



Course Syllabus
SEMESTER
School of School of Nursing and Health Professions
Licensed Practical Nurse/Associate Degree Nursing Progression Program

Course Name:	LPN-RN Transitional Concepts
Course & Section Number:	NUR 110-XXX
Meeting Day(s) & Time(s):	
Credits:	9
Contact Hours:	Lecture: 6; Clinical 6; Lab 3
Instructor's Name:	
Office Hours & Location:	
Virtual Office Hours:	
OCC Phone:	
OCC Email:	
Additional Contact Information:	

Contact Hours:

Lecture: NUR 110-002	
Lab: NUR 110 B02	
Planned lecture hours	75
Planned clinical hours	75
Planned lab hours	37.5
Combined clinical and laboratory hours	112.5

Catalog Description: This course emphasizes concepts which are basic to role transition from licensed practical nurse (LPN) to registered nurse (RN) by focusing on health and illness across the lifespan. The Quality and Safety Education for Nurses (QSEN) concepts of patient centered care, evidenced based practice, teamwork and collaboration, quality improvement, safety, and informatics are introduced and applied. The course will provide opportunities for students to develop clinical judgment through experiences in the classroom, clinical, skills/simulation settings.

Prerequisites/Co-Requisites: Admission to program, co-requisites: BIO 211, IST100 PSY101

Current Textbooks, Materials, and Equipment (software/hardware requirements): (Please note that the abbreviations listed to the right of the textbook will be used on the assignment calendar)

Assessment Technologies Institute (ATI): Access provided, details for use in ATI tab Blackboard course shell NUR 110 (provided in course)

Giddens, J. F. (2025). *Concepts for nursing practice*. (4rd ed.) St. Louis, MO: Elsevier. [G] ISBN: 978-0-323-80982-5

Gulanick, M., Myers, J. (2026). *Nursing care plans: Diagnoses, interventions & outcomes* (11th ed.) St. Louis, MO: Elsevier. [NCP] ISBN: 978-0-443-10527-2

Halter, M.J. (2022). *Varcarolis' foundations of psychiatric mental health nursing: A clinical approach* (9th ed.). St. Louis, MO: Elsevier. [Halter] ISBN: 978-0-323-69707-1

Ignatavicius, D. D., & Workman, M. L. (2021). *Medical-surgical nursing: Concepts for Interprofessional Collaborative Care* (11th ed.). St. Louis, MO: Saunders. [Iggy] ISBN (single volume): 978-0-323-87826-5
ISBN (2-volume set): 978-0-323-87827-2

McCuistion, L.E., Vuljoin-Dimaggio, K., Winton, M.B., & Yeager, J.J. (2026). *Pharmacology: a patient-centered nursing process approach* (11th ed.). St. Louis, MO: Elsevier. [Pharm] ISBN: 978-0-443-11525-7

Microsoft Office Suite (Word and PowerPoint). Download available through Owens Community College <https://www.owens.edu/office365/>

Perry, S., Hockenberry, M., Lowdermilk, D., Wilson, D. (2022). *Maternal Child Nursing Care* (7th ed.). St. Louis, MO: Mosby. [MCNC] ISBN 978-0-323-77671-4

Perry, A., Potter, P., Ostendorf, W. (2025). *Clinical nursing skills and techniques* (11th ed.). St. Louis, MO: Elsevier. [Perry&Potter] ISBN 978-0-443-10718-4

Silvestri, L. (2022). *Saunders Comprehensive Review for the NCLEX-RN Examination* (9th ed.). St. Louis, MO: Saunders. [SC] ISBN 978-0-323-79530-2

Recommended Books

Ignatavicius, D.D. & Heimgartner, N.M. (2024) *Clinical Companion for Medical-Surgical Nursing* (11th ed.). St. Louis, MO: Saunders. ISBN: 9780323876995

Skidmore-Roth, Linda (2024). *Mosby's 2024 Nursing Drug Reference (Skidmore Nursing Drug Reference) 37th Edition*. St. Louis, MO: Elsevier. ISBN: 9780323661362

*All required textbooks for this course are on closed reserve on both the Findlay and Toledo campus libraries.

What You Will Learn in the Course

Course Objectives:

This course will:

1. Discuss the knowledge, skills, and attitudes necessary for the transitioning LPN to make clinical judgments using the nursing process in providing patient-centered care across the lifespan.
2. Illustrate the use of information and technology with a spirit of inquiry to support evidence-based clinical judgment in the RN role.
3. Examine patient care needs to promote human flourishing from the RN perspective through communication and collaboration with the inter-professional team.
4. Expand on the LPN's existing knowledge of safe patient care to consistently provide a caring, supportive and protective environment.
5. Discuss the use of quality measures to improve patient care.
6. Illustrate professional nursing behaviors that reflect competent nursing practice in the RN role as a manager of care, educator, advocate, mentor, and leader.

Student Learning Outcomes:

The student will:

1. Integrate knowledge, skills, and attitudes when using the nursing process to make basic clinical judgments in the RN role to provide, compassionate, patient centered care across the life span.
2. Use information, technology and a spirit of inquiry to transition from an LPN role to use evidence-based nursing judgment as an RN.
3. Identify patient care needs from the RN perspective to promote human flourishing through communication and collaboration with the inter-professional team in a variety of healthcare settings for patients, support systems/families and the community.
4. Identify patient safety risks and take nursing action to provide a caring, supportive, and protective environment.
5. Use quality measures to improve patient care across the lifespan.
6. Demonstrate behaviors of integrity, responsibility, and ethical practices that reflect an evolving identity of the professional nurse; including roles as a manager of care, educator, advocate, mentor, and leader.

Program Outcomes:

The following program outcomes are assessed in this course

1. Integrate knowledge, skills and attitudes when using the nursing process to make clinical judgments to provide compassionate and culturally sensitive patient-centered care.
2. Incorporate information and technology with a spirit of inquiry to support evidence-based nursing clinical judgments.
3. Function effectively in an effort to promote human flourishing as a member of the inter-professional team by collaborating and communicating with patients, support systems/families and the community.
4. Provide a caring, comforting, and protective nursing environment, by consistently demonstrating nursing practice that reduces risk potential and promotes patient safety.
5. Examine data, monitor outcomes, and implement methods to improve quality of care for patients, patient support systems/families and the community.
6. Model the professional identity of the nurse as a manager of care, educator, advocate, mentor, and leader.

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
Communicate effectively.	Clinical, Lab, Simulation, Didactic discussions
Act with professional responsibility.	Clinical, Lab, Simulation, Didactic discussions
Demonstrate sensitivity to others' beliefs and values.	Clinical, Lab, Simulation, Didactic discussions
Think analytically, critically, and creatively.	Exams, Clinical, Lab, Simulation, Didactic discussions, Assigned Work

Student Responsibilities & Instructor Expectations

Welcome to the course! As your instructor, I'm excited to embark on this learning journey with you. Here are a few key expectations I have for us to create a positive and productive classroom environment:

1. ****Instructional Methods****: My teaching style will include a mix of interactive activities including case studies, clinical practice, reflection, lecture, group discussion, computer assisted instruction, case presentation, videos, nursing skills lab and human patient simulator practice, required ATI activities, student response system usage, class preparation activities. I believe that engaging with the material and each other will enhance our learning experience. Please be prepared to participate actively and share your insights.

2. ****Attendance****: Regular attendance is crucial for your success in this course. I understand that life can sometimes get in the way, but I encourage you to attend all classes. If you must miss a class, please inform me in advance with questions and check in with your peers to catch up on what you missed.
3. ****Email Response****: I strive to respond to emails within 24 hours during the weekdays. If you have questions or concerns about the course, please do not hesitate to reach out. Use your school email, and make sure to include your name and the class you're referencing for a quicker response.
4. ****Office Hours****: I hold office hours every week prior to and after class, where you can come to discuss any questions you have about the course material or seek advice on assignments. If these times don't work for you, feel free to schedule an appointment.

Instructor Response and Duties:

As your instructor, I am committed to providing a supportive and enriching learning environment. My duties include:

- Preparing and presenting engaging lessons that cater to various learning styles.
- Providing timely feedback on assignments to help you improve and succeed.
- Creating an inclusive atmosphere where every student feels valued and respected.
- Being available for questions and concerns, and fostering open communication.

I'm looking forward to a great semester with all of you! Let's make this a memorable and informative experience together.

Electronic Device Rule:

Using cell phones or other electronic devices to text message, instant message, audio or video tape, email, web surf, make or take calls, or take photos is strictly prohibited during class or during lab, unless explicit written permission is received from the instructor or staff member.

The use of social media to distribute any course, campus lab, or clinical photos, audio recordings, or video recordings is strictly prohibited unless written permission is received from all people involved.

The use of YouTube, Facebook, Instagram, Twitter or any other internet share site to display comments about faculty, peers, staff, and/or patients is strictly prohibited. Such comments will result in disciplinary action.

Inclement Weather:

If the campus is closed, nursing clinicals will be also closed, and may not be held please contact your clinical instructor for confirmation.

