



**NUCO 2130: Therapeutic Principles of Nursing Care
Fall 2015**

Course Credit: 2.5-1.5-0-4 (*classroom hours, lab hours, clinical hours, credits*)

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Teaching Assistants Natalie Drawdy, BSN, RN, IBCLC, ncd2cc@virginia.edu

Classroom Lectures: Claude Moore Nursing Building, G010
Wednesdays, 1050 – 1150 & 1300 - 1430

Clinical Labs: McLeod Hall, 3026
Section 101, Thursday, 0800 – 1100
Section 102, Thursday, 1100 – 1400
Section 103, Thursdays, 1400 – 1700
Section 104, Friday, 0800 – 1100
Section 105, Fridays, 1100 – 1400
Section 106, Fridays, 1400 – 1700

Course Description:

Knowledge is a treasure, and practice is the key to it. Lao Tzu

This course has been designed for you to understand **therapeutic principles of nursing care** and to learn **psychomotor skills** associated with the nursing care to apply them to deliver quality nursing care across health care delivery settings and populations.

This course consists of both classroom lectures and lab activities. **The classroom portion** of this course will enhance students' comprehension of essential therapeutic principles requisite to safe, high quality performance of nursing interventions. **Simulated learning opportunities** assist students in synthesizing, applying, and refining clinical skills that can be transferred to clinical settings and used in the delivery of quality patient care.

At the completion of this course, you will be able to:

1. **Discuss principles** associated with select clinical procedures (*why do you perform those procedures?*)
2. **Demonstrate identified clinical procedures** appropriately and accurately (*how do you perform those procedures?*)
3. **Integrate** the performance of nursing interventions into a given theoretical or simulated clinical situation **to achieve the best patient outcomes** (*can you critically think and choose best procedures based on patients' condition?*)
4. Apply evidence-based principles of **patient safety** in the performance of select nursing interventions (*what is the best way to apply the procedures in a safe way?*)
5. Adapt principles of **therapeutic communication** within the performance of select nursing interventions across the lifespan and continuum of health care delivery settings (*can you effectively explain the procedures to your patients?*)
6. Demonstrate **skill in documenting select nursing interventions** in an electronic health record in the delivery of safe, high-quality patient- & family-centered care across the care continuum (*can you document your procedures accurately?*)

You will need the following to prepare for this course:

1. Required text

CoursePoint for "Taylor, C. R., Lillis, C., LeMone, P., & Lynn, P. (2014). Fundamentals of Nursing: The Art and Science of Nursing Care (8th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins"

The CoursePoint includes the following:

- One year access to integrated adaptive quizzing through PrepU.
- Access to online student ancillaries.
- 4 eBook downloads with perpetual access (two computers and two portable devices).

How to purchase:

- 1) Visit University of Virginia's Lippincott Direct online store.
http://lippincottdirect.lww.com/UniversityOfVirginia-OPEN2AB001V5?et_cid=A6UJ9A00OUXU.
- 2) After registering, you will see all Wolters Kluwer | Lippincott learning resources adopted by University Of Virginia.
- 3) The Lippincott Direct online store will automatically calculate all direct purchase discounts for which your school has been qualified.
- 4) **Options for financial aid students:**
 - A deferred payment option is available for students who have not yet received their financial aid payments. Visit University Of Virginia's Lippincott Direct online store and click the "Assistance with Financial Aid" button for details.

How to activate:

- 1) In order to have access to Lippincott CoursePoint for Taylor: Fundamentals of Nursing, Eighth Edition, redeem your ACCESS CODE and complete registration at <http://thePoint.lww.com/activate>.
- 2) From the "**My Content**" page, click on Lippincott CoursePoint for Taylor: Fundamentals of Nursing, Eighth Edition.
- 3) On the welcome screen or from "**My Classes**", select "**Join a Class**", enter your CLASS CODE: **D5451359**, and click "**Enroll**".

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.

2. Required device:

iClicker (There are three versions of iClicker available out there. You are able to use any version among them)

After purchasing the iClicker, please register your clicker in the following webpage:

<https://www1.iclicker.com/register-clicker/>

For Student ID, please use your ID which is the first part of your email before @virginia.edu.

For Remote ID, the 8-character code found on your remote.

How will you be graded?

