



Syllabus for NURS 2

Course Information

Semester & Year: Spring 2024

Course ID & Section #; NURS 2 - E6284 and E6285

Instructors' names: Janis Polos, Patricia Harris, and Molly Lalonde

Associate Faculty/Clinical Instructors:

Day/Time of required meetings: Lectures Mondays 0825-1110 and 1200-1445, quizzes and exams on Mondays

Location: Skills lab weeks 1, 2, and 9 in AT126, Lectures on Mondays in AT103/104

Number of proctored exams: 6 quizzes, midterm, final exam and 2 ATI competency tests

Course units: 9.5

Text books:

- Medical Surgical Nursing 10th Edition (Ignatavicius, et al)
- Concepts for Nursing Practice 3rd Edition (Giddens)
- Nursing Diagnosis Handbook, 12th Edition (Ackley, et al)
- Maternal-Child Nursing 6th Edition (McKinney, et al)

Instructor Contact Information

Instructor: Janis Polos

Office hours: 11:15-11:45 am and 3-4:00 pm on Mondays and/or by appointment (in-person or Zoom)

Phone number: 707-502-5815

Email address: Janis-Polos@redwoods.edu

Instructor: Patricia Harris

Office hours: 11:15-11:45 am and 3-4:00 pm on Mondays and/or by appointment (in-person or Zoom)

Phone number: (510) 260-7307 (mobile)

Email address: Patricia-Harris@redwoods.edu

Instructor: Molly Lalonde

Office hours: Online via Zoom by appointment

Phone number: 608-628-0654

Email address: Molly-Lalonde@redwoods.edu

Catalog Description

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children, as well as the care of adults and older adults with health alterations, specifically incorporating the concepts of development, patient education, reproduction, sexuality, gas exchange, acid-base balance, glucose regulation, elimination, and thermoregulation. Clinical, laboratory and simulation experiences provide the student an opportunity to integrate course concepts and implement safe patient care to mothers, newborns, children, adults and older adults in selected settings. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning.

Course Student Learning Outcomes (*from course outline of record*)

1. Develop a patient-centered, age-appropriate plan of care utilizing the nursing process.
2. Integrate fundamental concepts related to the provision of safe, quality, patient-centered care: health promotion, culture, evidence, informatics, professionalism, communication, and safety.
3. Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.
4. Integrate knowledge within a concept-based framework for application to patient care.
5. Demonstrate the nurse's role in supporting a patient's psychosocial and physiological needs: functional ability, pain, perfusion, fluid and electrolyte balance.
6. Apply knowledge of pharmacology, pathophysiology, and nutrition, as well as established evidence, to the care of patients.

Prerequisites/corequisites/ recommended preparation

NURS 1

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability-or-health-related services and accommodations, please contact Disability Services and Programs for

Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsp@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Spring 2024 Dates

- *Classes begin: 1/16/24*
- *Martin Luther King's Birthday (All campuses closed): 1/15/24*
- *Last day to add a class: 1/19/24*
- *Last day to drop without a W and receive a refund: 1/26/24*
- *Census date: 1/29/24 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/7/24*
- *Lincoln's Birthday (All campuses closed): 2/16/24*
- *President's Day (All campuses closed): 2/19/24*
- *Last day to petition to graduate or apply for certificate: 3/7/24*
- *Spring Break (All campuses closed): 3/11/24-3/16/24*
- *Last day for student-initiated W (no refund): 3/29/24*
- *Last day for faculty-initiated W (no refund): 3/26/24*
- *Final examinations: 5/4/24-5/10/24*
- *Semester ends: 5/10/24*
- *Grades available for transcript release: approximately 5/24/24*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational

process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and training regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Program Outcomes

1. Patient-Centered Care

The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.

2. Teamwork and Collaboration

The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.

3. Evidence Based Practice

The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.

4. Quality Improvement

The student will participate in data collection processes that support established quality improvement initiatives.

