



Central Maine Medical Center
College of Nursing and Health Professions
 70 Middle Street - Lewiston, Maine 04240

CLASS OF 2012
NUR 104: ADVANCED PLACEMENT BRIDGE COURSE

COURSE OUTLINE

If you have a disabling condition and wish to request accommodations in order to have reasonable access to the programs and services offered by Central Maine Medical Center College of Nursing and Health Professions, you must register with the Disability Services Coordinator, Susan Baltrus, who can be reached at # 207-795-2846.

COURSE DESCRIPTION:

The purpose of this course is to reduce duplication of content and allow credit for previous learning for paraprofessionals (Paramedics, LPNS). This course introduces the nursing process as the organizing framework for the delivery of care to the paraprofessional. The transition of the paraprofessional to the nursing process will begin with the development of critical thinking skills required for professional practice. The holistic healthcare needs of individuals are explored along with common health problems encountered in each age group. Concepts of teaching and learning, and managing care are introduced. Students will acquire knowledge through theory, skills and experience.

This course allows the student with a background in health care to complete the educational requirements for an associate degree in nursing in two semesters instead of the usual four semesters. The paraprofessional is given opportunities to challenge didactic and clinical experiences normally covered in the first two semesters of the nursing program (NUR 101 and NUR 102).

Credits: 5 (Lecture, Clinical, Campus Laboratory) **Prerequisites:** Eng.101, Bio 111, Psy101, Bio 112, Psy102, and Eng 110)

PLACEMENT:

Summer Semester: June-August 2011

METHODOLOGY:

Lecture, class and/or online discussions, power point presentations, computer assisted instruction (CAI), handouts, campus laboratory skills, clinical practice, self study modules, and achievement exams.

REQUIREMENTS:

LECTURE: Pass/Fail papers/assignments need a grade of pass to progress. Students are expected to attend lectures and complete all assigned learning activities by due date. Students are expected to participate in class and/or online discussions. **Drug Dosage Calculation Competency must be passed with a score of 100%. Students must pass the Comprehensive Exam with a passing grade of 74% or better to progress in the program.**

BASIS FOR DIDACTIC EVALUATION:

Drug Dosage Calculation Competency	100%	Due Date: July 20, 2011
Kaplan Achievement Exams (4)		Date Due: June 6 & 7, 2011
Comprehensive Examination	40% of Grade	Due Date: August 17, 2011
Module Quizzes	30% of Grade	Due Date: with Modules
Evolve Module Post Exams	30% of Grade	Due Date: with Modules
Module Written Activities	P/F	Due Date: with Modules

CLINICAL: ICare assignments must be completed by July 18, 2011, prior to the clinical practical experience.

Advanced placement to the NUR 201 will depend on successfully meeting all course objectives, passing all required paperwork, and attendance at all clinical sessions. Performance criteria for therapeutic interventions must be met, or additional campus laboratory practice will be required. The student will be evaluated on the clinical experience in order to successfully complete this course. Based on student's performance, the College reserves the right to decide course placement in the nursing program.

BASIS FOR CLINICAL EVALUATION:

Simulation and Skills Demonstration		Due Date: July 19, 2011
Clinical Written Assignments	P/F	Due Date: Thursday after clinical

