11. Identify nursing care needed for the dying patient.
12. Contrast pre-operative, intra-operative and post-operative care.
14. Compare heat and cold therapies.
15. Examine principles related to phlebotomy.
16. Identify appropriate nursing care for the respiratory patient.
17. Identify appropriate nursing care for the urinary patient.
18. Identify appropriate nursing care for the digestive patient.
19. Demonstrate skills in a safe and efficient manner.
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 – Safety
Module 2 – Asepsis
Module 3 – Focused Assessment
Module 4 – Documentation
Module 5 – Nursing Process
Module 6 – Admission, Transfer and Discharge
Module 7 – Pain, Sleep and Comfort
Module 8 – Geriatric Care
Module 9 – Basic Nutrition
Module 10 – Mobility
Module 11 – Care of the Dying Patient
Module 12 – Therapeutic Procedures and Surgery
Module 13 – Wound Care
Module 14 – Heat and Cold
Module 15 – Phlebotomy
Module 16 – Respiratory Care
Module 17 – Urinary Care
Module 18 – Digestive 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 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.
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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:


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


AMERICANS WITH DISABILITIES ACT (ADA)

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DATE:
June, 2019; June 2018; June 2017; April, 2016; May, 2015; June, 2014; June, 2013; June, 2012; June, 2011
Module 1 – Safety

1. Explain the National Patient Safety Goals.
2. Discuss the role of the practical nurse in maintaining safe environment for clients, family and other health care team members.
3. Develop plan that address safety for individual regardless of age or health status.
4. Integrate concepts of safety in holistic patient care.

Learning Activities:
- Read Burton, Chapter 13
- Read Concepts of Nursing, Module 9
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 - Asepsis

1. Describe various types of pathogens.
2. Identify the body’s natural defenses against infection.
3. Examine factors that affect the body defenses against infection.
4. Compare medical asepsis and surgical asepsis.
5. Explain the role of standard precautions in health care.
6. Differentiate between the types of transmission-based precautions.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Hand washing with soap and water
Hand cleansing with hand sanitizer
Donning PPE
Implement correct transmission-based precautions
Removing PPE

Learning Activities:
- Read Burton, Chapter 14
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 – Focused Assessment

1. Discuss the role of the practical nurse when performing a focused assessment.
2. Differentiate between the assessment techniques appropriate for each body system.
3. Distinguish between expected and unexpected focused assessment findings.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

- Perform a focused head to toe assessment
- Identify normal heart sounds
- Identify normal breath sounds
- Identify normal bowel sounds
- Perform a focused neurovascular check
- Perform a focused neurological check
- Perform pain assessment
- Evaluate vision using a Snellen Chart
- Administer a hearing test
- Prepare an otoscope for an exam by a primary health provider
- Prepare an ophthalmoscope for an exam by a primary health provider
- Perform a capillary blood glucose check

Learning Activities:
- Read Burton, Chapter 17, 21
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Documentation

1. Discuss the importance of documentation.
   a. Purposes
   b. Legal implications.
2. Discuss guidelines related to documentation.
3. Utilize appropriate medical terminology and approved abbreviations in practice documentation.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Document patient care

Learning Activities:
- Read Burton, Chapter 5
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 – Nursing Process

1. Explain the purpose/steps of nursing process.
2. Distinguish between medical and nursing diagnoses.
3. Describe holistic care concepts.
4. Prioritize patient problems according to Maslow’s Hierarchy of Needs.
5. Contribute to a plan of care.
6. Collaborate with health care team members to identify patient teaching needs for patients across the lifespan.
7. Discuss the process of notification of health care team members regarding changes in patient condition.

Learning Activities:
- Read Burton, Chapter 4
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 – Admission, Transfer and Discharge

1. Identify common reaction of patients/families admitted to health care facilities.
2. Examine the role of practical nurse in the admission, transfer and discharge process.
3. Discuss common steps in the admission, transfer and discharge procedures.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

- Orientate a patient to a nursing unit
- Managing patient's valuables according to facility or agency policy
- Transfer a patient to a different nursing unit or facility
- Discharge a patient to home
- Preform patient teaching

Learning Activities:
- Read Burton, Chapter 20
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 – Pain, Sleep and Comfort

1. Differentiate between chronic and acute pain.
2. Discuss the physiological and psychological effects of pain.
3. Describe pain management techniques.
   a. Non-pharmacological
   b. Pharmacological
   c. Complementary/Alternative.
4. Distinguish the effects of restorative and non-restorative sleep.
5. Delineate factors that affect sleep and comfort.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Perform pain assessment

Learning Activities:
- Read Burton, Chapter 19
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 8 – Geriatric Care

1. Identify age related changes that occur in body systems.
2. Explain safety concerns related to the care of geriatric patients.
3. Discuss psychosocial issues related to the aging adult.
4. Determine interventions to promote health and wellness in aging adults.

Learning Activities:
- Read Burton, Chapters 32
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 9 – Basic Nutrition

1. Distinguish between the functions of proteins, carbohydrates, fats, vitamins, minerals, and water.
2. Research food sources for proteins, carbohydrates, fats, vitamins, minerals, and water.
3. Discuss changes in nutrient needs throughout life span.
4. Identify factors that affect food choices.
   a. Culture
   b. Religion
   c. Socioeconomic
   d. Education
5. Describe nursing interventions that promote balanced nutrition.
6. Justify the choice of therapeutic diet.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Perform a focused nutritional assessment
Calculate calories in servings of foods given the carbohydrate, protein and fat content
Feed patients with special needs

Learning Activities:
- Read Burton, Chapter 23
- Refer to http://www.choosemyplate.gov/
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 10 - Mobility

1. Observe patient for complications of immobility.
2. Determine patient understanding of techniques to prevent the effects of immobility.
3. Implement nursing actions to prevent effects of immobility.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Position patient in a variety of therapeutic body positions
Assist patient with transfers
Appropriately use safety devices

Learning Activities:
- Read Burton, Chapter 16 & 27
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 11 – Care of the Dying Patient

1. Discuss the impact of death for patient/family across the lifespan.
2. Compare different cultural responses to death.
3. Recognize the physiologic signs of impending death.
4. Explain the holistic needs of the dying patient/family.
5. Discuss legal/ethic issues related to death:
   a. Euthanasia
   b. DNR orders
   c. Organ donation
   d. Dying person’s bill of rights
   e. Living Will
   f. Durable Power of Attorney
   g. Suspicious or unattended death
   h. Euthanasia

6. Identify stages of grief.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

Collect data on patient’s reaction to loss of a child
Collect data on patient’s reaction to loss
Provide post-mortem care

Learning Activities:
- Read Burton, Chapter 10
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 12 – Therapeutic Procedures and Surgery

