

**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**

**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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## 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 weeks, 4 credits

PREREQUISITES: NUR-284 and NUR-285

CO-REQUISITE: NUR-291

## STUDENT LEARNING OUTCOMES

1. Applies the NCSBN Clinical Judgement Model while employing critical thinking and clinical judgement to assist culturally diverse individuals, families and groups in the promotion, maintenance, and restoration of optimum health relative to Musculoskeletal, Neurological and Sensory Functions.
2. Communicates and collaborates effectively with individuals, families and other health team members.
3. Practices within the legal and ethical framework of nursing.
4. Incorporates technical resources for the improvement of nursing practice.
5. Demonstrates quantitative reasoning skills in nursing practice.
6. Integrates teaching and learning principles into nursing practice.

## Means of Assessment

Student learning outcomes are assessed via unit exams, nursing care plans, pharmacological math computation exam (PMCE), process recording, skills validation, and clinical performance.

<b>Student Learning Outcome</b>	<b>Means of Assessment</b>
1. Applies the Nursing Process while modeling clinical judgement to assist culturally diverse individuals, families and groups in the promotion, and maintenance and restoration of optimum health.	Lecture, Testing, ATI, Case studies, Class discussion, Class participation, Gaming, Clinical evaluation, Clinical conference
2. Demonstrates therapeutic communication techniques for establishing interpersonal relationships	Lecture, Testing, ATI, Case studies, Class discussion, Class participation, Gaming, Clinical, Process recording

with a client, families, and health team members	
3. Practices within the legal and ethical framework of nursing.	Lecture, Case studies, Clinical
4. Incorporates skills into the care of the client through the use of technological resources	ATI, FA Davis Advantage online modules, Clinical, Clinical conference
5. Correctly calculates drug and solution medication problems	Lecture, PMCE, Testing, Clinical
6. Incorporates principles of teaching and learning in the care of the client	Lecture, Teaching Plan

### **TEACHING / LEARNING ACTIVITIES**

Lecture Group Discussion Audio Visual Aids Clinical Practice: Short-Term Care Community Facilities	Alternate Clinical Observation Areas Field Observation Case Studies Assigned and Self-Directed Readings
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### **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 **one** retake opportunity 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.

Each student must complete **6 – 8 hours of nursing continuing education.**

### **COURSE REQUIREMENTS**

- |    |                               |   |
|----|-------------------------------|---|
| 1. | Exams                         | Three (3) unit exams each composed of 50 questions each   |
| 2. | Pharmacology Computation Exam | <b>Must receive 100% to pass</b>  |
| 3. | Nursing Care Plan(s)          | Completion of one (1) Nursing Care Plan submitted with a completed Assessment form.<br>(sections 001 & 601 – 3 Diagnoses)<br>(sections 002 & 602 – 1 Diagnosis) |

- |     |                                 |  |
|-----|---------------------------------|--|
| 4.  | Teaching Plan                   | Development of one (1) - Refer to specific guidelines (pages 12 - 13)  |
| 5.  | Process Recording               | Completion of one (1) 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 (pages 21 – 25). Includes mandatory group presentation assignment. |
| 9.  | Attendance Policy               | Students are expected to attend all class and clinical sessions punctually.                                      |
| 10. | ATI Resources                   | ATI Practice Test, Unproctored 001/601<br>ATI Comprehensive Predictor Test, Proctored, 002/602                   |

### **EVALUATION METHODS**

- |    |                    |  |
|----|--------------------|--|
| 1. | Theory Grade       | <p>Final grade calculation as follows:<br/><b><u>Sections 001 &amp; 601</u></b><br/><b>85% = avg of 3 Unit exams</b><br/><b>10% = Combined Grade of Clinical papers</b><br/><b>5% = Grade earned on ATI Practice Exam</b></p> <p><b><u>Sections 002 &amp; 602 Preliminary grade</u></b><br/><b>90% = avg of 3 Unit exams</b><br/><b>10% = Combined Grade of Clinical papers</b></p> <p><b>The student MUST have a 77.5% at this point to take the final ATI exam.</b><br/><b>After the ATI exam - grades will be RECALCULATED using the following Formulation:</b><br/><b>85% = Avg of 3 Unit exams</b><br/><b>10% = Combined Grade of Clinical Papers</b><br/><b>5% = based on the grade earned on ATI Comprehensive Predictor Exam point distribution below</b><br/><b>(Refer to ATI Resource Requirements.)</b></p> |
| 2. | Clinical Component | <p>In order to pass clinical, the student must Achieve overall grade of at least '3' on the final evaluation and adhere to all policies. (<b>See Clinical Evaluation Tool</b>)</p>   |