Clinical Absence/Tardiness Policy:

- (See Rule # 11 for full rule) In the event a student is going to be absent from the clinical site, the student must notify the clinical faculty prior to the start of the clinical day, and the Clinical Coordinator via email within 24 hours of the absence. owensclinicalresource@owens.edu Failure to do so will result in a Type II disciplinary action at the discretion of the clinical instructor.
- Any clinical site absence MUST be made up. A second clinical site miss in any ONE SEMESTER WILL necessitate withdrawal from the course and/or semester, or if the miss occurs after the official college drop date for the course (refer to college class schedule for official drop date), the student will be assigned a failing grade (D) for the clinical course if the student has achieved at least a grade of D in the theory portion of the course.
- The student will be counted absent for the following:
 - Tardiness at Clinical Site: Students are considered tardy if they arrive to the clinical site after the posted start of clinical. This also includes leaving the clinical early.
 - Under 15 minutes: If a student arrives after, but less than 15 minutes from, the assigned start time, the student will be given a one-time verbal warning. If there are any subsequent occurrences of tardiness, the student may continue with the clinical day but it will still be counted as a clinical miss. Inclement weather or road conditions will be taken into consideration.
 - Nursing students will be dismissed from the clinical area if adherence to the Clinical/Lab Dress Code is not maintained. This includes clothing, as well as Personal Hygiene and General Appearance (see Rule #12 for full rule).
- Students MUST contact their respective program representatives prior to attending their next scheduled clinical day.

On campus College Lab Absence/Tardiness Policy:

- (See Rule # 11 for full rule) **Attendance at the entire college lab is mandatory, attendance is taken, and early depart is counted as absence.** If a college lab is missed, it MUST be made up. A second college lab miss in any ONE SEMESTER WILL necessitate withdrawal from the course and/or semester, or if the miss occurs after the official college drop date for the course, the student will be assigned a failing grade (D) for the course if the student has achieved at least a grade of D in the theory portion of the course.
- Tardiness at College Lab: Students are considered tardy if they arrive after the posted start of college lab. This also includes leaving the lab early.
 - Less than 10% of total lab time (50 min lab = 5 min)
 - If a student arrives after the assigned start time but less than 10% of the total lab time, the student will be given a one-time verbal warning. If there are any subsequent occurrences of tardiness, the student may continue with the lab day but it will still be counted as a lab miss. Inclement weather or road conditions will be taken into consideration.
 - 10% of total lab time or more (50 min lab = 5 min)
 - If a student arrives after the assigned start time and over 10% of the total lab time, the student is considered tardy and counted as absent. The student may continue to participate in the lab but will also receive a makeup assignment.
- Extenuating circumstances will be considered on a case by case basis.

Math Testing/Core Orientation:

Core Orientation must be completed by 12pm (noon) the first Friday of the semester. Students must obtain an 80% on the posttest by the second attempt or they may be dropped from the course. Extenuating circumstances will be considered on a case by case basis to be determined by the nursing administration in consultation with the clinical and course faculty.

Failure to achieve an 80% after 2 attempts on the post test will result in the need for remediation with the course instructor.

The student must take the posttest and achieve an 80% prior to their second clinical day and the attendance policy will be applied. A clinical miss for this reason would not constitute an excused absence.

If a student is not current in CORE orientation requirements. The student will be issued a Group II disciplinary action and will not be permitted to attend clinical until successfully completed. Please refer to the rule related to clinical absences.

Core orientation materials can be found on the Second Semester Nursing Blackboard shell. **Math exam will be given during orientation week & week 4 of our course.** The week 4 Math exam will count as an exam grade but failing score does not remove you from course.

Use of AI Tools:

This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have

any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: “All written assignments, projects, and exams must be completed independently.”

How Grades are Determined and Major Assignments

Grading Procedure:

For all courses in Nursing:

“The final grade for the course will be the letter grade achieved in class provided the clinical lab evaluation and the lab skills check-off grades are satisfactory **and a score of 77% or higher in test mastery has been achieved.**” There will be no rounding of grades. Each exam and the proctored ATI exams may only be taken once. Grades will be posted on the course Blackboard shell and will be considered final 5 days after posting.

Grading Scale:

93 – 100 = A

85 – 92.99 = B

77 – 84.99 = C

60 – 76.99 = D

0 – 59.99 = F

Course Components for Grade Distribution:

Evaluation Measure	Value	Student Learning Outcome Assessed
Test Mastery (88% of total grade)		
Exams (6)	74%	1,2,3,4,5,6
Math Exam	4%	2,4,5
ATI exams (2):	(10%)	1,2,3,4,5,6
-Pediatric Nursing 2023 proctored	5%	
-Maternal Newborn 2023 proctored	5%	
Not Included in Test Mastery (12% of total grade)		
Prep Quiz (4)	*2%	1,2,3,4,5,6
Homework	*4%	1,2,3,4,5,6
Lab Skill Check-off IVP	*2%	1,2,4,5,6
Lab Skill Check-off Sterile Technique	*2%	1,2,4,5,6
Lab Skill Physical assessment	*2%	1,2,4,5,6
Clinical evaluation	S/U	1,2,3,4,5,6
Community Agency written/oral report	S/U	1,3,4,5

***Homework, Prep Quiz, and Lab Skills Check-off grades are not included in the test mastery grade.**

The make-up exam and/or quiz must be completed WITHIN three (3) days of the scheduled exam or the score will be a zero (0). This excludes days when the testing center is closed. An alternative exam and/or quiz may be given. A make-up exam and/or quiz will not be given prior to a scheduled exam or quiz. Each exam and/or quiz can only be taken one time.

Homework:

Homework assignments are listed in the syllabus with set due dates/times. If the homework assignment Case Study, Quiz or a Non-Proctored ATI (Practice) test, students will be awarded full credit ONLY if completed on time as instructor provides. ATI practice tests and quizzes can be repeated an unlimited number of times until the desired score is achieved – or until the deadline arrives. *** In addition, the submitted work MUST have been completed during the current term. Results must be submitted at the start on or before on the due date. Results are loaded to Blackboard. Late ATI assignments are subject to a 10% reduction in grade with each late day.

*ATI assignments regarding lab will need to be loaded in the Lab Blackboard shell.

Test Mastery Procedure:

In order to successfully complete any required nursing course, a student must achieve a minimum of a 77% average on all weighted quizzes and tests in the course. If a student does not achieve a minimum of 77%, he/she will fail the course and no further course requirements will be calculated into the final course grade. If the student achieves a minimum of 77%, the instructor will then calculate into the student's final grade all other weighted course requirements such as written assignments, projects, presentations, and competencies. These other course requirements are designed to assist the student to integrate the course content and specific guidelines for such requirements are outlined in the course syllabus. Students that achieve a minimum of 77% through the test mastery component may have their final percentage increased or decreased after all weighted course requirements are calculated into the final course grade.

Community Agency Written Report and Classroom Presentation:

Students will research a community agency online/phone, or in person as agency allows, to complete the written report by due date listed in syllabus. Student will then share findings in an informal brief presentation to the class.

Completing the report counts as one homework assignment. A grade of satisfactory or unsatisfactory (S/U) will be earned based on the community agency grading rubric. The student must receive a satisfactory community agency report grade to pass the course. A community agency report grade of unsatisfactory will result in a failing course grade.

2.5 hour Vaginal Delivery Lab Experience:

A Vaginal Delivery HPS will be scheduled during the last 5 weeks of the semester, time and date will be announced no later than 4 weeks before scheduled. It will take place on the Toledo campus in the

Nursing HPS lab. You will experience a vaginal delivery with a high-fidelity manakin in addition to the assessment of the newborn. **There is no makeup simulation, any missed time will need to be made up in clinical hours. Link to sign up below

https://owens0-my.sharepoint.com/:w:/g/personal/judith_waxler_owens_edu/Eb4zPe61pwpJsRVM3z03q3oBBBYIGdb rNvUqLePIF3_xKQ?e=Becys2

DATE and TIME: class is divided in 2

November 5, 2025 0900-1130

~~November 5, 2025 1300-1530~~

Assessment Technologies Institute (ATI):

Students will be provided with access codes to on-line library materials, and practice tests available from ATI. Students can use this material through the ATI website at www.atitesting.com

Product ID:

ID INFORMATION

To: GROUP

Cohort: NUMBER

Graduation Date: DATE

If your cohort is not NUMBER, you must change it to this prior to accessing the ATI assessments for your class. Please see ATI tab for current cohort information.

Practice ATI Assessments for this course: Also found in ATI tab in lecture shell

RN Nursing Pediatric Nursing Practice 2023 A

RN Nursing Pediatric Nursing Practice 2023 B

RN Maternal Newborn Online Practice 2023 A

RN Maternal Newborn Online Practice 2023 B

Each ATI assessment will count as 5% of the NRS 110 course grade. Grades will be assigned as follows:

- For a **Proficiency Level 3**, a score of **95%** will be awarded.
- For a **Proficiency Level 2**, a score of **85%** will be awarded.
- For a **Proficiency Level 1**, a score of **77%** will be awarded.
- For a **Proficiency Level less than a 1**, a score of **65%** will be awarded.

Remediation activities for students' practice & proctored ATI are as follows:

1. Print out an Individual Performance Profile to identify items that were missed on the assessment.

2. Use the “Topic to Review” list from the Individual Performance Profile and select the specified number of items that were missed based on the level achieved. Each student is to complete their own individualized remediation templates based upon their ATI results.

Level 3=No templates,

Level 2=5 templates,

Level 1=7 templates,

below Level 1=10 templates.

3. The templates can be found on the ATI website www.atitesting.com under “My ATI; Active Learning Templates.”

** Faculty recommend that each student keep a copy of their templates to use as remediation through the program.

Major Skill Demonstration/Check-off

A student has 3 chances to demonstrate a satisfactory skill check-off. They will be graded as follows: If a student passes a major check-off on the first attempt, a score of 100% will be recorded in the grade book, if passed on the second attempt, a score of 85% will be recorded, and passing on the third attempt will result in a grade of 77%.

