

**University of Cincinnati
College of Nursing
Undergraduate Program**

Course Title: Foundations of Nursing Practice II

Course Number: 29NURS203

Credit Hours: 5 Undergraduate Credits

Contact Hours: Three (3) contact hours per week for didactic and six (6) clinical contact hours per week

Course Placement: Spring Quarter Sophomore Year

Faculty:

Tiffany Losekamp MSN, RN, CCRP (Course Coordinator)
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Robin Wagner MSN, RN (Clinical Coordinator)
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Amanda Crowell (Teaching Assistant)
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Access information for the following clinical faculty is attached:

Sandra Curtis	Nancy Batchelor
Adelaide Harris MSN, RN	Megan Sawyer
Heather Foley	Teresa Brown
Sally Dunn MSN, RN	Andrea Corbett
Eileen Werdman, MSN, RN	Kathy Dalton
Grace Walker	Melissa Greer
Anne Garvin	

Pre/Co requisites: Introduction to Professional Nursing – Prerequisite
Foundations of Nursing Practice I – Prerequisite
Nursing Assessment – Co requisite

General Education Competencies: Students will employ **Critical Thinking** to plan and perform nursing care in health care settings. The nurse-patient relationship as well as the verbal and written interaction with health care providers requires **Effective Communication** skills. **Knowledge Integration** is essential for the performance of evidence-based nursing care. **Social Responsibility** is inherent in the contract nursing has with society to provide quality care.

Day/Time: Didactic: Friday 1230 to 1520
Clinical Experiences: Tuesday, Wednesday, Thursday Day Shift

Location: Didactic: College of Nursing Auditorium
Health Care Facilities – Clinical Experience (see Course Faculty Directory)

Course Description: The concepts, contents, behaviors, and procedures build upon those taught in Foundations of Nursing Practice I. Didactic content provides the basis for simulated experiences in a laboratory setting and clinical experiences in a health care setting. The development of the nurse-patient relationship, performance of basic nursing procedures, and use of critical thinking with emphasis on the collection of assessment data and the provision of selected nursing interventions are addressed. Students learn to apply verbal and written communication skills with other health care disciplines.

Course Outcomes: Upon completion of this course, the student will be able to:

1. Develop nurse-patient relationships employing effective communication principles and reflecting sensitivity to culture, age, and gender.
2. Exhibit behaviors that are congruent with basic and ethical principles, relevant institutional policies, professional demeanor, and a caring manner.
3. Use critical thinking while providing nursing care.
4. Perform nursing care to individuals in simulated and actual health care settings that is safe and organized.
5. Document and report relevant and accurate information that facilitates the provision of nursing care within an interdisciplinary health care setting.
6. Exhibit knowledge of biological, psychological, and social sciences while providing care in simulated and actual health care settings.

Teaching Strategies

Lecture	Online activities
Small group activities	Handouts
Demonstration	Audiovisuals
Practice/Feedback	Health care setting experiences

Required Texts:

Ackley, B. J., & Ladwig, G. B. (2011). Nursing diagnosis handbook: An evidence-based guide to planning care (9th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323--07150-5

Ignatavicus, D.D. & Workman, M.L. (2010). Medical Surgical Nursing Patient-Centered Collaborative Care (6th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-1-4160-4903-6

Pagana, K. D. & Pagana T. J. (2006). Mosby's Manual of Diagnostic and Laboratory Tests (4th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-05747-9

Potter, P. A., & Perry, A. G. (2009). Fundamentals of nursing (7th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-06784-3

Potter, P. A., & Perry, A. G. (2009). Virtual clinical excursions for fundamentals of nursing (7th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-05522-2

Potter, P. A., & Perry, A. G. (2009). Nursing skills online for fundamentals of nursing (7th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-05484-3

Silvestri, L.A. (2011). Saunders Comprehensive Review for the NCLEX-RN Examination (5th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-1-4377-0825-7

Skidmore, R (2009). Mosby's Drug Guide for Nursing. St. Louis, MO: Mosby Elsevier. ISBN: 9780323067140

Venes, D. (Ed.). (2010). Taber's Cyclopedic Medical Dictionary (21st ed.). Philadelphia, PA: F. A. Davis. ISBN: 978-0-8036-1559-5

Recommended Texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN: 978-1-4438-0562-2

Evaluation Methods:

In order to successfully complete the course and progress to the next level, students must receive a satisfactory grade for both the didactic and clinical components.

- Didactic receives a letter grade and must be a C - or above.
- Clinical receives a pass/fail and must be a pass.
 - Clinical Midterm
 - Clinical Final (Maximum of 2 attempts)
- Math test must be at 100% (Maximum of 3 attempts)

Didactic:

Online Skills Modules: Students are required to complete Nursing Skills Online lessons and module tests as assigned. Assignments submitted after the due date will receive a score of zero. Nursing Skills Online is available through the Evolve Learning System. Students must purchase a code that will provide them with access to the modules (available through the bookstore or textbook sellers or online through Evolve).