## **GRADING SYSTEM**

**A = 89.45% - 100%**  
**B+ = 85.45% to 89.44%**  
**B = 81.45% to 85.44%**  
**C+ = 77.45% to 81.44%**  
**C = 73.45% to 77.44%**  
**D = 69.45% to 73.44%**  
**F = 69.44% and below**

**PLEASE NOTE:** In order to pass the course, you must receive a minimum grade of C+ (77.45%).

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 based on exams and clinical paper grades, will not pass the course & will not proceed to the **Standardized Comprehensive Exit Exam**\*\*\*\*\*

## **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**.

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

**Please refer to the student handbook for current Nursing Department policies on:**

- **Exam Make-ups**
- **Use of social media**

## **Office of Special Services (OSS)**

The Office of Specialized Services (OSS) seeks to provide students the opportunity to participate fully in the College's educational programs and benefit from all aspects of campus life through the use of reasonable and appropriate accommodations and auxiliary services.

**Annual documentation of certification must be provided on the first day of class to the faculty.**

## **REQUIRED TEXTS**

Hoffman, J.J., & Sullivan, N.J. (2020). *Davis Advantage for Medical-Surgical Nursing*, 2<sup>nd</sup> edition. F.A. Davis

Catalano, Joseph T. (2020). *Nursing Now! Today's Issues, Tomorrow's Trends*, 8th edition, Philadelphia, PA: F.A. Davis Co.

Pharmacology, Nutrition and Health Assessment texts as for previous nursing courses.  
Laboratory text reference and drug reference as for previous nursing courses.

## ATI RESOURCE REQUIREMENTS

In an effort to assist students to better prepare for and succeed on the NCLEX, the level IV faculty advise you to utilize the ATI resources to the fullest extent.

### The Faculty advises students to do the following:

- Set a personal schedule to complete the tutorials, simulations & quiz banks found under ATI products
- Students should then proceed to complete the Practice Assessments
- When completing the Practice Exams students should always spend time on the "Focus Review" which is a personal tutorial based on the student's exam performance.
- The Faculty **strongly advise** students to review the **pharmacology tutorial** and to complete the RN pharmacology Practice Exams A & B before taking the Proctored Comprehensive Exam.

### Specific Graded Course Requirements Related to ATI Resources:

Students are required to independently complete one of the **Practice Comprehensive Exam (as determined by the faculty) in section 001/601 by the date specified on the calendar**. Maximum time allowed to take the exam is **4 hours**.

- **2 points will be deducted from an exam grade for EVERY 15 minutes over the designated time.**  
Exam date and time will be placed on class schedule and reviewed on the first day of class.
- The score of this exam will be worth 5% of the grade in NUR 290 001 and 601.
- Students will then complete a summary **(in each student's own words, no copying and pasting)**, on the content of the **Focus Review and submitted two weeks after the exam due date as provided on the first day**.

The summary should include new material learned or clarification of misunderstood concepts. The summary should be **short and concise**. The length of the summary will depend on the exam score and the number of questions the student gets wrong. **Students will cite the source of each entry with the page number. Failure to submit the Focus Review will result in an Incomplete grade for 001 or 601.**



**ATI RESOURCE REQUIREMENTS – cont'd**

**In section 002/602:**

- Students are strongly advised to independently complete the Practice Comprehensive Exam A to help prepare for the Proctored Comprehensive Exam. Maximum time to take the exam is 4 hours.
- At the end of the **semester, if eligible (see grading system)**, students will take the Proctored Comprehensive Exam.

