

NORTHWEST UNIVERSITY
Buntain School of Nursing
Fall 2017

Mission Statement: The School of Nursing of Northwest University prepares graduates to answer their call to serve God throughout the world and lead others by using their professional expertise as nurses.

Course Title: Therapeutic Nursing Interventions I.

Course Number: NURS 3946

Credits Assigned: 6 credits

Year Position: Junior

Faculty: **Course Coordinator:** Professor Janet Dubois, MN, RN
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Clinical Faculty: Individual contact information will be provided

Day/Time/Place: **Course Related Content Weeks 1-4:**
Wednesday August 30 08-1010 AM; 1:40-3:30 PM
Wednesday September 6 08-0950 AM; 1:40-3:30 PM
Wednesday September 13 08-0950 AM; 1:40-3:30 PM
Wednesday September 20 08-0950 AM; 1:40-3:30 PM

Pharmacology:
Monday 1:40 to 2:30 PM

Skills Lab:
Weeks 1-4:
Thursday and Friday 08:00 AM to 4:30 PM
Weeks 5-15:
Wednesday 08-0850 AM; 9:00- 9:50 AM,
1:40- 2:30 PM, **or** 2:40- 3:30 PM
Open Lab:
Wednesday 3:40- 4:30 PM and by request

Assessment Class:
Week 5, 7, 8:
Wednesday 08-0850 AM; 9:00-9:50 AM,
1:40- 2:30 PM, **or** 2:40-3:30 PM
Week 6, 10-15:
Wednesdays 08-0850 **or** 9:00 to 9:50 AM

Course Description: [Practicum]

Promotes the application of theory studied previously or concurrently in courses of NURS 3102 Promoting Health of Populations, NURS 3202 Social Issues in Health and Nursing, and NURS 3346 Health Assessment into a beginning professional nursing practice, and primarily with adult clients in a variety of locations. This course includes concepts related to evidence-based nursing practice. Planning, implementing, and evaluating care outcomes of therapeutic nursing and pharmacological modalities are supported by research and professional literature. (Graded on a Pass/No Credit basis) See Tuition and Fees for required fee amount. Prerequisite: Admission into Nursing Program. Corequisites: NURS 3102 Promoting Health of Populations, NURS 3202 Social Issues in Health and Nursing, and NURS 3346 Health Assessment, Pathology, and Nursing Interventions.

Learner Objectives:

By the end of this course, the learner will be able to:

1. Demonstrate proper techniques, performed smoothly and in a timely manner when implementing nursing care procedures and skills.
2. Use the components of the Nursing Process, including selected elements of critical thinking and scientific inquiry, to develop a plan for providing individualized care.
3. Identify essential Nursing Diagnoses, Outcomes, and Interventions pertinent to selected adult clients/patients.
4. Develop Nursing Care Plans for selected adult individuals by integrating content learned in junior level first semester courses.
5. Demonstrate a beginning level of professional nursing that integrates one's Christian faith with service and a strong appreciation for the client's/patient's health status.
6. Demonstrate effective use of Gordon's ® eleven functional health patterns when assessing the client's/patient's health condition.
7. Adapt teaching and learning approaches to meet client needs.
8. Use a beginning range of communication skills, including verbal, written, and electronic/computer technology, to effectively manage client information and engage in therapeutic care.
9. Administer medications safely and accurately to selected adult clients/patients.
10. Explain the purpose, side effects, expected drug metabolism and excretion for medications administered to one's clients.
11. Work independently and show accountability within the scope of one's professional Nursing level of education: first semester of the core Nursing curriculum – Junior year.
12. Measure one's professional practice development by using course goals, personal goals, selected educational indicators, and course-assigned evaluation methods.
13. Establish a professional Portfolio (efolio) to document and judge one's progress toward achievement of the baccalaureate Nursing degree.

Topics Outline:

1. Core assessments:

- a. nursing history and gross physical examination of client
 - b. vital signs, pulse oximetry, height and weight, and status of client consciousness, awareness, reality orientation
 - c. assessment of eight (8) physiological systems, including basic interpretation of results:
 - (1) head, eyes, ears, neck and throat (HEENT)
 - (2) neurological
 - (3) circulatory
 - (4) respiratory
 - (5) gastrointestinal (GI)
 - (6) genitourinary
 - (7) integumentary
 - (8) musculo-skeletal, with mobility and coordination
 - d. nursing assessment using the framework of Gordon's functional health patterns
 - e. application of nursing process, including use of critical thinking, scientific inquiry, and artistic interpretation
2. Core Nursing care procedures to assist clients in daily activities of living:
- a. feeding, dietary and nutritional support
 - b. personal hygiene, i.e., bathing, oral care, dressing and appearance, unoccupied and occupied bed making
 - c. body mechanics, transfers, mobility, and positioning
 - d. elimination
 - e. kinds of health promotion and disease prevention practiced by client, i.e. maintenance of optimal wellness, including traditional, cultural, and alternative home therapies that are accepted by licensed medical/nursing professionals as methods to manage one's health
3. Core Nursing care procedures for comfort and healing
- a. touch
 - b. determination of the client's pain and discomfort, and interventions to promote comfort
 - c. nurse presence with client and his/her supporters
 - d. aseptic technique, establishing sterile fields, standard and isolation precautions, and appropriate management of contaminated and waste materials
 - e. wound and skin assessment, wound management, wound care products with indications, pressure relief techniques
4. Core Nursing care procedures for communication, education (teaching-learning), and information management
- a. therapeutic interviewing
 - b. health teaching
 - c. documentation of client/patient data and nursing interventions
 - d. reporting information and patient data, including one's accountability for timely follow-through of client/patient needs
 - e. collegiality, coaching, and collaboration with nursing student peers

- f. confidentiality and privacy, HIPAA regulations, legal and ethical considerations
5. Core Nursing care procedures to maintain the client/patient environments:
- a. internal balance:
 - (1) calculation of fluid status, including intake & output measurement techniques, unit conversions
 - (2) selected specimen collection and interpretation of laboratory values
 - (3) indicators of a healthy environment
 - b. external balance:
 - (1) safety and security
 - (2) standard precautions, asepsis, hand washing, needle stick prevention
 - (3) indicators of a healthy environment
6. Core Nursing care procedures to administer and monitor therapeutic interventions and regimens (Benner's Domain of Nursing Practice)
- a. invasive
 - (1) indwelling urinary catheter
 - (2) drainage tubes and collection devices
 - (3) oxygen therapy administration methods and titration techniques using oxygen saturation measurements, incentive spirometry
 - (4) medication administration, including the following routes: oral, intramuscular, subcutaneous, sublingual, topical, transdermal, rectal (including enema and suppository), nasal, ophthalmic, otic, inhaled, intradermal
 - (5) blood glucose measurement
 - (6) reinforce basic life support assessment and response including CPR technique
 - b. non-invasive
 - (1) foot care
 - (2) shaving
 - (3) coughing and deep breathing
 - (4) applying antiembolic stockings & sequential compression devices
 - (5) ACE bandages and compression therapy
 - (6) medication preparation, i.e., withdrawing from a variety of containers and calculation of amount to be administered
 - (7) use of restraints and garment restrictions, alternatives to restraints
7. Core Nursing practice organization and work ethics
- a. the artistry and structure of work in the clinical environment
 - b. essentiality of human conduct
 - c. growth and development of one's professional nursing roles, i.e., helping and caring, and work competencies
 - d. evaluation of clinical performance for accuracy, smoothness, efficiency of time and movement, coordination of content and effort, and self-initiation/independence at one's level of education – Junior, Semester 1.

Readings and References (Required):

All texts will be used comprehensively during the first and second semester of the entry year into the core-nursing curriculum. Students should retain these texts for support resources throughout the senior year of nursing, and consider them essential for preparation to take the national R.N. licensure examination.

Ackley, B. J., & Ladwig, G. B. (2017). *Nursing diagnosis handbook: An evidence guide to planning care* (11th ed.). St. Louis: Mosby. ISBN: 9780323322249

Assessment Technologies Institute, LLC. (2016). *Adult medical surgical nursing edition 10 content mastery review series*. <http://www.atitesting.com>.

Assessment Technologies Institute, LLC. (2016). *Fundamentals for nursing edition 9.0 content mastery review series*. <http://www.atitesting.com>.

Burchem, J.R. & Rosenthal, L. D. (2016). *Lehne's pharmacology for nursing care*. (9th ed.). St. Louis: Saunders. ISBN: 9780323321907

Lewis, S.L., Bucher, L., Heitkemper, M.M., Harding, M.M. (2017). *Medical-surgical nursing: Assessment and management of clinical problems*. (10th ed.). St. Louis: Mosby. ISBN: 9780323328524

McCance, K.L., Huether, S. E., Brashers, V. L., & Rote, N. S. (2014). *Pathophysiology: the biological basis for disease in adults and children*. (7th ed.). St. Louis: Mosby. ISBN: 9780323088541

Potter, P.A., Perry, A.G., Stocker, P.A., & Hall, A.M. (2017). *Fundamentals of nursing* (9th ed.). St. Louis: Mosby. ISBN: 9780323327404

Assessment Technologies Institute, LLC. (2016). *Skills Modules*. <http://www.atitesting.com> .