1. Determine holistic needs of the surgical patient/family across the life span.
2. Discuss nursing responsibilities during the peri-operative period.
3. Prioritize nursing actions for the patient with complications:
   a. Pre-operative
   b. Intra-operative
   c. Post-operative.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

- Prepare a patient for procedure or surgery
- Complete a pre-operative checklist
- Perform a focused post-operative assessment
- Perform nutritional assessment on post-operative patient
- Provide pre and post-operative teaching
- Monitor patient before, during and after diagnostic test, procedure and surgery
- Clean and care for a surgical drain
- Remove sutures or staples from a surgical wound
- Perform EKG

Learning Activities:
- Read Burton, Chapters 25 & 33
- 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 – Wound Care

1. Differentiate between wound classifications.
2. Summarize the process of wound healing.
3. Discuss complications related to wound healing.
4. Describe various types of wound care equipment.
5. Identify types of wound drainage.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

- Apply a stump bandage
- Care for a biliary drainage tube
- Care for a closed wound drainage system
- Set up a sterile field
- Perform a sterile dressing change
- Apply a clean dressing
- Apply a wet-to-dry dressing
- Pack a wound
- Irrigate a wound
- Apply an eye dressing
- Apply a transparent dressing
- Remove a wound drain

Learning Activities:
- Read Burton, Chapters 26, Chapter 22 (pgs. 426-439)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 14 – Heat and Cold

1. Differentiate between the indications for heat and cold therapy.
2. Discuss the effects of heat and cold therapy on body tissues.
3. Describe safety issues related to heat and cold therapy.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

- Assist with a warm soak
- Apply a warm compress (dry and moist)
- Apply a cold compress (dry and moist)
- Apply a chemical warm/cold pack
- Give a tepid sponge bath
- Utilize a temperature control blanket
- Use an Aquatherm pad

Learning Activities:
- Read Burton, Chapter 18
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 15 - Phlebotomy

1. Identify appropriate collection sites.
2. Differentiate between purposes of various collection equipment.
3. Prioritize nursing actions for the patient with phlebotomy complications.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

- Obtain a venous blood specimen via Vacutainer
- Obtain a venous blood specimen via needle/syringe
- Obtain a blood culture
- Use finger stick method to obtain blood specimen in a microtainer
- Use a capillary tube to obtain a hematocrit specimen

Learning Activities:
- Read Burton, Chapter 34
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 16 – Respiratory Care

1. Describe nursing interventions that promote lung expansion and respiratory efficiency.
2. Differentiate between oxygen administration methods and purposes.
3. Research nursing responsibilities of respiratory related equipment.
4. Prioritize nursing actions for the patient with respiratory complications.

Skills Competencies
The following are suggested skills that the student's competency may be evaluated during a return demonstration with the instructor:

Utilize a pulse oximeter
Collect a throat culture
Collect a sputum specimen
Assist a patient with deep breathing/coughing exercises
Perform postural drainage, percussion, and vibration
Perform oronasopharyngeal suctioning
Instruct a patient to utilize incentive spirometry.
Initiate oxygen therapy via piped-in wall unit
Initiate oxygen therapy via cylinder
Use an oxygen concentrator
Initiate oxygen therapy via oxygen delivery systems:
   a. Nasal cannula and mask
   b. Flow-by
   c. Trach collars
   d. Face shields and oxygen hoods
   e. Face tent
Perform endotracheal suctioning
Perform tracheostomy care.
Provide care for a patient with a chest tube

Learning Activities:
- Read Burton, Chapters 28
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 17 – Urinary Care

1. Discuss nursing interventions for patient experiencing alterations in urinary elimination.
2. Contrast the types of various catheters.
3. Explain the implications and use of urinary care equipment.
4. Prioritize nursing actions for the patient with urinary complications.
5. Discuss causes of urinary incontinence

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

- Calculate intake and output
- Perform focused assessment on fluid/volume status
- Assist with urinary elimination utilizing a bedpan or fracture pan, bedside commode and urinal
- Obtain clean catch/midstream urine specimen
- Set up a sterile field
- Obtain a sterile urine specimen from Foley catheter.
- Perform a straight catheterization
  a. Male
  b. Female
- Insert a Foley catheter
  a. Male
  b. Female
- Discontinue a urinary catheter
- Change a supra-pubic catheter
- Collect a 24-hour urine specimen
- Perform closed intermittent bladder irrigation
- Manage a continuous bladder irrigation
- Strain urine for stones
- Empty a urinary drainage bag
- Perform a bladder scan

Learning Activities:
- Read Burton, Chapter 31
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 18 – Digestive Care

1. Differentiate between the types and use of tube feedings and formulas.
2. Explain nursing responsibilities in care of nasogastric/gastric tube.
3. Explain the nursing interventions for altered elimination patterns:
   a. Constipation
   b. Diarrhea
   c. Bowel incontinence
   d. Fecal impaction
   e. Flatulence
   f. Nausea
   g. Vomiting
   h. Ostomy.
4. Compare the types and uses of enemas.
5. Explain the use of digestive care equipment.
6. Prioritize nursing actions for the patient with digestive complications.

Skills Competencies
The following are suggested skills that the student’s competency may be evaluated during a return demonstration with the instructor:

- Collect a stool specimen
- Check stool for occult blood
- Remove fecal impaction
- Administer a cleansing enema
- Administer a retention enema
- Administer a colonic irrigation
- Perform ostomy irrigation
- Perform pouching and ostomy care
- Insert a nasogastric tube
- Irrigate a nasogastric tube
- Remove a nasogastric tube
- Feed patient via feeding tube
- Feed patient via gastrostomy tube
- Perform a gastric lavage
- Irrigate a gastric tube

Learning Activities:
- Read Burton, Chapter 23, 24 & 30
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
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**Final grade average students computed as follows:**

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

To figure final grade:

\[
\text{Exam Average} \times .95 = \quad \quad \quad \\
\text{Attendance Average} + \quad \times .025 = \quad \quad \quad \\
\text{Quiz/Assignment Avg.} + \quad \times .025 = \quad \quad \quad = \\
\text{Total/Final Grade} \quad \quad \quad \\
\]
PHARMACOLOGY AND INTRAVENOUS THERAPY SKILLS
COURSE TITLE: Pharmacology and Intravenous Therapy Skills

COURSE LENGTH: 66 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. A brief introduction to 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 clients across the lifespan.