**This exam is a nationally “normed” exam and predicts the probability of passing the NCLEX. Based on ATI’s information a scale has been developed, based on the test results. Students will gain percentage, based on their individual results, 5% on their Final grade. The scale is as follows:**

<b>Score above 76.6 on ATI = 100%</b>
<b>72 – 76.6 = 90%</b>
<b>69.3-71.9 = 80%</b>
<b>67.3 – 69.2 = 70%</b>
<b>64.7 –67.2 = 60%</b>
<b>Any score below 64.7 = 50%</b>

**\*Please note: Once you have completed the standardized exam, your final grade will be re-calculated using the evaluation method below as noted in the course requirements for Sections 002 & 602:**

**85% = Avg of 3 Unit exams  
10% = Combined Grade of Clinical Papers  
5% based on the grading scale above  
The student MUST achieve a final grade of at least 77.45% to pass the course.**

**ATI RESOURCE REQUIREMENTS – cont'd**

- If the re-calculation results in less than a 77.45% average, **the student will receive an incomplete grade until an individually prescribed assignment is completed.**
- This assignment will be based on the **individual student’s ATI results assessment.** The assignment will consist of the completion of specific ATI materials including tutorials and case studies assigned by the instructor.
- The student will also be required to complete practice exams and earn a minimum of 80% on these exams. **Once the number of required exams are completed successfully, the student will earn 1 point for every completed exam until the 78% average is obtained.**

- **The student will need to comply and complete this assignment within the college time frame for resolution of the incomplete grade in order to successfully pass the course.**

### **GUIDELINES FOR CLINICAL ASSIGNMENTS**

**Clinical assignments will be part of course grade**  
**Maximum 100 points for combined assignments will be calculated as 10% of course grade**

- I. Care Plan: (60 points)
  - A. Complete Assessment Form on selected client.
  - B. Select the priority problem(s) based on your assessment of the patient condition, diagnoses, and pathophysiological processes identified.
  - C. Prioritize problems according to the patient you have cared for.
- II. Process Recording (10 points)
- III. Teaching Plan (30 Points)

### **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: Your clinical site

TOPIC: Describe teaching to be done:  
i.e. safe self-administration of insulin, wound care.

LEARNER: Client or family member who requires teaching.

OBJECTIVES: State what is to be accomplished in **measurable** terms

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

MATERIAL: Audio visuals, printed materials, websites, i.e. illustrations

Teaching Plan:

Content	Teacher & Learner Activities	Evaluation
<b>WHAT YOU INTEND TO TEACH</b>	<b>EXPLAIN WHAT YOU HAVE TAUGHT ---- IN DETAIL</b>	<b>WHAT DID THE PATIENT LEARN - HOW DID/ WOULD YOU EVALUATE WHAT THEY LEARNED</b>

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

Responses to the following questions are to be submitted by the student to the Instructor with the teaching plan:

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?

**COMMUNITY AGENCY REPORT**

Section 001/601 students will visit a community agency and write a 250-word report on the nurses' roles in that agency, describe what you learned in visiting that agency, and upload the report by the 5<sup>th</sup> week of class in the designated Canvas dropbox (email submissions will not be approved). It is the student's responsibility to find and obtain community agency approval. Once a community agency approves of student visit, site must be approved by the faculty and clinical coordinator. Students must notify faculty and clinical coordinator via email of agency approval by the 2<sup>nd</sup> week of class. **\*Failure to notify faculty and clinical coordinator of community agency approval by 2<sup>nd</sup> week of class will result in course failure.**

**UNITS OF STUDY**

- Unit I            Musculoskeletal Function
- Unit II           Neurological Function
- Unit III          Sensory Function

<b>Theoretical Content</b>	<b>Teaching/Learning Activities</b>
<b>UNIT I: MUSCULOSKELETAL FUNCTION</b>	
I. Introduction to musculoskeletal disorders <ul style="list-style-type: none"><li>A. Complications of immobility</li><li>B. Concepts of rehabilitation</li><li>C. Role of the Nurse</li></ul>	Prior to the beginning of this unit: Self review of structure and function of the musculoskeletal system musculoskeletal assessment, and musculoskeletal pharmacology.  Review: Fundamentals r/t Musculoskeletal Pharmacology, Laboratory and Nutrition concepts r/t Musculoskeletal
II. Assessment of the musculoskeletal system <ul style="list-style-type: none"><li>A. Health history</li><li>B. Physical exam</li><li>C. Health Care</li><li>D. Diagnostics-preparation and patient care<ul style="list-style-type: none"><li>1. Radiographics</li><li>2. Bone mass measurement</li><li>3. Scans</li><li>4. Scopes</li><li>5. EMG</li><li>6. Laboratory data</li></ul></li></ul>	Medical Surgical Text: Hoffman, J.J., & Sullivan, N.J. (2020). Chapter 52
III. Nurse's role in management of musculoskeletal disorders <ul style="list-style-type: none"><li>A. Skeletal<ul style="list-style-type: none"><li>1. Fractures<ul style="list-style-type: none"><li>a. physiology of fractures</li><li>b. clinical conditions/manifestations</li></ul></li><li>2. Assessment Interventions<ul style="list-style-type: none"><li>a. conservative treatment</li><li>b. surgical treatment</li><li>c. prevention/teaching</li></ul></li></ul></li></ul>	Medical Surgical Text: Hoffman, J.J., & Sullivan, N.J. (2020). Chapter 53 & 54
3. Osteoporosis 4. Amputations	Medical Surgical Text: Hoffman, J.J., & Sullivan, N.J. (2020). Chapter 53 & 54

