**ESSEX COUNTY COLLEGE**

**Nursing and Allied Health Division**

**NRS 111 – Mobility II**

**Course Outline**

**Course Number & Name:**  NRS 111 Mobility II

**Credit Hours:**  6 .0 **Contact Hours:**  12.0 **Lecture:** 3.0 **Lab:**  3.0 **Clinical:** 3.0

**Prerequisites**:  Grades of “C” or better in NRS 106, ENG 101, BIO 121 and BIO 122, and CHM 101 or 103

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: In this course, students render care to clients who have commonly occurring health alterations generally affecting middle adult populations. Laboratory and clinical activities create a construct, which assists students to develop the role of provider of care. Assessment skills and nursing diagnoses are expanded with a focus on planning and intervention to meet the physiologic, psychosocial and safety needs of clients.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. assess adult clients with commonly occurring health alterations using Maslow's Hierarchy of Needs and Erikson's Developmental Theory with emphasis on the Middle-aged adult;
2. utilize concepts of critical thinking when planning care;
3. formulate nursing diagnoses to define the needs of adult clients with commonly occurring health alterations;
4. develop a plan of care for adult clients with commonly occurring health alterations in collaboration with other members of the healthcare team which establishes priorities, short and long term client-centered goals, and appropriate nursing interventions which are based on scientific rationale;
5. implement caring interventions and selected nursing skills in a safe and competent manner using current technology;
6. compare adult client responses to nursing care with the established outcome criteria;
7. identify ethnic and cultural values and advocacy needs of the adult client in response to health care;

8. practice principles of communication to establish a therapeutic relationship with adult clients;

9. develop a teaching plan for adult clients with commonly occurring health alterations;

10. define legal and ethical responsibilities of the nurse when caring for adult clients with commonly occurring health alterations;

11. demonstrate behaviors that contribute to professional and personal growth; and

12. demonstrate the nurse’s role when implementing the principles of management and delegation while caring for an adult client.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

MPOs for NRS 111 are developed in separate lecture, laboratory and clinical guides which are distributed electronically to students via the Pegasus CMS, a static blog, e-mail and/or in print materials.

MPOs are identified and established by state licensure standards, NLNAC accreditation standards, JCOAH national safety standards, ANA national patient care standards.

**Methods of Instruction**: Instruction will consist of lecture, discussion, group projects, computer-assisted, multimedia, laboratory, individual conferences, demonstration/return demonstration, writing assignments including nursing care plans, and pre-and post-conference.

**Outcomes Assessment:**

* Test and exam questions are blueprinted to coincide with lecture, laboratory and clinical weekly unit objectives.
* Lecture assessment – correlation of course grade to standardized test score (NLN or ATI)
* Laboratory assessment – successful test off on three skills based upon critical elements in procedure checklist
* Clinical evaluation is formative (weekly) and summative (mid-term and final) based upon the clinical evaluation tool, critical elements and leveled objectives.
* Program outcomes are cumulative with correlation between course, level and terminal program outcomes.
* Program outcomes are assessed as follows:
	+ Course-specific cumulative examinations
	+ Content-specific national standardized tests
	+ Graduate survey/employer survey
	+ Percentage of students completing the program 150% time 🡪 goal 70%
	+ Percentage of students successful on the NCLEX licensure examination the first time 🡪 goal 90%
	+ Total program evaluation tool – NLNAC standards – assessed annually and q3 years

**Course Requirements:**

1. Successful completion of NRS 111 is required to progress to NRS 233.
2. A minimum theory grade of 75% is required to pass NRS 111.
3. Completion of all NRS 111 laboratory critical element/skills tests (see Lab Test-off Guide) are required to pass.
4. A satisfactory (passing) final clinical evaluation (see clinical evaluation tool) is required to pass.
5. Completion of the standardized exams and any required remediation are required to pass.
6. Satisfactory course attendance (see Nursing Student Handbook for attendance policies and procedures) is required to pass.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* Theory: **4 unit examinations + MNL average** **60%**
* Theory: **Comprehensive final examination** **40%**
	+ A final grade of 75% must be achieved for successful course completion. A grade of “C” is required for progression to NRS 233. Grades between 74% and 70% will be recorded as a “D”. Grades below 70% will be recorded as an “F”.
	+ If the student completes fewer than 85% of the assignments in MNL, the final grade will be calculated using 4 unit exams = 60% of the grade and 1 comprehensive final exam = 40% of the grade.
* **College Laboratory** **Must achieve a P**
	+ Satisfactory attendance **(100%/0)**
	+ Active participation in discussion, return demonstration and practice of skills
	+ Achieve a “Pass” on each of 3 skills tests (see critical elements) vital signs/medication/wound care
* **Clinical Laboratory** **Must achieve a P**
	+ Satisfactory attendance **(100%/0)**
	+ Achieve a “Pass” on the final clinical evaluation (see clinical evaluation tool for criteria)
	+ Successful, **on time** completion of at least 4 nursing care plans (see clinical guide for criteria)
* Additional evaluative criteria: **Attendance** – within the program policy

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following course materials**:**

**Required textbooks:**

Beasley, B M. Understanding EKGs: A Practical Approach. 2nd edition. Upper saddle River: Pearson Education, Inc. 2003.