Vallerand, A.H. & Sanoski, C.A. (2014). *Davis's drug guide for nurses*, (15th ed.). Philadelphia: F.A. Davis Company. ISBN: 9780803657052

Van Leeuwen, A.M. & Bladh, M.L. (2017). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications*. (7th ed.). Philadelphia: F.A. Davis. ISBN: 9780803657052
Revised December 2014; May 2015; November 2015; December 2016; May 2017

9780803659438

Students also purchase a uniform, stethoscope, & sphygmomanometer for use in lab and clinical. Students are required to bring their own stethoscope, sphygmomanometer, pen, watch and any other necessary supplies to skills lab. Students are required to wear their lab coat and name tag in the skills lab.

Additional resources (for example: internet sites, journals, other media)

Electronic media including CD-ROM, video, interactive computer programs, electronic media accompanying text books and internet resources.

Materials and resources identified by guest presenters, other students, and faculty that have potential for assisting students with diverse learning styles, to enrich content of assigned resources and to enhance understanding of complex information.

Learning and Evaluation Methods:

Demonstrations/re-demonstrations, role-play, lecture, electronic media (audio, visual, computer), preclinical preparation, clinical practice, post clinical conferences, collegial and collaborative approaches, preceptor-preceptee relationships, quizzes, and portfolio.

Course Requirements:

In order to pass NURS 3946, all course objectives must be met as evaluated by the following assignments and activities. A student who demonstrates unsafe clinical practices, unethical behavior or illegal behavior in the clinical setting will be removed from the clinical setting and will not pass the course. Students are NOT allowed to perform in the clinical setting skills that have not been performed in the skills lab. Failure to comply demonstrates the student practicing outside of his/her scope of practice (objective 11) and may result in removal from the clinical setting and/or a progression warning affecting successful completion of the course. Any skill being performed for the FIRST time in the clinical facility MUST be performed with faculty present.

1. **Medication Calculation Quiz** passed at 100%; **Unit Conversion Quiz** passed at 100%; **Abbreviation Quiz** Passed at 100%. All quizzes need to be passed prior to entering the clinical setting. **Pop quizzes** (either oral or written) must be passed at 80%. Participation and preparation must be passed at 80%. For example, if **homework** is assigned, when graded, it must meet an 80% standard.

2. **The following activities are graded pass/no pass. Failure to pass any of the activities will result in course failure.**

- a. Checkouts. These **may** include: hand hygiene, use of personal protective equipment (PPE), measurement of blood pressure, pulse, respiration, temperature and oxygen saturation, measurement of capillary blood glucose, and medication administration.
- b. Additional skills. These include: bathing, bed making, positioning, oral care, application of antiembolism stockings, transfers, dietary interventions, measurement of intake and output, height and weight measurement, assisting with feeding, use of the bedpan, and range of motion exercises.

- c. Checkout examination of proficiency with a basic head-to-toe bedside clinical assessment prior to the acute care experience (posted on Discovery).
 - d. Attendance **and participation** at clinical conference meetings.
 - e. Attendance at all skills demonstrations and participation at all Skills/Learning lab sessions with ongoing recording of skills acquisition on skills checklist.
 - f. Attendance at all assessment classes.
 - g. Active participation in pharmacology class. Complete all homework assignments on time and meet the stated score for passing.
 - h. Completion of independent learning activities and computerized assignments (for example ATI modules).
 - i. Clinical practice at assigned agencies, with professional accountability of appearance, on-time arrival-departure, full preparedness and complete attendance, and timely completion of all written assignments, with makeups for inadequate work as required by each clinical faculty member.
3. **Clinical practice and clinical assignment completion**
 Passing grade will be determined by instructor evaluation- see Clinical Evaluation Form posted on Discovery for evaluation criteria. All clinical paperwork needs to be completed on time as established by the clinical instructor. Not completing clinical paperwork on time and per stated standards may result in not being able to progress in clinical.
 Evaluation and one clinical assignment are portfolio components
4. **Any skills check-out must be passed by the third attempt.**
5. **Long Term Care Assignments and Paperwork include:**
- a. Pathophysiology, assessment & treatment, and medication worksheets; Long Term Care Gordon's part 1 and 2 with a corresponding Care Plan; physical assessment form, weekly Record of Care. Student Brain worksheets are optional.
 - b. Evidence of successful Physical Assessment Check-out.
 - c. Mid-term reflection and goals.
 - d. Skills checklist updated weekly.
7. **Acute Care Assignments and Paperwork include:**
- a. *Pathophysiology, *assessment & treatment and *medication worksheets; acute care Gordon's with corresponding care plan; note and reflection worksheet. Student Brain can vary but must show evidence of planning for the shift's activities. (* Indicates paperwork that must be completed prior to giving patient care on first clinical shift.)
 - b. Ongoing Skills Checklist.
 - c. Final Clinical Evaluation showing evidence of consistently meeting course objectives.