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- B. Degenerative joint disorders
  - 1. Osteoarthritis
  - 2. Rheumatoid arthritis
- C. Surgical joint procedures
  - 1. Total hip replacement
  - 2. Total knee replacement
- IV. Existing or Projected Complications
- V. Nursing Diagnoses Related to Musculoskeletal Disorders

**UNIT II: NEUROLOGICAL FUNCTION**

- I. Introduction and definition of Neurological Disorders
  - A. Altered States of Consciousness
  - B. Neuro/Sensory Deficits
  - C. Role of the Nurse
- II. Assessment of the Central Nervous System
  - A. Health history
  - B. Physical exam
  - C. 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

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

Review: Fundamentals Text  
Pharmacology, Laboratory texts r/t  
Neurologic Disorders

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

- 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
  - G. Seizure Disorder
    - 1. Classification
    - 2. Clinical Manifestations
    - 3. Anti-convulsants
    - 4. Nursing Management
  - H. Inflammatory Disorders
    - 1. Meningitis
    - 2. Guillain Barre' Syndrome
  - I. Care of the Unconscious Patient
- IV Intracranial Disorders
- A. Space Occupying Lesion
  - B. Vascular
    - 1. Hematomas
    - 2. Aneurysm
    - 3. CVA (Brain Attack)
      - a. Thrombosis
      - b. Embolism
      - c. Hemorrhage
      - d. Clinical manifestations
      - e. Nursing management
  - C. Common Neurological Disorders
    - 1. Paralysis

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

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2. Sensory Deficits
3. Aphasia
4. Visual
5. Cognitive
6. Emotional

V. Spinal Cord Disorders

- A. Herniated Disk
- B. Spinal Trauma
- C. Rehabilitation

Medical Surgical Text:

Hoffman, J.J., & Sullivan, N.J. (2020).

VI. Degenerative Neurological and Neuromuscular Disorders

- A. Multiple Sclerosis
- B. Parkinson Disease
- C. Myasthenia Gravis

Medical Surgical Text:

Hoffman, J.J., & Sullivan, N.J. (2020).

VII. Existing or Projected Complications

VIII. Nursing Diagnoses related to Neurological Disorders

IX. Nursing role in the education of patients with Neuromuscular Disorders

**UNIT III: SENSORY FUNCTION**

I. Introduction and Definition of Sensory Disorders

- A. Visual Alterations
- B. Acoustic Alterations
- C. Skin Alterations

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

Review: Fundamentals Text  
Pharmacology, Laboratory texts r/t  
Neurologic Disorders

Medical Surgical Text:

Hoffman, J.J., & Sullivan, N.J. (2020).  
Chapter 45

II. Assessment of Sensory Function Relating to Activity/Rest and Prevention of Hazards

- A. Health History
- B. Physical Exam
- C. Health Care

Medical Surgical Text:

Hoffman, J.J., & Sullivan, N.J. (2020).  
Chapter 45

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- D. 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

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).  
Chapter 46

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

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).  
Chapter 47 & 48



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- 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
- V. Emergency Care for Eye, Ear, Nose Injuries
- A. Existing or Projected Self-care Deficits
  - B. Nursing Diagnoses Related to Sensory Disorders
  - C. Nursing role in patient education related to Visual and Hearing defects and disorders
- VI. Nursing Role in Management of Skin Disorders
- A. Psoriasis
  - B. Tinea
- VII. Nurses Role in Management of Burn Patients
- A. Physiology of burns
  - B. Stages of burns
  - C. Clinical manifestations
  - D. Assessment/Interventions
    - 1. Immediate care
    - 2. Fluid/nutrition replacement
    - 3. Wound care/infection
    - 4. Surgical intervention
      - a. debridement
      - b. grafting
    - 5. Prevention/teaching
  - E. Rehabilitation
    - 1. Psychosocial
    - 2. Physiological

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).  
Chapter 47 & 48

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

Medical Surgical Text:  
Hoffman, J.J., & Sullivan, N.J. (2020).