URL: <https://evolve.elsevier.com>
Course ID: 1479_nhicks2_0004

Evolve Case Studies: Students are required to complete Evolve Case Studies and Tutorials as assigned. Students must achieve score of 70% or greater to receive full credit for each case study. Assignments submitted after the due date will receive a score of zero. Evolve Case Studies and Tutorials are available through the Evolve Learning System.

URL: <https://evolve.elsevier.com>
Case Studies ID: 1641_alane2_0004

Quizzes

Three quizzes will be administered at the beginning of classes or online. The quizzes will cover medical terminology, abbreviations, and materials discussed in class and in the reading.

Examination

A final examination will be administered in the exam week. The examination will evaluate the student's level of knowledge regarding course content (i.e., assigned readings, lectures, class discussions, class handouts, and laboratory assignments). The final examination will be a comprehensive evaluation; thus, including content presented throughout the quarter.

Activities

In-class activities may be assigned throughout the quarter. Students who are not present for class will not earn points for in-class activities. Various out of class assignments and web activities may be assigned throughout the quarter. All assignments are due as designated, and late assignments will not be accepted.

Virtual Clinical Excursions (VCE): Virtual Clinical Excursions will be utilized for in-class activities and simulated clinical activities. Students must utilize the CD-ROM purchased with the VCE Workbook (available through the bookstore or textbook sellers).

NCLEX Questions

Students will be asked to complete 100 Fundamental NCLEX questions from the Silvestri (2011) book. Doing well on these types of questions takes time and practice. The questions must be done in sets of at least 60 with an 80% or better pass rate. The average of the scores will be documented in as the student grade. The Silvestri (2011) book allows students to print out their results; this is what will be turned in on May 27 at the start of class. Students are advised to begin this process early in the quarter and spend some time reviewing the book and rationale for the right and wrong answers.

Group Project:

Students will work in clinical groups to identify a culture and present to the class what affects this culture has on healthcare. The group will be required to have handouts, visual aids, and other tools and resources to provide the class. These presentations will be occurring on 5/13.

Classroom Assessments

Students are expected to attend the classes and participate in classroom activities. Class attendance and class participation are very important for success in this course. Students who are not present for class will not be able to earn points for in-class activities.

The evaluation measures for the didactic component of the course will be weighted as follows:

Group Project	30%
Quizzes	20%
Final Examination	30%
NCLEX questions	5%
Classroom Assessments	5%
Nursing Skills Online	10%

GRADING SCALE:

The evaluation measures for the didactic component of the course are weighted as follows. Students must meet all course learning outcomes AND earn at least 70% to receive a passing didactic grade. GRADES WILL NOT BE ROUNDED

Undergraduate

A = 93-100
A- = 90-92.99
B+ = 87-89.99
B = 83-86.99
B- = 80-82.99
C+ = 77-79.99
C = 73-76.99
C- = 70-72.99
D+ = 67-69.99
D = 63-66.99
D- = 60-62.99
F = < 60

Clinical Experience:

A. Clinical Performance Evaluation

1. Clinical Evaluation Tool

Students will be evaluated on their ability to perform nursing activities and interventions appropriate for the novice. The student will be expected to implement the five focus areas when performing care and to apply the nursing process in relationship to collaborative (interdependent interventions) and independent nursing interventions. The Clinical Evaluation Tool includes seven course outcomes and each course outcome has specific indicators or behaviors that are evaluated as satisfactory or unsatisfactory. **Each indicator for a given course outcome must be evaluated as satisfactory for 8 weeks or more and students must achieve satisfactory on all indicators for week 10 to receive a satisfactory for the outcome. A student must receive a satisfactory for each indicator to receive a satisfactory for an outcome.** All course outcomes must be evaluated as satisfactory to successfully complete the course and progress to the next level.

2. Weekly Performance Evaluation: Students' performance during clinical experiences will be evaluated on a weekly base. Students will be evaluated on: (a) preparation, (b) professional behavior, (c) technique, and (d) assignment.

a) Preparation:

During each weekly clinical experience assigned faculty will be available as facilitators to provide guidance on technique and answer questions. Students must however demonstrate preparation for the clinical experience such as reading the text and obtaining a patient assignment and completing Part A of the Clinical Practice Worksheet.

b) Professional Behavior Evaluation:

Students are expected to demonstrate behaviors that are congruent with professionalism and reflect a commitment to learning. These behaviors include being (i) punctual, (ii) prepared, (iii) professional in dress and interactions, (iv) positive approach to learning, (v) participant in all learning experiences, and (vi) a player by the rules. All behaviors are weighted equally.

c) **Technique:**

Students are expected to efficiently use clinical time to practice nursing skills that they have had didactic content and/or performed in a simulated clinical experience laboratory. Students are to perform nursing activities based on faculty instructions and with faculty oversight.

d) **Assignment:**

Students are expected to turn in a Clinical Practice Worksheet on a weekly basis. Students should submit the worksheet with completed part A and partially completed part B depending on what you have learned in Health Assessment class. By the end of the quarter, students are expected to submit a complete Clinical Practice Worksheet.