FolioTek®: (for clinical assignments)

The following assignment(s) are required to be uploaded to the student's portfolio and submitted to the assigned faculty for evaluation. Once a graded portfolio assignment has been returned by the instructor, upload this assignment to FolioTek® and submit it to the assigned faculty for evaluation. If this assignment is not uploaded by noon on **Thursday December 14, 2017**, the grade for this course will be submitted as an incomplete.

- One complete set of clinical paperwork with faculty comments
- Signed clinical evaluation including the student self and clinical instructor evals from both long term and acute care clinical.

Professional Conduct and Standards:

Students enrolled in the Buntain School of Nursing at Northwest University are expected to demonstrate commitment to the highest ethical, moral and professional standards. The very nature of the nursing profession and its impact on human life demand such standards of conduct. (See BSoN Student Handbook for Professional Conduct and Standards: ANA Code of Ethics).

It is expected all nursing students demonstrate integrity and assume responsibility and accountability for their actions and their work in the classroom and in clinical settings. As faculty, we adhere to the statements on the Student Affirmation Form signed during orientation.

CLINICAL Attendance and Participation:

Attendance is mandatory at all scheduled clinical experiences. Any absence from a clinical experience may place a student in jeopardy of failing the course. Any absence from a scheduled clinical experience **MUST** be reported by the student to the clinical faculty prior to the start of the clinical experience. Specific arrangements for clinical makeup for an excused absence will be individualized to the students' needs and will be at the discretion of the clinical faculty. All clinical time missed must be made up. (See the Buntain School of Nursing Student Handbook for detailed Clinical Attendance Policy)

Assessment Class and Lab Attendance and Participation:

Prompt arrival to every class is an expectation in each course. Attendance is taken each health assessment class and lab session and active class participation is expected. Out of respect for the instructor(s), please notify the instructor prior to the class session if you are going to be late or absent. Class participation is defined by activities of the course, i.e., on-time attendance, in-class attendance, interactions with colleagues; email and other electronic discussions; engaging in class sessions & small group work; engaging in questions and discussion with presenters/instructor; case study preparation prior to class. **All assessment and lab sessions are mandatory; student is required to make-up all missed sessions. Timing of make-up hours as discussed with course lead.**

Electronic Devices: In an attempt to create an environment that is conducive to learning, students should not use cell phones, pagers, laptops or other electronic devices in a way that may distract yourself or others during class. Turn cell phone or pager off or switch it to silent mode during class and skills lab. If the student is expecting an emergency call or page, please inform the instructor before class, put device on silent, and sit near the door to minimize disruptions. Remember to be considerate of classmates, instructors and/or guest speakers. In clinical settings cell phones and other electronic communication devices may or may not be permitted. (See the Buntain School of Nursing Student Handbook for Social Networking Policy and Guidelines).

Laptops may not be used during class sessions except for direct classroom activities and taking notes (i.e, no computer games, e-mail activity, or web-browsing). At the instructor's discretion, the use of laptops may be prohibited for one or more class sessions as a means of minimizing distractions and showing respect to presenters.

Technology, Education and Copyright Harmonization (TEACH) ACT:

Revised December 2014; May 2015; November 2015; December 2016; May 2017

The materials for this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Disability Accommodation Statement:

The Buntain School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities.

Formal notification is required prior to the consideration of an accommodation request. All disability accommodation requests should be submitted to the Director of Academic Success and Advising.

Students are expected to perform all the essential functions of the course with or without reasonable accommodation. Students are to provide the course instructor with the approved disability accommodation from Academic Success and Advising within one week of approval. (See the Buntain School of Nursing Student Handbook for Disability Accommodation Policy.)