5. Safety

The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.

6. Informatics

The student will use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.

7. Professionalism

The student will practice nursing in a professional, ethical, and legal manner while providing patient-centered standard-based nursing care

8. Leadership

The student will describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.

9. Clinical Reasoning and Judgment

The student will apply clinical reasoning to consider the patient's trajectory, risks and vulnerabilities.

Teaching/Learning Methodologies

Active involvement in the learning process is essential. Instructors serve as facilitators of learning and engage students in a variety of activities to promote the acquisition of professional nursing competence and values. Preparing for class by viewing assigned course learning materials is essential to achieving subject matter mastery. Class lectures using PowerPoint are brief, more emphasis is placed on student

driven learning activities that involve application of weekly concepts into clinical knowledge and nursing skills. This provides a more “hands on” approach to learning that improves comprehension and retention of knowledge. Each member of the class, student and instructor alike are responsible for creating an effective and enjoyable learning environment.

Preparation for Class

1. **Readings** as assigned on Weekly Concept Lesson Plans
2. View assigned ATI, YouTube videos, and podcasts
3. Research identified topics
4. Read through end of chapter comments and answer end of chapter questions
5. **e-Learning Activities (optional as assigned):** ATI

Learning Management System via CANVAS

Learning activities, class handouts, announcements and or other activities specific to NURS II will be posted within the course site accessed through CANVAS. The primary method for communicating via email between the instructor and student is through the NURS II course site messaging feature.

Assessment Technologies Institute (ATI)

Content Mastery Series is being used by College of the Redwoods Nursing Programs to assist students with academic performance and preparation for NCLEX testing after graduation. The ATI Nursing Care of Children Exam will be taken week 14 (April 24) and Maternal-Newborn Exam will be taken week 15 (May 1). Reading assignments from the ATI text will be included in the canvas modules.

Evaluation & Grading Policy

Assignments and Formative/Summative Evaluation

Quizzes, examinations, and other assignments allow both student and faculty to evaluate learning and assist nursing students in preparing for NCLEX. Quizzes (formative evaluation) cover a relatively small amount of material and are not cumulative. The midterm (summative evaluation) assesses a student's knowledge of the first half of the term. The final exam (summative evaluation) assesses the student's knowledge of the second half of the term.

Preliminary and Cumulative (Final) Grade

There are two components to the determination of your final course grade: Preliminary Academic Grade & Cumulative Academic Course Grade. Preliminary Academic Grade: The quiz average (with the lowest quiz score dropped), midterm, ATI proctored exam & remediation, safeMedicate tests, and final examination are combined and the % score computed. **You must have a 75% Preliminary Academic grade in order to pass the course and to progress within the nursing program.** Cumulative academic course grade will include the Portfolio grade.

Course Assignments and Grading

To demonstrate mastery of course objectives, students will accomplish a variety of assignments.

<u>Assignments</u>	<u>% Of Course Grade</u>
Formative	
Quizzes (6)	30%
Midterm Exam	25%
Final Exam:	25%
Pediatric - ATI Testing and remediation	5%
Maternal/Newborn - ATI Testing and remediation	5%
Summative	
SafeMedicate test	Pass/Fail
Portfolio	10%
Clinical	Pass/Fail

***Note:** There are two components to the determination of a final course grade: **Formative/Preliminary Academic Grade and Summative/Cumulative Academic Course Grade.** The Preliminary Academic Grade includes the quiz average (with the lowest quiz score dropped), midterm, ATI proctored examination(s), and final examination. The computation of these test scores is the Preliminary Academic Grade. **The student must have a 75% Preliminary Academic Grade to pass the course and to progress within the nursing program.** The Cumulative Academic Course Grade will include the Portfolio Assignment, weekly discussions/activities, and or Critical Thinking Assignment.