Students must be evaluated as satisfactory on the weekly performance for 8 weeks or more to pass the course.

B. Math Test Policy:

Each student is required successfully to pass a test of basic math calculation. **Students must achieve a passing score of 100%.** Students may use a calculator while taking the math test; however, only basic, office-type calculators may be used. Scientific, graphic or calculator functions on cell phones MAY NOT be used. Students may only use the calculator they bring into the testing room, i.e., there is no sharing of calculators during testing sessions. **Students will have a maximum of three (3) attempts to pass the math test. The math test will be given in class 4/15. If a retake is necessary they will be given via paper tests at a time to be determined. Students must have passed the math exam by week 8 of the quarter.**

C. Clinical Competency Midterm Examination:

Students will complete a clinical midterm examination during the quarter. This examination is an evaluation of the student's ability to perform skills learned in Foundations I as well as Foundations II including medication administration. These are based on fundamental nursing concepts/content and that reflect critical thinking skills. **The student will have a maximum of two (2) attempts to pass the medication portion of the competency exam. Students must pass this to give medications on the nursing unit.** In the event that a student is not successful at the first attempt, a second opportunity to perform the examination may be permitted. If a repeat of the competency examination is granted, a mandatory practice with the evaluator must be completed prior to scheduling the second examination. Students may not perform a second clinical competency examination without completing the mandatory practice.

D. Clinical Final Examination: A clinical final examination will be administered during week 10. The examination is the evaluation of the student's ability to perform selected nursing activities that are based on fundamental nursing concepts/content and that reflect critical thinking skills. Please see course policies regarding final examination. **Students must be evaluated as competent on this examination to pass the course. There will be a max attempt of two (2) tries to pass this exam.**

E. Open Lab Time Requirement: All students will be required to attend open lab a minimum of 2 hours to practice the skills for the course. There will be a **1 hour requirement needed prior to Week 4 Midterm exam. A second hour is required between weeks 4 and 10. Documentation of the practice time must be present to sit for the Midterm and Final clinical Exams.**

COURSE POLICIES AND PROCEDURES

Students are expected to be familiar with the policies and procedures of the College of Nursing and those of the University (i.e., see Student Handbook). Policies and procedures related to 29NURS203 are as follows:

Attendance:

1. Attendance and participation are very important for success in this course. Students are expected to attend class, be on time, and be prepared to actively participate in class activities. Students are accountable for information, assignments, and announcements provided during class sessions. Students who sleep or perform non-course activities during class or who are deemed disruptive may be required to leave the classroom.
2. In the event of illness or inclement weather, individual discretion will be accommodated, provided that appropriate communication occurs. Students are encouraged to create a buddy system with peers in which information and notes can be shared in the event of absence. In the case of illness, students are expected to monitor their symptoms and stay isolated for 24 hours after fever subsides in order to prevent spread of illnesses to other students and faculty. When inclement weather occurs, students should monitor the road conditions in their area and check the UC website for university closings and announcements.
3. Communication: All email communication with course faculty must be conducted through the UC email system.
 - **Students are expected to notify Prof. Losekamp and appropriate clinical instructor by email prior to absences and to arrange to complete assignments.** Make-up assignments will be due as designated by the faculty. Faculty reserve the right to modify make-up assignments and examinations as deemed necessary.
 - Should a student be unable to take the midterm or final examinations due to extenuating circumstances, he or she must contact **Prof. Losekamp and appropriate clinical instructor by 6:00 am the day of the examination.** A make-up examination may be administered at the discretion of Prof. Losekamp.
4. Class cancellations due to illness or weather will be announced through Blackboard. Students are expected to check email frequently and prior to class sessions in order to receive these announcements.

Academic Integrity Policy:

Academic integrity is expected and required of students enrolled in the Foundations II course. Students are responsible and accountable for personal integrity. Cheating will not be tolerated, and students found guilty of cheating in any way will be disciplined. Students found cheating on a quiz, exam, or evaluative assignment (including process paper) will receive an F for the course. Student found guilty of plagiarizing will be given an F on that assignment with no possibility of make up. Cheating and plagiarizing offenses include, but are not limited to, the following:

- Copying from another student on a test or examination.
- Copying and submitting in whole or in part the work of another in an assignment, report, project, etc. as one's own.
- Copying and submitting, in whole or in part, electronic files or data created by another person without the instructor's permission.
- Possessing unauthorized material or aids in a test or examination situation.
- Claiming to have completed assigned tasks that were, in fact, completed by another person.
- Plagiarizing materials or works, in whole or in part, prepared by another person without citing appropriate reference credit.
- Allowing another person to take a test or examination in one's place.
- Altering or falsifying records or data in the clinical setting

- Submitting false documentation required by the College.
- Improperly obtaining through theft, bribery, collusion, or otherwise any test or examination paper prior to the date and time for writing such test or examination.
- Aiding or abetting anyone in a cheating offense.