**** You may NOT schedule practice lab or check-off attempt during scheduled lab or clinical time****

Major Skill Checkoffs F2025:

1. The major skill checkoffs will constitute 6% of your grade **after** achieving test mastery.
2. The **IV Push** and **Sterile Technique/Foley Catheter Insertion** major skill checkoff will take place outside of scheduled class/lab time. The **Comprehensive Physical Assessment** will take place during the last day of lab.
3. To pass each checkoff, all critical elements of the checkoff must be performed as designated on each individual checkoff.
4. Recording appointments are 50 minutes. An introduction to the room and recording equipment will be provided by lab staff.
5. If the student arrives late for the skill checkoff appointment, the time allotment will start at the time of the original appointment. The student must complete the skill checkoff in the allotted time, and failure to do so will result in failure of that checkoff (i.e., Student appointment is at 0900, student arrives at 0910 for 30-minute checkoff, student has until 0930 to successfully complete their checkoff).
6. Students must arrange for another person to come to their appointment to operate the video camera – lab staff will not be available to assist. If students are unable to secure another person to come in, a tripod will be available to mount the camera for video recording.

7. The student must be in lab uniform for their checkoff attempts. This includes black scrubs, Owens ID badge, and personal hygiene & appearance dress code (see Rule #12 for full rule). If the student fails to be in full uniform, they may correct this. However, their time allotment will start at the time of the original appointment. The student must complete the skill checkoff in the allotted time, and failure to do so will result in failure of that checkoff.
8. **Cell phones are prohibited from the recording rooms** – they must be stored in a locker or left in the student’s vehicle.
9. If a medication is administered via a syringe, it will be checked during the recording of the skill by lab staff – KEEP the camera recording while the syringe is verified.
10. The student and the person recording are not permitted to speak or otherwise communicate during the recording process. All videos must be completed in one attempt, meaning the video cannot be paused or stopped/restarted during the recording.
11. A missed appointment will result in failure of the checkoff, unless the student notifies the Lab Coordinator in advance, and provides appropriate documentation of the extenuating circumstance for the missed appointment (i.e., personal illness, family emergency, death in the family). This applies to both first and second attempts.
12. If a student misses a check-off appointment without notifying the Lab Coordinator in advance of the appointment, the student will be given a Group II warning in accordance with the Academic and Professional Standards outlined in the Nursing Programs Rules and Procedures, for non-compliance with written program procedures.
13. Videos will be uploaded to a secure website for lab faculty to grade. Videos will be uploaded by the end of lab hours on the day of recording.
14. Video recorded skills will be reviewed and graded by the college lab staff person assigned to the student. Grades will be issued in a timely manner, and students will receive notification of grades via email from e-Value once the evaluation has been completed.
15. If a student **passes** a major skill checkoff on the **first attempt**, a score of **100%** will be recorded in the grade book.

Major Skill Checkoff Failure Remediation Processes:

Failure of the FIRST ATTEMPT for CRITICAL GENERAL SAFETY STEPS of ANY Major Skill Checkoff will require the following:

1. Write a 1-page, double-spaced paper on the importance of the safety step(s) that was/were missed. You must include two professional nursing journal (2019 or later), or textbook references within your paper. This paper must be **submitted to the Blackboard First Semester shell, Skills Lab Resources, “General Safety Steps Paper” Dropbox within 2 weeks of the 1st attempt failure.**
2. A score of **85%** will be recorded in the grade book after successful completion.

3. If there are **more than two** instances of missed critical general safety steps (or skill failure) within the 1st attempt checkoff, the student will be required to follow the process listed for failure of the first attempt of the skill portion of the checkoff and **does not write the paper**.

Failure of the FIRST ATTEMPT for the SKILL portion of ANY Major Skill Checkoff will require the following:

1. **Schedule an appointment to repeat the checkoff.**
 - Within 24 hours of **receiving notice of a failing grade**, use the Sign-Up Genius link on Blackboard (**First Semester shell, Skills Lab Resources, Toledo Campus or Findlay Campus folder, Second Attempt link**) to schedule your 2nd attempt appointment. Contact the Lab Coordinator, NAME if you have any additional questions.
 - Your second checkoff attempt **must** be completed within **14 days** of your first attempt failure, or it will be considered a missed appointment, and a failure of the second attempt. **(If the college is closed during a business day, (ex. Veterans Day) that day is not included in the 14 day time limit.)**
 - Once a second attempt appointment is scheduled, it can only be changed with approval from the Lab Coordinator, with provided appropriate documentation of the extenuating circumstances.
2. You are required to **practice in the Nursing Skills Lab**, for a **minimum of 3 hours**, and obtain a lab staff signature (if available) on your lab practice verification form. You must bring a human patient to remediate your Blood Pressure/Apical Pulse or Comprehensive Physical Assessment checkoffs.
3. You will show the completed “First Attempt Failure- Skill Remediation Form” to the video recording attendant at your scheduled 2nd attempt checkoff.
4. A score of **85%** will be recorded in the grade book after successful completion of a **second attempt** skills checkoff.

Failure of the SECOND ATTEMPT for CRITICAL GENERAL SAFETY STEPS of ANY Major Skill Checkoff will require the following:

1. Write a 1-page, double-spaced paper on the importance of the safety step(s) that was/were missed. You must include two professional nursing journal (2019 or later), or textbook references within your paper. This paper must be **submitted to the Blackboard First Semester shell, Skills Lab Resources, “General Safety Steps Paper” Dropbox within 2 weeks of the 2nd attempt failure**.
2. A score of **77%** will be recorded in the grade book after successful completion.
3. If there are **more than two** instances of missed critical general safety steps (or skill failure) within the 2nd attempt checkoff, the student will be required to follow the process listed for failure of the second attempt of the skill portion of the checkoff, and **does not write the paper**.

Failure of the SECOND ATTEMPT for the SKILL portion of ANY Major Skill Checkoff will require the following::

1. Email the Lab Coordinator, **NAME** within **24 hours** of receiving notification of your second attempt failure, with available days and times for skill practice and checkoff recording. NAME will email back confirmation of scheduled 1:1 skill practice times and 3rd attempt recording appointment. Required 1:1 practice will be scheduled via NAME with an instructor for 1 hour (going through the entire skill beginning to end). Additional independent practice can be scheduled through Sign-Up Genius.
2. You will have **2** hours to video record a successful attempt, including time to critique the video.
3. Prior to submission of the video, the student **MUST** critique their own video using the checkoff sheet. Another student should not be doing the critique. You may videotape multiple times within the 2 hours to ensure all critical elements are completed. Once satisfied with the video, the student will submit the camcorder and completed/signed checkoff sheet to the Lab Coordinator/Lab Staff.
4. All remediation work and video submission must be completed **within 2 weeks of the 2nd attempt failure**.
5. A score of **77%** will be recorded in the grade book if the **3rd attempt** video is deemed satisfactory.
6. If the Theory Instructor does not deem the video satisfactory, it will be considered a failure of this checkoff.
 - Failure to submit the video, or failure to receive a satisfactory grade by this deadline, will constitute a failure of the course; which necessitates withdrawal from the course.

Clinical Evaluation

A grade of satisfactory or unsatisfactory will be given based on the clinical evaluation tool. A written student self-evaluation is required to be completed as part of the clinical evaluation. The student must attain a satisfactory clinical evaluation to pass the course. A clinical laboratory grade of “U” (unsatisfactory) will result in a failing course grade being issued. Evaluations and weekly antidotal notes on performance is found in eValue. *It is required after evaluation and instructor conference the student sign off the evaluation in eValue.

*An unsatisfactory performance on the final clinical evaluation results in a course grade of “D”.

Specific Department Rules:

****Please refer to your Student Resource Manual, located on your semester Blackboard shell to review all the Rules & Procedures****

Nursing Exams:

(See Rule #17 for full rule.) Nursing examinations, both electronic and hard copy examinations are the property of the Nursing Department. The unauthorized removal of examinations, exam questions or

exam answers from the classroom, lab or from the computer by any means is considered "theft." "Removal" is defined as (1) any physical taking of the hard copy of examinations, exam questions or exam answers out of the testing site (classroom, lab, etc.), (2) any electronic extraction, transmission, or reproduction, of an examination file or the examination content, or (3) any access or use of the examination file or content outside of the online course environment. Students who remove examinations, exam questions or exam answers from the classroom, lab or from the computer by any means without faculty permission will face disciplinary action."

Classroom and ATI exams may be taken utilizing a lockdown browser.

All bags, backpacks, purses and jackets will be kept outside of the testing environment. Coats and jackets cannot be worn during testing, so dress accordingly.

- During the administration of computerized testing, students will not be allowed to back track through their answers.
- All student possessions (backpacks, cell phones, water bottles, hats, smartwatches, etc.) must be left at the front or back of the room. The calculator that the student can access from the computer screen is the only calculator type that can be used for testing. No hats (i.e. baseball hats) will be allowed. No cups, containers and water bottles will be permitted at the computer workstation.
- Students may bring their own mouse for use at the computer workstation.
- Student are allowed only a pencil/pen and provided scratch paper provided by the instructor at the computer workstation. Scratch paper must have student name and is turned into the instructor after exam.
- If a student is found to in violation of testing rules the student will be called into meet with the course faculty and the department chair (or their representative). Department and college rules related to academic dishonesty will be followed and appropriate consequences will be initiated.

Students are expected to take the exams as scheduled with only one make-up exam allowed. In the event an extenuating circumstance arises, the students must contact the instructor PRIOR to the scheduled exam start time or a zero grade will be issued. (See the Rules and Procedures Manual for the rule). The need for a make-up exam will be evaluated on an individual basis and may require appropriate documentation (i.e., a Doctor's note). The make-up exam must be completed WITHIN three days (excluding holidays) of the scheduled exam or the score will be a zero. An alternative exam may be given. A make-up exam will not be given prior to a scheduled exam. Each exam can only be taken one time. Extenuating circumstances will be considered on a case by case basis.

