BERGEN COMMUNITY COLLEGE
THE DIVISION OF HEALTH PROFESSIONS
DEPARTMENT OF NURSING

NUR 290
LEVEL IV
ADULT HEALTH NURSING
COURSE OUTLINE
4 CREDITS

LECTURE: 4 HOURS PER WEEK
CLINICAL: 10 HOURS PER WEEK
CLINICAL CONFERENCE: 2 HOURS PER WEEK

FOR USE DURING THE FALL 2016 and SPRING 2017 SEMESTERS ONLY
ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO REVISION ON A SEMESTER BY SEMESTER BASIS. STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE BEGINNING OF THE SEMESTER IN WHICH THE POLICY OF REQUIREMENTS IS/ARE TO BE IMPLEMENTED DURING THE FIRST MEETING OF THE APPROPRIATE NURSING CLASS.
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**ADULT HEALTH NURSING - C**

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NUR 290, Adult Health Nursing C

**COURSE DESCRIPTION**

**NUR-290 Adult Health Nursing C** is a fourth level course in the nursing sequence which focuses on the health care of individuals, families and groups who have self-care deficits related to mobility and neuro-sensory problems. Students will use the nursing process in a variety of health care settings to assist individuals, families and groups achieve optimum health. Professional Role Management content will be integrated within this course during clinical conference time. Students will examine principles and skills inherent in advanced nursing practice, case management, health care economics and leadership. Critical thinking exercises, patient care scenarios, role play and discussion will be utilized.

4 lec., 12 lab.x 7.5 wks, 4 credits

PREREQUISITES: NUR-284 and NUR-285
CO-REQUISITE: NUR-291

**COURSE / LEARNING OUTCOMES**

1. Provides comprehensive nursing care based on Orem’s Model to two or more individuals and families with a focus on deficits in the USCR Neuro-Sensory function and protection from Hazards.

2. Incorporates principles of growth and development within nursing care adults and families.

3. Appraises oral and written communications to ensure professional and therapeutic results when interacting with individuals, families, groups, and health team members.

4. Integrates biological, psychological, sociological, cultural, spiritual, and economic factors in the provision of nursing care to adults, families, and groups.

5. Evaluates professional and educational activities necessary for entrance into nursing practice.


7. Assesses technological resources and skills necessary for nursing practice.

8. Incorporates critical thinking by analyzing and evaluating information in clinical situations in relation to care of adults with deficits in the USCR Neuro-Sensory function, and protection from hazards related to mobility.

9. Correctly calculates drug and solution medication problems accordingly in the clinical setting and passes the Level IV Pharmacological Math Computation Exam (PMCE) with a score of 100%.

10. Plans care based on the teaching and learning needs of adults, groups, and families.

**TEACHING / LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Computer Assisted Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>Field Observation</td>
</tr>
<tr>
<td>Audio Visual Aids</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Clinical Practice: Short Term Care Community Facilities, Alternate Clinical Observation areas</td>
<td>Assigned and Self-Directed Readings</td>
</tr>
</tbody>
</table>
LEVEL REQUIREMENTS

Passing a Pharmacological Math Computation Exam (PMCE) with a score of 100% is a level requirement. The PMCE will be given in the first course of each level. If the student does not attain the required 100% passing grade, he/she will be provided two retake opportunities within the confines of that course. Failure to achieve 100% in the PMCE will result in an "F" for the course in which the test was administered. Calculators may be used at Level IV.

COURSE REQUIREMENTS

1. Exams
   3 unit exams each composed of 50 questions

2. Pharmacology Computation Exam
   Must receive 100% to pass

3. Nursing Care Plan(s)
   Completion of one Nursing Care Plan submitted with BCF Assessment.
   (sections 001 & 601 – 3 need NCP)
   (sections 002 & 602 – 1 need NCP)

4. One Teaching Plan.
   (refer to specific guidelines); pages 19 & 20

5. Process Recording
   Completion of one Process Recording.

6. Community Agency Visit Report
   To be arranged by each student.

7. Clinical Component
   Refer to Clinical Evaluation Tool.

8. Clinical Care Conferences
   Refer to professional Role Development Module.

9. Attendance Policy
   Students are expected to attend all class and clinical sessions punctually.

10. Test retake policy and use of social media update.
    Please refer to student handbook.

EVALUATION

1. Theory Grade
   Final grade calculation as follows:
   **Sections 001 & 601**
   3 unit exams = 90% of grade
   Clinical papers = 10% of grade
   **Sections 002 & 602**
   3 unit exams = 70% of grade
   Clinical papers = 10% of grade
   Standardized test (refer to requirement) 20% of grade
   Students must achieve 78% to pass course.