Clinical laboratory participation and expectation (1% per lab)	14%
Final clinical demonstration examination	20%
Class participation (0.25% per class)	6.5%
One slide presentation	0.5%
1 st exam	15%
2 nd exam	15%
3 rd exam	12%
4 th exam	17%
Total	100%

How will you and I assess your progress:

In clinical laboratory

Expectations for each clinical laboratory consist of the following:

***A warning may be earned in the laboratory setting based on non-performance of the below expectations. Three warnings will result in an unsatisfactory in your final grade.**

- *Attendance and punctuality:* Your laboratory attendance is imperative in learning nursing skills; therefore, attendance is required. Please be punctual so that you don't cause a delayed start of your group.

*In the event of illness or an emergency, contact the clinical instructor Leslie Bergin immediately that day to arrange attending an alternative lab session ideally within one week.

Only emergencies will be considered for an alternative make-up date.

Being absent and not having a make-up lab will result in "unsatisfactory" in your final grade regardless of your final score.

- *Active Participation:* This will help your learning, so please be alert, engage, and contribute to the lab activities.
- *Accountability & Professionalism:* Respectful attitude to your peers, instructor, and teaching assistant demonstrate your professionalism, which is highly expected for you to develop through this course. Please also monitor and adjust your own behaviors, including adhering to appropriate attire or lab dress code.

*Students are required to wear scrubs (or lab coat), white socks, white shoes, and ID badge for each lab experience. A long sleeve white T-Shirt may be worn under the scrub shirt for warmth. No sweat jackets or colored sweaters are to be worn over the scrubs (Lab coat is allowed). Long hair must be tied back in such a manner that it will not fall forward. Please bring appropriate materials including nursepacks, stethoscopes, and supplies for note taking.

- *Preparedness*: You can be best prepared by reading the skill procedure presented in the text book and viewing weekly assigned **Watch & Learn Videos** that are available on the Coursepoint website.
- *Repetitive skill practice*: Please take advantage of every opportunity to practice your skills so that when you need to perform them, you will have the confidence and competence. You are strongly encouraged to use the Mary Morton Parsons Clinical Simulation Learning Center (CSLC) during open hours to independently practice with a clinical laboratory partner (approximately 1 hour per week). The CSLC is open for practice for the following hours:

Monday	Tuesday	Wednesday	Thursday
4:30 to 6:30pm	4:30 to 6:30pm	4-7pm	4-7pm

Final Clinical skill demonstration exam

At the end of the semester, you will have an opportunity to demonstrate your best performance of clinical nursing skills in consideration of patient safety. You are also expected to demonstrate your communication skills with your client (simulation model) by explaining the procedure and the rationales for what you are doing. No notes may be used during the examination. The detailed instruction for preparation of this final test will be provided later the semester.

In Classroom

Participation

Class attendance and participation are highly valued. Thank you for coming to class prepared – **having read the material**. There will be a few in-class activities that will provide you with an opportunity to engage with the course material and to check your understanding. These will include **iClicker questions** during lecture and **sharing knowledge acquired from your reading with your peers** which will facilitate your understanding of principles behind each nursing skills. These activities are designed to guide you through the lecture material. Evidence of attendance and participation will be obtained through the iClicker system. After each class, you are expected to **take a quiz** which will be assigned through “**adaptive learning by prepU**”.

Examinations

Your knowledge acquired in this course will be tested through a total of four examinations. The exams will consist of multiple choice questions. Any information provided in class or in assigned readings/watch & learn videos may be included on the exams. The exams will be conducted in the classroom through the CollabSite using your laptop computer.

UVA SON Grading Scale:

A+ (97-100)	B+ (87-89)	C+ (77-79)*	D+ (67-69)	F (0-59)
A (94-96)	B (84-86)	C (74-76)*	D (64-66)	
A- (90-93)	B- (80-83)	C- (70-73)	D- (60-63)	

Students should refer to the University Record and School of Nursing Student Handbook for complete policy on grading scale and unsatisfactory grades. Below 70 is a failing grade for undergraduate nursing students. There will be no rounding (ex., a grade of 89.999 will be B⁺ and will not be rounded up to A).

Preferred Communication: Preferred method of communication by students with the course professor is via email (jl3zj@virginia.edu) between 8am – 5pm, M-F. If there is an emergency/urgent message, red flag emails and/or text (# will be provided during class). Anticipated response time to emails is within 24-48 hours business days. Office hours are by appointment on Wednesdays between 2:30 to 5pm.