COURSE OBJECTIVES:
1. Calculate medication dosages accurately.
2. Research information about general classifications of medications.
3. Develop competencies in the safe and efficient administration of medications.
4. Demonstrate appropriate documentation of medication.
5. Apply the nursing process to clients across lifespan requiring medications.
6. Identify the practical nurse’s role in patient medication teaching.
7. Describe components of medication education.
8. Summarize the practical nurse’s role during 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 – Basic Pharmacology
Module 2 – Dose Calculation
Module 3 – Administering Oral and other Non-Parenteral Medications
Module 4 – Administering Injectable Medications
Module 5 – IV Therapy
Module 6 – 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.

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:

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DATE:

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Module 1 – Basic Pharmacology

1. Describe the general classifications of medications.
2. Define the following pharmacological components:
   a. Recommended dosages
   b. Expected actions
   c. Side effects
   d. Client responses
   e. Implications
   f. Contraindications
   g. Interactions
   h. Basic teaching
3. Discuss legal, ethical and safety concerns regarding medications.
4. Apply the rights of medication administration
5. Describe medication distribution systems.
6. Discuss guidelines for administering medications in special populations.
7. Evaluate the effectiveness of medication administration.
8. Plan appropriate nursing interventions to adverse medication reactions.

Learning Activities:
- Read Burton & Ludwig, Chapter 35
- Complete assignments as indicated by instructor
- Read Deglin “How to Use Davis Drug Guide for Nurses”, (page 1)
- Pass exam(s) with a minimum of 80%
Module 2 – Dose Calculation

1. Perform conversions within the metric system.
2. Determine equivalents among systems of measurement.
3. Calculate medication dosages

Learning Activities:
- Read Burton & Ludwig, Chapter 35 (applicable pages)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 - Administering Oral and other Non-Parenteral Medications

1. Discuss preparation required before administering oral or topical medications.
2. Document medication administration.

Learning Activities:
- Read Burton & Ludwig, Chapter 36
- Read Deglin, “Med Errors” (p. 12-17)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Administering Injectable Medications

1. Determine appropriate needles and syringes for various patients’ needs.
2. Choose appropriate injection sites.
3. Identify deviation from routine procedures to meet patient needs.
5. Describe appropriate documentation.

**Learning Activities:**
- Read Burton & Ludwig, Chapter 37
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 – IV Therapy

1. Describe the purposes of IV therapy.
2. Differentiate between fluid volume deficit and overload.
3. Describe the types of IV solutions:
   a. Isotonic
   b. Hypertonic
   c. Hypotonic
4. Calculate IV infusion rates accurately.
5. Describe nursing care for IV therapy complications.
6. Describe how to document patients’ responses to IV therapy.

Learning Activities:
- Read Burton & Ludwig, Chapter 38 (applicable pages)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 – Medication Administration and Specialized IV Care

1. Discuss special considerations associated with administering medication via IV.
2. Verify IV medication incompatibilities.
3. Discuss patient-controlled analgesia (PCA).
4. Differentiate between the RN’s and LPN’s roles in the administration of intravenous blood and blood products.

Learning Activities:
- Read Burton & Ludwig, Chapters 19 and 38 (applicable pages)
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
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To figure final grade:
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Total/Final Grade
MEDICAL SURGICAL NURSING I
SYLLABUS

COURSE TITLE:
Medical Surgical Nursing I

COURSE LENGTH:
78 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
The Medical Surgical I course addresses disorders while incorporating concepts from previous courses. This course focuses on deviations of health in adults. Student will learn how the nursing process guides the holistic care of the individual. The body systems included in this course are: Integumentary; Musculoskeletal; Respiratory; Cardiac; Vascular, Hematology and Immune.

COURSE OBJECTIVES:
1. Contrast normal anatomy and physiology with pathophysiology in each body system.
2. Distinguish signs and symptoms of specific disorders.
3. Identify diagnostic tests and procedures for specific disorders.
4. Differentiate between medical treatments for specific disorders.
5. Describe the nursing process for specific disorders.

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
Module 7 – Immune 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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EVALUATION PROCEDURE:

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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</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 the Student Handbook.

REQUIRED TEXTS, MATERIALS, SUPPLIES


Jarvis, Physical Examination and Health Assessment, 7th edition, Saunders, St. Louis, MO, 2016


Van Lewen, Davis Comprehensive Handbook of Laboratory and Diagnostic Test, 7th edition, FA Davis Company, Philadelphia, PA, 2017

AMERICANS WITH DISABILITIES ACT (ADA)
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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, 2019; June, 2018; June, 2017; April, 2016; June, 2015; June, 2014; June 2013; June, 2012, June, 2011;

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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- Integumentary System

1. Identify prevalent integumentary disorders
2. Distinguish among integumentary disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various integumentary disorders.
5. Research nursing considerations for the medications used to treat integumentary disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Acne Vulgaris
Actinic Keratoses
Bites and Stings
Burns
Candida Albicans
Cellulitis
Erysipelas
Frostbite
Herpes Zoster
Methicillin-Resistant Staphylococcus Aureus
Poison Ivy, Poison Oak, Poison Sumac
Pressure Ulcers
Psoriasis
Skin Cancer
Stevens-Johnson Syndrome

Learning Activities:
- Read Williams, Chapters 53, 54 & 55
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 2 - Musculoskeletal Nursing

1. Identify prevalent musculoskeletal disorders.
2. Differentiate between medical treatments for musculoskeletal disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various musculoskeletal disorders.
5. Research nursing considerations for the medications used to treat musculoskeletal disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Amputation
Compartment Syndrome
Fat Embolism
Fractures
Gout
Herniation Intervertebral Disk
Hip Fracture
Joint Dislocation and Subluxation
Osteoarthritis
Osteoporosis
Rheumatoid Arthritis
Rotator Cuff Injuries
Sprains
Strains
Total Knee Replacement

Learning Activities:
- Read Williams, Chapters 45 & 46
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 3 - Respiratory Nursing

1. Identify prevalent respiratory disorders.
2. Differentiate between medical treatments for respiratory disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various respiratory disorders.
5. Research nursing considerations for the medications used to treat respiratory disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Acute Respiratory Distress Syndrome
Acute Respiratory Failure
Asthma
Chronic Obstructive Pulmonary Disease
Empyema
Flail Chest
Influenza
Legionnaire’s Disease
Occupational Lung Disease
Pleural Effusion
Pleurisy
Pneumonia
Pneumothorax
Pulmonary Contusion
Pulmonary Embolism
Rib Fracture
Sarcoidosis
Severe Acute Respiratory Syndrome
Tuberculosis

**Learning Activities:**
- Read Williams, Chapters 29, 30 & 31
- Complete assignments indicated by instructor
- Pass exam with a minimum 80%
Module 4 - Cardiac Nursing