Corbett, J V. Laboratory Tests and Diagnostic Procedures with Nursing Diagnosis. 6th edition. Upper Saddle River: Pearson Prentice Hall. 2004.

Doenges, M A, Moorehouse, M F & Geissier-Murr, A C. Nurse’s Pocket Guide: Diagnoses, Interventions and Rationales. 9th edition. Philadelphia: F A Davis. 2004.

Grodner, M, Anderson, S L & DeYoung, S. Foundations and Clinical Applications of Nutrition. 3rd edition. St Louis: Mosby. 2004.

Hogan, M A & Madayag, T. Medical-Surgical Nursing: Reviews & Rationales. Upper Saddle River: Pearson

 Prentice Hall. 2004.

Jarvis, Carolyn. Pocket Companion for Physical Examination and Health Assessment. 4th edition. Philadelphia: WB Saunders, Co. 2004.

Kozier, B, Erb, G, Berman, A & Snyder, S. Fundamentals of Nursing. 8th edition. Upper Saddle River, NJ: Prentice Hall. 2008.

Lahne, R A. Pharmacology for Nursing Care. 5th edition. Philadelphia: Saunders. 2001.

Lemone, P & Burke, K. Medical-Surgical Nursing: Critical Thinking in Client Care. 8th edition. Upper Saddle River, NJ: Prentice Hall

Meyers, E. RNotes: Nurse’s Clinical Pocket Guide. Philadelphia: F A Davis. 004.

Snyder, J S. Critical Thinking Study Guide for Medical-Surgical Nursing. Elsevier/Mosby. 2006.

Any NCLEX – RN review book

Any medical/nursing dictionary

Any current nursing drug guide

**Course Content Distribution:**

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| **Week** | **Lecture Topic** | **Nursing Lab**  | **Clinical Lab**  |
|  |  |  | **On Campus** |
| 1 | Orientation & introduction to course, Care of the middle-aged adult | Intravenous fluid administration and calculation, Urinary catheterization | Practice IV fluid administration and calculation and catheterization |
|  | Assignments:Pre- and post-tests in My Nursing Lab (MNL),Lemone/Burke pp 195 –213,Kozier & Erb pp 1424 – 1428,Kozier & Erb pp 1455 –1471 | CD-ROM – “IV Therapy”Video – “Principles of IV” | Therapeutic communication |
|  |  |  | **Agency** |
| 2 | The Perioperative Experience; Alteration in regulation: AIDS general concepts, females with AIDS, males with AIDS | Blood transfusion | Assess needs, plan and implement care for patients with alteration in regulation |
|  | Assignments: Kozier pp 1472 – 1481,Lemone pp 263 – 264 | CD-ROM presentation on transfusion | **Nursing care plan** |
|  |  |  | **Agency** |
| 3 | Alteration in regulation: AIDS/ Alteration in regulation: Cancer  | Care of client with artificial airway |  |
|  | Assignments: Care of the Cancer patient: concepts and care, Chemotherapy I & II, Pre- and post-tests in MNL,Kozier pp 1379 – 1393, Lemone pp 1363 – 1364  | Audio Visuals: CD-ROM – Tracheostomy Care | Assess needs, plan and implement care for clients with alterations in regulations: Cancer & clients who require suctioning |
|  |  |  | **Agency** |
| 4 | **Exam 1**Alteration in regulation Hematology | Tracheostomy care and suctioning Test Off | Therapeutic communication |
|  | Assignments:Kozier pp 1379 – 1393, Lemone pp 1363 – 1364  | Pre- and post-tests in MNL | Assess needs, plan and implement care for clients with alterations in regulation: Hema-tological problems and require suctioning.**Nursing care plan** |
| **Week** | **Lecture Topic** | **Nursing Lab**  | **Clinical Lab**  |
| 5 | Alteration in regulation: Hematology | Nursing Skills: Tracheostomy care and suctioning Test off | Assess needs, plan and implement care for clients with alterations in regulation: Hematological problems: or require blood products |
|  | Assignments: | Altered fluid volumePre- and post-tests in MNL  | Therapeutic Communication |
| 6 | Alteration in the need for oxygen: Assessment of Respiratory disorders | Meeting the Need for Oxygen: Underwater seal Chest Drainage | Assess needs, plan and implement care for clients with alterations in the need for Oxygen: Respiratory Disorders |
|  | Assignments:Lemone pp 1295 – 1304,Kozier pp1393 – 1395 | Mr. Kane, an adult experiencing respiratory distress,Caring for a patient with chest tubes,Pre- and post-tests in MNL  | **Nursing care plan** |
|  |  |  | **Agency** |
| 7 | Alteration in the need for oxygen: Respiratory Disorders | Nursing Skills: Acid – Base Balance | Assess needs, plan and implement care for clients with alterations in the need for oxygen & respiratory disorders |
|   | Assignments: Lemone pp 238 – 252,Kozier pp 1442 – 1452 | Audio Visuals: CAI – ABGs | Therapeutic communication |
|  |  |  | **Agency** |
| 8 | **Exam 2**Alteration in Need for Oxygen: Cardiovascular Disorders | Nursing Skills: Basic ECG Interpretation,Basic Dysrhythmia Interpretation | Assess needs, plan and implement care for clients with alterations in the need for oxygen: Cardiovascular Disorders |
|  | Assignments: VT “Cardiac Monitoring”/CAI Telemetry,Kozier pp 1402 – 1412,Lemonepp 994 – 1018 | Those fabulous Nitrates; Pre- and post-tests in MNL | **Nursing care plan** |