Examinations scores are final five (5) college days after posting. Grades will be posted to your Blackboard site for this course. See Rule in Student Resource Manual regarding the testing policy.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Nursing Retention Specialists: The Nursing Retention Specialists aid students in the nursing program who are, or are at risk for, experiencing academic difficulty. You may make an appointment with Gina Youngs, Nursing Retention Specialist, by email gina_youngs@owens.edu or phone (567) 661-7489

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Testing Center

The testing center is located in College Hall 128 on the Toledo campus and EC 124 on the Findlay campus. Their hours of operation are located outside their door or on the web at <https://www.owens.edu/testing/>. Appointments can be made by calling 567-661-8378 (TEST). Students must bring their student ID at the time of testing.

Owens Food Pantry and Career Closet

The Owens Harvest Food Pantry and Career Closet is a FREE resource with food, professional clothing and personal care items, located in College Hall 147. The Pantry is open on Tuesdays from 11am - 2pm but students are invited to make an appointment outside of open hours by emailing: krista_kiessling@owens.edu. The pantry also offers FREE Ohio Benefit Bank Counseling and resource referral for students experiencing hardship. Information can be found on our website: <https://owens.edu/service/harvest-pantry.html>

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu
The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Administration & Faculty

Administration

LIST CURRENT PERSONNEL

Clinical Coordinator:

LIST CURRENT PERSONNEL

Nursing Retention Specialist:

LIST CURRENT PERSONNEL

Nursing Advisor:

TELEPHONE, LOCATION

LIST CURRENT PERSONNEL

Lab Staff: Toledo Campus

LIST CURRENT PERSONNEL

Lab Staff: Findley Campus

LIST CURRENT PERSONNEL

Faculty/ Clinical Teaching Faculty

LIST CURRENT PERSONNEL

Clinical Agencies/Staff

LIST CURRENT PERSONNEL

<u>Section</u>	<u>Clinical Agency</u>	<u>Time/Date</u>	<u>Instructor</u>
C01	NAME	LOCATION, TIME, DATE	NAME
C03	COMPLETE AS NEEDED	COMPLETE AS NEEDED	COMPLETE AS NEEDED

NUR 110: Assignment Calendar

ATI Review Modules are Required Readings, textbooks used to expand on learning and concept.

Textbook Readings: G: Giddens, H: Halter, Iggy: Ignatavicius, Pharm: McCusion, P&P: Perry & Potter, G&M: Gulanick & Myers, MCNC: Maternal Child Nursing Care, Theor, Exams, and Proctored ATI's will be given in scheduled class

Disclaimer: “The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course.”

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 1	Clinical Judgment (G 40)	Nursing Process: Tanners Clinical Judgement Model, ADPIE <i>G&M: Ch 1</i> <i>Iggy: Ch 2</i> <i>P&P Ch 1</i>	Review Module: *Nursing Leadership & Management: Ch 1, 2, 3, 4, 5 *Fundamentals of Nursing: Ch. 3,4,6 Engage: <u>*Fundamentals:</u> -Health Policy -Clinical Judgement Process -Collaboration & Teamwork -Communication -Documentation -Ethical & Legal Considerations -Scope & Standards of Practice	<i>Pharm</i> Ch 1-7	Core Orientation must be completed by: 12 noon the first Friday of the semester (found in the second semester shell) ATI RN Assessment: Dynamic/Standard Quizzes Learning System: Leadership (40) (due Friday) Recommended ATI Video Case: Video Case Studies RN 3.0 Module: Critical Thinking/Clinical Reasoning/Clinical Judgment: Nursing Process and Priority Setting Module: Health Care Law: HIPAA <u>ATI Skills Modules Virtual Scenarios</u> Module: HIPAA
	Professional Identity (G 36)	Morality: Integrity, Compassion, Advocacy			
	Communication (G 44)	Therapeutic: Age/Situation, Interpersonal, EHR, SBAR <i>H: Ch 9 p 137-145</i> <i>Ch 22 p 389-90</i>			
	Health Care Law (G 60)	Federal Statutes: (ADA, HIPAA), Scope of Practice, Education requirements			

-Nursing
Foundations

*Adult Med-
Surg:
-Professional
Nursing (all
lessons)

Skills Module:
-HIPAA
-Virtual Scenario:
HIPAA

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
1	Safety Mobility	Orientation to Lab/HPS (students will have viewed the orientation video) https://www.youtube.com/watch?v=ydrRz18IVRU&feature=youtu.be Review Adult Physical Assessment Major skill check off (MSC) Safe Handling Equipment Minor skill check off (msc x4)	Skills Sign up please see shell Potter & Perry: Ch. 5 Vital signs, Ch. 6 Health Assessment, Ch. 39 (skin assessment and interventions) Ch. 11 Safe pt handling & mobility Videos: Safe Patient Handling Equipment https://www.arjo.com/en-us/products/patient-handling/#product-list-tab-0 ATI Review Module: RN Fundamentals for Nursing: Ch 14 ATI Skill Module: Comprehensive physical assessment of an adult
Clinical 1	Orientation Clinical Paperwork		

***Absence from week 1 clinical will result in automatic dismissal of current semester clinical!**

Organization Speaker?
Unit time
Scavenger Hunt
Discuss and Review Physical Assessment

Research advanced directives, DNRCC, DNRCC-A

<https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/do-not-resuscitate-comfort-care/DoNotResuscitateDNR>

SLO: #1, #3, #4, #5, #6. **QSEN:** Evidence-based practice, Patient Centered Care, Teamwork and Collaboration, Safety, Informatics. **NLN Core Competencies:** Human flourishing, Professional Identity, Nursing Judgment. **ANA:** Standard 1-6 Nursing Process, Standard 7 Ethics, Standard 9 Evidence-based practice and research, Standard 11 Communication, Standard 13 Collaboration, Standard 14 Professional practice evaluation.

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 2	Safety (G 45)	Point of Care: (Prevention of pressure ulcers, Medication administration, Fall prevention, Invasive procedures) <i>P&P: Ch -40, Iggy: Ch. 23 pp 438-448</i> Potter & Perry: Ch. 12 Exercise/mobility	Review Module: RN *Pediatric Nursing Chapter 2, 15, 28, 29 *Fundamentals of Nursing Ch. 5, 7, 12	<i>Functional Ability:</i> Baclofen Diazepam Botulinum toxin A	ATI RN Assessment: Dynamic/Standard Quizzes: Learning System: Communication (20) (due DATE prior to class)
	Mobility (G 24)	Ch. 9 (skill 9.2) Ch 12 Skill 12.2 Assisting with the use of canes, walkers, & crutches Risk factors/ Consequences/ Prevention Congenital defects: (Hip dysplasia, Spina bifida, Scoliosis. Autism spectrum disorders,	Engage: *Fundamentals: -Human Growth & Development -Mobility -Safety *Adult Med-Surg: -Alterations in Mobility (lesson 1-3)		Femur Fracture Case Study (to be reviewed in class) Quiz 1 (due DATE at TIME) Graded Clinical Paperwork Recommended Pharm Made Easy 5.0: Introduction to Pharmacology test (25)

Functional Ability (G 2) Cerebral palsy, Fetal alcohol syndrome, Muscular dystrophy)
MCNC: Ch. 22 pp 526; Ch 25 pp 651; Ch 37 pp 999-1003, 1015-1018
Iggy: Ch. 41, 42, 44

Fractures, Sprains
Iggy: Ch. 44
MCNC: Ch 48 pp 1450-1461, 1466-1471, 1474-1477

*Pediatrics
 -Neuromuscular & Musculoskeletal System (lesson 1,2,3,10)

Skills Modules:
 -Mobility
 -Concept of Med Admin

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
2	Technology & Informatics	IV Initiation/discontinue (msc) IVPB (msc)	<u>Iggy:</u> Ch. 15 <u>Potter & Perry:</u> Ch. 20, 22, 29 <u>MCHC:</u> Ch. 40 pp. 1141, 1152-1161
	Fluid & Electrolytes	Med admin Systems/Alaris pump and priming	ATI Dosage Calculation and Safe Medication Administration 4.0 -Parenteral (IV) Medications Calculating Flow rates -Calculating Manual IV Pump Rates ATI Skills Module: Concepts of Medication Administration IV therapy & peripheral access IV initiation, IVPB Check-off sheets located in Lab skills content tab Review PP

Medication Administration PowerPoint in lab tab/shell, be prepared to answer questions throughout the lab

Clinical 2

Demonstrate complete Neurological Assessment

Evaluate use of mobility and functional ability of patients assigned. What types of safety equipment was utilized and why? Does the facility have any policies surrounding use of mobility equipment?