**Suggested Articles for enhanced learning and understanding:**

**Unit I Musculoskeletal/Orthopedics**

Agius, C., & Cole, E. (2021). Acute compartment syndrome (ACS) - a case of delayed diagnosis. *International Journal of Orthopaedic and Trauma Nursing*, 42, 100845–. <https://doi.org/10.1016/j.ijotn.2021.100845>

Bahloul, M., Diela, M., Bouchaala, K., Kallel, H., Ben Hamida, C., Chelly, H., & Bouaziz, M. (2020). Post-traumatic pulmonary embolism: incidence, physiopathology, risk factors of early occurrence, and impact outcome. A narrative review. *American Journal of Cardiovascular Disease*, 10(4), 432–443.

Greenstein, A. S., & Gorczyca, J. T. (2019). Orthopedic Surgery and the Geriatric Patient. *Clinics in Geriatric Medicine*, 35(1), 65–92. <https://doi.org/10.1016/j.cger.2018.08.007>

Unal, N., Guvenc, G., & Naharci, M. (2022). Evaluation of the effectiveness of delirium prevention care protocol for the patients with hip fracture: A randomised controlled study. *Journal of Clinical Nursing*, 31(7-8), 1082–1094. <https://doi.org/10.1111/jocn.15973>

**Unit II Neurologic Disorders**

Allen, C.J, Subhawong, T.K., Hanna, M.M., Chelala, L., Bullock, M.R., Shulman, C.I., and Proctor, K.G. (2018) Does Vasopressin exacerbate cerebral edema in patients with severe traumatic brain injury? *The American Surgeon*, 84(1), 43 – 50

Jackson, N., Haxton, E., Morrison, K., Markey, E., Andreoli, L.J., Maloney, T., Omelchenko, N., Aroose, A. and Stevens, L.B. (2018). Reflections of 50 Years of Neuroscience Nursing. *Journal of Neuroscience Nursing*, 50(4), 188 -192. doi:10.1097/JNN.000000000000037.

Vickers, A. Donnelly, J.P., Moore, J.X., Barnum, S.R., Schein, T.N. and Wang, H.E. (2018). Epidemiology of lumbar punctures in hospitalized patients in the United States. *PLoS ONE* 13(12): e0208622. [doi.org/10.1371/journal.pone.0208622](https://doi.org/10.1371/journal.pone.0208622)

Vasilevskis, E., Chandrasekhar, R., Holtze, C.H., Graves, J., Speroff, T., Girard, T., Pater, M.B., Hughes, C.G., Cao, A., Pandharipande, P.P., and Ely, E.W. (2018), the cost of ICU delirium and coma in the intensive care unit patient. *Medical Care*, 56 (10), 890.

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Rousseau, G., Asmolov, R., Grammatico\_Guillon, L. Auvet, A., Laribi, S., Garot, D., Jouan, Y. Dequin, P-F. and Guillon, A. (2019). Rapid detection of bacterial meningitis using point-of-care glucometer. *European Journal of Emergency Medicine*, 26(1), 41 – 46. [doi.org/10.1097/MEJ.0000000000000495](https://doi.org/10.1097/MEJ.0000000000000495).

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## 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.

### PROFESSIONAL ROLE MANAGEMENT/CLINICAL CONFERENCE GUIDE

1. Punctual and regular attendance is required. **A Professional Role absence is considered a clinical absence with all the accompanying consequences.**
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.
4. Students will research a current nursing/health issue and participate in a presentation of that topic once in the semester.
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 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.

### **GUIDELINES FOR ORAL PRESENTATIONS**

1. Students will be assigned to work in groups of two or more.
2. Students will review readings from 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. \*

Criteria	<u>Maximum Points Gained</u>
1. <b>Each</b> student will submit a <b>separate</b> outline with bibliography of their section of the presentation at least one week prior to the presentation. Bibliography to include the chapter in the text pertaining to the assigned topic, plus at least 2 other references from peer-reviewed nursing journals or professional publications.	1
2. Minimum of 40 minutes for each group presentation.	1
3. Each student will participate equally in oral presentation.	1
4. The group generates active class involvement i.e. game, role role play, case studies, and each student will post one response to EACH presentation on Canvas.	2

\* Students may designate points earned to be used in either NUR 290 or NUR 291. Students must indicate preference of designation to instructor **by Test #3 in the first rotation**. If the student does not indicate a preference, the points will be sent to the final course in the series for that student.

