



NUR 1524 & 1525 – 2nd Semester

Transfer Packet

Dear Transfer Student,

Thank you for your interest in Oklahoma City Community College nursing program. This packet will assist you in preparing for the various testing that you will need to complete prior to entry into our program. All students seeking to transfer/readmit will need to complete the following steps:

Step 1

Obtain two letters of recommendation. These letters must come directly from the Dean, Director, or Nursing Faculty member from your previous college/university.

- One from the Dean or Director of your transferring program.
- One from your previous nursing faculty.

Step 2

Contact Director Shelley Miller, MSN, RN for an evaluation appointment by phone at 405-682-1611 x7791 or by email at shelley.l.miller@occc.edu. Please bring the following to your appointment. Failure to do so will constitute re-scheduling of the appointment.

- Transcripts from all college and universities attended.

Step 3

Apply to OCCC and submit transcripts <http://www.occc.edu/admissions/applying.html>

Step 4

Schedule the required Proficiency Exam and skills demonstration 8 weeks prior to the start of the semester. Students can only take the Proficiency Exam one time. A minimum of 74% on the exam along with successful skills demonstration is required for transfer into the OCCC Nursing program. Three attempts at skills demonstration is allowed. All nursing pathway placement is contingent on slot availability.

Theory Learning Objectives

NURSING PROCESS II – NUR 1524 & NUR 1525

Course Objectives

The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes. The relationship of the course objectives to the four program educational outcomes, quality and safety competencies, four major client needs and professional role expectations is shown through utilization of the following legend:

Quality and Safety Competencies (QSEN)

1. Client-centered care
2. Teamwork and collaboration
3. Evidence-based practice
4. Quality improvement
5. Safety
6. Informatics

Four Major Client Needs (NCLEX)

1. Safe and effective care environment
2. Health promotion and maintenance
3. Physiological integrity
4. Psychosocial integrity

NURSING PROCESS II (NUR 1525)
Medical-Surgical Unit Objectives

| Objective # | Perioperative Client |
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| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for perioperative clients, including: <ol style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for perioperative clients. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client centered care for perioperative clients. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for perioperative clients. |
| 5 | Develop appropriate client teaching for perioperative clients related to: <ol style="list-style-type: none"> a. Care in Perioperative phases b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | Determine specific health promotion and maintenance needs for perioperative clients related to: <ol style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Discuss potential ways technology can be utilized to improve the quality and safety of care for perioperative clients. |
| 9 | Determine ways to enhance client safety as it applies to: <ol style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills. |
| 10 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for perioperative clients. |
| 11 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. <ol style="list-style-type: none"> a. Accountability b. Regulatory Frameworks c. Legal and Ethical Parameters |

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| | <ul style="list-style-type: none"> d. Evidence Based Practice e. Standards of Practice f. Quality Improvement g. Informatics |
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| Objective # | Alterations In Circulation/Perfusion |
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| | <ul style="list-style-type: none"> A. Hypertension (HTN) B. Atherosclerosis C. Peripheral Artery Disease (PAD) D. Superficial Vein Thrombosis (SVT) E. Venous thromboembolism (VTE) F. Varicosities G. Hyperlipidemia/Hypercholesterolemia |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. The client's specific health alteration/s b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health alterations. |
| 8 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention |

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| | <ul style="list-style-type: none"> c. Complication interventions d. Performance of nursing skills. |
| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 10 | <p>Examine professional role expectations that apply to care of clients experiencing the specified health alterations.</p> <ul style="list-style-type: none"> a. Accountability b. Evidence Based Practice c. Standards of Practice d. Quality Improvement |

| Objective # | Alterations In Acid/Base and Fluid/Electrolyte Balance |
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| | <ul style="list-style-type: none"> A. Hyponatremia B. Hypernatremia C. Hypokalemia D. Hyperkalemia E. Respiratory Acidosis F. Respiratory Alkalosis G. Metabolic Acidosis H. Metabolic Alkalosis |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. The client's specific health alteration/s b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Pharmacological considerations |
| 4 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors |
| 5 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. Complication prevention b. Complication interventions c. Performance of nursing skills. |
| 6 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 7 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. |

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| | <ul style="list-style-type: none"> a. Accountability b. Evidence Based Practice c. Standards of Practice | |
| Objective # | Alterations In Bowel Elimination | |
| | <ul style="list-style-type: none"> A. Gastric Esophageal Reflux Disease (GERD) B. Peptic Ulcer C. Cholelithiasis D. Bowel Obstruction E. Paralytic Ileus F. Diverticulitis G. Appendicitis H. GI Bleed I. Peritonitis J. Hernia K. Bariatric Surgery | |
| | 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| | 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| | 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client centered care for clients experiencing the specified health alterations. |
| | 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| | 5 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. The client's specific health alteration/s b. Diagnostic testing c. Nutritional needs d. Pain management/comfort needs e. Developmental and age-related changes f. Psychosocial needs g. Pharmacological considerations |
| | 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| | 7 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills. |
| | 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 9 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. | |

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| | <ul style="list-style-type: none"> a. Accountability b. Evidence Based Practice c. Standards of Practice |
| Objective # | Alterations In Bowel Elimination |
| | <ul style="list-style-type: none"> L. Gastric Esophageal Reflux Disease (GERD) M. Peptic Ulcer N. Cholelithiasis O. Bowel Obstruction P. Paralytic Ileus Q. Diverticulitis R. Appendicitis S. GI Bleed T. Peritonitis U. Hernia V. Bariatric Surgery |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ul style="list-style-type: none"> f. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. g. Prioritize appropriate nursing diagnosis. h. Plan appropriate goals and outcomes. i. Select and prioritize interventions (including caring interventions). j. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> h. The client's specific health alteration/s i. Diagnostic testing j. Nutritional needs k. Pain management/comfort needs l. Developmental and age-related changes m. Psychosocial needs n. Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> d. Developmental and age-related changes e. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors f. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> e. A non-complicated client f. Complication prevention g. Complication interventions h. Performance of nursing skills. |
| 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 9 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. |