1. Identify prevalent cardiac disorders.
2. Differentiate between medical treatments for cardiac disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various cardiac disorders.
5. Research nursing considerations for the medications used to treat cardiac disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Angina
Cardiac Dysrhythmias
Cardiac Tamponade
Cardiogenic Shock
Cardiomyopathy
Coronary Artery Disease
Endocarditis
Heart Failure
Myocardial Infarction
Myocarditis
Pacemakers
Pericarditis
Vascular Heart Disease

Learning Activities:
- Read Williams, Chapters 21,22,23,24,25, & 26
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 5 - Vascular Nursing

1. Identify prevalent vascular disorders.
2. Differentiate between medical treatments for vascular disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various vascular disorders.
5. Research nursing considerations for the medications used to treat vascular disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Aortic Aneurysms
Buerger’s Disease
Deep Vein Thrombophlebitis
Embolectomy
Hypertension
Hypertensive Crisis
Peripheral Arterial Disease
Phlebitis
Raynaud’s Disease
Varicose Veins
Vein Stripping
Vena Caval Filter and Ligation of Inferior Vena Cava
Venous Insufficiency
Venous Thrombosis

Learning Activities:
- Read Williams, Chapters 21, 22, 23, 24, 25, & 26
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 6 - Hematology Nursing

1. Identify prevalent hematologic disorders.
2. Differentiate between medical treatments for hematologic disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various hematologic disorders.
5. Research nursing considerations for the medications used to treat hematologic disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Disseminated Intravascular Coagulation
Hemophilia
Iron Deficiency Anemia
Leukemia
Polycythemia Vera
Sickle Cell Anemia

Learning Activities:
- Read Williams, Chapters 27 & 28
- Complete assignments as indicated by instructor
- Pass exam with a minimum 80%
Module 7 - Immune Nursing

1. Identify prevalent immune disorders.
2. Discuss diagnostic tests and procedures.
3. Describe the nursing process for the various immune disorders.
4. Research nursing considerations for the medications used to treat immune disorders

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
• Distinguish signs and symptoms of suggested disorders
• Relate diagnostic test and procedures to procedures to suggested disorders
• Evaluate pharmacological effects of medications used to treat suggested disorders
• Contribute to the plan of care for patients with the suggested disorders
• Distinguish patient education related to self-care of suggested disorders

Acquired Immunodeficiency Syndrome
Allergy
Anaphylaxis
Goodpasture’s Syndrome
Hypersensitivity
Immunodeficiency
Kaposi’s Sarcoma
Latex Allergy
Lyme’s Disease
Pemphigus
Polyarteritis Nodosa
Post-Transplantation Immunodeficiency
Scleroderma
Systemic Lupus Erythematosus

Learning Activities:
- Read Williams and Hopper, Chapters 18, 19 & 20
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
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Total/Final Grade \[ \text{Exam Average} \times .95 + \text{Attendance Average} \times .025 + \text{Quiz/Assignment Avg.} \times .025 = \text{Total/Final Grade} \]
MEDICAL SURGICAL NURSING II
SYLLABUS

COURSE TITLE:
Medical Surgical Nursing II

COURSE LENGTH:
78 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
Medical Surgical Nursing II continues to address disorders while incorporating concepts from previous courses. This course focuses on deviations of health in adults. Student will learn how the nursing process guides the holistic care of the individual. The body systems included in this course are: Sensory: Neurology; Digestive; Endocrine; Urinary; Reproductive and Oncology.

COURSE OBJECTIVES:
1. Contrast normal anatomy and physiology with pathophysiology in each body system.
2. Distinguish signs and symptoms of specific disorders.
3. Identify diagnostic tests and procedures for specific disorders.
4. Differentiate between medical treatments for specific disorders.
5. Describe the nursing process for specific disorders.

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 - Sensory Nursing
Module 2 - Neurology Nursing
Module 3 - Digestive Nursing
Module 4 - Endocrine Nursing
Module 5 - Urinary Nursing
Module 6 - Reproductive Nursing
Module 7 - Oncology Nursing

INSTRUCTOR/STUDENT RESPONSIBILITIES:
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**WORK AND ASSIGNMENTS MISSED:**

**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


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Module 1 - Sensory Nursing

1. Identify prevalent sensory disorders.
2. Differentiate between medical treatments for sensory disorders.
3. Discuss diagnostic tests and procedures.
4. Differentiate between medical treatments for specific disorders.
5. Describe the nursing process for the various sensory disorders.
6. Research nursing considerations for the medications used to treat sensory disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Sensory System
Acoustic Neuroma
Astigmatism
Cataracts
Cerumen
Chemical Burns
Cochlear Implantation
Conductive Hearing Loss
Contusions
Enucleation
Exenteration
External Otitis
Eye Donation
Fenestration
Foreign Bodies, Eye or Ear
Glaucoma
Hyphema
Hyperopia
Labyrinthitis
Legally Blind
Macular Degeneration
Mastoiditis
Meniere’s Syndrome
Mixed Hearing Loss
Myopia
Ocular Melanoma
Otitis Media
Otosclerosis
Penetrating Objects
Presbycusis
Retinal Detachment
Sensorineural Hearing Loss
Trauma to Eye or Ear
Learning Activities:
- Read Williams & Hopper, Chapters 51 & 52
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 2 - Neurology Nursing

1. Identify prevalent neurologic disorders.
2. Differentiate between medical treatments for neurologic disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various neurologic disorders.
5. Research nursing considerations for the medications used to treat neurologic disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Aphasia
Amyotrophic Lateral Sclerosis
Autonomic Dysreflexia
Bell’s Palsy
Cerebral Aneurysm
Cerebral Vascular Accident
Encephalitis
Guillain-Barre Syndrome
Head Injury
Headaches
Hemianopsia
Hyperthermia
Increased Intracranial Pressure
Meningitis
Multiple Sclerosis
Myasthenia Gravis
Neglect Syndrome
Neurological Pain
Parkinson’s Disease
Seizures
Spinal Cord Injury
Spinal Shock
Transient Ischemic Attack
Trigeminal Neuralgia
Unconscious Patient
West Nile Virus

Learning Activities:
- Read Williams & Hopper, Chapters 47, 48, 49 & 50
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 3 – Digestive Nursing

1. Identify prevalent digestive disorders.
2. Differentiate between medical treatments for digestive disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various digestive disorders.
5. Research nursing considerations for the medications used to treat digestive disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Appendicitis
Ascites
Cholecystitis
Chron’s Disease
Cirrhosis
Diverticulitis
Diverticulosis
Esophageal Varices
Gastritis
Gastric Cancer
Hemorrhoids
Hepatitis (A, B, C, D, E & G)
Hiatal Hernia
Pancreatitis
Peptic Ulcer Disease
Ulcerative Colitis
Vitamin B12 Deficiency