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| **Week** | **Lecture Topic** | **Nursing Lab**  | **Clinical Lab** |
|  |  |  | **Agency** |
| 9 | Alteration in Need for Oxygen: Cardiovascular Disorders |  Nursing Skills: Care of clients with a Pacemaker | Assess needs, plan and implement care for clients with alterations in the need for oxygen: Cardiovascular Disorders |
|  | Assignments:Lemone chs 30 – 32, pp 934 – 1073, ch 35, pp 1155 – 1203 | Mr. Helm, an adult in cardiovascular crisis, Pre- and post-tests in MNL | Therapeutic communication |
|  |  |  | **Agency** |
| 10 | Alteration in Need for Oxygen:Cardiovascular Disorders | Nursing Skills: Care of clients with a Pacemaker | Assess needs, plan and implement care for clients with alterations in the need for oxygen: Cardiovascular Disorders |
|  | Assignments:Lemone chs 30 – 32, pp 934 – 1073, ch 35, pp 1155 – 1203 | Pre- and post-tests in MNL | **Nursing care plan** |
|  |  |  | **Agency**  |
| 11 | Alteration in Need for Regulation: Endocrine Disorders**Exam 3** | Nursing skills: Central Venous catheters, Hyperalimination | Assess needs, plan and implement care for clients with alterations in the need for Regulation: Endocrine disorders and alteration in nutrition |
|  | Assignments:Lemone pp 646 – 650,Kozier pp 1232 – 1236, p 1277,Grodner, Anderson, DeYoung, Nutrition, pp 431 – 434 | Thyrotoxic crisis, adrenal insufficiency,Pre- and post-tests in MNL  | Therapeutic communication |
|  |  |  | **Agency**  |
| 12 | Alteration in Need for Regulation: Diabetes | Nursing Skills: Blood glucose monitoring: Insulin administration | Assess needs, plan and implement care for clients with alterations in the need for Regulation: Diabetes and require Insulin administration |
|  | Assignments:Lemone pp 571 – 576,Lehne pp 617 – 624, Hypoglycemics | Diabetes type I & Type IIDiabetic KetoacidosisMr. Bahr, a 56 year-old diabetic with an amputationPre- and post-tests in MNL | **Nursing care plan** |
| **Week** | **Lecture Topic** | **Nursing Lab**  | **Clinical Lab**  |
|  |  |  | **Agency** |
| 13 | Alteration in Need for Nutrition: Upper Gastrointestinal Disorders**Exam 4** | Nursing Skills: Tube feedings, gastroscopy tubes, feeding tubes, feeding pumps | Assess needs, plan and implement care for clients with alterations in the need for GI Disorders |
|  | Assignments: CAI – caring for a patient with GI tube, Pre- and post-test in MNL |  | Assess needs, plan and implement care for clients with alterations in the need for Elimination: Intestinal Disorders |
| 14 | Alteration in Need for Nutrition: Liver, Gallbladder & Pancreas Disorders | Nursing Skills: Gastric and Intestinal tubes and surgical drains  |  |
|  | Assignments: Mr. Carl, a young adult undergoing an Ileostomy,  Pre- and post-test in MNL |  |  |
| 15 | Alteration in Need for Elimination: Intestinal Disorders | Nursing Skills: Ostomy Care | After-patient care: Faculty and Agency post-clinical meetings and Clinical Evaluation |
|   | Assignments:Lemone ch 25, pp 741 – 752, ch 26, pp 753 – 823Lehne, pp 861 – 867,Grodner, et. al, pp 511 – 514, 518 – 522 |  | **NLN Exams** |
|  | **Final Comprehensive Examination** |   |  |