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| | <ul style="list-style-type: none"> d. Accountability e. Evidence Based Practice f. Standards of Practice |
| Objective # | Nursing Practice in a Culture of Safety |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to promote a culture of safety, including:</p> <ul style="list-style-type: none"> a. Assessment of risk b. Planning c. Interventions d. Evaluation |
| 2 | Examine the importance of a client's preferences, values and needs when planning care. |
| 3 | Identify the influences of the caregivers: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care. |
| 5 | Develop appropriate client teaching to promote a culture of safety. |
| 6 | Discuss strategies to promote a culture of safety. |
| 7 | Investigate the barriers to implementing a client safety system. |
| 8 | Identify barriers and propose specific strategies to empower clients and families as partners in care. |
| 9 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 10 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients. |
| 11 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. Healthcare Cultures b. Healthcare Systems c. Diversity of Healthcare Disciplines d. Transference of Care e. Staff Movement Throughout Healthcare Facility |
| 12 | <p>Examine factors in medication administration</p> <ul style="list-style-type: none"> a. Factors that contribute to medication errors b. Reporting of errors c. Methods to improve the safety of medication administration |
| 13 | <p>Examine professional role expectations related to:</p> <ul style="list-style-type: none"> a. Accountability b. Regulatory Frameworks c. Legal and Ethical Parameters d. Quality Improvement e. Evidence Based Practice f. Standards of Practice g. Informatics h. Life-long Learning |

| Objective # | Nursing Practice in a Culture of Safety |
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| 1 | Use the Nursing Process, including clinical reasoning skills, to promote a culture of safety, including: <ul style="list-style-type: none"> e. Assessment of risk f. Planning g. Interventions h. Evaluation |
| 2 | Examine the importance of a client's preferences, values and needs when planning care. |
| 3 | Identify the influences of the caregivers: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care. |
| 5 | Develop appropriate client teaching to promote a culture of safety. |
| 6 | Discuss strategies to promote a culture of safety. |
| 7 | Investigate the barriers to implementing a client safety system. |
| 8 | Identify barriers and propose specific strategies to empower clients and families as partners in care. |
| 9 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 10 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients. |
| 11 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> f. Healthcare Cultures g. Healthcare Systems h. Diversity of Healthcare Disciplines i. Transference of Care j. Staff Movement Throughout Healthcare Facility |
| 12 | Examine factors in medication administration <ul style="list-style-type: none"> a. Factors that contribute to medication errors b. Reporting of errors d. Methods to improve the safety of medication administration |
| 13 | Examine professional role expectations related to: <ul style="list-style-type: none"> i. Accountability j. Regulatory Frameworks k. Legal and Ethical Parameters l. Quality Improvement m. Evidence Based Practice n. Standards of Practice o. Informatics p. Life-long Learning |

| Objective # | Alterations In Activity/Mobility |
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| 1 | <p>A. Rheumatoid Arthritis B. Fractures C. Back Pain D. Herniated Disc E. Amputation F. Osteomyelitis G. Gout H. Lupus I. Joint Replacement</p> <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ol style="list-style-type: none"> Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. Prioritize appropriate nursing diagnosis. Plan appropriate goals and outcomes. Select and prioritize interventions (including caring interventions). Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 4 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ol style="list-style-type: none"> The client's specific health alteration/s Diagnostic testing Pain management/comfort needs Developmental and age-related changes Psychosocial needs Community resources Home care needs Pharmacological considerations |
| 5 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ol style="list-style-type: none"> Developmental and age-related changes Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors |
| 6 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 7 | <p>Determine ways to enhance client safety as it applies to:</p> <ol style="list-style-type: none"> A non-complicated client Complication prevention Complication interventions Performance of nursing skills. |
| 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 9 | <p>Examine professional role expectations that apply to care of clients experiencing the specified health alterations.</p> <ol style="list-style-type: none"> Accountability Evidence Based Practice Standards of Practice |

| Objective # | <p style="text-align: center;">Alterations In Sensory Function</p> <p>A. Glaucoma B. Cataracts C. Retinal Detachment D. Meniere’s Disease E. Otitis Media F. Eye Trauma G. Macular Degeneration</p> |
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| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including: <ol style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client’s preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | Develop appropriate client teaching for clients experiencing the specified health alterations related to: <ol style="list-style-type: none"> a. The client’s specific health alteration/s b. Diagnostic testing c. Nutritional needs d. Pain management/comfort needs e. Developmental and age-related changes f. Psychosocial needs g. Community resources h. Home care needs i. Pharmacological considerations |
| 6 | Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to: <ol style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Determine ways to enhance client safety as it applies to: <ol style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills. |
| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 10 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. <ol style="list-style-type: none"> a. Accountability b. Evidence Based Practice |

c. Standards of Practice

Alterations In Urinary Elimination

Objective #

- A. Pyelonephritis
- B. Benign Prostatic Hypertrophy
- C. Renal Calculi
- D. Erectile Dysfunction

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| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including: <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | Develop appropriate client teaching for clients experiencing the specified health alterations related to: <ul style="list-style-type: none"> a. The client's specific health alteration/s b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Home care needs g. Pharmacological considerations |
| 6 | Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to: <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills |
| 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 9 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations. <ul style="list-style-type: none"> a. Accountability b. Evidence Based Practice c. Standards of Practice d. Quality Improvement |

NURSING PROCESS II (NUR 1524)
OB Unit Objectives

| Objective # | Introduction to Perinatal Nursing and Review of Fetal Development |
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| | <ul style="list-style-type: none"> A. Trends in Perinatal Healthcare B. Maternal and Infant Mortality Rates C. Health Disparities D. Reproductive Ethics E. Standards of Practice F. Legal Issues G. Evidence Based Practice H. Professional Role Expectations I. Genetics |
| 1 | Relate how the specific topics influence and impact perinatal healthcare. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for perinatal clients. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered perinatal care. |
| 4 | Examine ways to apply effective communication skills/techniques when providing perinatal care. |
| 5 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 6 | Discuss potential ways technology can be utilized in perinatal healthcare. |
| 7 | Describe the menstrual cycle, conception, embryo and fetal development, the placenta, membranes, amniotic fluid, umbilical cord, and fetal circulation. |

| Objective # | Antepartum Phase |
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| | <ul style="list-style-type: none"> A. Preconception B. Presumptive/ Probable/ Positive Signs of Pregnancy C. Physiologic Progression of Pregnancy D. Prenatal Care E. Routine Lab Work F. Nutritional Considerations G. Maternal Adaptation to Pregnancy H. Support System Adaptation to Pregnancy I. Planning for Birth |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for the antepartum client, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). |

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| | e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for antepartum clients. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered antepartum care. |
| 4 | Examine ways to apply effective communication skills/techniques when providing antepartum care. |
| 5 | Develop appropriate client teaching for the antepartum client related to: <ul style="list-style-type: none"> a. The client's specific health concerns b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | Determine specific health promotion and maintenance needs for the antepartum client related to: <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Performance of nursing skills |
| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for antepartum clients. |
| 10 | Examine professional role expectations that apply to care of antepartum clients, including: <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Legal and ethical parameters d. Standards of practice e. Evidence based practice |
| 11 | Determine and interpret the estimated date of delivery (EDD). |

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| | Antepartal Screening and Diagnostic Tests |
| Objective # | A. Ultrasonography |
| | B. Amniocentesis |
| | C. Alpha-fetoprotein Testing/Multiple Marker Screen |
| | D. Non-stress Test |
| | E. Contraction Stress Test |
| | F. Biophysical Profile/Amniotic Fluid Index |
| | G. Fetal Kick Count |
| | H. Group Beta Strep |
| | I. Additional Screenings and Tests |
| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients undergoing antepartal screening and diagnostic tests, including: <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. |

