

**GEORGE MASON UNIVERSITY
ACADEMIC OUTREACH**

**RETURN TO PRACTICE
FALL 2016**

Faculty:
Jessica Langille, BSN, RN, CMSRN
jangill@gmu.edu
703-626-1347



GEORGE MASON UNIVERSITY
School of Nursing

Course Number: NA

Course Title: RN Return to Practice

Course Description:

A comprehensive program designed for the licensed professional nurse returning to clinical practice. The course will integrate contemporary concepts in pathophysiology, physical assessment, and pharmacology to the care of culturally diverse adult medical surgical patients during classroom, online, and clinical experiences. At the completion of this course all participants will receive a certificate for 15 CE's.

Course Meeting Dates:

GMU Fairfax Campus Rob A #305 0830-1600
September 17 & 18; September 24 & 25
October 1 & 2; October 8 & 9
Virginia Hospital Center 0630-1600
October 15 & 17; October 22 & 23; October 29 & 30

Course Objectives: Upon completion of this course the learner will be able to:

1. Identify common acute and chronic medical conditions of the hospitalized patient through physical assessment.
2. Explain symptoms associated with common chronic medical conditions for the hospitalized patient.
3. Outline evidence-based pharmacological management of common acute and chronic medical conditions of the hospitalized patient.
4. Interpret basic and lethal cardiac rhythms on continuous ECG
5. Classify cardiac rhythms on continuous ECG.
6. Describe sepsis criteria and early goal directed therapy in the management of sepsis of the hospitalized patient.
7. Demonstrate use of SBAR communication tool when giving and receiving report.
8. Increase comfort level of caring for the hospitalized patient.

9. Perform selected skills within the laboratory setting.
10. Identify appropriate documentation information related to health assessment and the performance of selected skills.
11. Demonstrate critical thinking skills through the integration of scenario based evaluation.

Professional Conduct Disclaimer:

The College of Health and Human Services reserves the right to place on probation, suspend, or dismiss any participant in an Academic Outreach sponsored program who does not demonstrate professional conduct. This includes, but is not limited to, verbal abuse, and/or insubordination, as well as behavior that threatens the safety of a client, another student, a faculty member, or other healthcare provider when the behaviors occurs within the context of the academic program. The student has the right to appeal.

Teaching Strategies:

Class – presentation of pathophysiology review of major systematic diseases with evidence-based treatment guidelines and group case study discussions to apply content

Lab in class - Demonstration/Return demonstration, Supervised hands on practice in laboratory to reinforce class content, utilization of SBAR for communication between health-care professionals

Other - Audio- videos and other materials on-line

Clinical – supervised care of hospitalized patients

Required Textbook and materials:

Donna D. Ignatavicius and M.L. Workman (8th Ed.). (2016). Medical-Surgical nursing: Patient-centered collaborative care, 2-Volume Set, Philadelphia, PA: Elsevier.

ISBN #9781455772582.

Any Mosby, Davis, or Lippincott drug guide year 2015 or 2016. Electronic versions are another option but can take up a great deal of space on phones and tablets.

Recommended Text:

Taber's Medical Dictionary

Required Equipment for Lab:

Each student **must** bring the following to lab class:

- Required texts/resources
- Stethoscope
- Pen light
- Watch with second hand
- Sterile supplies will be provided but must be brought back each class

- Appropriate forms for documenting (provided on Blackboard and at the end of this syllabus)

Course Requirements/Lab Policies

- A. **Pre-lab Requirements:** please see <http://chhs.gmu.edu/academic-outreach/refresher-requirements.cfm> for a complete list of requirements to be met prior to the first session of class
- B. **Lab Requirements:** Nursing is an applied science and as such laboratory experiences are essential.
1. **Readings and other learning activities as assigned:** It is an expectation that students will complete the assigned learning activities before coming to lab class. These include, readings and online audiovisual sources. Instruction will enhance but not substitute for the assigned readings and other resources. Consult Blackboard at the beginning of the course and weekly for updates to be prepared to get the most out of the lab session and course.
 2. **Electronic Device Use:** Laptops and hand-held devices are allowed in class for note-taking purposes only. Cell phones must be silenced in lab and use is prohibited during lab session.
 3. **Class attendance:** The student is expected to attend laboratory each class – arrive early or on time. If a student is late or absent, it is the student's responsibility **to notify the instructor prior** to the start of or the missed session, or in the case of an emergency, within **24 hours** of the occurrence. The missed lab session must be made up through a paper and class presentation at the instructor's discretion.
 4. Any food or drinks admitted into the lab are to have a cover and any spills are to be addressed immediately by the learner. Only PENCILS are allowed in the lab as per GMU School of Nursing policy.
 5. In classroom sessions learners will be permitted streetwear. For clinical sessions each student must wear a white scrub top and navy blue pants in accordance with the Virginia Hospital Center dress code for nurses.
 6. It is the responsibility of **ALL students to clean and straighten the practice stations after each and every practice or use.** Please report any broken/missing equipment or supply needs before leaving the lab session. This equipment belongs to the GMU College of Nursing and we'd like to keep the school's respect to continue to use it.