Learning Activities:
- Read Williams & Hopper, Chapters 32, 33, 34 & 35
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 4 - Endocrine Nursing

1. Identify prevalent endocrine disorders.
2. Differentiate between medical treatments for endocrine disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for various endocrine disorders.
5. Research nursing considerations for the medications used to treat endocrine disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
• Distinguish signs and symptoms of suggested disorders
• Relate diagnostic test and procedures to procedures to suggested disorders
• Evaluate pharmacological effects of medications used to treat suggested disorders
• Contribute to the plan of care for patients with the suggested disorders
• Distinguish patient education related to self-care of suggested disorders

Addison’s Disease
Adrenalectomy
Cushing’s Disease
Diabetes Insipidus
Diabetes Mellitus
Diabetic Ketoacidosis
Hyperparathyroidism
Hyperpituitarism
Hyperthyroidism
Hypoglycemia
Hypoparathyroidism
Hypopituitarism
Hypothyroidism
Myxedema Coma
Pheochromocytoma
Syndrome of Inappropriate Antidiuretic Hormone
Thyroid Storm

Learning Activities:
- Read Williams & Hopper, Chapter 38, 39 & 40
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 5 - Urinary Nursing

1. Identify prevalent urinary disorders.
2. Differentiate between medical treatments for urinary disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for various urinary disorders.
5. Research nursing considerations for the medications used to treat urinary disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorders
- Distinguish patient education related to self-care of suggested disorders

Benign Prostatic Hypertrophy (Hyperplasia)
Bladder Cancer/Tumor
Bladder Trauma
Continuous Renal Replacement Therapy
Cystitis
Epididymitis
Glomerulonephritis
Hemodialysis
Hematuria
Hydronephrosis
Kidney Transplantation
Kidney Tumors
Nephrotic Syndrome
Peritoneal Dialysis
Polycystic Kidney Disease
Prostatitis
Pyelonephritis
Renal Failure, Acute/Chronic
Renal Calculi
Uremic Syndrome
Urethritis
Urosepsis

Learning Activities:
- Read Williams & Hopper, Chapters 41 & 43
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 6 - Reproductive Nursing

1. Identify prevalent reproductive disorders.
2. Differentiate between medical treatments for reproductive disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for various reproductive disorders.
5. Research nursing considerations for the medications used to treat reproductive disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
• Distinguish signs and symptoms of suggested disorders
• Relate diagnostic test and procedures to procedures to suggested disorders
• Evaluate pharmacological effects of medications used to treat suggested disorders
• Contribute to the plan of care for patients with the suggested disorders
• Distinguish patient education related to self-care of suggested disorders

Breast Cancer
Cervical Cancer
Endometrial Cancer
Chlamydia
Gonorrhea
Ovarian Cancer
Prostate Cancer
Syphilis
Testicular Cancer

Learning Activities:
- Read Williams & Hopper, Chapters 42 & 44
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
Module 7 - Oncology Nursing

1. Distinguish between characteristics of cancer cells and normal cells.
2. Compare different types of carcinogens.
3. Classify different tumor types by stage.
4. Differentiate between medical treatments for oncologic disorders.
5. Discuss diagnostic tests and procedures.
6. Research nursing considerations for the medications used to treat or disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:
- Distinguish signs and symptoms of suggested disorders
- Relate diagnostic test and procedures to procedures to suggested disorders
- Evaluate pharmacological effects of medications used to treat suggested disorders
- Contribute to the plan of care for patients with the suggested disorder
- Distinguish patient education related to self-care of suggested disorder

Various Treatments (Radiation, Chemotherapy, Surgical)
- Bladder Cancer
- Bone Marrow Transplantation
- Gastric Cancer
- Intestinal Tumors
- Laryngeal Cancer
- Lung Cancer
- Lymphoma (Hodgkin’s Disease)
- Multiple Myeloma
- Pancreatic Cancer
- Skin Cancer

Learning Activities:
- Read Williams & Hopper, Chapter 11
- Complete assignments as indicated by instructor
- Pass exam(s) with a minimum of 80%
GRADE SHEET: MEDICAL SURGICAL NURSING II

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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 \( \times .95 \) = 
Attendance Average \( \times .025 \) = 
Quiz/Assignment Avg. \( \times .025 \) = 
Total/Final Grade =
MATERNAL NEWBORN NURSING
SYLLABUS

COURSE TITLE: Maternal Newborn Nursing

COURSE LENGTH: 45 Hours

INSTRUCTOR: PN Faculty

COURSE DESCRIPTION: Maternal Newborn 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.
5. Outline the nutritional needs for the maternal newborn patients.
6. Recognize the influence of family, cultural and spiritual practices on maternal newborn patients.

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.
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**WORK AND ASSIGNMENTS MISSED:**
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**REQUIRED TEXTS, MATERIALS, SUPPLIES:**


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**DATE:**
June, 2019; June, 2018; June, 2017; April, 2016; May, 2015; 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 - Antepartum Care

1. Discuss maternal physiologic adaptation to pregnancy.
2. Describe fetal development from conception to birth.
3. Contrast obstetrical screenings from conception to delivery.
4. Research pharmacological effects of medications on the developing fetus.
5. Contribute to the teaching plan regarding self-care, childbirth, parenting and infant care.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Naegele’s Rule

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 4, 5, 6, 7
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 - Intrapartum Care

1. Classify the stages and phases of labor.
2. Describe fetal physiologic responses to labor.
3. Describe the physiological and psychological care for a patient during labor and delivery.
4. Identify types of pain management used during labor.
5. Research pharmacological effects of medications on the laboring female and fetus during and after labor.
6. Discuss responsibility of the practical nurse while caring for the mother and newborn during delivery process.

Suggested Disorders and / or Topics
The following are suggested disorders/topics:

- Braxton Hicks
- Contractions
- Fetal Assessment
- Fetopelvic Relationship
- Leopold’s Maneuver
- Vaginal Examination

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 8, 9, 10, 11, 12
- 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 postpartum period.
2. Describe the physiologic and psychological adaptation of the woman during the postpartum period.
3. Research pharmacological effects of medications commonly used in postpartum period.
4. Discuss benefits and risks of different family planning methods.
5. Identify appropriate strategies for coping with grief and loss of infant.
6. Contribute to teaching plan needed for the postpartum period.

Suggested Disorders and / or Topics
The following are suggested disorders/topics:

Bonding
Bottle Feeding
Breast Feeding

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 13, 14
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 - Newborn Care

1. Compare the expected and unexpected assessment parameters of the newborn.
2. Describe identification and safety issues concerning the newborn.
3. Discuss the responsibilities of the practical nurse in caring for the newborn.
4. Contribute to the teaching plan needed for newborn care.
5. Explain what immunizations and screening tests are necessary before the newborn is discharged.
6. Differentiate between the prevalent disorders of the newborn.
7. Identify additional nursing responsibilities for the high-risk infant.