2. Clinical Component
   In order to pass clinical, the student must achieve "S" satisfactory in all categories of the final clinical evaluation and adhere to the policy.
GRADING SYSTEM

A  =  89.45 – 100
B+ =  85.45 – 89.44
B  =  81.45 – 85.44
C+ =  77.45 – 81.44
C  =  73.45 – 77.44
D  =  69.45 – 73.44
F  =  69.44 & below

PLEASE NOTE: In order to pass the course you must receive a minimum grade of C+.

A failure in any component of the course - theory, clinical, or Pharmacology Math Computation Exam - will result in an "F" grade for the course.

**Students in sections 002 and 602 who fail to achieve 77.5% or greater will not pass the course & will not proceed to Standardized Comprehensive testing**

Students who achieve 77.5% or higher on the theory and clinical component will take the Standardized Comprehensive Test as their final test in the nursing program.

The Standardized Test Score will comprise 20% of the final grade in sections 002 and 602.

Students who do not achieve a 77.5% after the Standardized Test Score is calculated into the theory and clinical paper components, will be given a grade of “Incomplete” for the course.

The student will then have 3 attempts to repeat the Standardized Comprehensive Test to convert the grade of “Incomplete” to a passing grade.

Classroom Policies:

With the exception of Test #3, test grades and test review will be provided no sooner than the next day/night of class after the test and no later than 1 week after the test. Grades will not be posted.

All cell phones and other electronic devices must be turned off and put away during ALL class time.

REQUIRED TEXTS


Pharmacology, Nutrition and Health Assessment texts as for previous nursing courses.

Laboratory text reference and drug reference as for previous nursing courses.
UNITS OF STUDY

Unit I  Musculoskeletal Function: Maintenance of Activity/Rest and Prevention of Hazards

Unit II  Neurological Function: Maintenance of Activity/Rest and Prevention of Hazards

Unit III  Sensory Function: Maintenance of Activity/Rest and Prevention of Hazards

Unit I

PERIODICALS:


“Stories to Watch in 2011”, AJN, 2011, Jan; 111.


“Preparation For Joint Replacement Surgery Begins At Home!”, Orthopaedic Nursing, 2009 Jan-Feb; 28: 3-8


Unit II

PERIODICALS:


**Unit III:**

**PERIODICALS:**


**COURSE OBJECTIVES**

1. Assesses individual and basic conditioning factors when providing care for individuals with Self-Care Deficits in meeting Universal Self-Care Requisites. Assess the individuals experiencing existing or projected Self-Care Deficits related to activity/rest and prevention of hazards.

2. Interprets data collected regarding state of health, Self-Care Agency and Therapeutic Self-Care Demands.

3. Establishes accurate Nursing Diagnosis for individuals with Self-Care Deficits in meeting Universal Self-Care Requisites of activity/rest and prevention of hazards.

4. Identifies the required nursing system to assist individuals in meeting their Therapeutic Self-Care Demands.

5. Formulates the nursing care plan to foster Self-Care Agency in meeting Universal Self-Care Requisites.

6. Identifies care measures that are safe and effective in relation to age, developmental stage, and health state in meeting Self-Care Requisites.

7. Incorporates within the Nursing System previously learned skills and principles of humanities and biophysical, behavioral and nursing sciences.

8. Utilizes therapeutic communication techniques which foster relationships with individuals, their families, colleagues, and health team members in maximizing Self-Care Agency.

9. Differentiates normal growth and development from deviations and their effect on Developmental Self-Care Requisites.

10. Employs the supportive educative role when assessing individuals and families to maintain or achieve Self-Care.

11. Utilizes community resources in assisting individuals to enhance their Self-Care Agency.

12. Applies ethical, legal, and professional standards when managing individual care.

13. Assumes responsibility for ongoing expansion of the knowledge base and competencies necessary for promotion, maintenance, and achievement of individual Self-Care.