Grading Scale:

A grade of “C” or better is required for progression and completion in the ADN program. A minimal average of seventy-five (75) percent is required for a passing grade of "C." In the ADN program, the following letter grade symbols and GPA will be awarded for the attainment of the following numerical grade:

Grade Symbol	Course Grade (%)	Clinical Component	GPA	Definition
A	95 – 100	Pass	4.0	Excellent
A-	90 – 94	Pass	3.7	Excellent
B+	87 – 89	Pass	3.3	Good
B	84 – 86	Pass	3.0	Good
B-	81 – 83	Pass	2.7	Good
C+	78 – 80	Pass	2.3	Satisfactory
C	75 – 77	Pass	2.0	Satisfactory
D	65 – 74	Pass	1.0	Poor. No progression
F	< 65 or clinical failure		0.0	Fail. No progression
I	---		---	Incomplete (see C/R Catalog)
W	---		---	Official Withdrawal

Students’ scores for all assignments in this course will be posted on CANVAS.

Academic Support:

If you are having difficulty with course content or assignments, please make an appointment with your instructor immediately to discuss your situation and explore strategies for course success.

Testing Guidelines:

Quizzes and tests are given at a scheduled time. The tests will be administered through ATI and be proctored in person. The ATI competency tests will be administered through ATI and will be proctored. *Per NCLEX guidelines, multiple response question (Select All That Apply) will receive partial credit. This is in alignment with the NextGen NCLEX guidelines for 2023. (Edited 1/21/23).* To preserve the integrity of testing materials faculty, retain all hard copies of the exams. Should a student wish to review their tests they can make an appointment with the instructor to do this. During the review students are not allowed to write down key concepts or answers for any question including the math. No photos or tape recordings of the discussion in class/meeting regarding the test(s) are allowed. There will be no make-up quizzes. If a student must miss a quiz for any reason it becomes the student's dropped quiz. Permission for an alternate arrangement for midterm and final examinations may be possible only in extreme circumstances deemed so by the Course Faculty and Department Director.

ATI Testing

The College of the Redwoods Nursing Programs has adopted the Assessments Technologies Institute (ATI) Content Mastery Series. This series is designed to assist students in comprehension of nursing content, academic performance, and preparation for the NCLEX-RN. Participation in the ATI Content Mastery Series is required. Each of the Comprehensive exams is worth 5% of the overall grade. If a student gets under 75% for cumulative exam scores (Quizzes, Midterm, Final and ATI), the student will not progress in the Nursing Program. ATI Proctored Assessment testing will be scheduled, and exams must be taken at the scheduled date and time.

Students must take both ATI Practice Assessment tests associated with the exam to sit for the ATI Proctored Assessment exam. Students will remediate the exam for which they achieved the lowest score. Your ATI Practice Exams and remediation will open 2-3 weeks before the Proctored Assessment.

The Remediation Review must be completed and submitted no later than 1800 the day before the proctored ATI exam. If practice assessments and remediation are not complete by 1800 the day before the exam, the student will not be permitted to sit for the exam and will receive zero (0) points for Proficiency Level and Remediation.

ATI Practice Tests, Focused Review & Remediation

For your ATI Testing/remediation:

Follow directions for ATI Focused Review 2.0 Instructions.

Students must use either the ATI Active Learning Templates or Three Critical Points for remediation on all content areas identified in the Focused Review.

Incomplete remediation will be scored accordingly.

1. Take the online practice tests.
2. Next, complete either the ATI Active Learning Templates or the Three Critical Points work sheets for the practice exam for which you achieved the lowest score.