Activity: does the facility use an error reporting system? How is used? Why-what is reported?
Complete full clinical worksheet on assigned patient. (graded worksheet is submitted to lecture shell)

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Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 3	Technology & Informatics (G 48)	Clinical Informatics: Clinical Health Care Informatics Informatics: Nursing informatics Public/Population health Informatics: Community health informatics Electronic Health record (EHR), Medication administration systems <i>Potter & Perry: Ch. 4</i> <i>Iggy: Ch 1</i>	Review Module: RN *Pharmacology for Nursing: Ch. 3-Dosing Calculations *Community Health Nursing: Ch 3 *Fundamentals for Nursing: Ch 5, (57,58-F&E) *Med-Surg Ch 43, 44 – F&E	<i>Pharm</i> Ch 9 Quality & Safety Ch 7 Drug calculations Ch 12 Fluid Volume and electrolytes	Exam #1: First day of the Week (Weeks 1-2 content) View: National Patient Safety Goals 2023 or online https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2023/2023-hap-npsg-goals-102122_simple.pdf ATI RN Assessment: Quiz Community Health (20) (due DATE prior to the start of class) HPS Prewritek In class Math review
	Evidence (G 47)	Evidence-based practice Epidemiology <i>Iggy: Ch 1</i> <i>SL: Ch. 9, 10, 17</i>			

Fluid &
Electrolyt
es
(G 6)

Fluid imbalances:
Extracellular fluid volume
(ECV) deficit vs. excess
MCNC: Ch. 41 pp.1172-1177
Iggy: pp. 43; Ch. 13 pp. 246-270; 285-315

*RN Care of
Child: Ch 22
Engage:
*Fundamentals
:
-Fluid, E-lyte,
& Acid-Base
Regulation
(lesson 1,2)
-Evidence-
Based

*Adult Med-
Surg RN:
-Alterations in
Kidney Fx &
Elimination
(lesson 1)
-Disrupted
Homeostasis
(lesson 1-10)

**Skills
Module:**
HIPAA

Video Case Study: Submit Test

RN Safety: Administering Continuous IV
Medication Infusion 3.0 Case study **Test (5)**
(Due DATE at TIME)

Graded Clinical Paperwork

Math: ATI: Skills Modules 4.0- Medication
Administration – Intravenous Medication
Administration

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
3	Safety	IV Push (MSC)	<u>Iggy:</u> Ch. 15
	Clinical Judgement	HPS Fluids and Electrolytes	<u>Potter & Perry:</u> Ch. 20, 22, 29
	Collaboration		<u>MCHC:</u> Ch. 40 pp. 1141, 1152-1161
	Technology & Informatics		IVP existing infusing line & Intermittent capped line Check-off sheets located in Lab Skills content tab
			ATI Dosage Calculation and Safe Medication Administration 4.0

-Injectable Medications

ATI Skills Module:

Injectable medication administration

Intravenous medication administration

ATI RN Care of Children: Ch 22

Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab

Clinical 3

Demonstrate complete Pulmonary assessment

Save empty medication packages from today's med pass to discuss in post conference.

Discuss lab findings in patients who have fluid and electrolyte imbalances: What are the findings? Assessment? Treatments? How do these correlate?

Discuss HIPAA

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Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 4	Family Dynamics (G 3)	Changes to family dynamics: Chronic illness of family member Expanding family (birth or adoption of an infant; blended family) <i>MCNC: Ch 36</i> <i>Halter Ch 35</i>	Review Module: RN *Pediatric Nursing: Ch 1 *Community Health Nursing: Ch 6, 7 Engage: <u>*Fundamentals</u> -Inclusion, Equity, & Diversity (lesson all)		Math test! (2nd day) Graded Clinical Paperwork Recommended: ATI: Video Case Studies RN 3.0 Module: Diversity: Cultural Diversity
	Culture (G 4)				

Health Care**Practices/Beliefs:**

Beliefs regarding consequences of illness/preventive care, religious healing practices

Developmental/Family**Roles:**

Child-rearing practices, Family structure, death and dying

MCNC: Ch 2, 20

*Maternal, Newborn, & Women's Health
-Family, Culture, & Environment
(lesson all)

ATI: Video Case Studies RN 3.0

Module: Fluid & Electrolyte Balance: Pediatric Dehydration

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
4	Technology & Informatics	IVPB practice/review (msc) IV Push practice/review (MSC) Practice, return demonstration	IVP existing infusing line & Intermittent capped line Check-off sheets located in Lab Skills content tab ATI Dosage Calculation and Safe Medication Administration 4.0 -Injectable Medications <u>ATI SKILLS Modules</u> Injectable medication administration Intravenous medication administration Concepts of Medication Administration IV therapy & peripheral access
	Fluids & Electrolytes		
	Safety		
Clinical 4		Demonstrate complete Cardiovascular assessment Discuss family dynamics noticed today: Child DPOA, sibling disagreements, partner grief, ect. Discuss cultural differences noticed in care of patients, family wishes or practices: how does this affect care?	
SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety NLN Core Competencies: Nursing judgment, Spirit of inquiry, Human flourishing, safe quality care ANA Standards: Standard 1-6 Nursing process, Standard 8 Education, Standard 9 Evidence-based practice and research, Standard 10 Quality of Practice, Standard 11 Communication			

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 5	Care Coordination (G 49)	Nurse-Patient Collaboration: Community partnerships Interprofessional Collaboration: Rapid response teams, care coordination <i>Iggy: Ch 1</i>	Review Module: RN *Fundamentals for Nursing: Ch 6, 7, 8, 16, 17 *Nursing Leadership and Management	<i>Pharm:</i> Ch. 1	HPS Prework
	Self-Management (G 5)	Management of Care: Delegation, Referral Social Models/Medically Oriented Models: Self-management programs <i>SL: Ch 15</i>	Engage: *Adult Med-Surg: -Critical Alterations in Perfusion (lesson 1,2,3) -Wellness to Illness Continuum (lesson all)		Quiz 2 (due DATE at TIME)
	Collaboration (G 44)	Urgent/emergent situations: Detection of sepsis Medication management: Orders/dose/PRN/holding medications <i>P&P: Ch 2</i> <i>Iggy Ch 34 pp 741-746; pg 14; Ch 2</i>	*Fundamentals -Patient Centered Care		Graded Clinical Paperwork
	Clinical Judgement (G 38)		Skills Module:		Recommended Video Case Studies RN 3.0 Module: Collaboration/Teamwork Interprofessional Communication

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
5	Perfusion	Insulin Pen Use, discontinuation & Safety of Insulin Pump and Continuous Glucose Monitor	Potter & Perry Ch 22 Skill 22.7 Administering meds by continuous subcutaneous infusions
	Tissue Integrity	Patient Education: Diabetes	Videos on Blackboard Insulin/CGM/insulin pumps PEWS Score
	Clinical judgment	HPS Declining Patient	ATI Video Case Studies RN 3.0 Module: Critical Thinking/Clinical Reasoning/Clinical Judgment: Rapid Response/Clinical Emergencies

ATI SKILLS Modules

Diabetes mellitus management

Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab

Clinical 5

Demonstrate complete Abdominal assessment

***Mid- Term
Evaluations this
Week**

Complete Midterm in eValue, instructor will review in private and you will need reenter and sign electronically

Listen to rounding/care conference if able, how do team members coordinate care of the patient for safe transition out of the hospital? (care coordinator and provider notes may provide information). Discuss in post conference.

Reflect on what clinical judgment was used in the care of your assigned patient.

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Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 6	Thermoregulation (G 8)	Hyperthermia: Fever (febrile seizures) <i>MCNC pp 1407</i> Hypothermia: Preterm infant <i>MCNC: pp 514-516</i>	Review Module: RN *Pediatric Nursing: Ch 13 *Pharmacology for Nursing: Unit 9 * Med-Surg Ch. 2, 3, 4, 6, 11	<i>Pharm Ch 10 14, 25</i> <u>Thermoregulation</u> <u>Intracranial Regulation</u> phenytoin valproic acid lorazepam	Exam #2: First day of the Week (Weeks 3,4 and 5 content) HPS Prework ATI Practice Assessment: Nutrition 2023 A (due end of week DATE at TIME)
	Intracranial Regulation (G 11)	Neurologic transmission: Seizure <i>P&P: Ch. 14 pp 404 Skill 14.4</i> <i>Iggy: Ch 35 902-906</i> <i>MCNC: Ch 46 pp 1394-1407</i>	Pharm Made Easy 5.0: The Neurological System Part 1 (lesson 1,3,9) Pain & Inflammation (lesson1,4,5,6)	<u>Pain</u> morphine sulfate acetaminophen tramadol sumatriptan	Graded Clinical Paperwork

Pain
(G 26)

Nociceptive Pain Somatic Pain

Surgical trauma

Mixed Pain: Some headaches

Guided imagery

Massage

P & P: Ch. 16

Iggy: pp 51; Ch 6; pp 889-906

Engage:

*Adult Med-Surg:

-Alterations in Neurologic Fx (lesson 1,2,3)

*Fundamentals:

-Pain (lesson all)
-Complementary & Integrative Health (lesson all)

*Pediatrics

- Neurological System (lesson 3,4,5,)

Skills Module:

Pain management

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
6	Pain	Pediatric patient with seizures/IV anti-epileptics scenario	<u>ATI Engage:</u> Alterations in Neurologic Function SKILLS - Management of Seizures - Seizure Precautions
	Intercranial Regulation	HPS Pediatric Pain	<u>ATI Review Module:</u> RN Ped Nursing Ch 9: Pain Management <u>ATI Skills Module:</u> Virtual Scenario: Pain assessment <u>Video:</u> https://youtu.be/v8LtkK2KLtI?si=xaI6gLGwHIOo_QBL <u>Iggy:</u> Ch. 6 Ch. 36 pp. 902 <u>MCNC:</u> Ch. 30 peds pain

Ch. 46 pp 1377-1387

Potter & Perry:

Ch. 14 Seizure precaution skill 14.4

Pharm:

Ch. 14

Evolve Clinical Skills Video:

Assessing Pain

Clinical 6

Demonstrate complete Skin assessment

Discuss thermoregulation: are there any patients unable to maintain body temperature?

Are there any patients always cold? Why?

Pain: what pain scales have you used in clinical?