REQUIRED TEXT: Book List – Class of 2011

COURSE COORDINATOR: Michael Boucher →Phone- 795-7591 email- bouchem@cmhc.org

FACULTY: Nancy Ross, Rachel Groves, Denise Tufts, Colleen Dutile, Peter Miller

Book List – Class of 2012

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1.	Curren, A. L., (2010) Dimensional Analysis for Meds (4 th ed) Clifton Park : Delmar
2.	Doenges, M; Moorhouse, M. F., Murr. A.C. (2010). Nursing Care Plans- Guidelines for Individualizing Client Care Across the Life Span (8 th Ed.) Philadelphia: Davis.
3.	Lewis, S; Heitkemper, M. L.; Dirksen, S. R.; O'Brien, P. G.; Bucher, L., (2007). Medical Surgical Nursing Assessment and Management of Clinical Problems (7 th Ed.) St. Louis : Mosby.
4.	Lewis, S; Heitkemper, M. L.; Dirksen, S. R.; O'Brien, P. G.; Bucher, L., (2007). Virtual Clinical Excursions (7 th Ed.) St. Louis : Mosby.
5.	Lilley, L., Harrington, S., & Snyder, J. (2010). Pharmacology and the Nursing Process Package (6 th Ed.) St. Louis : Mosby.
6.	Lutz, C., Przytulski, K. (2010) Nutrition and Diet Therapy Evidence- Based Applications (5 th Ed.) Philadelphia: Davis.
7.	Potter, P., & Perry, A. (2009). Fundamentals of Nursing Package (7 th Ed.) St. Louis: Mosby.
8.	Schuster, P, (2008). Concept Mapping: A Critical-Thinking Approach to Care Planning, (2 nd Ed.) St. Louis : Mosby.
9.	Ward, S., Hisley, S. (2009). Maternal Child Nursing Care-Optimizing Outcomes for Mothers, Children & Families. Philadelphia: Davis.
10.	Varcarolis, E., Halter, M. (2010). Psychiatric Mental Health Nursing-A Clinical Approach (6 th Ed.) Philadelphia: Davis.

Optional Books	
1.	American Psychological Association. (2009). Publication Manual of the American Psychological Association (6 th ed revised).
2.	O'Brien, Patricia Graber. (2007). Clinical Companion to Medical-Surgical Nursing (4 th Ed.), St. Louis: Mosby.
3.	Peterson, V. (2009). Clinical Companion for Fundamentals of Nursing Package (7 th Ed.), St Louis: Mosby.
4.	Ward, S., Hisley, S. (2009). Clinical Pocket Companion for Maternal Child Nursing Care-Optimizing Outcomes for Mothers, Children & Families. Philadelphia: Davis.

Computer Based CDs and Programs		Faculty Resource
10.	http://evolve.elsevier.com/ Evolve Online Course for Fundamentals of Nursing	Michael Boucher
11.	Kaplan Testing	Rachel Groves, Michael Boucher, Matt Dumais

	Fundamentals, Wellness/Physical Assessment Gerontology, Medical Surgical I	
12.	http://www.textbookx.com/institutional/index.php <i>Archimedes -online bookstore</i>	Sue Hiscock, Michael Boucher
13.	http://moodle.cmmc.org/login/index.php <i>Moodle Online</i>	Michael Boucher or Matthew Dumais
14.	<i>Evaluation Program- Survey Monkey</i> Course: https://www.surveymonkey.com/s/VQCLSCT Resources: https://www.surveymonkey.com/s/VQMMFLK Books: https://www.surveymonkey.com/s/GGGJXXS Lecturer: https://www.surveymonkey.com/s/VWVWX2T Clinical: https://www.surveymonkey.com/s/VWQG975	Matthew Dumais
15.	https://www.cmmcsonisweb.com SONIS	Michael Boucher, Matt Dumais, Dagmar Jennison
16.	ICare https://www.healthstream.com/hlc/login/dir.aspx?cmmf or CMMF Portal	Michael Boucher, Sue Hiscock

Mobile Device Programs	
◆ iTouch	Faculty Resource: Nancy Jo Ross
◆ Intravenous Medications	
◆ Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications with Nursing Implications	
◆ Davis's Drug Guide for Nurses	
◆ Lippincott Manual of Nursing Practice: Procedures	
◆ Taber's Cyclopedic Medical Dictionary	

The Central Maine Medical Center College of Nursing and Health Professions is an equal opportunity/affirmative action institution and employer. If you have a disabling condition and wish to request accommodations in order to have reasonable access to the programs and services offered by Central Maine Medical Center College of Nursing and Health Professions, you must register with the disability services coordinator, Susan Baltrus, who can be reached at 795-2846.

Further information about services for students with disabilities and the accommodation process is available upon request at this number. For more information, please call 207-795-2840.