3. Finally, submit your Test Report and ATI remediation templates on Canvas by 1800 the day before the exam.

Point Scale for ATI Examinations
Each exam is worth 5% of the course grade

Online Practice Tests	Proficiency Level on ATI Proctored Assessments	Points Awarded for Achievement of Proficiency Level	Active Learning Templates or Three Critical Points Worksheets	Total Points out of 10
2	Proficiency Level 3	6	2	10
	Proficiency Level 2	4.5		8.5
	Proficiency Level 1	3.5		7.5
	Below Level 1	2		6

SafeMedicate Math Competency Test:

This semester there will be two or three competency tests, one in IV medication mathematics and one in pediatric body-weight/body-surface- area based medication mathematics. If you are completing the “FNS Injectable medications modules”, two competency tests will be required on IV medication principles. If you are completing the “Advanced Skills” module, one competency test will be required on IV medication principles. After completing the lessons and practice sets in each of these modules, students will engage in practice tests and then take a competency test. The student must achieve a score of 95% or better on the competency tests. The student may repeat the test if they do not achieve the 95% minimum score.

Portfolio:

The portfolio section includes proof of Mandatory Reporter Training.

Skills Lab Referral (SLR). Please see specific instructions and SLR form in the Department of Nursing and Health Occupations Nursing Programs Handbook.

Statement of Concern (SOC). Please see specific instructions and SOC form in the Department of Nursing and Health Occupations Nursing Programs Handbook.

Faculty-Student Conference. Please see specific instructions and forms in the Department of Nursing and Health Occupations Nursing Programs Handbook.

Academic Standards and Policies:

Students are expected to follow the program policies as discussed in the Health Occupations Nursing Programs Handbook 2023-2024. Please review the following policies carefully.

- Ethics
- Attendance (class, skills lab, clinical, simulation)
- Academic Honesty and Integrity

Course Schedule:

See Appendix A. Starts on next page

Appendix A. NURS 2 Spring 2024

Week#/Date	Quiz/Exam (Mondays)	Concept(s)	Exemplar and Pharmacology	Skills Lab or Clinical	Readings and resources
Week 1 1/15/24- 1/19/24	1/15/24 MLK Holiday No lecture- Skills Lab only			SKILLS LAB <u>Tuesday/Thursday</u> IV therapy (primary and secondary tubing, IV push, Pumps, IV solutions, med calculations) <u>Wednesday/Friday</u> IV starts, Central Vascular Access Devices, PICC, mediport, sterile dressing change, IV site assessments	ATI Fundamentals Chapter 49 Intravenous therapy ATI RN Pharmacology <ul style="list-style-type: none"> Chapter 3 Dose calculation (read Injectable dose, IV flow rates and Manual IV Infusions sections) Chapter 4 IV therapy ATI skills module 3.0 <ul style="list-style-type: none"> IV medication administration IV therapy and peripheral access Davis Drug guide <ul style="list-style-type: none"> Cefoxitin

					<ul style="list-style-type: none"> ● Piperacillin tazobactam ● Vancomycin ● Morphine ● Pantoprazole ● Furosemide ● ketorolac
Week 2 1/22/24- 1/26/24	Quiz 1 (Concepts review)	AM: Growth Development, Part 1 (Lolonde) Quiz 1 Proctor (Harris) PM: Development, Part 2 (Lolonde)	<ul style="list-style-type: none"> ● Down Syndrome ● Expressive Receptive Language ● Autism Spectrum Disorder (ASD) 	SKILLS LAB Tuesday/Thursday: *Pediatric Focus <i>Pediatric assessment & Care</i> (vitals, I&O, urine collection, RSV, swab, oxygen delivery, suctioning, Peds CPR/choking, Peds med calc & administration, safety measures, screening, abduction, parenting education Wednesday/Friday: Maternal/Newborn focus:	Giddens et al: <ul style="list-style-type: none"> ● Concept 1, Development (p 2-12) McKinney et al: <u>Peds content:</u> <ul style="list-style-type: none"> ● Chap. 5 (p 62-74) ● Chap. 10 (p 175-187) ● Chap. 54 (p 1378) ● Chap. 54 (p 1360-1362) <u>OB Content</u> (light/ review reading): <ul style="list-style-type: none"> ● PP Content (p 399-410; 414-417; 421-425)