14. Evaluates the outcomes of the nursing system and revise plan of care when appropriate.
UNIT I: MUSCULOSKELETAL FUNCTION

I. Introduction and definition of activity/rest and prevention of hazards relating to musculoskeletal disorders
   A. Hazards of immobility
   B. Concepts of rehabilitation
   C. Role of the Nurse

II. Assessment of the musculoskeletal system relating to activity/rest and prevention of hazards
   A. Health history
   B. Physical exam
   C. Developmental Self-Care Requisites
   D. Health Care
   E. Diagnostics-preparation and patient care
      1. Radiographics
      2. Bone mass measurement
      3. Scans
      4. Scopes
      5. EMG
      6. Laboratory data

III. Nurses role in management of musculoskeletal disorders
   A. Skeletal
      1. Fractures
         a. physiology of fractures
         b. clinical conditions/manifestations
      2. Assessment Interventions
         a. conservative treatment
         b. surgical treatment
         c. prevention/teaching

Prior to the beginning of this unit: Self review of structure and function of the musculoskeletal system musculoskeletal assessment, and musculoskeletal pharmacology.

Review: Jarvis Key, Hayes, and Lutz (related readings)
Brunner, Chapter 66

Brunner, Chapter 69
CAI: Adult Health Nursing Concepts & Skills: Musculoskeletal Health Problems
Kevin Flynn: Fractured Femur Skeletal Traction
### Theoretical Content

#### III. Nurses role in management of musculoskeletal disorders (continued)

3. Osteoporosis  
4. Amputations

#### B. Degenerative joint disorders

1. Osteoarthritis  
2. Rheumatoid arthritis

#### C. Surgical joint procedures

1. Total hip replacement  
2. Total knee replacement

### Teaching/Learning Activities

Brummer, Chapters 67-68

CAI: Adult Health Nursing Concepts & Skills: Musculoskeletal  
Mrs. Michaels: Rheumatoid Arthritis

CAI: Adult Health Nursing Concepts & Skills: Musculoskeletal  
Mrs. Morgan: Total Hip

### UNIT II: NEUROLOGICAL FUNCTION

#### I. Introduction and definition of Activity/Rest and Prevention of Hazards relating to Neurological Disorders

A. Altered States of Consciousness  
B. Neuro/Sensory Deficits  
C. Role of the Nurse

Prior to the beginning of this unit, self-review of structure and function of CNS, neurological assessment and CNS Pharmacology.

Review: Jarvis  
Key, Hayes

Brummer, Chapters 60 & 61
## Theoretical Content

II. Assessment of the Central Nervous System relating to Activity/Rest and Prevention of Hazards

A. Health history
B. Physical exam
C. Developmental Self-Care Requisites
D. Health Care
E. Diagnostics-preparation and patient care
   1. Radiographics
   2. Scans
   3. EEG
   4. Lumbar puncture
   5. Laboratory data

III. Nurses Role in Management of Increased Intracranial Pressure (ICP)

A. Physiology of ICP
B. Autoregulation/Compensatory Mechanisms
C. ICP Monitoring
D. Clinical Conditions/Manifestations
E. Head Injury
   1. Classification
   2. Clinical manifestations
   3. Nursing management
F. Assessment/Intervention
   1. Glasgow Coma Scale (GCS)
   2. Neuro assessment
   3. Non-surgical treatment
      a. Stereotaxic Radiosurgery
   4. Surgical treatment
      a. Craniotomy
      b. Burr holes
   5. Pharmacological agents
   6. Prevention/Teaching

## Teaching/Learning Activities

- Brunner, Chapter 60
- Brunner, Chapters 62 & 63
- CAI: Adult Health Concepts & Skills: Neurological
  - Michael Dunne – Subdural Hematoma
- CAI: Adult Health Nursing Concepts & Skills: Neurological
  a. Mrs. Throne – Subarachnoid Hemorrhage
  b. Mr. Jim Brown – Subdural Hematoma
### Theoretical Content

<table>
<thead>
<tr>
<th>G. Seizure Disorder</th>
<th>Teaching/Learning Activities</th>
</tr>
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<tbody>
<tr>
<td>1. Classification</td>
<td>Brunner, Chapters 61 and 64</td>
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<tr>
<td>2. Clinical Manifestations</td>
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<td>3. Anti-convulsants</td>
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<td>4. Nursing Management</td>
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<th>H. Inflammatory Disorders</th>
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<tbody>
<tr>
<td>1. Meningitis</td>
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<td>2. Encephalitis</td>
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<tr>
<th>I. Care of the Unconscious Patient</th>
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### IV. Intracranial Disorders