SLO: #1, #2, #3, #4, #6. **QSEN:** Safety, Evidence-based practice, Patient-centered care, Teamwork and Collaboration, Informatics. **NLN Core Competencies:** Nursing Judgment, Spirit of Inquiry, Human flourishing, Profession Identity. **ANA:** Standard 1-6 Nursing Process, Standard 8 Nursing Education, Standard 9 Evidence-based Practice & Research, Standard 10 Quality of Practice and Safety, Standard 16 Environmental Health

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 7	Nutrition (G 14)	Insufficient nutrition: Protein-calorie malnutrition Malabsorption syndromes, Vitamin A, B, C, D, & K deficiencies Excess Nutrition: Obesity, Cardiovascular disease/hyperlipidemia Nutritional assessment <i>Iggy: Ch. 45, 52</i> <i>MCNC: Ch. 41 pp 1203-1205</i>	Review Module: *Nutrition for Nursing Ch 11, 12, 13, 14, 15, 16 *Pediatric Nursing: Ch 32 *Pharmacology for Nursing: Ch. 26, 27, 37, 47	<i>Pharm Ch 5, 13, 14, 45, 50,</i> <u>Nutrition</u> <i>Qsymia</i> Ondansetron Aprepitant <u>Elimination</u> Lactulose, Maalox, Liraglutide Famotidine, Bisacodyl Omeprazole Loperamide, Lactinex Oxybutynin Tamsulosin Dutasteride Metoclopramide Metamucil	ATI Pharm Made Easy 5.0: The GI System Test (due DATE) <u>ATI Skills Module</u> Bowel elimination Graded Clinical Paperwork
	Elimination (G 15)	Control: Stress and Urge incontinence	Review Module: RN Med-Surg Ch 43, 44-elimination		

Glucose
Regulation
(G 13)

Retention: Urinary: Benign
prostatic hypertrophy;
Continuous Bladder
Irrigation (activity)
Bowel: Constipation
Discomfort: Constipation
*Iggy: Ch. 45, 57 & 58
pp1205-1216
P & P: Ch. 31*

Hyperglycemia: Diabetes 1
& 2, Gestational diabetes,
Polycystic ovarian
syndrome, Stress response
(injury/pain)

Hypoglycemia: Insulin
treatment, Pre and post
maturity infants
*Iggy: Ch. 53 & 56
MCNC: Ch. 11; Ch 47 pp
1435-1441*

Pharm Made Easy

5.0:
The Endocrine
System 9lesson 1)
The GI System
(lesson all)

Engage:

*Adult Med-Surg RN:

-Alterations in Kidney
Fx & Elimination
(lesson 2)

-Alterations in
Endocrine Fx (lesson 1-
5)

-Alterations in
Digestion & Bowel
Elimination (lesson 1, 8

*Fundamentals:

-Elimination (lesson all)
-Nutrition (lesson all)

*Pediatrics

-Genitourinary
System

*Maternal, Newborn,
& Women's Health

-Complication of
Preg: Endocrine
Disorder (lesson 1,2)

Skills Module:

-Diabetes mellitus
management
-Nutrition
-Urinary elimination

Docusate

Glucose Regulation

glipizide metformin
promethazine
repaglinide
pioglitazone
acarbose
sitagliptin
canagliflozin
semaglutide
empagliflozin
Insulin (all types)

Herbs

Ginkgo
Ginger
Garlic

-Enteral tube feeding

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
7	Elimination	Sterile gloving review (all together)	<u>ATI Skills Modules</u> Urinary Elimination Surgical Asepsis- Topics • Overview of Surgical Asepsis • Sterile Fields • Sterile Gloving <u>ATI Skills Module 3.0.</u> Urinary Elimination - • Urinary Cath Insertion -Video <u>Video:</u> https://youtu.be/ahDslyecIgA <u>Potter & Perry:</u> Ch. 10 (Skill 10.1-10.3), Ch 34 (Skill 34.1-34.5),
	Infection	Foley/Straight Catheter (MSC) Check-off sheets located in Lab Skills content tab	
		Continuous Bladder Irrigation Activity	
Clinical 7		Practice complete assessment	
		Discuss a carb-controlled hospital diet, what is it? How do we dose insulin coverage for meals?	
		Discuss patients with elimination problems: How were they diagnosed? Treated? Labs? Education?	
SLO: #1, #2, #3, #4, #5. QSEN: Patient-centered care, Evidence-based Practice, Quality improvement, Teamwork and Collaboration, Safety. NLN Core Competencies: Nursing Judgment, Spirit of Inquiry, Human Flourishing. ANA: Standard 1-6 Nursing Process, Standard 8 Nursing Education, Standard 9 Evidence-based Practice and Research, Standard 10 Quality of Practice, Standard 11 Communication, Standard 13 Collaboration, Standard 15 Resource Utilization, Standard 16 Environmental Health.			

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 8	Patient Education (G 52)	Illness related: Formal Patient Education programming: Disease-specific classes Informal Patient-Nurse Encounters: Medication teaching, wound care Health Promotion: Formal Patient Education programming: Risk reduction activities, Wellness education programs Informal Patient-Nurse Encounters: Age-specific screening needs <i>MCNC: Ch. 26; Ch. 31 pp. 804-823; Ch. 32 pp 848-873; Ch. 33 pp 884-886; Ch. 34 pp. 921-924; Ch. 35 pp. 945-950</i> Primary Prevention: Children, Immunizations, Car Seat Safety <i>MCNC: as above</i>	Review Module: *Fundamentals for Nursing: Ch. 16, 17 *Pediatric Nursing: Ch. 3, 4, 5, 6, 7, 8 *Community Health Nursing: Ch. 4 Engage: <u>*Fundamentals:</u> -Client Education (lesson all) <u>*Pediatrics:</u> -Communicable Diseases & Immunizations Skills Module: -Diabetes	<i>Pharm:</i> <i>Ch. 1,6,7</i>	Exam #3 Second day of the Week (Week 6, 7 content) ATI Pharm Made Easy 5.0-The Respiratory System Test (25) (due DATE at TIME) ATI Video Case: Video Case Studies RN 3.0 <u>TEST (5)</u> Module: Gas Exchange/Oxygenation: Cystic Fibrosis 1&2 (due DATE at TIME) Graded Clinical Paperwork

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
8	Patient education Health promotion	Disaster scenario <u>60 Seconds to Survival</u> Game NG insertions (msc) and tube feed/Mic-key	ATI Skills Modules Enteral Tube Feeding Nasogastric Tube Nutrition ATI Review Module: RN Community Health Nursing: Ch 8



Videos:

CERT START Videos: Part 1 & 2

<https://youtu.be/73kJ-4gEsnA>

<https://www.youtube.com/watch?v=4NHS AZW0d5Y>

Mic-Key Tube

<https://youtu.be/uUWLsa5surA?si=q3942usO19YcIfRB>

<https://youtu.be/OAw7Cw2q21c?si=UGEWCshCryowDsns>

<https://youtu.be/oajUMkRYgK4?si=dU75rjy9L0H5rwek>

ATI Video Case Studies RN 3.0

Module: Nutrition: Management of Enteral Nutrition

Module: Critical Thinking/Clinical Reasoning/ Clinical Judgement: Mass Casualty Triage/ Disaster Management Test

Potter&Perry:

Ch 32 (Skill 32.1-32.4)

Ch. 15 Disaster preparedness

SL: Ch. 16 Disaster management

Evolve Clinical Skills

Inserting NG, providing enteral feedings

Clinical 8

Patient Education –complete a teaching plan on their assigned patient.

Health Promotion –recommend a health promotion for their patient based on their assessment.

SLO: #1, #2, #3, #4, #5, #6. **QSEN:** Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety, Quality improvement. **NLN Core Competencies:** Nursing Judgment, Spirit of Inquiry, Professional Identity. **ANA:** Standard 1-6 Nursing Process, Standard 8 Nursing Education, Standard 9 Evidence-based Practice and Research, Standard 16 Environmental Health

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 9	Perfusion (G 16)	Central: Congenital Defects Local/Tissue Perfusion: Hypertension (HTN) Peripheral Arterial Disease (PAD) <i>MCNC: Ch. 42 pp. 1222-1247</i> <i>Iggy: Ch. 27 & 30; pp. 661, 707, 760-780; 747-759</i>	Review Module: RN *Pediatric Nursing: Ch 17,18,19, 20 *Pharmacology for Nursing: Ch 16, 17, 19, *Adult Medical Surgical Nursing: Ch 42	<i>Pharm: Ch. 6,10,40,42,4,38,39</i> <u>Perfusion</u> amlodipine digoxin metoprolol hydralazine, isoniazid, lisinopril losartan empagliflozin	HPS Prework
	Gas Exchange (G 18)	Impairment of ventilation: Asthma, Epiglottitis, Cystic fibrosis, Infant respiratory distress syndrome, Respiratory syncytial virus (RSV), Tuberculosis <i>MCNC: Ch. 40</i> <i>Iggy: Ch. 22, 25</i> <i>Pp 522, 539-560,</i> Impairment in Transportation: Iron Def Anemia, Sickle cell anemia <i>MCNC: 11 pp. 265; Ch. 43 pp. 1269-1282</i> <i>Iggy: Ch. 33 pp 827-836</i>	Engage: *Fundamentals: -Vital Signs -Gas Exchange & Oxygenation (lesson all) *Adult Med-Surg: -Alterations in Cardiovasc fx & perfusion (lesson 1,4,5,9,10) -Alterations in Hematologic fx (lesson 1,5,6, 7) -Alterations in Gas Exchange (lesson 1,2) *Pediatrics -Respiratory System (lesson all)	<u>Gas Exchange</u> Guaifenesin Dextromethorphan Tiotropium Pseudoephedrine Albuterol, Codeine, Salmeterol	ATI <u>Engage</u> Pediatrics RN: Health Alterations in the Pediatric Population: Cardiovascular System <u>TEST</u> (due DATE) Graded Clinical Paperwork Recommended ATI Video Case: Video Case Studies RN 3.0 Module: Gas Exchange/Oxygenation: Pediatric Asthma Module: Gas Exchange Oxygenation: Cystic Fibrosis: Identifying Health concerns client is at risk for developing