Inclement Weather: University policy determines UVA official closings due to weather. If the University is closed due to inclement weather, an alert will be posted on the UVA home page and the UVA Snow Line: (434) 243-SNOW or 924-SNOW. Refer to attendance policy described above.

The Honor Pledge: The University of Virginia has one of the oldest Honor Systems in the country. Integrity and honor and the Community of Trust are integral to our work together. We expect to see all of your work signed with the Honor Pledge or affirmed in Collab, and more importantly, we expect that your signature or affirmation signifies that you uphold the meaning of the Pledge.

Academic Grievances: A student who believes that an academic decision violates the University's or school's academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Refer to the Student Academic Grievance Policy in the University Record for the policy and procedure.

University of Virginia Mission Statement

- The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

School of Nursing Mission Statement

- The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON's multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment.

School of Nursing Values

- Respect and honor
- Relationships and collaboration
- Recognition and celebration
- Excellence

End of Program Terminal Objectives

The BSN program prepares graduates to:

- Collaborate with interprofessional teams and/or others to promote health and reduce health risks, to deliver holistic, compassionate, and culturally sensitive care for individuals, families, communities, and populations, and to facilitate patient-centered transitions of care;
- Provide evidence-based nursing care consistent with American Nurses Association foundation documents (Scope of Practice; Code of Ethics; Social Policy Statements) and to incorporate professional values;

- Examine the historical and evolving role of nursing in national and global health care systems and its impact on the health status of individuals, communities, and populations;
 - Use effective health information technology and research findings to evaluate the safety and quality of patient-centered care across health care settings, incorporating principles of leadership to affect patient outcomes; and,
 - Accept personal and professional responsibility/accountability demonstrated through professional leadership, and participation in activities for professional growth and development.
- (Approved by Faculty Organization, November 2012)

The Essentials of Baccalaureate Nursing Education

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice. A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety. Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- Essential III: Scholarship for Evidence Based Practice. Professional nursing practice is grounded in the translation of current evidence into one's practice.
- Essential IV: Information Management and Application of Patient Care Technology. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- Essential V: Health Care Policy, Finance, and Regulatory Environments. Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- Essential VII: Clinical Prevention and Population Health. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Essential VIII: Professionalism and Professional Values. Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- Essential IX: Baccalaureate Generalist Nursing Practice. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients

Fall 2015 Schedule

Week	S	M	T	W	R	F	S
1	8/23	24	25	26 Lecture-1	27 Lab-1	28 Lab-1	29
2	30	31	9/1	2 Lecture-2	3 Lab-2	4 Lab-2	5
3	6	7	8	9 Lecture-3	10 Lab-3	11 Lab-3	12
4	13	14	15	16 Lecture-4	17 Lab-4	18 Lab-4	19
5	20	21	22	23 EXAM1 Lecture-5	24 Lab-5	25 Lab-5	26
6	27	28	29	30 Lecture-6	10/1 Lab-6	2 Lab-6	3 Reading
7	4 Reading	5 Reading	6 Reading	7 Lecture-7	8 Lab-7	9 Lab-7	10
8	11	12	13	14 EXAM2 Lecture-8	15 Lab-8	16 Lab-8	17
9	18	19	20	21 Lecture-9	22 Lab-9	23 Lab-9	24
10	25	26	27	28 EXAM3 Lecture-10	29 Lab-10	30 Lab-10	31
11	11/1	2	3	4 Lecture-11	5 Lab-11	6 Lab-11	7
12	8	9	10	11 Lecture-12	12 Lab-12	13 Lab-12	14
13	15	16	17	18 Lecture-13	19 Lab-13	20 Lab-13	21
14	22	23	24	25 TG	26 TG	27 TG	28 TG
15	29 TG	30	12/1	2 EXAM4 Lecture-14	3 Lab-14	4 Lab-14	5
16	6	7	8 Courses End	9 Reading	10 LAB EXAM	11 LAB EXAM	12
17	13 Reading	14	15	16 Reading	17	18	19

NUCO 2130 Class and Clinical Laboratory Schedules with Required Readings, Skills, and Audiovisuals
(Please note that this schedule is subject to change.)