7. **E-Mail and Blackboard**: All students **must** provide a valid email address that they use regularly. Students will be granted access to an online program called Blackboard where content will be located. Students must be able to access and navigate in **Blackboard** for this course. **Blackboard should be visited daily for changes and updates.** Be sure to bring your computer to the first class for assistance in becoming familiar with Blackboard if needed.

C. **Course Evaluation Method:**

This course is designed to promote continuing education in nursing. No individual grades will be provided. There will be quizzes available after each class for students to perform self-evaluation of their understanding of the class content.

It is YOUR responsibility to read this syllabus and all corresponding course resources and/or handouts!

See Faculty for any questions.

TOPICAL	OUTLINE				
DATE	TOPICS	Course Content	Student Learning Outcomes The student will:	Assigned Readings and Related Learning Experiences (Prior to Class)	Class Activities
Week 1	<p>NEURO</p> <p>PULM</p> <p>CONNECT. TISSUE DZ</p>	<p>Introduction</p> <p>Signs, symptoms, and the care of acute care/hospitalized patients with the following conditions</p> <ol style="list-style-type: none"> 1. TIA vs CVA 2. Meningitis vs encephalitis 3. seizures 4. oxygen delivery 5. tracheostomy vs laryngectomy 6. restrictive vs obstructive airway disease 7. Pulmonary emboli 8. "Flu" 9. Pneumonia & Acid-base imbalances 10. OA vs RA 11. SLE 12. Gout 	<ol style="list-style-type: none"> 1. Identify personal goals 2. discuss fears 3. Identify s/s of acute neuro processes and the required nursing interventions and MD notifications 4. Identify s/s acute respiratory distress and the required nursing interventions and MD notifications 5. Compare and contrast obstructive vs. restrictive airway disease processes and their associated s/s 	<ol style="list-style-type: none"> 1. Evidence Based Practice in MedSurg p. 64-73 2. NEURO <ol style="list-style-type: none"> a. TIA p. 930 b. CVA p. 931 c. Meningitis p. 863 d. Encephalitis p. 865 e. seizures p. 858 3. PULM <ol style="list-style-type: none"> a. oxygenation & delivery devices p. 514-521 b. tracheostomy p. 522-529 c. asthma p. 548 d. obstructive vs restrictive airway dz p.557 & p. 571 c. Pulm Embolism p. 603 d. "Flu" seasonal vs pandemic p. 586-588 e. Pneumonia p. 588-594 f. Acid-Base imbalances p. 174-185 4. CONNECTIVE TISSUE DISEASES <ol style="list-style-type: none"> a. OA p. 291 vs. RA p. 304 b. SLE p. 313 c. gout p. 319 	<ol style="list-style-type: none"> 1. Course/ Instructor Introduction 2. Learners' self-introduction 3. Brief discussions and presentations of common neurological, pulmonary, and connective tissue diseases. 4. Case study application in groups.

Week 4	SKILLS	<ol style="list-style-type: none"> 1. Head to Toe Assessment Review w/ SBAR 2. Foley Catheter Insertion 3. Central Venous Catheter Care 4. Wound Care 5. Peripheral IV insertion 	<ol style="list-style-type: none"> 1. Perform independent head-to-toe assessment and identify normal and abnormal assessments 2. Describe the use of SBAR communication to promote continuity between health-care professionals. 3. Successful sterile placement of urinary catheter 4. Identify indications for central line dressing changes and perform sterile CVC dressing change 5. Demonstrate sterile wound mapping and dressing change 6. Discuss the differences between each stage of pressure ulcer 7. Describe methods for preventing pressure ulcer development 	<ol style="list-style-type: none"> 1. Assessment PowerPoint <ol style="list-style-type: none"> 1a. SBAR communication – form provided on Blackboard and in syllabus. Bring two copies to class. 2. Watch Foley Insertion video 3. Central Venous Catheter PowerPoint and dressing video <ol style="list-style-type: none"> a. CVAD p. 193-196 b. care of CVAD p. 200-208 c. Midline p. 192 4. Wound Care PowerPoint and video <ol style="list-style-type: none"> a. wound healing p. 433-436 b. pressure ulcers p. 436-449 5. Peripheral IV insertion 	<ol style="list-style-type: none"> 1. Practice assessment on peers 2. Practice sterile Foley Catheter placement 3. practice sterile CVC dressing changes 4. Practice Sterile wound dressing changes 5. Practice PIV insertion on simulation arm
---------------	---------------	---	--	---	--

Revised by J. Langille 4/2/16

PRINTABLE REPORT SHEET:

Name:
CC:

Allergies/Code

Name
CC

Allergies/Code

PMHx:

PMHx

Neuro

Accu Checks

Neuro

Accu checks

Resp

Resp

CV/VS

CV/VS

GI/GU

Critical Values

GI/GU

Critical Values

SKIN

SKIN

LINES/FLUIDS

TESTS

LINES/FLUIDS

TESTS