-Cardiovascular
System (lesson 1, 4,7)
-Hematological
System (lesson all)

Skills Module:

-Oxygen Therapy
-Airway Management

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
9	Perfusion Gas exchange	O2 Delivery Devices noninvasive/positive pressure/vent HPS Asthma	<u>ATI Skills Module</u> -Airway Management -Oxygen therapy <u>Videos</u> https://youtu.be/1Ufj3oU_M2w?si=19t58cpjcnaDTIO7 (ACT) https://youtu.be/ZfanuH-SyPA?si=VEwO_8Fpbbs38raM (Flutter Valve) https://youtu.be/6NBeSbiqueOo?si=keW92TUmIs4Uevdm (Peak Flow Meter) <u>MCNC:</u> Ch. 39 pp. 1110-1115 <u>Potter & Perry:</u> Ch. 23 oxygen therapy, 24 Chest physiotherapy Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab
Clinical 9	Look at medications and labs for each of those patients and correlate the findings with the assessment findings. Find an example of oxygen administration for a patient. What percentage of oxygen is the patient receiving? Why is the patient receiving oxygen therapy? Do they have any current s/s of hypoxemia -chronic or acute ?		

SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Teamwork and collaboration, Evidence-based practice, Safety NLN Core Competencies: Human Flourishing, Nursing judgment, Spirit of inquiry, Professional identity. ANA Standards: Standard 1-6 Nursing process, Standard 9 Evidence-based practice and research, Standard 11 Communication, Standard 13 Collaboration.

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 10	Tissue Integrity (G 25)	Traumatic Injury: Surgical incision Loss of Perfusion: Diabetic foot ulcer Pressure Ulcers <i>Iggy: Ch. 20 pp 422-426, 21 , 59</i>	Review Module: RN *Pediatric Nursing: Ch. 21 *Adult Medical Surgical Nursing: Ch. 43	<i>Pharm: Ch. 43</i> <u>Anticoagulants</u> Warfarin Apixaban Heparin Rivaroxaban Enoxaparin Dabigatran	Community agency written report due: See Rubic (Classroom presentation to be scheduled during weeks 10 through 15)
	Perfusion (G 16)				ATI Maternal Newborn 2023 Practice A Due DATE before class
	Clotting (G 17)	Clotting Disorders: Local: Venous thrombosis Bleeding Disorders: Hemophilia A and B <i>MCNC: Ch 43</i> <i>Iggy: Ch. 9 174, 178, 179, 186; Ch 30</i> <i>Ch 33: 810-825</i>	*Pharmacology for Nursing: Ch 23 Engage: <u>*Adult Med-Surg:</u> -Alterations in Cardiovasc Fx & perfusion (lesson 1) -Alterations in Hematologic Fx (lesson 1,2,3) -Alterations in Tissue Integrity (lesson 1-3) <u>*Fundamentals</u> -Tissue Integrity (lesson all)		ATI: Engage RN Maternal, Newborn, & Women’s Health <u>TEST</u> - Complications of Pregnancy: Hypertensive Disorders (due DATE at TIME)
				Skills Module: Wound care	

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
10	Tissue integrity Clotting Health Education Collaboration Clinical judgment Growth & Development Ethics	Wound care: dressing change (W-D) Wound vac/surgical drains/Evisceration scenario Ethics Scenario	<u>ATI Skills Modules</u> -Wound Care -Mobility <u>ATI Review Module:</u> RN Fundamentals for Nursing: Ch 11, 12, 13 <u>ATI Video Case Studies RN 3.0</u> Module: Tissue Integrity: Wound Evisceration <u>Iggy:</u> Ch. 7 Ch. 20 pp. 462-465; Integumentary System pp182-183 <u>Pharm:</u> Ch. 26 <u>Potter&Perry:</u> Unit 14 Dressings and Wound Care Evolve clinical skills: Irrigating wounds
LAST Clinical		<u>*Final Evaluation</u> - make sure to sign back into eValue and sign-off on evaluation after instructor review Discuss examples of patients you have cared for over the course of this semester current to this week's lecture or anything most memorable.	
SLO: # 1, #2, #3, #4, # 5, #6. QSEN: Patient-centered care, Evidence-based practice and informatics, Teamwork and collaboration, Safety, Quality improvement; NLN Core Competencies: Nursing judgment, spirit of inquiry, human flourishing, professional identity. ANA Standards: Standard 1-6 Nursing process, Standard 9 Evidence-based practice and research, Standard 10 Quality of practice, Standard 11 Communication, Standard 13 collaboration, Standard 15 Resource utilization, Standard 16 Environmental health			

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 11	Reproduction (G 19)	Normal Reproductive Health: Contraception, Pregnancy Problems Associated with Reproduction: Infertility, Conception, Fetal Complications, Congenital Defects <i>MCNC: Ch. 5, 7, 9, 10, 18, 22, 25</i> <i>MCNC: Ch. 21 pp. 494-502</i>	Review Module: RN *Maternal Newborn Nursing: Ch 1, 2, 7, 8, 9, 10 *Pediatric Nursing: Ch 37 *Nutrition for Nursing: Ch 17 *Pharmacology for Nursing: Ch. 29, 30, 32,	<i>Pharm: Ch. 52,53,54,55,56,</i> <u>Contraceptives</u> Ortho-Novum NuvaRing Medroxyprogesterone <u>Bisphosphonates</u> zoledronic acid risedronate sodium alendronate ibandronate sodium <u>Reproduction</u> Clomiphene Oxytocin Premarin Sildenafil Nifedipine Magnesium sulfate	Exam #4 First day of the Week (Weeks 8, 9, 10 content) ATI Maternal Newborn Practice B 2023 Due DATE HPS Prewritek Recommended ATI Video Case: Video Case Studies RN 3.0 Module: Reproduction: Postpartum Hemorrhage Module:
	Mood/Affect (G 31)	Postpartum depression <i>MCNC: Ch 19, Ch. 21 504-506</i>	Engage: <u>*Maternal, Newborn, & Women's Health</u> -VEIW ALL		Quiz 3 (due DATE at TIME)
	Development (G 1)	Developmental Delay: Physical/Cognitive Social/Emotional/Communication - Down syndrome, Failure to thrive, ADHD, Deafness Intellectual Disability <i>MCNC: Ch 28, Ch 31 pp 831, Ch 34 pp 928-930, Ch 37,</i>	<u>*Fundamentals:</u> -Sensory Perception Engage: <u>*Adult Med-Surg:</u> -Alterations in Sensory Perception (all lessons) <u>*Pediatrics</u> -Cognitive System (lesson 2,3,4,5) -Disabilities & Chronic Illness (lesson all)		

- Genetics & Genomics in Pediatric Nursing (lesson 2,3,6,7)
- Immune System (lesson 1,7)
- Sensory Nervous System

Skills Module:

- Maternal Newborn
- Comprehensive physical assessment of child

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
11	Reproduction	Fetal Monitoring Strips with interventions	<u>MCNC:</u> Ch. 15
		HPS Eclampsia	<u>ATI Review Modules 2023:</u> RN Maternal Newborn Nursing Ed: Unit 1 Ch 3, 4,5, 6 Unit 2 Unit 3 Unit 4
Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab			
SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient Centered Care, Teamwork and Collaboration, Evidence-based practice and informatics, Safety, Quality improvement NLN Core Competencies: Human Flourishing, Nursing judgment, Professional Identity, Spirit of inquiry ANA Standards: Standard 1-6 Nursing Process, Standard 7 Ethics, Standard 8 Education, Standard 9 Evidence based practice and research, Standard 10 Quality of practice, Standard 11 Communication, Standard 13 Collaboration, Standard 15 Resource utilization			

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 12			Review Module: RN	<i>Pharm Ch 57, 32</i>	Proctored ATI: Maternal Newborn Proctored Exam DATE
	Sensory Perception (G 26)	Adaptive Developmental Delay: Blindness Other conditions: Congenital hypothyroidism Visual: Presbyopia, Cataract, glaucoma Auditory: Sensorineural hearing loss <i>Iggy: Ch. 39, Ch. 40</i> <i>MCNC: Ch 6 pp 160; Ch. 23 pp 560, pp 649-650; Ch. Halter pg 175</i>	*Pediatric Nursing: Ch 15, 22 *Pharmacology for Nursing Ch 12 Engage: <u>*Fundamentals:</u> -Sensory Perception	<u>CNS therapy</u> Methylphenidate Donepezil Mirtazapine Duloxetine Lithium Depakote <u>Sexuality</u> Sildenafil estrogen	Recommended ATI Engage Peds RN TEST *Caring for Pediatric Clients Across the Lifespan - Toddlers: 1 to 3 Years (23) - Preschoolers: 3 to 6 Years (23) - School-Age Children: 6 to 12 Years (21) - Adolescents: 12 to 20 Years (23)
	Sexuality (G 20 & 13)	Sexual Dysfunction and Alteration: Erectile dysfunction, Menopause, Sexually Transmitted Infections, HIV <i>Iggy: Ch. 61; Ch 62. P 1521, 1546, 1547 Ch. 64 p 1576; Ch. 65</i> <i>Ch. 17 pp347-366</i>	Engage: <u>*Adult Med-Surg:</u> -Alterations in Sensory Perception (all lessons) -Alterations in Immunity & Inflammatory Process (lesson 5) -Alterations in Sexual Fx (lesson all) <u>*Pediatrics</u> -Cognitive System (lesson 2,3,4,5) -Disabilities & Chronic Illness (lesson all) -Genetics & Genomics in Pediatric Nursing (lesson 2,3,6,7) -Immune System (lesson 1,7)		
	Immunity (G21)				