NUR 104 Advanced Placement Bridge Course

Program Objectives	Course Objectives	Clinical Objectives
<p>The graduate of the Central Maine Medical Center College of Nursing and Health Professions has been prepared to demonstrate the knowledge, concepts and skills necessary to function as an advanced beginner.</p> <p>I. Professional Behavior</p> <ul style="list-style-type: none"> • Practice within the ethical and legal framework. • Promote high standards of nursing practice. • Assess and take action to meet the need for self-development and life long learning. • Demonstrate accountability for nursing care given by self or delegated to others. • Protect confidential information. 	<p>At the conclusion of this course the student should be able to:</p> <p>I. Professional Behavior</p> <ul style="list-style-type: none"> • Discuss the ethical/legal issues in the practice of nursing. • Discuss Standards of Nursing Practice. • Identify the need for self-development. • Demonstrate accountability for nursing care provided by self. • Protect confidential information. 	<p>The student within the current scope of practice, should be able to:</p> <p>I. Professional Behavior</p> <ul style="list-style-type: none"> • Demonstrate professional behaviors when interacting with clients, families, faculty, and members of the healthcare team. • Identify own strengths and limitations in practice of nursing. • Demonstrate initiative in seeking out learning experiences to meet personal and course objectives. • Perform in a safe manner.
<p>II. Communication</p> <ul style="list-style-type: none"> • Utilize therapeutic communication skills when interacting with clients and family. • Communicate relevant, accurate and complete information in a concise and clear manner using appropriate channels. 	<p>II. Communication</p> <ul style="list-style-type: none"> • Apply the components of therapeutic communication. • Communicate relevant, accurate, and complete information. 	<p>II. Communication</p> <ul style="list-style-type: none"> • Demonstrate respect/acceptance of others. • Apply the components of therapeutic communication. • Communicate effectively with members of the health care team. • Communicate verbally and in writing in a clear concise manner with minimal assistance.

Program Objectives	Course Objectives	Clinical Objectives
<p>III. Assessment</p> <ul style="list-style-type: none"> • Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status. • Assess the client's health status by performing a physical, cognitive, psychosocial, and functional assessment. • Assess the strengths, resources and needs of clients within the context of their community. 	<p>III. Assessment</p> <ul style="list-style-type: none"> • Discuss the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status. • Utilize the nursing process to assist clients in each age group to meet their needs. • Perform a physical, cognitive, psychosocial and functional assessment with assistance. • Assess strengths, resources, and needs of clients within the context of their community. 	<p>III. Assessment</p> <ul style="list-style-type: none"> • Provide written evidence of thorough preparation for client/family care. (CONHP Client Assessment Tool) • Complete all assigned sections of the Client Assessment Tool with assistance. • Collect data in a systematic manner using observation, interviewing and appropriate resources. • Begin to recognize assessment data that indicates a need for immediate action and acts accordingly, with assistance from appropriate resources.
<p>IV. Clinical Decision Making</p> <ul style="list-style-type: none"> • Make clinical judgments and management decisions to ensure accurate and safe care. • Analyze and utilize assessment and reassessment data to plan care. • Evaluate the effectiveness of care provided in meeting client outcomes. • Modify client care as indicated by evaluation of outcomes. • Use evidence based information, collected electronically or through other means, to support clinical decision. 	<p>IV. Clinical Decision Making</p> <ul style="list-style-type: none"> • Describe the process of critical thinking. • Utilize assessment data to formulate a plan of care. • Begin to evaluate the effectiveness of the plan in meeting client outcomes. • Begin to modify the plan of care as indicated by the evaluation of client outcomes. • Utilize the sources of information used in planning care. 	<p>IV. Clinical Decision Making</p> <ul style="list-style-type: none"> • Begin to integrate assessment data into a holistic view of the client/family/ community. • Apply theory into clinical practice. • Evaluate the effectiveness of therapeutic interventions based on client/family/ community responses to interventions and revise plan as necessary. • Utilize the nursing process to meet client/family/community needs.