				<p>Newborn assessment & care (vital signs, bulb suctioning, swaddling, bathing, I&O, diapers, cord care, NB meds & admin, infant/mom identification, abduction, heel sticks, safety, screens, parent ed)</p> <p>Postpartum assessments & care</p> <p>(fundal check, lochia assm't, LATCH score & breastfeeding, reflexes, peri care/sitz bath, bonding, emotional)</p> <p>FHM (how to apply)</p> <p>OB terminology</p> <p>OB Meds & vaccines (for Mom & NB)</p> <p>Review skills: foley caths</p>	<ul style="list-style-type: none"> • NB Content (Chap 21, 22, & 23) <p><u>OB Meds</u> (368, 376-377, 383, 384, 405, 605 & 606)</p> <p>ATI Nursing Care of Children textbook</p> <ul style="list-style-type: none"> • p 293 <p>ATI Maternal Newborn</p> <ul style="list-style-type: none"> • p 88-89, 177-179 • Chap 17, 18, 23, 24 <p>Davis Drug Guide</p> <p>SSRIs</p> <ul style="list-style-type: none"> • fluoxetine • paroxetine • sertraline <p>OB Meds (see list)</p>
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<p>Week 3 1/29/24-2/2/24</p>		<p>AM: Antepartum and Fetal Well Being (Harris)</p> <p>PM: Pt Ed Age Specific screening (Lolonde)</p>	<ul style="list-style-type: none"> Uncomplicated Pregnancy Changes During Pregnancy <p>Pharm: Maternal-Newborn Considerations, Female Sex Hormones, and Anemia Agents</p> <p>Age Specific Screening</p> <p>Pharm: Patient education on drug therapy</p>	<p>See Expanded Clinical Schedule for details</p> <p>Group A: OB</p> <p>Group B: Peds/Ger</p> <p>Group C: OB</p> <p>Group D: Peds/Geri</p>	<p>McKinney et al.(6th) *FOCUS ON TABLES, FIGURES AND CHARTS*</p> <p>Ch: 12-15, 25</p> <p>(For 5th edition here are the topics Conception and prenatal development table, folic acid info,</p> <p>Adaptations to pregnancy tables uterine growth and cervical changes, table 13-1 lab values, changes in pregnancy, table 13-2 indications of pregnancy, 13-8 figure, Box 13-1 gravida para, Safety alert. Chapter table 14-3, 14-4 folic acid/iron references, Chapter 15 antepartum fetal surveillance, Figure 15-9 reactive non-</p>
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					<p>stress test. Chapter 25 complication bright red bleeding</p> <p>ATI: RN Pharmacology for Nursing ED 8.0</p> <p>Ch. 30 Iron Preps pg. 235 & Folic Acid pg. 237</p> <p>Giddens et al</p> <ul style="list-style-type: none"> • Concept 43 2nd ed Patient Education (p 415-420) <p>ATI Nursing Care of Children</p> <ul style="list-style-type: none"> • Chapters 3 through 7 (Health Promotion by age groups) • Chap 35 Immunizations <p>McKinney et al:</p>
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					<ul style="list-style-type: none"> ● Chap 5 Health Promotion (p 75-81) <p>Davis Drug Guide</p> <ul style="list-style-type: none"> ● Routine Pediatric and Adult Immunizations
Week 4 2/5/24-2/9/24	Quiz 2 (Weeks 2 and 3 content)	AM: Intrapartum (Harris) Quiz 2 Proctor: (Polis) PM: Postpartum (Harris)	<ul style="list-style-type: none"> ● Preterm Labor ● Labor & Delivery ● Postpartum Nursing Care ● Perinatal Complications 	See Expanded Clinical Schedule for details Group A: OB Group B: Peds/Ger Group C: OB Group D: Peds/Geri	McKinney et al. 6th Intrapartum Ch. 16-19 Postpartum Ch.20, 28 ATI Maternal Newborn Nursing Chapters 10, 11-15, 17, 19-22 ATI: RN Pharmacology for Nursing ED 8.0 Ch. 32, 36 Pitocin, Cervidil, Cytotec, Fentanyl Ch: 8 SSRIs, SNRIs