DIDACTIC

1. Students are expected to attend class, be on time, and be prepared to actively participate in class activities. Students who sleep or perform non-course activities during class will be deemed disruptive and be required to leave the classroom. After two incidents the course grade will be lowered by one full letter grade.
2. Students are expected to be respectful of the speaker and peers during class sessions and through email and telephone communications. Students should enter and exit the classroom only during designated breaks
2. Students are to turn off pagers and cell phones prior to entering the classroom.
3. Students are expected to follow the manuscript style and reference documentation as described in the Publication Manual of the American Psychological Association (APA), 6th ed. in the preparation of written professional papers and in-class assignments.
4. Students are expected to be punctual to class. Quizzes and examinations will be distributed at the beginning of class. **Students who are not punctual and are not present 10 minutes after a quiz or examination is distributed will not be permitted to take the quiz or examination. There will be no make up opportunity for the final examination and students not present to take it will receive a zero.** Should a student be unable to take the midterm or final examinations due to extenuating circumstances, he or she must contact **Prof. Losekamp by 8:00 am the day of the examination.** A make-up examination may be administered at the discretion of Prof. Losekamp
5. Quizzes and examinations are to be completed as follows:
 - a. Students must place all items except a #2 pencil (e.g., book bags, purses, notebooks) at the front of the classroom) prior to the quiz and/or examination.
 - b. Students are to be seated between two empty chairs.
 - c. Students are to submit the completed quiz and/or examination to the faculty at the front of the classroom and leave the room quietly. Students may return to their seat after all students have submitted their quizzes/exams.

CLINICAL EXPERIENCE

Health Care Institutions

1. **Attendance is mandatory for all clinical experiences (health care facility and laboratory). Students who are absent for more than one clinical experience will be in jeopardy of not meeting course objectives and thus not passing the course. There are no opportunities for “make up” clinical experiences.**
2. Students must attend, be on time, be prepared, and be actively engaged in each six-hour clinical experience in their assigned health care setting. Students are to arrive on the unit attired as follows: clean, white uniform (according to University of Cincinnati College of Nursing Student Handbook – Uniform policy) T-shirts under scrub top must be totally white without any logos/verbiage, no cargo pants; clean and totally white leather shoes – no open toes/heels or high heels; no jewelry (except wedding band); short (not visible above fingertips, non-polished, non-artificial nails); one pair only of post earrings; no visible tattoos; no visible body piercing including tongue; hair pulled back and off the collar; and no head attire. Students are to always bring the following: **ID BADGE, STETHOSCOPE, BLACK PEN, SMALL NOTEBOOK, WRIST WATCH WITH SECOND HAND and PEN LIGHT.**

3. Students are expected to dress professionally when obtaining patient assignments. Students are encouraged to obtain patient assignments at times other than shift change (i.e., between 3:00 and 3:30 and 11:00 and 11:30). Students are to follow the faculty guidelines for obtaining patient information and should use identified course and/or unit resources rather than seeking answers to questions about patient assignments from the staff.
4. Nursing activities and interventions that students perform in the clinical health care settings are only those that they have had didactic content and/or performed in a simulated clinical experience laboratory. Students are to perform nursing activities and/or interventions based on faculty instructions and with faculty oversight. Such activities and/or interventions must be congruent with the ethical and legal responsibilities of a student nurse and in accordance with the policies and procedures of the institution in which they are practicing. In addition, students must adhere to the guidelines set forth by the assigned faculty regarding specific institutional policies and/or practices. **STUDENTS MAY NOT ADMINISTER MEDICATIONS UNTIL THEY HAVE SUCCESSFULLY COMPLETED A COMPETENCY PERFORMANCE EXAMINATION.**
5. Preparation for each experience will include obtaining a patient assignment and completing Part A of the Clinical Practice Worksheet. Part A will be reviewed prior to patient care. Students who do not have Part A completed upon arrival will be evaluated as Unsatisfactory Preparation (one of the six professional behaviors). Part B will be completed after the experience and submitted to the faculty (day/time designated by faculty). All students will complete the same Clinical Practice Worksheet and will submit Part A and Part B to faculty on a weekly basis.
6. Conferences and Patient-Care
Students will have a pre-conference time scheduled with faculty in which Part A of the Clinical Practice Worksheet is reviewed and other institution-specific issues are discussed. Students will have the opportunity to attend, observe, and/or participate in at least one shift report (if possible). Students will have a post-conference time scheduled with the faculty in which the clinical activities and performance will be discussed.
7. Patient Care: Students will be responsible for obtaining vital signs of assigned patients and documenting their data. Initially, this assessment skill will be supervised by the faculty. Students will begin establishing the professional nurse-patient relationship and incrementally implement concurrently-taught assessment skills. Students will perform morning care (baths, oral care, grooming, etc.), provide for elimination needs, assist with ambulation and/or transferring, assist with feedings, provide and monitor oxygen as appropriate, obtain specimens, and provide basic interventions as taught and practiced in Foundations of Nursing I. In addition, students will be taught new interventions in the Health Care Laboratory and, when possible, perform these nursing activities in the health care institution. Again, medications may not be administered by the student until the student has successfully completed a Medication CPE.
8. **Based on the discretion of the faculty, if due to lack of preparation or unprofessional behavior, a student is deemed gravely unprofessional or unsafe, the student may be asked to leave the clinical area and may not successfully complete the course and progress to the next level.**