Program Objectives	Course Objectives	Clinical Objectives
<p>V. Therapeutic Interventions</p> <ul style="list-style-type: none"> • Perform nursing skills competently. • Provide a safe physical and psychosocial environment for the client. • Demonstrate caring behaviors toward the client, significant support person(s), peers and other members of the health care team. • Adapt care in consideration of the client's values, customs, culture, and/or habits. • Assist the client to achieve optimal comfort and functioning. 	<p>V. Therapeutic Interventions</p> <ul style="list-style-type: none"> • Perform identified nursing skills with supervision. • Provide a safe environment. • Demonstrate caring behaviors. • Identify client care needs related to spirituality. • Describe how the components of cultural diversity influence health. • Identify barriers to achieving optimum comfort and functioning. 	<p>V. Therapeutic Interventions</p> <ul style="list-style-type: none"> • Begin to incorporate, with assistance, aspects of socio-cultural, spiritual needs into plan of care. • Demonstrate caring attitudes/behaviors towards clients/family/community, peers and healthcare team. • Perform identified nursing skills with supervision.
<p>VI. Teaching and Learning</p> <ul style="list-style-type: none"> • Develop an individualized teaching plan based on assessed needs. • Teach the client/family/ community the information and skills needed to achieve desired learning outcomes. • Evaluate the progress of the client/family/community toward achievement of identified learning outcomes and modify as needed. 	<p>VI. Teaching and Learning</p> <ul style="list-style-type: none"> • Implement a teaching plan for a client/family/ community with assistance. 	<p>VI. Teaching and Learning</p> <ul style="list-style-type: none"> • Identify client/family / community needs for teaching and implement plan based upon client needs.
<p>VII. Collaboration</p> <ul style="list-style-type: none"> • Coordinate the decision-making process with the client/ family/ community and other members of the healthcare team. • Cooperate with others to achieve client and organizational outcomes. 	<p>VII. Collaboration</p> <ul style="list-style-type: none"> • Describe the roles of members of the healthcare team. • Function as a member of the healthcare team. • Collaborate with the client/family/ community and other members of the healthcare team with assistance to evaluate progress toward achievement of outcomes. 	<p>VII. Collaboration</p> <ul style="list-style-type: none"> • Function as a member of the healthcare team.

Program Objectives	Course Objectives	Clinical Objectives
<ul style="list-style-type: none"> Collaborate with the client, family and other members of the healthcare team to evaluate progress toward achievement of outcomes. 		
<p>VIII. Managing Care</p> <ul style="list-style-type: none"> Prioritize client care. Coordinate the implementation of an individualized plan of care. Adapt provision of care to changing healthcare settings and management systems. Demonstrate knowledge of current technologies. 	<p>VIII. Managing Care</p> <ul style="list-style-type: none"> Consider basic human needs when planning care. Organize client care with assistance. Begin to prioritize care for 1 – 2 clients with assistance in a variety of healthcare settings. Describe current technology used in client care. 	<p>VIII. Managing Care</p> <ul style="list-style-type: none"> Begin to prioritize therapeutic interventions with assistance for 1 – 2 clients.

Week of June 26, 2011 <i>In class session Monday 0830-1500</i>	1. Module 2 → Moodle (self-study) 2. In class session → Module 1- M	
Week of July 3, 2011	1. Module 3 → Moodle (self-study) 2. <u>Kaplan Achievement Exams</u> Fundamentals, Wellness/Physical Assessment → June 6, 08-1300 3. <u>Kaplan Achievement Exams</u> Gerontology, Medical Surgical I → June 7, 08-1300	
Week of July 10, 2011 <i>In class session Monday 0830-1500</i>	1. Module 4 → Moodle (self-study) 2. In class session → Module 2-3- M	
Week of July 17, 2011 <i>In class session Monday 0830-1500</i>	1. Module 5 → Moodle (self-study) 2. In class session → Module 4- M 3. <u>Simulation and Skills Lab Day</u> → July 19 0630-1630 4. Drug Dosage Calculation Competency, Erne Training, Clinical Orientation, Clinical Paperwork → July 20, 0830-1530	
Week of July 24, 2011 <i>In class session Monday 0830-1500</i>	1. Module 6 → Moodle (self-study) 2. In class session → Module 5- M 3. Clinical T & W 0630-1500 4. Post Conference Th → 0800-1200	
Week of July 31, 2011 <i>In class session Monday 0830-1500</i>	1. Module 7 → Moodle (self-study) 2. In class session → Module 6- M 3. Clinical T & W 0630-1500 4. Post Conference Th → 0800-1200	Michael Boucher RN, MSN
Week of August 7, 2011 <i>In class session Monday 0830-1500</i>	1. Module 8 → Moodle (self-study) 2. In class session → Module 7- M 3. Clinical T & W 0630-1500 4. Post Conference Th → 0800-1200	
Week of August 14, 2011 <i>In class session Monday 0830-1500</i>	1. In class session → Module 8 2. Final Examination → August 17 • Clinical Evaluation	

SCHEDULE IS SUBJECT TO CHANGE