Week	Lecture	Readings	Clinical Laboratory	Watch & Learn Videos
Week 1	Lecture-1	Lecture-1	Lab-1	Lab-1
Aug 26- Aug 28	Chapter 23: Asepsis and Infection Control	p. 530-577	Skill 23-1 Performing hand hygiene using soap and water Skill 23-2 Using personal protective equipment Skill 23-3 Preparing a Sterile Field and Adding Sterile Items to a Sterile Field Skill 23-4 Putting on Sterile Gloves and Removing Soiled Gloves	Asepsis: Performing Hand Hygiene
Week 2	Lecture-2	Lecture-2	Lab-2	Lab-2
Sept 2- Sept 4	Chapter 32: Activity	p. 1037-1117	Skill 32-1 Applying Graduated Compression Stockings Skill 32-2 Assisting a Patient With Turning in Bed Skill 32-3 Moving a Patient Up in Bed With the Assistance of Another Nurse Skill 32-4 Transferring a Patient From the Bed to a Stretcher Skill 32-5 Transferring a Patient From the Bed to a Chair *Application of Intermittent Pneumatic Compression Devices (p. 879) *Minimum lift	
Week 3	Lecture-3	Lecture-3	Lab-3	Lab-3
Sept 9- Sept 11	Chapter 26: Safety, Security, and Emergency Preparedness, Chapter 30: Hygiene, Chapter 34: Comfort and Pain management	p. 686-726, p. 900-953, p. 1149-1194	Skill 32-6 Providing Range-of-Motion Exercises Skill 26-1 Applying an Extremity Restraint Skill 30-2 Assisting the Patient With Oral Care Skill 30-3 Providing Oral Care for the Dependent Patient *Common bed positions and protective nursing actions	Activity: Providing Range-of-Motion Exercises Hygiene: Giving a Bed Bath Hygiene: Making an Occupied Bed
Week 4	Lecture-4	Lecture-4	Lab-4	Lab-4
Sept 16- Sept 18	Chapter 16: Documenting, Reporting, Conferencing, and Using Informatics	p. 338-367	Skill 30-1 Giving a Bed Bath Skill 30-4 Making an Unoccupied Bed Skill 30-5 Making an Occupied Bed Skill 34-1 Giving a Back Massage Skill 31-8 Applying an External Heating Pad	
EXAM 1 to cover lecture 1-4 on Sep23				
Week 5	Lecture-5	Lecture-5	Lab-5	Lab-5
Sept 23- Sept 25	Chapter 31: Skin Integrity and Wound Care	p. 954-1036	Skill 31-1 Cleaning a Wound and Applying a Dry, Sterile Dressing Skill 31-2 Applying a Saline-Moistened Dressing Skill 31-3 Performing Irrigation of a Wound Skill 31-4 Caring for a Jackson-Pratt Drain Skill 31-5 Caring for a Hemovac Drain Skill 31-6 Collecting a Wound Culture Skill 31-7 Applying Negative-Pressure Wound Therapy	Skin Integrity and Wound Care: Irrigating a Wound Using Sterile Technique

Week 6	Lecture-6	Lecture-6	Lab-6	Lab-6
Sept 30- Oct 2	ECG and Glucometer competency		Skill 35-4 Obtaining a Capillary Blood Sample for Glucose Testing *EKG	
Week 7	Lecture-7	Lecture-7	Lab-7	Lab-7
Oct 7- Oct 9	Chapter 36: Urinary Elimination	p. 1264-1342	Skill 36-1 Assessing Bladder Volume Using an Ultrasound Bladder Scanner Skill 36-2 Assisting With the Use of a Bedpan Skill 36-3 Assisting With the Use of a Urinal Skill 36-4 Applying an External Condom Catheter Skill 36-5 Catheterizing the Female Urinary Bladder Skill 36-6 Catheterizing the Male Urinary Bladder Skill 36-7 Performing Intermittent Closed Catheter Irrigation Skill 36-8 Administering a Continuous Closed Bladder Irrigation	Urinary Catheters: Catheterizing the Male Urinary Bladder: Indwelling and Intermittent Catheters Urinary Elimination: Applying a Condom Catheter
Exam 2 to cover lecture 5-7 on Oct 14				
Week8	Lecture-8	Lecture-8	Lab-8	Lab-8
Oct 14- Oct 16	Chapter 28: Medications	p. 750-851	Skill 28-1 Administering Oral Medications Skill 28-2 Removing Medication from an Ampule Skill 28-3 Removing Medication From a Vial Skill 28-4 Mixing Medications From Two Vials in One Syringe Skill 28-5 Administering an Intradermal Injection Skill 28-6 Administering a Subcutaneous Injection Skill 28-7 Administering an Intramuscular Injection Skill 28-8 Administering Medications by Intravenous Bolus or Push Through an Intravenous Infusion Skill 28-10 Introducing Drugs Through a Medication or Drug-Infusion Lock (Intermittent Peripheral Venous Access Device) Using the Saline Flush	Medications: Administering a Subcutaneous Injection Medications: Administering an Intramuscular Injection Medications: Administering Eye Drops Medications: Administering Eardrops Medications: Administering IV Medications by Piggyback Infusion via an Electronic Infusion Device Medications: Administering Oral Medications Medications: Preparing Unit-Dose Packaged Medications