OPEN LAB/CLINICAL EXAMS

1. **Open Lab.** The open laboratory session is viewed as an opportunity for the student to master the performance of selected nursing activities. It is best to make an appointment prior to coming to open lab so that the supplies can be prepared by the lab staff and to ensure that space is available in the lab.
 - a. Students will be required to have **2 hours of documented open lab practice** time during the course. One hour should be focused on medication administration as well as NG placement and G-Tube meds prior to the Clinical Midterm (week 4). The other hour of practice time should be focused on dressings, catheterization, and ostomies and be complete prior to the Clinical Final (week 10).

- b. Students are expected to read and be familiar with the appropriate content in their fundamental books as well as current course text prior to attending the open lab. **Failure to come prepared for open lab may require additional practice time as deemed by the lab coordinator.**
 - c. **Students must wear lab coats, ID badges, and name tags for all clinical, laboratory experiences and open laboratory sessions.** Clothing must be professional in appearance (e.g., no jeans, no shorts, no sweat suits, no low-cut shirts/blouses or abdominal (“belly”) exposure – please see the Student Handbook for dress policies). Hair must be pulled back and off the collar, one pair of post earrings may be worn (no hoops, etc.), and no jewelry (except for wedding band) may be worn. Fingernails are to be short (even with top of finger), no artificial nails may be worn, and only clear nail polish that is not chipped may be worn. Shoes must be closed-toe and heel, flat heel (≤ 1 inch), no athletic shoes with insignia and no canvas shoes. **No pagers or cell phones are permitted in the laboratory setting.** Students must follow the rules established for the Health Care Laboratory (e.g. no food or drink will be permitted). Additional information regarding the simulated clinical experiences will be distributed.
2. **Clinical Competency Examinations:** Students are given the opportunity to demonstrate clinical competence through performance of a clinical competency examination (Midterm and Final). The expectation is that students will thoroughly prepare and be successful in their performance.
 - a. Clinical Midterm Examination: Students are required to demonstrate clinical competence through performance on a clinical midterm examination. The expectation is that students will thoroughly prepare and be successful in their performance. Students will receive a ‘Pass’ or ‘Remediate’ for the midterm clinical exam. Remediation will be determined by the Clinical Coordinator. Students are expected to complete the remediation plan prior to sitting for the clinical final. Students must pass the medication portion of the midterm to give medications on the nursing unit.
 - b. Clinical Final Examination: Students are required to demonstrate clinical competence through performance on a clinical final examination. The expectation is that students will thoroughly prepare and be successful in their performance. In the event that a student is not successful, a second opportunity to perform the examination may be permitted. If a repeat of the final examination is granted, the Laboratory Coordinator will develop a plan of action for the student to complete prior to scheduling the second examination. Upon completing the plan of action, a time will be scheduled for the second examination. Students may not perform a second clinical final examination without validating the plan of action with the Laboratory Coordinator. **The student must demonstrate competency to pass the course.**
 3. Students must attain satisfactory evaluations on Professional Behaviors as well as on clinical laboratory skills in order to pass the course.

STANDARD COURSE POLICIES

ACADEMIC INTEGRITY POLICY

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced.

ELECTRONIC COMMUNICATION POLICY

For example: All students are required to register for Blackboard for this course. **Please check that your correct email address is listed.** You will not be able to participate in the course if you are not registered for Blackboard. In addition, you will need access to Power Point on the computer that you use for the course. If you do not have access to this software on your home computer, you can check with the UC bookstore or use the computers at Procter Hall. **You are expected to check the course site regularly.**

****IMPORTANT INFORMATION ABOUT COMPUTER VIRUSES!****

Computer viruses are dangerous and potentially harmful to all of our computer system. With this in mind, there are three important rules for all students enrolled in this course. First, you MUST have a current anti-virus program loaded on all computers you use for this online course. Second, your anti-virus software MUST be enabled and set to scan your files at least once a week. Last, your anti-virus software must be supplemented with periodically updated virus definitions provided by the software company. These updates MUST be downloaded and installed at least every month, and preferably every week. Assignments that are infected with a computer virus (or worm) will not be accepted. If a message or attachment is found to contain a virus by the faculty system scan any additional work from that individual will not be accepted until the student sends a personal message to faculty indicating that your virus definitions have been updated, all files on your system have been scanned for current viruses, and all infected files have been cleaned, deleted, or quarantined.