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| | <ul style="list-style-type: none"> c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients undergoing antepartal screening and diagnostic tests. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients undergoing antepartal screening and diagnostic tests. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients undergoing antepartal screening and diagnostic tests. |
| 5 | Develop appropriate client teaching for clients undergoing antepartal screening and diagnostic tests related to: <ul style="list-style-type: none"> a. The specific antepartal screening and/or diagnostic test b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Pharmacological considerations |
| 6 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 7 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients undergoing antepartal screening and diagnostic tests. |
| 8 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills. |
| 9 | Examine professional role expectations that apply to care of clients undergoing antepartal screening and diagnostic tests, including: <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Standards of practice d. Evidence based practice |

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| | High-Risk Antepartum |
| Objective # | <ul style="list-style-type: none"> A. Specific Health Alterations: B. Preterm Labor C. Diabetes D. Hypertensive Disorders of Pregnancy E. Hyperemesis Gravidarum F. Placental Abnormalities/ Hemorrhagic Complications G. Infections H. Pregestational Complications |
| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including: <ul style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. |

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| | <ul style="list-style-type: none"> c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. The client's specific health alteration/s b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health alterations. |
| 9 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. Complication prevention b. Complication interventions c. Performance of nursing skills. |
| 10 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 11 | <p>Examine professional role expectations that apply to care of clients experiencing the specified health alterations, including:</p> <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Standards of practice d. Evidence based practice e. Quality improvement f. Life-long learning g. Informatics |

| Objective # | <p style="text-align: center;">Intrapartum Phase</p> <ul style="list-style-type: none"> A. 4 P's B. Premonitory Signs of Labor C. True vs. False Labor D. Nulliparous vs. Parous Women E. Labor Admission F. First Stage of Labor (including all 3 phases) G. Second Stage of Labor H. Third Stage of Labor I. Fourth Stage of Labor J. Non-pharmacological Pain Management K. Pharmacological Pain Management L. Epidural |
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| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | <p>Examine the importance of a client's preferences, values and needs when planning care for intrapartum clients.</p> |
| 3 | <p>Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for intrapartum clients.</p> |
| 4 | <p>Examine ways to apply effective communication skills/techniques when providing care for intrapartum clients.</p> |
| 5 | <p>Develop appropriate client teaching for intrapartum clients related to:</p> <ul style="list-style-type: none"> a. Client's specific health concerns b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | <p>Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning.</p> |
| 7 | <p>Discuss potential ways technology can be utilized to improve the quality and safety of care for intrapartum clients.</p> |
| 8 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills <ul style="list-style-type: none"> i. Fetal Heart Rate Monitoring ii. Sterile Vaginal Exam |
| 9 | <p>Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for intrapartum clients.</p> |
| 10 | <p>Examine professional role expectations that apply to care of intrapartum clients, including:</p> <ul style="list-style-type: none"> a. Accountability b. Advocacy |

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| | <ul style="list-style-type: none"> c. Regulatory frameworks d. Legal and ethical parameters e. Standards of practice f. Evidence based practice g. Quality improvement h. Informatics |
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| High Risk Intrapartum | |
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| Objective # | <ul style="list-style-type: none"> A. Dysfunctional Labor B. Precipitous Labor/Delivery C. Induction/Augmentation D. Amniotomy E. Operative Vaginal Delivery F. Episiotomy G. Shoulder Dystocia H. Prolapsed Umbilical Cord I. Uterine Rupture J. Amniotic Fluid Embolism K. Vaginal Birth After Cesarean Section L. Cesarean Birth |
| 1 | <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health topics, including:</p> <ul style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health topics. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health topics. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health topics. |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health topics related to:</p> <ul style="list-style-type: none"> a. The client's specific health status b. Pain management/comfort needs c. Psychosocial needs d. Pharmacological considerations |
| 6 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 7 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health topics. |
| 8 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. Complication prevention b. Complication interventions c. Performance of nursing skills. |

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| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health topics. |
| 10 | Examine professional role expectations that apply to care of clients experiencing the specified health alterations, including: <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Regulatory frameworks d. Legal and ethical parameters e. Standards of practice f. Evidence based practice g. Quality improvement h. Informatics |

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| Objective # | Postpartum Phase and High Risk Postpartum |
| | A. Physiological Changes From 4 th Stage of Labor Through Discharge |
| | B. Maternal Adaptation |
| | C. Family Adaptation |
| | D. Bonding/ Contact/ Communication with Infant |
| | E. Breastfeeding vs. Bottle Feeding |
| | F. Discharge teaching |
| G. Postpartum Blues vs. Postpartum Depression | |
| H. Postpartum Hemorrhage | |
| I. Coagulation Disorders | |
| J. Infection | |
| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health topics, including: <ul style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for the postpartum client. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for the postpartum client. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health topics. |
| 5 | Develop appropriate client teaching for postpartum clients related to: <ul style="list-style-type: none"> a. Client's specific health concerns b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs |

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| | h. Pharmacological considerations |
| 6 | Determine specific health promotion and maintenance needs for postpartum clients related to: <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills |
| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health topics. |
| 10 | Examine professional role expectations that apply to care of clients experiencing the specified health topics, including: <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Standards of practice d. Evidence based practice e. Quality improvement |

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| | The Newborn |
| Objective # | <ul style="list-style-type: none"> A. Transition to Extruterine Life B. Physiological Changes From Transition Through Discharge C. Reflexes D. Newborn Lab and Screening Tests E. Hypoglycemia F. Bilirubin Excretion G. Behavioral States H. Gestational Age I. Thermoregulation J. Infant Feeding K. Circumcision L. Newborn Care M. Discharge Teaching |
| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for newborns, including: <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care of newborns. |

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| 3 | Identify the influences of client/family: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for newborns. |
| 4 | Develop appropriate client/family teaching for the newborn related to: <ul style="list-style-type: none"> a. Family specific health concerns b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 5 | Determine specific health promotion and maintenance needs for newborn clients/families related to: <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 6 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 7 | Determine ways to enhance client safety as it applies to: <ul style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions d. Performance of nursing skills |
| 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for newborns. |
| 9 | Examine professional role expectations that apply to the care of newborns, including: <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Standards of practice d. Evidence based practice e. Quality improvement f. Informatics |

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| | High Risk Newborn |
| Objective # | <ul style="list-style-type: none"> A. Prematurity B. Postmaturity C. Large for Gestational Age D. Small for Gestational Age E. Respiratory Distress Syndrome F. Meconium Aspiration Syndrome G. Transient Tachypnea of the Newborn H. Hyperbilirubinemia I. Infections J. Substance Abuse K. Congenital Abnormalities L. Fetal Loss |
| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including: |