Suggested Disorders and / or Topics
The following are suggested disorders/topics:

- Apnea
- Atelectasis
- Cleft Lip
- Cleft Palate
- Club Foot
- Congenital Heart Disease
- Developmental Dysplasia of the Hip
- Down Syndrome
- Erythroblastosis Fetalis
- Esophageal Atresia
- Hemorrhagic
- HIV/AIDS
- Hydrocephalus
- Hypoglycemia
- Infections
- Intracranial Hemorrhage
- Jaundice
- Meconium Aspiration Syndrome
- Myelodysplasia/Spina Bifida
- Necrotizing Enterocolitis
- Respiratory Distress Syndrome
- Retinopathy
- Tracheoesophageal Fistula Atresia

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 15, 16, 17, 18, 19
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
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**To figure final grade:**
Exam Average \[ \_\times .95 = \_ \]
Attendance Average \[ \_\times .025 = \_ \]
Quiz/Assignment Avg. \[ \_ \times .025 = \_ \]
Total/Final Grade \[ \_ \]
PEDIATRIC NURSING
COURSE TITLE:  
Pediatric Nursing

COURSE LENGTH:  
45 Hours

INSTRUCTOR:  
PN Faculty

COURSE DESCRIPTION:  
Pediatric Nursing course expands upon the concepts learned in Medical Surgical Nursing to address disorders specific to pediatric patients. The student will be able to relate normal growth and development, concepts of wellness and needs of the hospitalized child. The physical, emotional, social needs of the pediatric patient and their family will be explored.

COURSE OBJECTIVES:  
1. Promote the wellness of pediatric patient and family.
2. Contrast normal anatomy and physiology with pathophysiology in each body system.
3. Distinguish signs and symptoms of specific disorders.
4. Identify diagnostic tests and procedures for specific disorders.
5. Differentiate between medical treatments for specific disorders.
6. Describe the nursing process for specific disorders.
7. Integrate provisions of holistic care.

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 – Growth and Development of the Pediatric Patient  
Module 2 – Wellness of the Pediatric Patient  
Module 3 – Integumentary System  
Module 4 – Musculoskeletal System  
Module 5 – Respiratory System  
Module 6 – Cardiac System  
Module 7 – Vascular System  
Module 8 – Hematology System  
Module 9 – Immune System  
Module 10 – Sensory System  
Module 11 – Neurology System  
Module 12 – Digestive System  
Module 13 – Endocrine System  
Module 14 – Urinary System  
Module 15 – Reproductive System  
Module 16 – Oncology
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WORK AND ASSIGNMENTS MISSED:
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REQUIRED TEXTS, MATERIALS, SUPPLIES:

Jarvis, Physical Examination and Health Assessment, 7th edition, Saunders, St. Louis, MO, 2016.


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Module 1 – Growth and Development of the Pediatric Patient

1. Differentiate the developmental theories.
2. Sequence the expected physiological changes and stages of development according to age.
3. Predict patients’ needs based on their development stage.
4. Recognize the influence of the family and cultural/spiritual practices on growth, development and health care.
5. Predict the impact of hospitalization of a child at various stages of development.

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 21 (304-319), 22 (326-340), 23 (347-361), 24 (365-374), 25 & 26
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 – Wellness of the Pediatric Patient

1. Research childhood immunization protocols.
2. Distinguish the nurse’s role in the care of the abused/neglected child.
3. Determine the nutritional needs of the child throughout the stages of development.
4. Discuss adaptations of the environment to meet child’s safety needs.
5. Discuss the correct use of car seats.
6. Discuss ancillary care of the pediatric patient such as dental, visual and auditory.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Immunization Schedule

Learning Activities:
- Read Linnard – Palmer, Coats, Chapter Chapters 21 (304-319), 22 (326-340), 23 (347-361), 24 (365-374), 25
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 3 – Integumentary System

1. Identify prevalent integumentary disorders.
2. Differentiate between medical treatments for integumentary disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various integumentary disorders.
5. Research nursing considerations for the medications used to treat integumentary disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Acne Vulgaris
Burns
Impetigo
Infantile Eczema
Pediculosis
Staphylococcus Aureus Infection

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 38
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 4 – Musculoskeletal System

1. Identify prevalent musculoskeletal disorders.
2. Differentiate between medical treatments for musculoskeletal disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various musculoskeletal disorders.
5. Research nursing considerations for the medications used to musculoskeletal disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

- Dislocations
- Duchene’s Muscular Dystrophy
- Fractures
- Juvenile Rheumatoid Arthritis
- Scoliosis
- Sports Injuries

Learning Activities:
- Read Linnard-Palmer, Coats, Chapters 35
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 5 – Respiratory System

1. Identify prevalent respiratory disorders.
2. Differentiate between medical treatments for respiratory disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various respiratory disorders.
5. Research nursing considerations for the medications used to respiratory disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Adenoiditis
Asthma
Bronchiolitis
Bronchitis
Croup
Cystic Fibrosis
Epiglottitis
Nasopharyngitis
Otitis Media
Pneumonia – Taber’s Medical Dictionary
Tonsillitis

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 32
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 6 – Cardiac

1. Identify prevalent cardiac disorders.
2. Differentiate between medical treatments for cardiac disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various cardiac disorders.
5. Research nursing considerations for the medications used to cardiac disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

- Atrial Septal Defect
- Rheumatic Fever
- Tetralogy of Fallot
- Ventricular Septal Defect

Learning Activities:
- Read Linnard – Palmer, Coats, Chapter 33
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 7 – Vascular System

1. Identify prevalent vascular disorders.
2. Differentiate between medical treatments for vascular disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various vascular disorders.
5. Research nursing considerations for the medications used to vascular disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Coarctation of the Aorta
Patent Ductus Arteriosus

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 33
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 8 – Hematology System

1. Identify prevalent hematological disorders.
2. Differentiate between medical treatments for hematological disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various hematological disorders.
5. Research nursing considerations for the medications used to hematological disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

- Hemophilia
- Iron Deficiency Anemia
- Leukemia
- Sickle Cell Disease

**Learning Activities:**
- Read Linnard-Palmer, Coats, Chapter 40
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 9 – Immune System

1. Identify prevalent immune disorders.
2. Differentiate between medical treatments for immune disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various immune disorders.
5. Research nursing considerations for the medications used to immune disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Communicable Diseases
Infectious Mononucleosis – Taber’s Medical Dictionary

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 39
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 10 – Sensory System