SPECIAL NEEDS POLICY: If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, **you must meet with the instructor prior to the second week of the quarter** to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. **Accommodations require prior approval by Disability Services.**

SAFETY: UC Nightwalk is a student organization that provides any UC student, faculty, or staff member transportation to any location within three blocks of campus after dark. Call 556-6110 for current operating hours.

WITHDRAWAL: Students who decide to withdraw after the 21st day may do so online or by the traditional method (paper/pen). Students who are not passing at midterm and choose to withdraw at that time will receive a failing grade.

OUTLINE

Students are encouraged to complete readings prior to clinical experience. The clinical Pre and Post-conference will be focused on this material.

WEEK OF	DIDACTIC TOPIC	ASSIGNMENT	CLINICAL FOCUS
4/1 Week 1	<p>Course Orientation</p> <p>Nursing Process</p> <ul style="list-style-type: none"> The integral role of nursing process as a methodology for providing care 	<p>Potter & Perry (2009). Chpt 16, 17, 18, 19, 20</p> <p>Practice Math Questions on Blackboard</p> <p>Nursing Skills Online:</p> <ul style="list-style-type: none"> Module 3: Lessons 1, 2, 3, 4, 5. Complete Exam for module by 1400 3/31 	<p>Orientation</p> <ul style="list-style-type: none"> Review of paper work Nursing process and application to paperwork and patient care
4/8 Week 2	<p>Medication Administration</p> <ul style="list-style-type: none"> 6 plus 1 rights PO Intramuscular Subcutaneous <p>Documentation & Communication</p> <p>GI tubes</p> <ul style="list-style-type: none"> Insertion Medication via G-Tube 	<p>Potter & Perry (2009). Chpt 35</p> <p>Review Chpt 44 pg. 1111 (Enteral Nutrition) -1122 (Parental Nutrition)</p> <p>Nursing Skills Online:</p> <ul style="list-style-type: none"> Module 5 (Injections) all 5 lessons, complete Exam by 4/7 at 1400 Module 14: Lessons 1, 2, 5. Complete Exam by 4/7 1400 <p>Review math</p>	<p>Assessment of Client</p> <ul style="list-style-type: none"> Integumentary Assessment Nutrition Screening <p>Role of the RN:</p> <ul style="list-style-type: none"> Medication Administration intro to the MAR 6 plus 1 rights how these are done Nursing assessment and application to medication administration How to document an NG placement. How is it listed on the I and O sheet?

<p>4/15 Week 3</p>	<p><u>Math Test in class</u></p> <p><u>Students must view lecture on Bb</u></p> <p>Math Test (Must pass to give medications)</p> <p>Nursing Process</p> <ul style="list-style-type: none"> Assessing, diagnosing, planning, implementing, and evaluating 	<p>Readings continued from week 1</p> <p>Study material for Quiz 1</p> <p>Nursing Skills Online:</p> <p>Module 04 Complete Exam by 4/15 at 1400</p>	<p>Assessment of Client</p> <ul style="list-style-type: none"> Head, Neck, Eyes, Ears <p>Role of RN:</p> <ul style="list-style-type: none"> Nursing Process and how it is used on the clinical unit Role in communicating plan to interdisciplinary team
<p>4/22 Week 4</p>	<p>Quiz 1</p> <p>Clinical Midterm</p> <p>Impaired Skin Integrity</p> <ul style="list-style-type: none"> Assessment Wound Care Application of Dressings <p>Elimination Pattern (Urination)</p> <ul style="list-style-type: none"> Invasive intervention-Catheterization (review skill from Foundations I) 	<p>Potter & Perry (2009). Chpt 48- focus on wound care/dressings, pressure sores</p> <p>Review chpt 45 and focus on Pg. 1151-1165</p> <p>Nursing Skills Online:</p> <ul style="list-style-type: none"> Module 18 complete Exam by 4/21 at 1400 Review Module 17 again 	<p>Assessment of Client</p> <ul style="list-style-type: none"> Musculoskeletal Assessment <p>Roles of RN :</p> <ul style="list-style-type: none"> Wound nurse Skin assessment paperwork Braden Scale Dressings Foley Catheters Bladder scans I and O Straight Caths
<p>4/29 Week 5</p>	<p>Didactic Midterm</p> <p>Communication</p> <ul style="list-style-type: none"> Report DAR Interpersonal (Therapeutic) Conflict Resolution Managing a Team 	<p>Potter & Perry (2009). Chpt 24, 21</p> <p>Study material for Quiz 2</p>	<p>Assessment of Client</p> <ul style="list-style-type: none"> Respiratory system <p>Roles of RN:</p> <ul style="list-style-type: none"> Giving and getting report- what is important? How is the plan of care communicated? How do other disciplines communicate with Nursing Delegation