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| | <ul style="list-style-type: none"> a. Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health topics. |
| 3 | Identify the influences of client/family: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients/families experiencing the specified health alterations. |
| 5 | <p>Develop appropriate family teaching when experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Family specific health concerns b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients/families experiencing the specified health alterations related to:</p> <ul style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 8 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health alterations. |
| 9 | <p>Determine ways to enhance client safety as it applies to:</p> <ul style="list-style-type: none"> a. Complication prevention b. Complication interventions c. Performance of nursing skills |
| 10 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 11 | <p>Examine professional role expectations that apply to care of clients experiencing the specified health alterations, including:</p> <ul style="list-style-type: none"> a. Accountability b. Advocacy c. Legal and ethical parameters d. Standards of practice e. Evidence based practice f. Quality improvement g. Informatics |

| Objective # | Sexually Transmitted Diseases |
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| 1 | <p>A. Chlamydia B. Gonorrhea C. Syphilis D. Herpes E. Trichomoniasis F. Human Papilloma Virus</p> <p>Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health alterations, including:</p> <ol style="list-style-type: none"> Important assessment considerations, including physical assessment, history, and data interpretation when providing safe, quality care. Prioritize appropriate nursing diagnosis. Plan appropriate goals and outcomes. Select and prioritize interventions (including caring interventions). Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health alterations. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health alterations. |
| 4 | Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health alterations. |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health alterations related to:</p> <ol style="list-style-type: none"> Details about the specific health alteration/s Pain management/comfort needs Developmental and age-related changes Psychosocial needs Community resources Home care needs Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health alterations related to:</p> <ol style="list-style-type: none"> Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | <p>Determine ways to enhance client safety as it applies to:</p> <ol style="list-style-type: none"> Complication prevention Complication interventions Performance of nursing skills |
| 8 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health alterations. |
| 9 | <p>Examine professional role expectations that apply to care of clients experiencing the specified health alterations, including:</p> <ol style="list-style-type: none"> Accountability Evidence Based Practice Standards of Practice Quality improvement Informatics |

| Objective # | <p style="text-align: center;">Variations in Reproduction</p> <p>A. Contraception Methods B. Sterilization C. Genetics D. Infertility E. Assistive Reproductive Technology F. Adoption</p> |
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| 1 | Use the Nursing Process, including clinical reasoning skills, to develop a client-centered plan of care for clients experiencing the specific health topics, including: <ol style="list-style-type: none"> a. Important assessment considerations, including physical and psychosocial assessment, history, and data interpretation when providing safe, quality care. b. Prioritize appropriate nursing diagnosis. c. Plan appropriate goals and outcomes. d. Select and prioritize interventions (including caring interventions). e. Evaluate effectiveness of care. |
| 2 | Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health topics. |
| 3 | Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health topics. |
| 4 | Develop appropriate client teaching for clients experiencing the specified health topics related to: <ol style="list-style-type: none"> a. The client's specific health topic b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 5 | Determine specific health promotion and maintenance needs for clients experiencing the specified health topics related to: <ol style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors |
| 6 | Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning. |
| 7 | Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health topics. |
| 8 | Determine ways to enhance client safety as it applies to: <ol style="list-style-type: none"> a. Complication prevention b. Complication interventions c. Performance of nursing skills |
| 9 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health topics. |
| 10 | Examine professional role expectations that apply to care of clients experiencing the specified health topics, including: <ol style="list-style-type: none"> a. Accountability b. Advocacy c. Legal and ethical parameters d. Standards of practice e. Evidence based practice |

| Objective # | <p style="text-align: center;">Women's Health Across the Lifespan</p> <p>A. Health Screenings B. Menstrual Disorders C. Chronic Pelvic Pain D. Polycystic Ovarian Syndrome (PCOS) E. Endometriosis F. Infections (Pelvic Inflammatory Disease (PID), Bacterial Vaginosis (BV), Candidiasis) G. Abortion H. Ectopic Pregnancy I. Adolescent Pregnancy J. Menopause K. Delayed Pregnancy L. Hormone Replacement Therapy M. Pelvic Floor Dysfunction</p> |
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| | 1 |
| 2 | <p>Examine the importance of a client's preferences, values and needs when planning care for clients experiencing the specified health topics.</p> |
| 3 | <p>Identify the influences of client: ethnicity, spirituality, culture, and diverse values and preferences when providing client-centered care for clients experiencing the specified health topics.</p> |
| 4 | <p>Examine ways to apply effective communication skills/techniques when providing care for clients experiencing the specified health topics.</p> |
| 5 | <p>Develop appropriate client teaching for clients experiencing the specified health topics related to:</p> <ol style="list-style-type: none"> a. The client's specific health topic b. Nutritional needs c. Pain management/comfort needs d. Developmental and age-related changes e. Psychosocial needs f. Community resources g. Home care needs h. Pharmacological considerations |
| 6 | <p>Determine specific health promotion and maintenance needs for clients experiencing the specified health topics related to:</p> <ol style="list-style-type: none"> a. Developmental and age-related changes b. Wellness Promotion/ Self Care/ Lifestyle Choices/ High Risk Behaviors c. Disease Prevention/ Health Screenings/ Early Treatment |
| 7 | <p>Examine strategies for improving client outcomes through teamwork and collaboration between healthcare team members to include transitional care/discharge planning.</p> |
| 8 | <p>Discuss potential ways technology can be utilized to improve the quality and safety of care for clients experiencing the specified health topics.</p> |
| 9 | <p>Determine ways to enhance client safety as it applies to:</p> <ol style="list-style-type: none"> a. A non-complicated client b. Complication prevention c. Complication interventions |

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| | d. Performance of nursing skills |
| 10 | Identify specific pharmacological therapies (uses, considerations, and clinical safety implications) appropriate for clients experiencing the specified health topics. |
| 11 | Examine professional role expectations that apply to care of clients experiencing the specified health topics, including: <ul style="list-style-type: none">a. Accountabilityb. Advocacyc. Regulatory frameworksd. Legal and ethical parameterse. Standards of practicef. Evidence based practice |

Medical-Surgical Lab Objectives

NURSING PROCESS II NUR 1525

Medical-Surgical Lab Objectives

| Objective # | A. Intravenous Therapy (IV) Lab Upon completion of this laboratory experience, students will be able to perform the following procedures correctly, based upon knowledge and application of current, relevant and evidence based practice. |
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| 1 | List the major advantages and disadvantages of intravenous infusion therapy. |
| 2 | Identify complications related to intravenous infusion therapy |
| 3 | Identify appropriate action to take for specified complications related to intravenous therapy. |
| 4 | Discuss the importance of psychological preparation for the client undergoing IV therapy. |
| 5 | Review components of physical preparations for the client undergoing IV therapy in terms of safety, comfort and position. |
| 6 | List and describe each site that may be assessed and used for peripheral IV therapy. |
| 7 | Identify special considerations related to intravenous infusion therapy as it relates to elderly, pediatric and neonatal populations. |
| 8 | Distinguish between commonly used peripheral venous access devices. |
| 9 | List materials used to prepare and maintain the integrity of the infusion site. |
| 10 | Differentiate between the types of manual gravity control and electronic infusion devices used to regulate IV infusions |
| 11 | Review the components of the medical order for IV infusion therapy. |
| 12 | State the correct use of tourniquet for peripheral venous access in terms of indications, applications, and duration. |
| 13 | Assemble items required to initiate a primary peripheral IV infusion. |
| 14 | Demonstrate the following: <ul style="list-style-type: none"> • How to set up a primary IV infusion • How to antiseptically prepare the skin prior to initiating intravenous access. • Methods of assessing a peripheral vein for infusion • Correct tourniquet placement in relation to site for IV infusion • Initiate intravenous access using over-the-catheter & winged infusion set. • Method of dressing a peripheral IV site. • The correct method to connect and maintain an infusion line. • How to calculate drip rates. • Method to piggyback a secondary infusion to a primary IV line. • The correct method to discontinue an infusion line. |
| 15 | Analyze the components of labeling, reporting, and documentation in the practice of peripheral infusion therapy. |
| 16 | Describe the features of the various primary and secondary administration sets and the accessory devices. |
| 17 | Explain how needle-less systems and needle-stick protection devices operate. |