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<thead>
<tr>
<th>A. Space Occupying Lesion</th>
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<tr>
<th>B. Vascular</th>
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<tbody>
<tr>
<td>1. Hematomas</td>
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<td>2. Aneurysm</td>
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<td>3. CVA (Brain Attack)</td>
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<tr>
<td>a. Thrombosis</td>
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<td>b. Embolism</td>
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<tr>
<td>c. Hemorrhage</td>
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<tr>
<td>d. Clinical manifestations</td>
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<tr>
<td>e. Nursing management</td>
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<tr>
<th>C. Common Neurological Disorders</th>
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<tbody>
<tr>
<td>1. Paralysis</td>
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<tr>
<td>2. Sensory Deficits</td>
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<td>3. Aphasia</td>
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<td>4. Visual</td>
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<td>5. Cognitive</td>
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<td>6. Emotional</td>
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<tr>
<th>CAI: Adult Health Nursing Concepts &amp; Skills: Neurological</th>
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<td>Mrs. Stevens - Stroke</td>
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Theoretical Content

V. Spinal Cord Disorders
   A. Herniated Disk
   B. Spinal Trauma
   C. Rehabilitation

VI. Degenerative Neurological and Neuromuscular Disorders
   A. Multiple Sclerosis
   B. Parkinson Disease
   C. Myasthenia Gravis

VII. Existing or Projected Self-Care Deficits

VIII. Nursing Diagnoses related to Universal Self-Care Requisite - Activity/Rest/Prevention of Hazards/Neurological Disorders

UNIT III: SENSORY FUNCTION

I. Introduction and Definition of Activity/Rest and Prevention of Hazards relating to Sensory Disorders
   A. Visual Alterations
   B. Acoustic Alterations
   C. Skin Alterations

II. Assessment of Sensory Function Relating to Activity/Rest and Prevention of Hazards
   A. Health History
   B. Physical Exam
   C. Developmental Self-Care Requisites

Teaching/Learning Activities

Brunner, Chapter 65
CAI: Adult Health Nursing Concepts & Skills: Neurological
    John Morris – Spinal Cord Injury
CAI: Adult Health Nursing Concepts & Skills: Critical Care
    Mr. John Wright – Spinal Cord Injury
Videos: RD594.3A38 1985 (Spinal Cord Injury)
        RD594.3N85 1995 (Nursing Management of the Patient with Spinal Cord Injury)

Brunner, Chapter 64

Neurological Case Study

Prior to the beginning of this unit, self-review of structure and function of the sensory system, sensory assessment, and sensory pharmacology.

Review: Jarvis Keys, Hayes

Brunner, Chapter 58
# Theoretical Content

## D. Health Care

## E. Diagnostics - Preparation and patient care
1. Exams for visual acuity
2. Exams for hearing acuity
3. Laboratory data

### III. Nursing Role in Management of Visual Disorders

#### A. Glaucoma - Acute/Chronic
1. Physiology of glaucoma
2. Clinical manifestations
3. Assessment/intervention
   a. conservative - pharmacological
   b. surgical
   c. psychosocial support
   d. prevention/teaching

#### B. Cataracts
1. Physiology of cataracts
2. Clinical manifestations
3. Assessment/interventions
   a. surgery
   b. psychosocial support

#### C. Retinal Detachment
1. Physiology of retinal detachment
2. Clinical manifestation
3. Assessment/intervention
   a. conservative treatment
   b. surgical treatment
   c. psychosocial support

#### D. Macular Degeneration
1. Physiology of degeneration
2. Clinical manifestations
3. Assessment/intervention
   a. surgical treatment
   b. experimental treatment
   c. psychosocial
   d. preventative/teaching

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<th>Teaching/Learning Activities</th>
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<tr>
<td>Brunner, Chapter 58</td>
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<tr>
<td>CAI: Adult Health Nursing Concepts &amp; Skills: Eye &amp; Ear</td>
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<tr>
<td>Mrs. Hoffman: Cataract</td>
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<tr>
<td>Mrs. Russo: Glaucoma</td>
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IV. Nursing Role in Management of Hearing Disorders

A. Meniere's Syndrome
   1. Physiology of Meniere's
   2. Clinical manifestations
   3. Assessment/interventions
      a. conservative treatment
      b. surgical treatment
      c. psychosocial
      d. prevention/teaching

B. Otosclerosis
   1. Physiology of otosclerosis
   2. Clinical manifestations
   3. Assessment/interventions
      a. conservative treatment
      b. surgical treatment
      c. psychosocial
      d. prevention/teaching