1. Identify prevalent sensory disorders.
2. Differentiate between medical treatments for sensory disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various sensory disorders.
5. Research nursing considerations for the medications used to sensory disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Amblyopia
Deafness
Strabismus

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 30
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 11 – Neurology System

1. Identify prevalent neurology disorders.
2. Differentiate between medical treatments for neurology disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various neurology disorders.
5. Research nursing considerations for the medications used to neurology disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Acute Rheumatic Fever
Attention Deficit/Hyperactivity Disorder
Bacterial Meningitis
Brain Tumors
Cerebral Palsy
Encephalitis
Head Injuries
Reyes Syndrome
Seizures

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 29
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 12 – Digestive System

1. Identify prevalent digestive disorders.
2. Differentiate between medical treatments for digestive disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various digestive disorders.
5. Research nursing considerations for the medications used to digestive disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Anorexia Nervosa
Appendicitis
Bulimia
Celiac Disease
Fluid Imbalance
Inguinal Hernia
Intussusception
Obesity
Pyloric Stenosis
Umbilical Hernia
Vomiting

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 36
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 13 – Endocrine System

1. Identify prevalent endocrine disorders.
2. Differentiate between medical treatments for endocrine disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various endocrine disorders.
5. Research nursing considerations for the medications used to endocrine disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Diabetes Mellitus

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 34
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 14 – Urinary System

1. Identify prevalent urinary disorders.
2. Differentiate between medical treatments for urinary disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various urinary disorders.
5. Research nursing considerations for the medications used to urinary disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Acute (post Streptococcal) Glomerulonephritis
Epispadias
Fluid Imbalance
Hydrocele
Hypospadias
Nephrotic Syndrome
Undescended Testes (Cryptorchidism)
Urinary Tract Infection
Wilms Tumor

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 37
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 15 – Reproductive System

1. Identify prevalent reproductive disorders.
2. Differentiate between medical treatments for reproductive disorders.
3. Discuss diagnostic tests and procedures.
4. Describe the nursing process for the various reproductive disorders.
5. Research nursing considerations for the medications used to reproductive disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Dysmenorrhea – term only
Sexually Transmitted Diseases

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 37 (pgs. 632-633)
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 16 – Oncology

1. Distinguish between characteristics of cancer cells and normal cells.
2. Compare different types of carcinogens.
3. Classify tumor types by stage.
4. Differentiate between medical treatments for oncologic disorders.
5. Discuss diagnostic tests and procedures.
6. Research nursing considerations for the medications used to oncologic disorders.

Suggested Disorders and/or Topics
The following are suggested disorders/topics:

Hodgkin’s Disease
Wilms’ Tumor

Learning Activities:
- Read Linnard-Palmer, Coats, Chapter 40
- Define key terms
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
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- Quiz/Assignment Avg.: \( \text{Total Points Earned} \times 0.025 \) = ________ =

**Total/Final Grade** = ________
MENTAL HEALTH NURSING
SYLLABUS

COURSE TITLE: Mental Health Nursing

COURSE LENGTH: 40 Hours

INSTRUCTOR: PN Faculty

COURSE DESCRIPTION: This course presents an introduction to Mental Health Nursing. The course provides an introduction into mental health care and prevalent mental health disorders.

COURSE OBJECTIVES:
1. Participate in the management of the therapeutic milieu.
2. Utilize therapeutic communication skills.
3. Discuss the role of the practical nurse in psychopharmacology
4. Discuss the nursing considerations for disorders throughout the lifespan.

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 – Mental Health Care Environment
Module 2 – Mental Health Disorders

INSTRUCTOR/STUDENT RESPONSIBILITIES:
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Module 1 – Mental Health Care Environment

1. Understand the role of the practical nurse in mental health care.
2. Describe the role of each of the members of the mental health care team.
3. Differentiate between in-patient and out-patient mental health treatment facilities.
4. Explain the importance of the therapeutic milieu:
   a. Safety.
   b. Communication.
   c. Personal bias.
   d. Physical environment.

Learning Activities:
- Read Gorman Chapters 1, 2, 3, 6, 7, 8
- Read Williams & Hopper, Chapter 56
- Read about the members of the psychiatric care team and their roles at: http://www.nami.org/Content/ContentGroups/Helpline1/Mental_Health_Professionals_Who_They_Are_and_How_to_Find_One.htm
- Complete assignments as indicated by instructor
- Pass exam with a minimum of 80%
Module 2 – Mental Health Disorders

1. Recognize the mental health classifications.
2. Research pharmacological effects of medications used to treat mental health disorders.
3. Explore behavior management techniques in mental health environment.
4. Describe the physical, emotion, and social impact for mental health patients.
5. Contrast the signs and symptoms for prevalent mental health disorders.
6. Prioritize nursing considerations for mental health disorders.

Recommended Order of Material

EXAM 1.

Objective 2. Research pharmacological effects of medications used to treat mental health disorders.
Objective 3. Explore behavior management techniques in mental health environment.

Gorman Chapter 8
Williams & Hopper 56 & 57

Remaining Modules:

1. Remaining Objectives: Recognize the mental health classifications
4. Describe the physical, emotion, and social impact for mental health patients.
5. Contrast the signs and symptoms for prevalent mental health disorders.
6. Prioritize nursing considerations for mental health disorders.

EXAM 2.

**Anxiety Disorders**
- Acute Stress Disorder
- Agoraphobia
- Obsessive-Compulsive Disorder
- Panic
- Post-Traumatic Disorder

**Somatoform Disorders**
- Conversion Disorder
- Pain
- Hypochondriasis

**Mood Disorders**
- Bipolar
- Depression

**Suicide**
Personality Disorders
   Antisocial
   Avoidant
   Dependent
   Histrionic
   Obsessive-Compulsive
   Paranoid
   Schizoid
   Schizotypal

Schizophrenia

Gorman Chapters 10, 11, 12, 13, 14, 15

EXAM 3.

Cognitive Disorder
   Delirium
   Dementia

Substance Abuse
   Alcohol
   Depressant
   Designer
   Inhalant
   Narcotic
   Stimulant

Aging Population
Victims of Abuse and Neglect

Dissociative Disorders
   Depersonalization Disorder
   Dissociative Amnesia
   Dissociative Fugue
   Multi-personality Disorder

Gorman Chapter 16, 17, 19, 21, 22
Williams & Hopper Chapter 57

Learning Activities:
- Read Gorman, Chapters 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22
- Read Williams & Hopper, Chapters 56 & 57
- Review Gorman, Chapter 6
- Read about the DSM at: http://www.psychiatry.org/practice/dsm
- 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>Mental Health Care Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Disorders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Each Lab Practical will count as an individual test grade

**Exams and Lab Practical 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 \( \text{Total Points Earned} \times .95 \) =
- Attendance Average \( \text{Total Days Attended} \times .025 \) =
- Quiz/Assignment Avg. \( \text{Total Points Earned} \times .025 \) =
- Total/Final Grade

=
TRANSITION TO PRACTICE
SYLLABUS

COURSE TITLE:
Transition to Practice

COURSE LENGTH:
15 Hours

INSTRUCTOR:
PN Faculty

COURSE DESCRIPTION:
This course provides concepts related to the transition from student licensed practical nurse.