<p>Week 5 2/12/24-2/16/24</p>		<p>AM: Newborn (Harris)</p> <p>PM: Patient Education (Harris)</p>	<ul style="list-style-type: none"> • Newborn Assessment • Nursing Care of Newborns • Newborn Nutrition • Nursing Care & Discharge Teaching • Assessment & Management of Newborn Complications <p>Newborn</p> <p>Pediatric Congenital Abnormalities</p> <p>Discharge Teaching/ Planning Geriatric Discharge</p> <ul style="list-style-type: none"> • Geriatric focus: visual and hearing impairment with education 	<p>See Expanded Clinical Schedule for details</p> <p>Group A: OB</p> <p>Group B: Peds/Geri</p> <p>Group C: OB</p> <p>Group D: Peds/Geri</p>	<p>McKinney et al. 6th ed</p> <p>Newborn Ch. 21-23</p> <p>ATI Maternal Newborn Nursing</p> <p>Chapters 23-27</p> <p>Davis's Drug Guide: Erythromycin, Vit K, Hep B,</p> <p>ATI Maternal Newborn Nursing Chapters 3-6</p> <p>Concepts for Nursing Practice (Giddens)</p> <p>Concept 51(2nd ed)</p> <p>Care Coordination</p> <p>Review Concept 44(2nd ed) Patient Education</p> <p>ATI fundamentals Chapter 9 Admissions,</p>
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					Transfers and Discharge Chapter 45 Sensory Perception Iggy; Review Hearing Loss and the age related changes in Ear and Hearing Chapter 43(10th ed)
	Quiz	Concepts	Exemplar	Skills/Clinical	Reading
Week 6 2/19/24-2/23/24		President's Day- No lecture 2/19/24		See Expanded Clinical Schedule for details Group A: OB Group B: Peds/Geri Group C: OB Group D: Peds/Geri	
Week 7 2/26/24-3/1/24	Quiz 3 Feb 25 (Weeks 4-5 content)	AM: Gas Exchange (Harris) Quiz Proctor (Polis)	Adult Asthma COPD Pharmacology: Adrenergic, Heart Failure (digoxin),	See Expanded Clinical Schedule for details Group A: OB Group B: Peds/Ger Group C: OB	Medical Surgical (Iggy) Assessment of the Respiratory System Chapter 24 (10th ed) Chapter 30 (9th ed)

		PM: Gas Exchange (Harris)	Respiratory Agents	Group D: Peds/Geri	Chapter 27 (lggy 10th ed) Concepts of Care for Patients with non-infective Lower Respiratory Problems- Asthma and COPD p. 532-565 Giddens: Concepts for Nursing Practice Concept Gas Exchange (19 in 2nd ed) (Review Concepts of Anxiety, Acid-Base balance, Perfusion, Nutrition, Mobility and Fatigue Pharmacology: Albuterol Salmeterol Ipratropium Fluticasone Montelukast Cromolyn sodium
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					Dornase alpha Methylxanthines Guaifenesin
Week 8 3/4/24-3/8/24	<u>Midterm</u> March 7 (Weeks 2-7 content)	AM: Proctor Midterm (Harris) PM: Sexuality (Polos)	<ul style="list-style-type: none"> Sexually transmitted Infections Contraception 	See Expanded Clinical Schedule for details Group A: OB Group B: Peds/Geri Group C: OB Group D: Peds/Geri	lggy Chapter 69 Concepts of care for Patients with Sexually Transmitted Infections p.1506-1521 Concepts for Nursing Practice (Giddens) Concept 21 (3rd ed) Sexuality ATI: RN Pharmacology for Nursing Ed. 8.0 Chapter 31 Pharmacology: Acyclovir (Zovirax) Ceftriaxone (Rocephin)