**COURSE OUTLINE**

<b>Theoretical Content</b>	<b>Teaching/Learning Activities</b>
<b><u>Unit I:</u> Leadership Skills/Management</b>	Catalano, Chapter 10
I. Empowerment, leadership skills and situational leadership	<u>CAI:</u> Clinical Management Challenge and Basic Management Skills
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	
<b><u>Unit II:</u> Delegation</b>	Catalano, Chapter 15
I. Introduction to delegation in the health care System	<u>Video:</u> Delegating Effectively: Working through with Assistive Personnel. (Media Center-Library) RT89D44 2002
II. What is delegation?	
III. What can and should be delegated?	<u>CAI:</u> Delegation to Unlicensed Assistive Personnel Effective Delegation
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	

Theoretical Content	Teaching/Learning Activities
<b>Unit III            Pain Management and Comfort Measures of the Dying Patient</b>	
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	
IV.          POLST	
<b>Unit IV, V, VI: Presentations - Topics to include but not limited to the following</b>	Organize student presentations as per outline.
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.          Bioethical Issues	
IX.          Communication	
X.           Delegation & Supervisor	
XI.          Collective Bargaining & Governance	
XII.          Spirituality	
XIII.          Alternative and Complimentary Practices	

### Information Session

#### Fees (approximate; subject to change at **any time**):

Nursing Pin:	approximately \$40 - \$300 depending on what you order
Cap & Gown cost:	no fee
Graduation:	You should receive a letter regarding graduation 2 months prior graduation. You can review a copy of the letter in office A-115.
State Board of Nursing:	Application fee (nonrefundable): \$ 75 License fee: \$120 Surcharge fee (nonrefundable): \$ 5 \$200 in 1 check/money order
Testing service fee:	\$200
Change test date fee	\$ 50
Criminal Background Check:	\$ 25
Fingerprints Sagem Morpho:	\$ 75

#### State Board Examination Info:

National Council of State Boards of Nursing (NCSBN):

Overview <https://www.ncsbn.org/nclex.htm>:

Candidate Bulletin: <http://www.ncsbn.org/> then click on the link: NCLEX Exam; then under "Key NCLEX Resources" click on Candidate Bulletin (the link will take you to another page, there are 2 versions, review the larger version first). There is other "Important Information" at the bottom of that page. Review ALL links. [2023 NCLEX Candidate Bulletin.pdf](https://www.ncsbn.org/2023-NCLEX-Candidate-Bulletin.pdf)

State Board of Nursing (BON): <http://www.njconsumeraffairs.gov/nursing/>. To apply to the BON type in [http://www.njconsumeraffairs.gov/nursing/nur\\_applications.htm](http://www.njconsumeraffairs.gov/nursing/nur_applications.htm) in your browser. You can either apply online or use the printed version of the application.

Pearson VUE: <https://www.nclex.com/registration.page>. The Bergen Community College Program Code is: US18404900. The candidate bulletin is also available on this site.

Tutorial available on this website.

You may also access the NCLEX test plan at: <https://www.ncsbn.org/1287.htm>

*Everything you NEED to know is in the Candidate Bulletin, "Information for Professional Nurse Licensure by Examination Application Process" document, and on the Pearson Testing Center website.*

Process you need to know from this point on:

1. You will need to access the NCSBN and BON site and review and/or print-out the Candidate Bulletin (<https://www.ncsbn.org/1213.htm>).
2. You should apply to the BON in September/January (as appropriate). Once your application is processed you will receive further information about fingerprinting (<https://www.bioapplicant.com/nj/>) and the ATT number. You will NOT be able to fingerprint until you receive notification from the BON stating that you are eligible to do so. You will NOT be able to register for the exam until you get your ATT number; you will NOT receive an ATT number until #3 (see below) occurs.
3. Once you have successfully completed the program, a "Program Completion Confirmation Letter" will be mailed to the BON.



NUR 290 Adult Health Nursing C  
PLEASE READ the information cited in the Candidate Bulletin regarding THE DAY OF THE EXAMINATION.

NCLEX  
**ABOUT NCLEX**