COURSE OBJECTIVES:
1. Practice within the legal and ethical scope of the practical nurse.
2. Explain the process of obtaining and maintaining licensure as a practical nurse.
3. Implement employability strategies.
4. Describe the process of preparing for NCLEX-PN.
5. Develop a plan for maintaining currency of nursing knowledge.

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 – Nursing Leadership
Module 2 – Employability Strategies
Module 3 – 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.

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:


Oklahoma Board of Nursing, Nurse Practice Act with Rules and Regulations. Nurse Practice Act and Current Rules can be located at this site: http://www.ok.gov/nursing/

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.
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- Nursing Leadership

1. Review the legal and ethical considerations for nursing.
2. Discuss the role of the practical nurse in delegation and supervision as delineated in the Nurse Practice Act.
3. Review the Guidelines for the Oklahoma Board of Nursing related to delegation and supervision of unlicensed caregiver.
4. Describe the types of leadership styles.

Suggested topics:
Implications of malpractice, negligence and abandonment and give an example of each
Differences between a tort and a crime
Prevention of common healthcare torts from occurring
Influence of ethics on nursing care
Ethical issues and decision-making
Common reasons for employee disciplinary action occurs
Role of the practical nurse in disciplinary action procedures
Steps of effective delegation
Delegation communication including what to do, how to do it, when to do it, expected follow up, & confirmation of understanding by the person to whom the practical nurse is delegating
Importance of understanding of job descriptions for all healthcare team members by the practical nurse
Legal responsibilities associated with delegation and supervision
Research mechanisms to analyze care given by others
Input for performance evaluations of other staff
Skills and abilities of assistive personnel as designated by the controlling agency
Process of supervising peers in clinical experiences
Various ways nursing practice is regulated
Ways in which standards of care influence nursing care
Guidelines for the Oklahoma Board of Nursing related to delegation and supervision of unlicensed care givers

Learning Activities:
- Review Concepts of Nursing, Module 7
- Review Burton Chapter 3
- Review Williams and Hopper, Chapter 3
- Review Dahl kemper, Chapter 17
- Review Oklahoma Nurse Practice Act and Rules and Regulations
- Review Dahl kemper, Chapters 3,4,10,11,14,15,18,19,20 & 21
- Review Oklahoma Nurse Practice Act and Rules and Regulations
Module 2 – Employability Strategies

1. Discuss how to prepare for an interview.
2. Explore coping mechanisms for the prevention of reality shock and burnout.
3. Describe techniques for transition from student to licensed practical nurse.
4. Identify strategies for the maintenance of competency and professional growth through life-long learning.

Suggested topics:
Various styles of resumes
Advantages and disadvantages of each of the resume styles
Writing resumes and cover letters
Positive and negative interviewing behaviors
Appropriate dress for an interview
Preparation and practice for an interview
Reality shock and how it develops
Mechanisms to prevent reality shock to include advocating for self
“Burn out” as it applies to employment
Value of self-care in preventing burnout
Behaviors of a lifelong learner
Necessity for life-long learning for healthcare workers
Maintenance of current knowledge base in nursing
Accessibility of various sources of information/learning
Personal plans for maintaining a current knowledge base
Steps necessary to accomplish each part of the personal plan

Learning Activities:
- Review Dahlkemper, Chapter 9
- 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 3 - NCLEX-PN Success

1. Describe the NCLEX testing process.
2. Develop an individualized preparation plan.
3. Discuss the implications of exam failure.

Suggested topics:
NCLEX-PN testing process to include numbers of questions, style of questions, time limits, breaks, special request and question challenges
NCLEX-PN and licensure application process
Steps to make an appointment to test and gain admission to test
Predictors of NCLEX-PN success
Preparation for the examination including individualized time and planning

Learning Activities:
- Review *Oklahoma Nurse Practice Act* and Rules and Regulations
- Obtain and review application for NLCEX-PN and licensure
Module 1: Nursing Leadership

1. Review Oklahoma Nurse Practice Act and Rules and Regulations
3. How do standards of care influence the nursing care you will deliver?
4. Define the following and give an example of each:
   - Malpractice
   - Negligence
   - Abandonment
   - Advanced Directive
   - Living will
   - Durable power of attorney
   - Clients rights
   - Advocacy
   - Informed consent
   - Confidentiality
   - Information Security
   - Continuity of care
5. Differentiate between a tort and a crime. Name five areas of tort law that apply to the nurse (Burton, Chapter 3)
6. Review Common Legal Terminology in Burton Table 3-1
7. What makes a problem an ethical issue?
8. Utilizing resources identify 5 ethical issues that you may face in your career as a licensed practical nurse. Explain how you will handle one of your chosen issues.
Module 2: Employability Strategies

1. What is 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. What did you learn that will impact your nursing career?
3. What are the steps of effective delegation?
4. What are the responsibilities associated with supervision and delegation?
5. Who can delegate to an LPN? Who can an LPN delegate to?
6. What is meant by quality improvement?
7. What are the steps in the quality improvement process?
8. What is the nurse’s role in collaboration with the inter-professional team?
9. What are qualities needed by the nurse for effective collaboration?
10. What is the nurse’s role in dealing with information technology?
11. Complete a resume
12. Complete a cover letter
13. Complete a practice interview
14. Complete two job applications
15. Define reality shock.
16. List five things that you can do to prevent reality shock.
17. Define burn out as it applies to employment in nursing.
18. List signs of burnout as it applies to employment in nursing.
19. List five things that you can do to prevent burn out.
20. Why is it necessary for healthcare workers to be life-long learners.
21. Develop a personal plan to continue your education after graduation.
Module 3: NCLEX PN Success Assignments

1. Complete Background check as listed on Board of Nursing application in state that you desire licensure
2. Complete Board of Nursing application according to state you desire licensure
3. Complete NCLEX Pearson Application
4. Attend NCLEX preparation course as available
5. Complete assignments as indicated by your instructor for NCLEX review
6. Review information on the NCLEX testing process including styles and numbers of questions, time limits, breaks, special request and question challenges
7. Develop an individualized timeline and preparation plan for your NCLEX –PN exam