					<p>Azithromycin (Zithromax);</p> <p>Doxycycline</p> <p>Gardasil; Cervarix;</p> <p>Use your ATI to review combined oral contraceptives, progestin only pills, transdermal patch, contraceptive ring, IUDs, injectable hormone, implantable progestin for description, education, risks, advantages, disadvantages.</p> <p>Penicillin</p> <p>Zidovudine</p> <p>Acyclovir</p>
Spring Break March 11-15					
	Quiz	Concepts	Exemplar	Skills/Clinical	Reading
Week 9		AM: Gas Exchange Peds	Asthma	SKILLS LAB	Giddens et al:

3/18/24-3/22/24		<p>(Lolonde)</p> <p>PM: Glucose Regulation DM type I</p> <p>(Polos)</p>	Diabetes Mellitus type 1	<p>Tues/Thurs</p> <p>Specimen collection</p> <p>Colostomy/ileostomy care</p> <p>Blood administration</p> <p>Chest tube mgmt.</p> <p>Wed/Fri</p> <p>OB Simulation & Skills</p> <p>Perinatal/Newborn Scenarios</p>	<ul style="list-style-type: none"> • Concept 14 Hormonal Regulation (p 124-131) • Concept 15 Glucose Regulation (p 133-141) • Concept 22 Immunity (p 218) <p>Ignatavicius et al: Chap 3</p> <ul style="list-style-type: none"> • Gas Exchange and Glucose regulation (p 40) <p>Chap 59</p> <ul style="list-style-type: none"> • p 1265-1298 <p>McKinney et al:</p> <ul style="list-style-type: none"> • Ch 51 (p 1269-1280)
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					ATI Nursing Care of Children <ul style="list-style-type: none"> • Chap 33 Davis Drug Guide <ul style="list-style-type: none"> • insulin • glucagon • dextrose
Week 10 3/25/24-3/29/24	Quiz 4 (Weeks 8-9 content)	AM: Glucose Regulation DM II (Polis) Quiz 4 Proctor (Harris) PM: Glucose Regulation/GDM Complications (Harris)	Diabetes Mellitus Type 2	See Expanded Clinical Schedule for details Group A: Peds/Geri Group B: OB Group C: Peds/Geri Group D: OB	Medical Surgical Nursing (Iggy 10th ed) Chapter 59 p.1265-1298 Concepts of Care for Patients with Diabetes Mellitus Type 2 Chapter 3 (Iggy) Glucose Regulation page 40 Concepts for Nursing Practice (Giddens) Concept Glucose Regulation (concept 15 3rd ed) Above reading includes

					<p>information on gestational diabetes</p> <p>Pharmacology: TBA</p>
	Quiz	Concepts	Exemplar	Skills/Clinical	Reading
<p>Week 11</p> <p>4/1/24-4/5/24</p>		<p>AM: Acid/Base, DK (Polos)</p> <p>PM: Acid/Base, Repeated Vomiting (Polos)</p>	<ul style="list-style-type: none"> DKA Repeated vomiting 	<p>See Expanded Clinical Schedule for details</p> <p>Group A: Peds/Geri</p> <p>Group B: OB</p> <p>Group C: Peds/Geri</p> <p>Group D: OB</p>	<p>Giddens et al:</p> <ul style="list-style-type: none"> Concept 9 Acid-Base Balance (p 73-82) <p>Ignatavicius et al:</p> <ul style="list-style-type: none"> Ch 59 (p 1292-1295) <p>McKinney et al:</p> <ul style="list-style-type: none"> (p 539-541)
<p>Week 12</p> <p>4/8/24-4/12/24</p>	<p>Quiz 5</p> <p>(Week 10-11 content)</p>	<p>AM: Acid/Base, Overdose (Polos)</p> <p>Quiz 5 Proctor</p>	<ul style="list-style-type: none"> Opioid overdose Acute Anxiety 	<p>See Expanded Clinical Schedule for details</p> <p>Group A: Peds/Geri</p> <p>Group B: OB</p> <p>Group C: Peds/Geri</p>	<p>Giddens et al:</p> <ul style="list-style-type: none"> Concept 9 Acid-Base Balance (p 73-82) Concept 32 Anxiety (p 311-318)