				Medications: The Three Checks and the Rights of Medication Administration
Week 9	Lecture-9	Lecture-9	Lab-9	Lab-9
Oct 21- Oct 23	Administering Intravenous IV Therapy in Chapter 39	p. 1500-1547	Skill 39-1 Initiating a Peripheral Venous Access IV Infusion (Primary infusion) Skill 39-2 Monitoring an IV Site and Infusion Skill 39-3 Changing an IV Solution Container and Administration Set Skill 39-4 Changing a Peripheral Venous Access Dressing Skill 39-5 Capping for Intermittent Use and Flushing a Peripheral Venous Access Device Skill 39-6 Administering a Blood Transfusion Skill 28-9 Administering a Piggyback Intermittent Intravenous Infusion of Medication (Secondary infusion)	Central Venous Access Devices: Accessing an Implanted Port Central Venous Access Devices: Assessing a Peripherally Inserted Central Catheter (PICC) Site Intravenous Therapy: Changing an IV Solution Container and Administration Set Intravenous Therapy: Monitoring an IV Site and Infusion
Exam 3 to cover lecture 8-9, given on Oct 28				
Week 10	Lecture-10	Lecture-10	Lab-10	Lab-12
Oct 28- Oct 30	Chapter 35: Nutrition	p.1195-1263	Medication practice (Chapter 29 & 40)	
Week 11	Lecture-11	Lecture-11	Lab-11	Lab-10
Nov 4- Nov 6	Chapter 37: Bowel Elimination	p. 1343-1394	Skill 35-1 Inserting a Nasogastric (NG) Tube Skill 35-2 Administering a Tube Feeding Skill 35-3 Removing a Nasogastric Tube Skill 37-2 Irrigating a Nasogastric Tube Connected to Suction Skill 37-1 Administering a Large-Volume Cleansing Enema Skill 37-3 Changing and Emptying an Ostomy Appliance Skill 36-9 Emptying and Changing a Stoma Appliance on an ileal Conduit	Nutrition: Administering a Continuous Tube Feeding Using a Feeding Pump and a Prefilled, Closed Tube Feeding Set-Up Nutrition: Inserting a Nasogastric Tube Bowel Elimination: Changing an Ostomy Appliance

Week 12	Lecture-12	Lecture-12	Lab-12	Lab-11
Nov 11- Nov 13	Chapter 38: Oxygenation and Perfusion	p. 1395- 1469	Skill 38-1 Using a Pulse Oximeter Skill 38-2 Suctioning the Nasopharyngeal and Oropharyngeal Airways Skill 38-3 Administering Oxygen by Nasal Cannula Skill 38-4 Administering Oxygen by Mask Skill 38-5 Providing Care of a Tracheostomy Tube Skill 38-6 Suctioning the Tracheostomy: Open System Guidelines for nursing care 38-1 Using an incentive spirometer (p.1420)	Oxygenation: Nasopharyngeal Suctioning Tracheostomy Care: Providing Tracheostomy Care Using a Disposable Inner Cannula
Week 13	Lecture-13	Lecture-13	Lab-13	Lab-13
Nov 18- Nov 20	Chapter 29: Perioperative nursing	p. 852- 897	Practice lab (Students should attend their regular labs)	Perioperative Nursing: Postoperative Nursing Care on the Day of Surgery Perioperative Nursing: Preoperative Nursing Care on the Day of Surgery
Week 14	Thanksgiving			
Exam 4 to cover lecture 10-13 on Dec 2				
Week 15	Lecture-14	Lecture-14	Lab-14	Lab-14
Dec 2- Dec 4	Wrapping up	Review	Practice lab (Students should attend their regular labs)	
Clinical Demonstration Examination on Dec 10 and 11				