IV. Nursing Role in Management of Hearing Disorders

A. Meniere's Syndrome
   1. Physiology of Meniere's
   2. Clinical manifestations
   3. Assessment/interventions
      a. conservative treatment
      b. surgical treatment
      c. psychosocial
      d. prevention/teaching

B. Otosclerosis
   1. Physiology of otosclerosis
   2. Clinical manifestations
   3. Assessment/interventions
      a. conservative treatment
      b. surgical treatment
      c. psychosocial
      d. prevention/teaching

Brunner, Chapter 59

CAI: Adult Health Nursing Concepts & Skills: Eye & Ear
Mr. Lee: Labyrinthectomy

V. Emergency Care for Eye, Ear, Nose Injuries

A. Existing or Projected Self-care Deficits

B. Nursing Diagnoses Related to Universal Self-Care Requisites- Activity/Rest/Prevention of Hazards/Sensory Disorders

C. Nursing Agency for Wholly Compensated/Partially Compensated/Supportive Educative Client

VI. Nursing Role in Management of Skin Disorders

A. Psoriasis

B. Tinea
<table>
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<tr>
<th>Theoretical Content</th>
<th>Teaching/Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>VII. Nurses Role in Management of Burn Patient</td>
<td>Brunner, Chapter 57</td>
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<tr>
<td>A. Physiology of burns</td>
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<tr>
<td>B. Stages of burns</td>
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<td>C. Clinical manifestations</td>
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<tr>
<td>D. Assessment/Interventions</td>
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</tr>
<tr>
<td>1. Immediate care</td>
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<td>2. Fluid/nutrition replacement</td>
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<td>3. Wound care/infection</td>
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<td>4. Surgical intervention</td>
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<tr>
<td>a. debridement</td>
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<td>b. grafting</td>
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<tr>
<td>5. Prevention/teaching</td>
<td>Sensory Case Study</td>
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<td>E. Rehabilitation</td>
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<tr>
<td>1. Psychosocial</td>
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<td>2. Physiological</td>
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</table>
TEACHING PLAN EVALUATION CRITERIA

1. Bases teaching plan on identified self-care deficits and patient's abilities to perform self-care.
2. Determines teaching objectives according to self-care deficits.
3. Assesses individual’s basic conditioning factors when developing teaching plan.
4. Determines priorities for teaching according to self-care deficits.
5. Utilizes appropriate teaching strategies.
6. Involves client and/or family in all aspects of teaching.
7. Evaluates effectiveness and outcome of teaching plan in terms of maximizing self-care agency.
8. Revise teaching plan based on teaching outcomes assessment.
9. Evaluates effectiveness and outcome of teaching plan. Involves clients and/or family in all aspects of teaching.
10. Revises teaching plan based on outcomes assessment.
FORMAT FOR TEACHING PLAN

AGENCY:

TOPIC: Describe teaching to be done:
   i.e., crutch walking using 3 point gait.
   i.e., safe self-administration of psychotropic medications

LEARNER: Client or family member who requires teaching.

OBJECTIVES: State what is to be accomplished.

METHOD: Depends on developmental level and ability to communicate.
   Methods can include explanation, demonstration, return demonstration.
   Questions and answers.

MATERIAL: Audio visuals, printed materials, i.e. books, pictures.

METHOD:

<table>
<thead>
<tr>
<th>TEACHER &amp; LEARNER</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you intend to teach</td>
<td>Explain</td>
<td>What did the client learn?</td>
<td></td>
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</table>

Prepared by:_______________________ Date:______________

Responses to the following questions are to be submitted by the student to the instructor:

1. Were the objectives met?
2. What methods of teaching were used and why those methods?
3. What materials were used for teaching?
4. How did you evaluate the client's performance?
5. What changes would you make in this plan?
PROFESSIONAL ROLE DEVELOPMENT MODULE
CLINICAL CONFERENCE OBJECTIVES

The student will be able to:

1. Identify attributes and demonstrate necessary behaviors for professional practice and successful role transition.
2. Describe key principles of effective leadership and management.
3. Utilize strategies for implementing successful leadership and management.
4. Utilize principles of delegation.
5. Propose strategies for dealing with ethical and work related challenges.
6. Recognize the changes occurring in the delivery of health care and their effect on client outcomes and on nursing.
7. Describe successful job seeking strategies.
8. Evaluate the needs of clients during end of life care.