<p>Week 6 5/6</p>	<p>Quiz 2</p> <p>Guest lecture</p> <p>Overview of Perioperative Care</p> <ul style="list-style-type: none"> • Overview- surgery classifications • Preoperative phase • Intraoperative phase <ul style="list-style-type: none"> ○ Role of Nurse ○ Types of anesthesia • Postoperative phase <ul style="list-style-type: none"> ○ Surgical dressings ○ Nasopharyngeal suctioning • Postoperative complications 	<p>Potter & Perry (2009). Chpt 50</p> <p>Ignatavicius & Workman (2010). Chpt 17</p> <p>Evolve Case Study:</p> <ul style="list-style-type: none"> • Perioperative Care Complete by 5/5 at 1400 	<p>Assessment of Client</p> <ul style="list-style-type: none"> • Cardiac System <p>Roles of RN:</p> <ul style="list-style-type: none"> • Surgery preparation • Documentation of patient status • Surgical dressings • Discussion of surgery team vs. hospitalists • Suctioning • What does postoperative complications look like? Assessment and how this is important • Interventions when something goes wrong
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<p>Week 7 5/13</p>	<p>Cultural Presentations</p> <p>Loss, death, and grief</p> <ul style="list-style-type: none"> • Phases of grief, categories of loss, grieving • Interventions with patients and family <p>Spirituality and religion</p>	<p>Potter & Perry (2009). Chpt 29, 30</p> <p>Ignatavicius & Workman (2010). Chpt 4, 9</p> <p>Evolve Case Study:</p> <ul style="list-style-type: none"> • Loss, Grief and Death Complete by 5/12 at 1400 	<p>Assessment of Client</p> <ul style="list-style-type: none"> • Elimination <ul style="list-style-type: none"> ○ Mouth and Throat ○ Abdomen <p>Roles of RN:</p> <ul style="list-style-type: none"> • Resources for families related to death and grief • Assessment of dying client • Documentation related to death • Nurses role in a Code
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<p>Week 8 5/20</p>	<p>Sensory Disturbance (deprivation, overload)</p> <ul style="list-style-type: none"> • Visual, hearing, balance, taste deficits <p>Pain management guidelines</p>	<p>Potter & Perry (2009). Chpt 49</p> <p>Study material for Quiz 3</p> <p>Evolve Case Study:</p> <ul style="list-style-type: none"> • Sensory Function Complete by 5/19 at 1400 	<p>Assessment of Client</p> <ul style="list-style-type: none"> • Mental Status • Cranial Nerves • Reflexes • Motor and Sensory function <p>Roles of RN:</p> <ul style="list-style-type: none"> • How is pain assessed and documented • In-depth vs. abbreviated neuro checks. When to use each • How to check for confusion • Interventions for a confused patient
<p>Week 9 5/27</p>	<p>Quiz 3</p> <p>Cognitive Perceptual Pattern</p> <ul style="list-style-type: none"> • Teaching-learning principles • Factors impacting learning • Teaching strategies • Using the care plan format as a teaching plan 	<p>Potter & Perry (2009). Chpt 25</p> <p>Quiz 3 on Evolve:</p> <ul style="list-style-type: none"> • Fundamentals Assignment Quiz Due 5/26 at 1400. 45 questions in 60 minutes <p>100 NCLEX Questions due from Silvestri (2011) at start of class</p>	<p>Assessment of Client</p> <ul style="list-style-type: none"> • Reproductive <ul style="list-style-type: none"> ○ Breast and Testicular exams ○ Genitalia Inspection <p>Roles of RN:</p> <ul style="list-style-type: none"> • How is Reproductive system documented and assessed on the unit • What resources do you have if there are reproductive issues? • Communication related to sensitive issue. What is appropriate? • How is teaching done on the unit? • How is teaching

			documented and evaluated on the unit?
Week 10 6/3	Clinical Final in Lab Sleep-Rest Pattern <ul style="list-style-type: none"> • Assessment data • Stages and cycles of sleep • Normal sleep patterns • Factors affecting sleep • Interventions to promote sleep/rest 	Potter & Perry (2009). Chpt 42	Assessment of Client <ul style="list-style-type: none"> • Comprehensive Roles of RN: <ul style="list-style-type: none"> • Clinical lab final
Week 11 TBA	Final Examination		

CLINICAL EVALUATION TOOL
Foundations II 29NURS203

Student Name _____ Date _____ Weekly Midterm Final

Grade _____ Group #: _____ Faculty Name: _____

Each outcome must be evaluated as satisfactory to successfully pass the course and progress to the next level. S = Satisfactory, NI = Needs Improvement, U = Unsatisfactory. The NI may not be used for the final evaluation.