		<p>(Harris)</p> <p>PM: Acid Base, Anxiety</p> <p>(Polos)</p>		Group D: OB	<p>Ignatavicius et al:</p> <ul style="list-style-type: none"> • (p 122) <p>McKinney et al:</p> <ul style="list-style-type: none"> • Ch 38 (p 852-870) • (p 1324-1325) • (p 788-794) <p>ATI Nursing Care of Children</p> <ul style="list-style-type: none"> • Review Ch 10 • Ch 11
<p>Week 13</p> <p>4/15/24-4/19/24</p>		<p>Cellular Regulation</p> <p>AM: Breast CA</p> <p>(Polos)</p> <p>PM: Colon CA</p> <p>(Polos)</p>	<ul style="list-style-type: none"> • Breast Cancer • Colon Cancer 	<p>See Expanded Clinical Schedule for details</p> <p>Group A: Peds/Geri</p> <p>Group B: OB</p> <p>Group C: Peds/Geri</p> <p>Group D: OB</p>	<p>Giddens</p> <p>Concept 12 Cellular Regulation</p> <p>Iggy</p> <p>Breast Cancer chapter 65 p.1433-1449</p> <p>Colorectal Cancer</p> <p>Chapter 51 p.1116-1123</p>

					<p>Pharmacology: Davis Drug Guide and RN Pharmacology for Nursing (these drugs are in chapter 42)</p> <p>Tamoxifen</p> <p>anastrozole (Arimidex)</p> <p>fluorouracil (5-FU)</p> <p>folinic acid (Leucovorin)</p>
<p>Week 14</p> <p>4/22/24-4/26/24</p>	<p><u>Quiz 6</u></p> <p>(Weeks 12 +13 content)</p> <p><u>ATI testing:</u></p> <p>ATI Peds afternoon</p>	<p>AM: Cellular Regulation Leukemias</p> <p>(Polos)</p> <p>Quiz 6 Proctor</p> <p>(Harris)</p> <p>PM: ATI Peds Proctor</p> <p>(Harris)</p>	<ul style="list-style-type: none"> Acute Lymphocytic Leukemia 	<p>See Expanded Clinical Schedule for details</p> <p>Group A: Peds/Geri</p> <p>Group B: OB</p> <p>Group C: Peds/Geri</p> <p>Group D: OB</p>	<p>Iggy</p> <p>Chapter 37 (10th ed)</p> <p>Leukemia</p> <p>p.802-812</p>

Week 15 4/29/24-5/3/24	ATI testing: Maternal- Newborn	AM: ATI OB AM: ATI OB Proctor (Harris) PM: Final Course Review Session (Harris)		See Expanded Clinical Schedule for details Group A: Peds/Geri Group B: OB Group C: Peds/Geri Group D: OB	Tues/Thurs Reading Giddens Concepts: Elimination and Tissue Integrity ATI Fundamentals for Nursing : Sputum collect p. 327 Urine collection p. 253 Stool collection p. 247 ATI Skills Module 3.0 Specimen Collection Ostomy Care Med/Surg (Iggy) Surgical management of colorectal cancer colostomy p. 1130-1132 (9th ed) Wed/Friday Reading ATI Skills Module 3.0:
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					Blood Administration Closed Chest Drainage
Week 16 5/6/24-5/10/24	<u>Final Exam</u>	AM: Proctor Final Exam (Harris)			

Disclaimer: This schedule may be subject to changes. Students will be notified in advance if any changes are necessary

Have an excellent Summer Break!