ROLE MANAGEMENT CLINICAL CONFERENCE GUIDE

1. Punctual and regular attendance is required. A Professional Role absence is considered a clinical absence.
2. Students are expected to actively participate in scheduled weekly clinical conferences during their Level IV nursing experience. Students’ contributions during conferences will be tracked to establish participation.
3. Students are expected to prepare for clinical conferences by reading the chapters assigned and by viewing the specific CAI.
4. Students will research a current nursing/health issue and participate in a presentation of that topic once in the semester (see page 23).
5. Students are required to attend two continuing education programs (minimum length of 3-4hrs.) or one 6-8 hour program. Students must furnish proof of completion of program requirement by the end of the semester. PLEASE NOTE: CPR, EMT Certification, Mental Health First Aide or on-line programs are not accepted for this Continuing Education course requirement.
6. Students are expected to meet all clinical conference objectives.
7. Final evaluation of student participation in professional role development is an evaluation component appearing on the Clinical Performance Evaluation Tool, E2.
8. Students will complete a minimum of 300 NCLEX Review questions throughout the semester. Ongoing documentation of question completion should be presented to instructor. One-half of this requirement should be completed by mid-semester.
GUIDELINES FOR ORAL PRESENTATIONS

1. Students will be assigned to work in groups of two or more.

2. Students will review readings from Nursing Spectrum, American Nurse, N.J. Nurse and/or appropriate nursing journals for topics relating to current issues and trends affecting nursing practice, client outcomes and/or the health care delivery system.

3. Each member of the class will be expected to participate in each class discussion.

4. Each student has the ability to gain five extra points on ONE unit test if all criteria are met satisfactorily.*

<table>
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<tr>
<th>Criteria</th>
<th>Maximum Points Gained</th>
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<tbody>
<tr>
<td>1. Each student will submit a separate outline with bibliography at least one week prior to presentation. Bibliography to include text, plus at least 2 other hard-copy references (non-internet)</td>
<td>1</td>
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<tr>
<td>2. Minimum of 40 minutes for each group presentation.</td>
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<td>3. Each student will participate equally in oral presentation.</td>
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<tr>
<td>4. The group generates active class involvement i.e. game, role playing, case studies.</td>
<td>2</td>
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* Student may designate points earned to be used in either NUR 290 or NUR 291. Student must indicate preference of designation to instructor by Test #3 in first rotation. If student does not indicate preference, points will be applied to the grade in rotation where presentation is given.
COURSE OUTLINE

Theoretical Content

Unit I: Leadership Skills/Management

I. Empowerment, leadership skills and situational leadership

II. Empowerment behaviors and the characteristics of a change leader

III. Organizational roles in empowered environments

IV. Obstacles to empowerment and effective leadership

V. Goals of empowerment

VI. Methods of empowering others

VII. Leadership principles

Unit II: Delegation

I. Introduction to delegation in the health care System

II. What is delegation?

III. What can and should be delegated?
   A. State Nursing Practice Act
   B. Job competencies
   C. Patient Needs
   D. Organizational policies and Procedures
   E. Professional standards of nursing Practice

IV. Developing safe practices
   A. The “5” Rights” of delegation
   B. Explain the task and expected Outcome
   C. Allow staff member to complete the Task
   D. Assess job performance

V. High risk delegation

Teaching/Learning Activities

Catalano, Chapter 12

CAI: Clinical Management Challenge and Basic Management Skills

Video: Delegating Effectively: Working through with Assistive Personnel. (Media Center-Library) RT89D44 2002

CAI: Delegation to Unlicensed Assistive Personnel Effective Delegation
## Theoretical Content

### Unit III  
**Pain Management and Comfort Measures of the Dying Patient**

I. Introduction to the Concepts of Pain and Comfort in the Dying Patient  
II. The Physiology of Deprivation of Fluids  
III. Medications Used for Pain Management

### Unit IV, V, VI: Student Presentations -  
**Topics to include but not limited to the following**

I. Minimizing Malpractice  
II. Assessing out Own Attitudes About Cultural Diversity  
III. The Healthcare Delivery System  
   A. Uninsured population  
   B. Medicaid  
   D. Medicare  
IV. The Politically Active Nurse  
V. Ethics in Nursing  
VI. Reality Shock in the Workplace  
VII. Nursing Informatics  
VIII. Bioethiclal Issues  
IX. Communication  
X. Delegation & Supervisor  
XI. Collective Bargaining & Governance  
XII. Spirituality  
XIII. Alternative and Complimentary Practices

## Teaching/Learning Activities

- Handouts

Organize student presentations as per outline.