OUTCOME	S	NI	U	COMMENTS
Develop nurse-patient relationships employing effective communication principles and reflecting sensitivity to culture, age, and gender.				
Indicators <ul style="list-style-type: none"> • Introduce self including name, position and responsibilities for care. 				
<ul style="list-style-type: none"> • Address the patient by his or her preferred name. 				
<ul style="list-style-type: none"> • Exhibit knowledge of and respect for the cultural beliefs and values of patients. 				
<ul style="list-style-type: none"> • Exhibit knowledge of and respect for gender-specific and age-specific concerns. 				
<ul style="list-style-type: none"> • Inform patients about nursing activities and interventions prior to implementation. 				
<ul style="list-style-type: none"> • Use verbal and nonverbal communication that reflects professionalism. 				

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OUTCOME	S	NI	U	COMMENTS
Exhibit behaviors that are congruent with basic legal and ethical principles, relevant institutional policies, professional demeanor, and a caring manner.				
Indicators				
• Perform nursing care within the scope of practice for a student nurse.				
• Maintain confidentiality of patient information.				
• Exhibit knowledge of institutional policies that are relevant to the practice of nursing.				
• Maintain patient privacy when providing nursing care.				
• Interact with patients, staff and faculty in a kind and compassionate manner.				
Use critical thinking while providing nursing care.				
Indicators				
• Identify assessment data that supports selected medical, collaborative and nursing diagnoses.				
• Provide nursing activities and interventions based on assessment data, physician's orders and nursing plan of care.				
• Evaluate actual patient outcomes with expected patient outcomes.				
• Modify care based on patient outcome evaluation and factors impacting implementation.				

<ul style="list-style-type: none"> • Make decisions about patient care that reflect fundamental nursing concepts and principles. 				
<ul style="list-style-type: none"> • Submit a complete Clinical Practice Worksheet with sufficient information demonstrating the understanding of the nursing process and critical thinking. 				
OUTCOME	S	I	U	COMMENTS
Perform nursing care to individuals in simulated and actual health care settings that is safe and organized.				
Indicators				
<ul style="list-style-type: none"> • Identify the patient using two methods, one of which must be the identification band. 				
<ul style="list-style-type: none"> • Perform nursing activities and interventions in an organized and efficient manner. 				
<ul style="list-style-type: none"> • Prevent the introduction or transfer of microorganisms when performing nursing care and interacting with others in a health care setting. 				
<ul style="list-style-type: none"> • Leave patient's room with bed in low position and head side-rails up. 				
<ul style="list-style-type: none"> • Ensure that the patient knows about and has access to the call light when leaving the room. 				
<ul style="list-style-type: none"> • Use correct body mechanics to perform care. 				
<ul style="list-style-type: none"> • Maintain safety when positioning or moving the patient. 				
Document and report relevant and accurate information that facilitates the provision of nursing care within an interdisciplinary health care setting.				
Indicators				
<ul style="list-style-type: none"> • Document legibly and use correct terminology. 				
<ul style="list-style-type: none"> • Record vital signs and intake and output correctly using the appropriate facility format. 				

<ul style="list-style-type: none"> Document selected assessment data correctly using the appropriate facility format. 				
<ul style="list-style-type: none"> Document selected nursing activities and interventions correctly using appropriate facility formats. 				
<ul style="list-style-type: none"> Report accurate patient information to the appropriate health care personnel and in a timely manner that reflects acuity level. 				
OUTCOME	S	I	U	COMMENTS
Exhibit knowledge of the biological, psychological and social sciences while providing care in simulated and health care settings.				
Indicators				
<ul style="list-style-type: none"> Promote physical comfort and general well-being. 				
<ul style="list-style-type: none"> Use interdisciplinary knowledge to conduct assessments and determine care. 				
<ul style="list-style-type: none"> Provide holistic nursing care that reflects knowledge of content and concepts derived from other disciplines. 				
Exhibit competence in medication safety.				
Indicators				
<ul style="list-style-type: none"> Describe therapeutic actions and side effects of medications. 				
<ul style="list-style-type: none"> Identify “5 rights” of medication administration. 				
<ul style="list-style-type: none"> Successfully complete the competency performance on medication administration. 				

Weekly Performance Evaluation

Faculty will evaluate the student's performance each week. Students will receive either S for Satisfactory or U for Unsatisfactory. Please refer to the syllabus for policies related to the weekly performance evaluation criteria.

Week	Preparation	Professional Behaviors	Technique	Assignment	U/S	Comments
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Other comments: _____

Please identify strengths and areas for improvement and provide rationale or examples for the evaluation.

Strengths:

Rationale:

Areas for improvement:

Rationale:

Midterm Review:

Final Review:

Faculty Signature _____

Student Signature _____

Comments: An evaluation of Unsatisfactory requires an explanation of the problem. In addition, please include any instructions given and/or plans negotiated with the student.

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