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| Objective # | <p>B. IV Push Objectives</p> <p>Upon completion of this laboratory experience, students will be able to perform the following procedures correctly, based upon knowledge and application of current, relevant and evidence based practice</p> |
| 1 | Define the process of IV drug absorption and distribution. |
| 2 | Analyze the nurse's role and responsibilities regarding the delivery of IV medications. |
| 3 | Identify the nurse's role in monitoring effectiveness of IV medication. |
| 4 | Identify special considerations related to IV push medication administration as it relates to elderly, pediatric and neonatal populations. |
| 5 | Discuss the importance of psychological preparation for the client undergoing IV push medication administration. |
| 6 | Review components of physical preparations for the client undergoing IV push medication administration in terms of safety, comfort and position. |
| 7 | Identify complications related to IV push meds. |
| 8 | Identify appropriate actions to take for specified complications related to IV push medications. |
| 9 | <p>Demonstrate the following:</p> <ul style="list-style-type: none"> • Review the components of the medical order for IV infusion therapy. • Correctly calculate medication dose • Access resources to determine if dilution is required and the appropriate length of time for administration. • Correct administration of IV meds through a saline lock/IV infusion. |
| Objective # | <p>C. Venipuncture Objectives</p> <p>Upon completion of this laboratory experience, students will be able to perform the following procedures correctly, based upon knowledge and application of current, relevant research findings.</p> |
| 1 | List supplies used in a typical venipuncture procedure. |
| 2 | Identify the most appropriate sites for venipuncture. |
| 3 | Describe the process and time limits of tourniquet application. |
| 4 | Describe techniques to improve vein distension and palpation. |
| 5 | Describe the "order of draw" for blood collection tubes. |
| 6 | Discuss the importance of psychological preparation for the client undergoing venipuncture. |
| 7 | Review components of physical preparations for the client undergoing venipuncture in terms of safety, comfort and position. |
| 8 | Identify special considerations related to intravenous venipuncture as it relates to elderly, pediatric and neonatal populations. |
| 9 | Identify complications related to intravenous venipuncture. |
| 10 | Identify appropriate action to take for specified complications related to venipuncture. |
| 11 | <p>Demonstrate the following:</p> <ul style="list-style-type: none"> • Review the components of the medical order for IV infusion therapy. • Correct tourniquet placement in relation to site for venipuncture. • Perform correct technique of drawing blood using a vacutainer system, a syringe/needle, a butterfly/syringe, a butterfly/vacutainer system and a vacutainer/vacutainer needle. |
| 12 | List the components necessary for proper specimen labeling. |
| 13 | Describe proper handling of blood tubes including those with additives/preservatives. |

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| Objective # | D. NG Tube Objectives Upon completion of this laboratory experience, students will be able to perform the following procedures correctly, based upon knowledge and application of current, evidence based findings |
| 1 | Differentiate various types of NG tubes and their purposes. |
| 2 | Simulate appropriate client education before performing procedure. |
| 3 | Discuss the importance of psychological preparation for the client undergoing NG insertion. |
| 4 | Review components of physical preparations for the client undergoing NG insertion in terms of safety, comfort and position. |
| 5 | Identify special considerations related to NG insertion as it relates to elderly, pediatric and neonatal populations and bariatric clients. |
| 6 | Identify complications related to NG insertion. |
| 7 | Identify appropriate actions to take for specified complications related to NG insertion. |
| 8 | Demonstrate the following: <ul style="list-style-type: none"> • Review the components of the medical order for NG tube placement. • Method of inserting and removing NG tubes. |

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| NURSING PROCESS II NUR 1524 OB Lab Objectives | |
| During OB Lab students are expected to: <ul style="list-style-type: none"> • Complete electronic fetal monitoring objectives • Actively participate in labor and delivery, postpartum, and newborn/breastfeeding lab activities | |
| Objective # | Electronic Fetal Monitoring |
| 1 | Explain indication for, and modes of fetal and uterine monitoring, including placement of monitors. |
| 2 | Recognize and describe mechanisms of; fetal heart rate baseline, variability, accelerations, early, late and variable decelerations, and uterine activity. |
| 3 | Interpret electronic fetal monitoring (EFM) and describe nursing interventions, including intrauterine resuscitation, for fetal heart rate baseline, variability, accelerations, early, late and variable decelerations, and uterine activity. |
| 4 | Develop appropriate client teaching related to electronic fetal monitoring (EFM). |
| 5 | Examine professional role expectations applied to EFM including; accountability, standards of practice, evidence based practice, ethical/legal parameters, and informatics. |
| Objective # | Labor and Delivery Lab Activities |
| 1 | Identify roles of health team members present during simulated delivery. |
| 2 | Identify components, supplies, and equipment present during simulated delivery. |
| 3 | Experience normal progression of labor and delivery through simulation. |
| 4 | List critical components of assessment of the laboring client to prevent or minimize complications. |

| Objective # | Postpartum Lab Activities |
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| 1 | Identify the critical elements for assessment of a postpartum woman. |
| 2 | Recognize normal and abnormal findings during physical exam of a woman during the first 48 hours postpartum. |
| 3 | Distinguish between normal and abnormal fundal assessments including appropriate nursing interventions. |
| 4 | Compare the techniques for performing a physical assessment on women who have delivered vaginally or by cesarean section. |
| Objective # | Newborn/Breastfeeding Lab Activities |
| 1 | Simulate newborn admission assessments and ongoing assessments. |
| 2 | Simulate newborn administration of medications, immunizations and lab screening. |
| 3 | Identify parent teaching for care of circumcision, umbilical cord stump, and diaper area. |
| 4 | Simulate newborn bath, positioning and other care activities. |
| 5 | Identify nursing interventions to assist breast and bottle feeding families. |
| 6 | Demonstrate knowledge of appropriate latch for breastfeeding infant. |
| 7 | Recognize assessment findings that may indicate problems with breastfeeding. |
| 8 | Demonstrate two positions for holding a baby during breastfeeding. |
| 9 | Identify the importance and components of a gestational age assessment. |

Skills Demonstration Information and Resources

Preparation for skills check off day

1. Lab coordinator will schedule practice and demonstration times.

On the day of the skills demonstration:

1. Report to campus lab promptly on your scheduled day and time. Do not enter the lab until the faculty has directed you to do so. **NOTE:** *Students arriving late for their scheduled time will be sent home and will forfeit their first attempt to complete the assigned skill.*
2. Students are to come dressed in appropriate attire for the nursing campus laboratory (e.g. scrubs, closed toe shoes). Hair must be securely arranged out of your face. **NOTE:** **Students not dressed appropriately will be sent home and will forfeit their first attempt to complete the assigned skills.**
3. Leave all personal belongings at home. Personal items are not allowed in the lab area during the final skills demonstration.
4. No food or drinks are allowed in the lab.
5. Students will have 40 minutes to complete all skills.
6. You are expected to come prepared. Faculty will not be assisting you during the evaluation (e.g. provide cues or answering positively/negatively to inquiries if the skill(s) are being done correctly).