-Sensory Nervous System

Skills Module:

-Comprehensive physical Assessment of Child
-Maternal Newborn

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
12	Reproduction	HPS Postpartum Hemorrhage	ATI: Video Case: Video Case Studies RN 3.0 Module: Reproduction: Postpartum Hemorrhage Module: Reproduction: Apgar Scoring Module: Gestational Age Assessment
	Perfusion	Newborn Assessment/ Gestational age assessment	ATI Skills Modules Maternal Newborn: Assessment and Care of the Newborn (Videos) MCNC: Ch. 21 Complications Ch. 22 Newborn Ch. 23 Newborn/Family ATI Skills Module: Maternal Newborn
Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab			

SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety, Quality improvement, Informatics. NLN Core Competencies: Nursing judgment, Spirit of inquiry, Human flourishing, Professional identity, human flourishing ANA Standards: Standard 1-6 Nursing process, Standard 9 Evidence-based practice and research, Standard 10 Quality of practice, Standard 13 Collaboration, Standard 15 Resource Utilization, Standard 16 Environmental Health

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 13	Inflammation (G 22)	Acute inflammation: Acute infection, Tonsillitis <i>Iggy: Ch 19 p360</i>	Review Module: RN *Pediatric Nursing Ed: Ch 39 *Pharmacology for Nursing Unit 12	<i>Pharm: Ch. 24, 26,27,28,30</i> <u>NSAIDS</u> ASA Ibuprofen Ketorolac <u>Steroids</u> Prednisone Solumedrol Fluticasone <u>ABX</u> Vancomycin Clindamycin Ciprofloxacin Clarithromycin Doxycycline Amoxicillin Gentamicin Linezolid Cefazolin Metronidazole Sulfamethoxazole-Trimethoprim <u>Antifungals</u> Nystatin Fluconazole	Exam #5 First day of the Week (Weeks 11 and 12 content) ATI Pediatric Nursing Practice 2023 Practice A (Due Friday) Quiz 4 (due DATE at TIME) Recommended ATI Engage Peds RN TEST *Caring for Pediatric Clients Across the Lifespan - Immune System (23) - Communicable Diseases and Immunizations (22) - Disabilities and Chronic Illness (23)
	Infection (G 23)	Neurologic: Meningitis Eyes: Conjunctivitis Ears: Otitis Media Skin: Cellulitis, Methicillin-resistant Staphylococcus aureus (MRSA) Gastrointestinal: Clostridium difficile (C. diff.) Genitourinary: urinary tract infection <i>Iggy: Ch 40 pp 1001-1015, Ch 39 pp 993, Ch 58 pp 1415-1422</i> <i>MCNC: Ch. 41 pp. 1178 (table c-diff), Ch 45 pp 1339-1344, Ch 46 1366-1394</i>	Engage: <u>*Adult Med-Surg:</u> -Alterations in Hematologic Fx (lesson 1,8,9,10) -Alterations in immunity & Inflammatory Process (lesson 7) <u>*Fundamentals</u> -Infection Control & Isolation (lesson all)		
	Cellular Regulation (G 10)	Leukemia <i>MCNC: Ch 43, 44</i> <i>Iggy: Ch 34 pp 838-845</i>	Skills Module: Infection Control Personal Hygiene		
Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start		
13	Health Education	HPS Verna	Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab		

Collaborat
ion
Clinical
judgment
Growth &
Developm
ent
Ethics

SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety, Quality improvement, Informatics NLN Core Competencies: Nursing judgment, spirit of inquiry, human flourishing, professional identity, scope of practice ANA Standards: Standard 1-6 Nursing process, Standard 8 Nursing education, Standard 9 Evidence-based practice and research, Standard 10 Quality of practice, Standard 11 Communication, Standard 13 Collaboration, Standard 15 Resource Utilization, Standard 16 Environmental Health

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 14	Anxiety (G 31)	Separation Anxiety Disorders Attachment disorders <i>MCNC: Ch 31 pp 802, 804</i> <i>Halter: Ch 15, 21</i>	Review Module: RN *Pediatric Nursing: Ch 10 *Mental Health Nursing: Ch. 11, 12, 22, 25	<u><i>Sleep</i></u> Melatonin Kava Valarian Eszopiclone Zolpidem Ramelteon <u><i>Anxiety</i></u> Buspirone	ATI Pediatric Nursing Practice 2023 Practice B Due DATE at TIME HPS Prework
	Interpersonal Violence (G 35)	Child maltreatment Bullying Human Trafficking Youth Violence Partner Violence <i>MCNC: Ch 33 pp 899-903</i> <i>Halter: Ch 28</i>	Engage: <u>*Fundamentals</u> -Comfort, Rest & Sleep (lesson all) <u>*Adult Med-Surg</u> - Alterations in Sexual Fx (lesson 4) <u>*Pediatrics</u> -Health Assessment of Ped Clients (lesson 1,5)		Recommended ATI Video Case Studies: Module: Comfort Interventions for Hospitalized Pediatric Client
	Sleep (G 9)	Sleep (cycles, requirements, hygiene) <i>MCNC: Ch 31 pp 826</i> <i>Halter: Ch. 19</i> <i>Pharm pg 207</i>			Recommended ATI Engage Peds RN TEST *Caring for Pediatric Clients Across the Lifespan - Pediatric Clients in the Hospital Setting (22)

Lab Week	Concept	Lab Skills	Assignments/Prep due prior to lab start
14	Infection	HPS Child Meningitis	*Create account/ log into OVC TTAC, to receive CEU
	Interpersonal Violence	Human Trafficking Interactive https://www.ovcttac.gov/views/HowWeCanHelp/dspHumanTrafficking.cfm?nm=sfa&ns=ht&nt=ot 	MCNC: Ch. 28 Ch. 46 cerebral dysfx SL Pg 449 Human Trafficking Iggv: Ch. 36 pp. 907 Complete HPS worksheet and submit to Blackboard (lab), no later than 1 hour prior to the start of lab

SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety, Quality improvement, Informatics NLN Core Competencies: Nursing Judgment, Spirit of Inquiry, Human Flourishing, Professional Identity ANA Standards: Standard 1-6 Nursing process, Standard 7 Ethics, Standard 8 Education, Standard 9 Evidence-based practice and research, Standard 10 Quality of practice Standard 11 Communication, Standard 16 Environmental Health

Week	Concept	Exemplar	ATI Modules RN 2023	Pharmacology	Assignments Exams/Quizzes
Week 15	Ethics (G 42)	Clinical Ethics and Bioethics: Lifespan: Informed consent, Protecting patient rights Restraints <i>P&P: Ch. 14 Skill 14.3 restraints, Ch 3 Box 3.1 CMS pt rights Halter pg 614</i>	Review Module: RN *Community Health Nursing: Ch 1, 2, 7, 9 *Fundamentals for Nursing: Ch 1, 2, 3, 4		Proctored ATI RN Pediatric Nursing 2023 (2nd day) Videos Healthcare Economics Frontline Video Healthcare Spending Recommended ATI Video Case: Video Case Studies RN 3.0 Module: Health Care Delivery Systems/Organizations: Types of Settings
	Health Care Quality (G 47)	Regulatory Agencies: Centers for Medicare & Medicaid Services (CMS) The Joint Commission (TJC)	Engage: *Fundamentals -Health Care Delivery (lesson all) Skills Module:		

Advisory Bodies: Institute of Medicine (IOM)
Health Information Technology
Systems Level: Error reporting/analysis systems, Environmental systems
Iggy: Ch 1

Exam #6 FINALS WEEK

Health Systems
(G 57)

Facilities: Private vs Public
Profit vs not for profit
Iggy: Ch 1

Health Disparities (infant mortality)
Distribution of health care:
DEI

Health Care Economics
(G 58)

Health Care Payment Mechanisms:
Insurance, Medicaid/Medicare
Managed Care
Organizations (MCO), ACO

**Lab
Week
15**

- **Physical Assessment Checkoff**

EXAM 6 during Final Week DATE

Reproduction

2.5 Hour Vaginal Delivery

ATI Skills Modules
Maternal Newborn

Complete HPS worksheet and submit to Blackboard (lab), no

*Absence from this Human Patient Simulation will be made up in clinical hours

ATI Video Case Studies:

Module: Reproduction: Apgar Scoring
Module: Gestational Age Assessment

later than 1 hour prior to the start of lab

MCNC:

Unit 4: Labor and Birth
Unit 5: Postpartum Period
Unit 6: Newborn

Website and Videos located on lecture shell under Vaginal Delivery Tab to assist with completion of paperwork

Potter&Perry

Ch. 16 (skill 16.3 Epidural)

MCNC:

Ch. 29 pp. 746-789 (pedi assessment)
Ch. 39 1095-1100 (pedi med)

SLO: #1, #2, #3, #4, #5, #6. QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety NLN Core Competencies: Nursing judgment, spirit of inquiry, human flourishing, professional identity, scope of practice, safe quality care ANA Standards: Standard 1-6 Nursing process, Standard 7 Ethics, Standard 9 Evidence-based practice and research, Standard 8 Education, Standard 10 Quality of practice, Standard 12 Leadership, Standard 13 Collaboration, Standard 15 Resource Utilization, Standard 16 Environmental Health