The skills to be covered/demonstrated are as follows:

1. Insertion and removal of a nasogastric tube. *Supplies available for practice and skills demonstration in the nursing lab.
2. Initiating and intravenous access and IV therapy *Bring your designated supplies
3. Administering medication by intravenous push method. *Bring your designated supplies **Students should be familiar with the following medications, to include administration time, dilution and compatible solutions:
 - Morphine sulfate
 - Solu-Medrol® (methylprednisolone sodium succinate)
 - Lasix® (furosemide)
4. Parenteral Medication Administration: Preparation and administration of parenteral medications * Bring your designated supplies (sites will be chosen for you) client may be an adult, child, or infant.

All students will demonstrate administration of parenteral medications. Please note the requirements include that the student be able to successfully complete all of the below:

- a) demonstrate mixing insulin, choosing appropriate equipment, administering a SC injection, etc.
 - b) correctly calculate dosage from the written order
 - c) correctly draw up medications from a variety of containers
 - d) correctly locate the designated site (faculty will designate) by correctly identifying all associated anatomical landmarks.
 - e) safely performing the injection procedure
 - f) correctly disposing of all supplies
5. Sterile Skill(s): Students must be prepared to do one of the following skills. Students will “draw” the catheterization procedure they are to perform on the day of the final skills demonstration.

All students will demonstration preparation of a sterile field, sterile gloving and catheterization of the male and/or female urinary bladder (straight cath or indwelling cath will be performed) **Bring your unopened straight cath kit; if you draw an indwelling cath, a kit will be provided for you*

**OSCC Nursing Program
NUR 1524 & 1525
Final Skills Demonstration**

IV Insertion

| | | | |
|-------------------------------|--|-------|--|
| Student's Name: | | ID #: | |
| Evaluator's Name (#1): | | Date: | |
| Evaluator's Name (#2): | | Date: | |
| Remediation Faculty: | | Date: | |

| <u>SKILL STEPS</u> **Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are allowed per skill. ** | Attempt #1 | | Attempt #2 | | Final Attempt | |
|---|------------|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| Review accuracy and completeness of the order for IV insertion. | | | | | | |
| Identified patient using two identifiers. | | | | | | |
| Assessed patient's history of allergies, especially to iodine, adhesive or latex. | | | | | | |
| Instructed patient about rationale for procedure, and signs and symptoms of complications. | | | | | | |
| Assisted patient to comfortable position, provided adequate lighting. | | | | | | |
| Organized equipment on bedside stand or over-bed table. | | | | | | |
| Opened sterile packages using sterile aseptic technique. | | | | | | |
| Prime saline lock with saline flush syringe, keeping connection end sterile. | | | | | | |
| Performed hand hygiene, applied clean gloves. | | | | | | |
| Applied tourniquet around arm above antecubital fossa, checked for presence of radial pulse. | | | | | | |
| Selected appropriate vein for VAD insertion. | | | | | | |
| Released tourniquet temporarily and carefully. | | | | | | |

| <u>SKILL STEPS</u> **Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are allowed per skill. ** | Attempt #1 | | Attempt #2 | | Final Attempt | |
|--|--|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| | Placed adapter end of saline lock nearby in the sterile package. | | | | | |
| Cleansed insertion area with alcohol or chlorhexidine swab, using friction in a horizontal plane with first swab, in a vertical plane with second swab, and in a circular motion moving outward with third swab. | | | | | | |
| Allowed site to dry completely, refrained from touching cleansed site. | | | | | | |
| Reapplied tourniquet 4-6 inches above the anticipated insertion site, checked presence of radial pulse. | | | | | | |
| Performed venipuncture: anchored vein below site, instructed patient to relax hand, warned patient of sharp stick, inserted needle appropriately with bevel up at a 10-30 degree angle. | | | | | | |
| Observed for blood return through flashback chamber, lowered and advanced catheter appropriately, loosened stylet over the needle catheter, held skin taught while stabilizing needle, advanced catheter off needle, threaded catheter into vein properly. | | | | | | |
| Stabilized catheter with non-dominant hand without touching the insertion site, released tourniquet with the other, applied pressure at least an inch above insertion site. | | | | | | |
| Connected Luer-lock end of set to end of catheter, did not touch point of entry of connection, secured connection. | | | | | | |
| Secured catheter with non-dominant hand or piece of tape. | | | | | | |
| Flushed primed saline lock from attached prefilled syringe. | | | | | | |
| Applied transparent dressing over site, leaving the connection between saline lock tubing and catheter hub uncovered. | | | | | | |
| Looped tubing alongside arm, placed tape over tubing and secured. | | | | | | |
| Labeled dressing with date and time of IV insertion, VAD gauge size and length, and initials. | | | | | | |
| Disposed of sharps in the appropriate container, discarded supplies, removed gloves, performed hand hygiene. | | | | | | |
| Recorded information in patient chart: number of attempts, site of insertion, size, type and length of catheter. | | | | | | |
| | | | | | | |

Attempt #1: Pass/Fail

Comments:

Final Attempt: Pass/Fail

Comments:

OSCC Nursing Program
NUR 1524 & 1525
Final Skills Demonstration

IV Push Medication

| | | | |
|-------------------------------|--|-------|--|
| Student's Name: | | ID #: | |
| Evaluator's Name (#1): | | Date: | |
| Evaluator's Name (#2): | | Date: | |
| Remediation Faculty: | | Date: | |

| <p style="text-align: center;"><u>SKILL STEPS</u></p> <p>**Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are allowed per skill. **</p> | Attempt #1 | | Attempt #2 | | Final Attempt | |
|--|------------|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| Reviewed accuracy and completeness of order. | | | | | | |
| Reviewed information related to medication: action, purpose, normal dose and route, side effects, time of onset and peak action, how slowly to give, compatibility with IV fluids and nursing implications. | | | | | | |
| Checked patient's medical history and history of drug or latex allergies. | | | | | | |
| Collected appropriate equipment and MAR. Performed hand hygiene. Prepared ordered medication using aseptic technique. Checked label of medication carefully with MAR two times. Diluted medications if | | | | | | |
| Prepared two syringes with 2 to 3 mL of normal saline or obtain prefilled saline flush syringes. | | | | | | |
| Took medication to patient at correct time. If medication preparation is not performed at the bedside, the medication syringe must be labeled with the medication and name and dose. Performed hand hygiene. Assessed patient's understanding of purpose of medication therapy | | | | | | |
| Identified patient using two patient identifiers. Assessed IV or saline lock insertion site for signs of infiltration or phlebitis. | | | | | | |
| Compare names of medications on labels with MAR on more time at patient's bedside. | | | | | | |
| Explained procedure to patient. Encouraged patient to report symptoms of discomfort at IV site. | | | | | | |
| Put on clean gloves. | | | | | | |
| Cleaned injection port/hub with antiseptic swab. Inserted syringe containing normal saline into injection port/hub of IV lock. | | | | | | |
| Pulled back gently on syringe plunger and looked for blood return. Flushed IV lock with normal saline by pushing slowly on plunger. Removed saline flush | | | | | | |

| <u>SKILL STEPS</u> **Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are allowed per skill. ** | Attempt #1 | | Attempt #2 | | Final Attempt | |
|--|------------|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| Cleaned injection port/hub with antiseptic swab. Inserted syringe containing prepared medication into port/hub of IV lock. | | | | | | |
| Injected medication within amount of time recommended by institutional policy, pharmacist, or medication reference manual. Use watch to time administration. Observed patient closely for adverse reaction as drug is administered and for several minutes thereafter. Observed IV site during injection for sudden swelling. After administering bolus, withdrew | | | | | | |
| Cleaned injection port of lock with antiseptic swab. Flushed injection port by attaching syringe with normal saline. Injected normal saline flush at same rate medication was delivered. Assessed patient status after giving medication to evaluate effectiveness | | | | | | |
| Disposed of uncapped needles and syringes in appropriate container, discarded supplies, removed gloves, performed hand hygiene. | | | | | | |
| Recorded information in patient chart: medication, dose, time, date, and route. Reported any adverse reactions immediately. Recorded patient's response to medication. | | | | | | |

Attempt #1: Pass/Fail

Comments:

Final Attempt: Pass/Fail

Comments:

**OCCC Nursing Program
NUR 1524 & 1525
Final Skills Demonstration**

NG Tube Insertion

| | | | |
|-------------------------------|--|-------|--|
| Student's Name: | | ID #: | |
| Evaluator's Name (#1): | | Date: | |
| Evaluator's Name (#2): | | Date: | |
| Remediation Faculty: | | Date: | |

| <p style="text-align: center;"><u>SKILL STEPS</u> **Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are allowed per skill. **</p> | Attempt #1 | | Attempt #2 | | Final Attempt | |
|--|------------|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| Reviewed orders; type of NG tube to be placed and whether tube is to be attached to suction, gravity, or feeding solution. | | | | | | |
| Identified patient using two identifiers (i.e., name and birthday or name and account number.) | | | | | | |
| Inspected condition of patient's nasal and oral cavity | | | | | | |
| Asked if patient has had history of nasal surgery and noted if deviated nasal septum was present. Determined if patient had an NG tube insertion in the past and if so which naris was used. | | | | | | |
| Auscultated for bowel sounds and assessed patient's abdomen for distention, pain, and rigidity. | | | | | | |
| Assessed patient's level of consciousness and ability to follow instructions. | | | | | | |
| Positioned patient properly, (high fowler's position with pillows behind head and shoulders, unless contraindicated) Raised bed to comfortable level for nurse. | | | | | | |
| Had patient blow nose. | | | | | | |
| Placed bath towel or disposable pad on patient's chest, place emesis basin, and glass of water with straw within reach. | | | | | | |
| Preformed hand hygiene and applied clean gloves | | | | | | |
| Instructed patient to relax and breathe normally while occluding one naris. Repeat this action for other naris. Selected nostril with greater airflow | | | | | | |
| Measured distance to insert tube. (Measured distance from tip of nose to earlobe to xiphoid process). | | | | | | |

| <u>SKILL STEPS</u> **Critical Elements are highlighted. If a student is unsuccessful on a critical element, the attempt is failed. No more than 2 self-corrections are | Attempt #1 | | Attempt #2 | | Final Attempt | |
|--|--|----------|------------|----------|---------------|----------|
| | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> | <u>S</u> | <u>U</u> |
| | Marked length of tube to be inserted by placing a small piece of tape so it can easily be removed. | | | | | |
| Curve 10 to 15 cm (4 to 6 inches) of end of tube tightly around index finger and release. | | | | | | |
| Lubricated 7.5 to 10 cm (3 to 4 inches) of end of tube with water-soluble lubricating jelly. | | | | | | |
| Instructed patient to extend neck back against pillow, insert tube gently and slowly through naris, aiming end of tube downward. | | | | | | |
| Continued to pass tube along floor of nasal passage, aiming downward toward patient's ear. (If resistance is met, apply gentle downward pressure to advance tube. Do not force past resistance. Withdraw tube, allow patient to rest, relubricate tube, and insert into other naris) | | | | | | |
| Continued inserting tube just past nasopharynx by gently rotating toward opposite nostril and passing it just above oropharynx. (Stop tube advancement and allow patient to relax, and provide tissues. | | | | | | |
| Explained to patient that next step requires that he or she swallow. Gave patient glass of water unless contraindicated. | | | | | | |
| Instructed patient to flex head forward, take a small sip of water, and swallow. (If patient is not allowed fluids, instruct to <u>dry swallow or suck air through straw</u>). | | | | | | |
| Temporarily anchor tube to patient's chest with piece of tape until tube placement is verified. | | | | | | |
| Verified tube placement (Attached Asepto or catheter-tipped syringe to end of tube and aspirate gently back on syringe to obtain gastric contents, observing color). (Measure pH of aspirate with range of whole numbers from 1.0 to 11.0 or greater) (Order x-ray of chest/abdomen) | | | | | | |
| Anchored tube: (Tape to nose, avoid putting pressure on nares. Apply tape to nose, leaving split ends free, be sure that top end of tape over nose is secure. <u>Carefully wrap two split ends of tape around tube</u>). | | | | | | |
| Fastened end of NG tube to patient's gown by looping rubber band around tube in slipknot. Pinned rubber band to gown. | | | | | | |
| Made sure that head of bed was elevated to 30 degrees. (Unless healthcare provider's orders say otherwise). | | | | | | |
| Removed gloves and preformed hand hygiene. | | | | | | |
| Verbalized documentation of tube length, how patient tolerated procedure. | | | | | | |
| | | | | | | |

Attempt #1:

Pass/Fai

1 Comments:

Final Attempt: Pass/Fail

Comments:

All exams will have a dosage calculation component

Important!

The approved rounding rules, abbreviations, etc. for the OCCC Nursing Program is included in this packet. Please ensure you refer to this information to be successful on the dosage calculation competency exam.

Website tutorials are not endorsed by the OCCC Nursing Program and/or OCCC. The OCCC rounding rules as listed in the Math Packet apply to our exams – answers on the websites may differ. Use these resources only as a source of additional practice problems.

Tips and Tricks for Calculations

1. Memorize the metric, apothecary and household equivalents.
2. Analyze the problem before beginning calculation.
3. Always place a zero in front of a decimal, not after the decimal.
4. Write neatly.
5. Estimate and prove each step, Ask yourself – is this a *REASONABLE* amount of medication? (E.g. you will NOT be giving 100 tabs when in clinical/practice or on a test question!)
6. If you doubt your answer – recalculate!

The Rounding Rules

Basic Rounding: (Applies to both Adult & Pediatric clients):

If the number is greater than or equal to 5 then round up. If the number is less than 5 then round down.

Ex: 1.57 = 1.6 Ex: 2.43 = 2.4

Ex: 0.782 = 0.78 Ex: 0.968 = 0.97

Remember: Round at the end of the problem.

Converting pounds and kilograms

Round at the end of the problem.

Ex: DrugX 15mg/Kg per

day. Client weight is 82 lbs.

$82 \text{ lb} \div 2.2 \text{ kg/lb} = 37.27 \text{ kg}$
 $37.27 \text{ kg} \times 15 \text{ mg/kg} = 559.0909 \text{ mg}$

$2.2 \text{ lb} = 1 \text{ kg}$

2.

2 Answer

Drops (gtt) and Units

Drops and units are too small to divide into parts.

Cannot give ½ a drop

Always round to the nearest whole number.

Ex: 89.5 = 90

Ex: 77.4 = 77

mL

If the answer is less than 1 mL then round to the nearest 100th

Ex: 0.376 = 0.38 mL

If the answer is greater than 1 then round to the nearest tenth.

Tablets

Tablets as a rule, can only be given whole or broken in half (if scored). Round to the half (0.5):

Ex: 1.45 = 1.5 tablets

Ex: 1.1 = 1 tablet

Conversion Table

| Metric Units of Measurement | | | |
|--|-----------------------|---------------------|---------|
| Gram (Weight) | 1 kilogram (kg, Kg) | 1000 g | |
| | 1 gram (g, gm, G, Gm) | 1000 mg | 0.001 g |
| | 1 milligram (mg) | 1000 mcg | |
| Liter (volume) | 1 liter (L, l) | 1000 mL | |
| Household Equivalents in Fluid volume | | | |
| 1 measuring cup = | | 8 ounces (oz) | |
| 1 medium-size glass (tumbler size) = 1 coffee cup (c) = | | 8 ounces (oz) | |
| 1 ounce (oz) = | | 6 ounces (oz) | |
| 1 tablespoon (T) = 1 | | 2 tablespoons (T) | |
| teaspoon (t) = | | 3 teaspoons (t) | |
| | | 60 drops (gtt) | |
| | | 1 minim (min, or m) | |
| Approximate Metric, Apothecary, and Household Equivalents | | | |
| Metric System | Apothecary System | Household System | |
| 1 kilogram (kg) | 2.2 pounds (lb) | 2.2 pounds (lb) | |
| 1000 gram (g) | 2.2 pounds (lb) | 16 ounces (oz) | |
| 60 milligram (mg) | 1 pound (lb) | 1 cup | |
| 240 milliliter (mL) | 1 grain (gr) | 1 tablespoon (T) | |
| 15 mL | | 1 teaspoon (t) | |
| 5 mL | | | |

Oklahoma City Community
College NUR 1524 & 1525

Dosage Calculation Lab Practice

Please write answers in the blank provided. Be sure and give unit of measurement with each answer. (i.e. mg, kg, cc, ml/hr, gtt/min, etc.) Make sure your rounding follows standard guidelines.

- The physician orders 200 mL of D5W over 15min. Drop factor: 12gtt/mL
 - The I.V. infused by pump. Calculate the flow rate _____
 - The IV is infused by gravity. Calculate the drip rate _____
- The physician orders 1000 mL of D5W over 10 hours. Drop factor: 15gtt/mL. The IV infused by pump.
 - Calculate the flow rate _____
 - The IV is infused by gravity. Calculate the drip rate _____
- The physician orders Vancomycin 1g in 150mL of D5W over 3 hours. Drop factor: 60gtt/mL
 - The IV is infused by pump. Calculate the flow rate ____
 - The IV is infused by gravity. Calculate the drip rate ____
- The physician orders 1000mL D5 ½ NS + 20mEq KCL at 125mL/hr. Drop factor: 12gtt/mL
 - Pump rate?
 - Drip rate?
 - The infusion began at 0630. How much fluid should have infused by 1200?
- The physician's order reads: Give Augmentin 200mg po TID for 6 days. Available:



- How much medication should you administer per dose? _____ mL
- How many mg will this client receive in a 24 hour period? _____ mg
- How much medication will be required to complete this round of antibiotics? _____ mL

6. A physician orders 75mg Demerol IV q 4-6 hours prn pain. Your client has complained of pain and rates the pain at a 7 on a scale of 0 to 10. Available on your unit is Demerol 100mg/1ml.
 - a. How much Demerol would you administer? ___ mL
 - b. How much Demerol would you waste? _____ mL _____ mg

7. Mr. Jones weighs 147 lbs, his physician has ordered Augmentin 15mg/kg/day to be given in four doses.
 - a. How much will be given per dose? _mg
 - b. How much Augmentin will Mr. Wilson receive in a 24 hour period of time? __mg

8. Order: 1000ml NS IV to run at 250ml/hr to be followed by 1000ml D5LR to run at 100ml/hr. You begin the NS at 1600.
 - a. What time will you change the IV bag and rate?
 - b. What time will the second bag finish?

9. The physician orders 2 tsp of Tylenol suspension. The medication is delivered as 40 mg per teaspoon.

How many mg would be given in a single dose? ___mg

10. The physician order reads:
 PRN sliding scale Human Regular Insulin. If
 FSBS <70 or > 400 call the physician. If the
 FSBS is:
 201-250 give 2 units SC.
 251-300 give 4 units SC.
 301-350 give 6 units SC.
 351-400 give 8 units SC.

The client has a blood sugar of 340. What will your next action be? _____

Answer Key:

- 1a. 800 mL/hr
- 1b. 160 gtt/min
- 2a. 100 mL/hr
- 2b. 25 gtt/min
- 3a. 50 mL/hr
- 3b. 50 gtt/min
- 4a. 125 mL/hr
- 4b. 25 gtt/min
- 4c. 688 mL
- 5a. 5 mL
- 5b. 600 mg
- 5c. 90 mL
- 6a. 0.75 mL
- 6b. 0.25 mL; 25 mg
- 7a. 250 mg
- 7b. 1002 mg
- 8a. 2000 or 08:00 pm or 8pm
- 8b. 0600 or 06:00 am or 6am
9. 80 mg
10. 6 units given SC