Nashua Community College Nursing Program NURS 140N 2020 Online Curriculum Plan					
Week/dates	Lecture	Didactic Assignment	Clinical Assignment Wednesday	Clinical Assignment Thursday	Student Course Competencies
Week 9 3/23-3/29	Neurocognitive	Rationale Quiz: Neurocognitive. Discussion board topic: Neurocognitive. ATI Practice Assessment Targeted Medical Surgical: Cardiovascular Comprehension evaluated on "Unit Exam: Neurocognitive & Endocrine Part 2"	4 COVID-19 modules, COVID-19 modules quiz, COVID-19 unfolding case study (5 hrs.). Post-conference hours via zoom (1 hour)	Neurocognitive Case study. Complete medication cards, concept map and care plan (4.5 hours) The Chang School's "Therapeutic Communication and Mental Health Assessment Video Case Study" (0.5 hour). Post-conference 1 hour via zoom	CC: 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 SLO: 1, 2, 3, 4, 5, 7
Week 10 3/30-4/5	Endocrine Part 2	Rationale Quiz: Endocrine Part 2. Discussion board topic: Growth Hormone in our Food. Comprehension evaluated on "Unit Exam: Neurocognitive & Endocrine Part 2"	ATI Simulation: Myocardial Infarction & Endocrine Case Studies, ATI Templates (medication, nursing skills, system disorders), medication cards, and concept map (5 hrs.). Post-conference via zoom (1 hour)	Choose 4 Swift River Mental Health Scenarios. Take snapshot of scores, post on canvas. (2 hrs.) Complete KeithRN Dementia Patient Case Study. Complete medication cards, concept map, and care plan (3 hrs.). Post-conference via zoom (1 hour)	CC: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12 SLO: 1, 2, 3, 5, 7

Week 11 4/6-4/12	Substance Abuse and Addiction	Rationale Quiz: Substance Abuse. Discussion board topic: Substance Abuse Obstacles. Comprehension evaluated on "Unit Exam: Substance, Acute Mental Health, and Somatic Disorders".	ATI Simulation: Alcohol Use Disorder, ATI Templates (medication, nursing skills, system disorders), SBAR, progress note and concept map (5hrs.). Post-conference via zoom (1 hour) Reflective Journal: COVID-19 Impact	Complete vClinical - Practice Course: Medical-Surgical via Swift River Online with a score of at least 70/100. Take snapshot of scores, post on canvas. (2 hrs.) Complete vClinical - Practice Course: Med-Pass via Swift River Online with a score of at least 70/100. Take snapshot of scores, post on canvas. (1 hour) 3 Medical Surgical Davis Case Studies activities. Please complete and submit via Canvas (1 hour). Post-conference via zoom (1 hour)	CC: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12 SLO: 1, 2, 3, 5, 7
Week 12 4/13-4/19	Acute Mental Health and Somatic Conditions	Rationale Quiz: Somatic Disorders. Discussion board topic: Acute Mental Health Dilemmas. New Hampshire Health Initiative Project, advocate for a solution to a state-wide dilemma. Comprehension evaluated on "Unit Exam: Substance, Acute Mental Health, and Somatic Disorders".	Complete the Davis Edge Essentials of Psychiatric Mental Health Clinical Scenario Activity: Suicide, receiving a score above 70/100. View results and post to Canvas. (2 hrs.) Complete KeithRN Suicide and Non-Suicidal Self-Injury Patient Case Study. Complete medication cards, concept map, and care plan (3 hrs.). Post-conference via zoom (1 hour)	ATI Simulation: Kidney Disease, ATI Templates (medication, nursing skills, system disorders), SBAR, progress note and concept map (5 hrs.). Post-conference via zoom (1 hour)	CC: 1, 2, 3, 4, 5, 6, 9, 10, 12 SLO: 1, 2, 3, 5, 7

Week 13 4/20-4/26	Musculoskeletal	Rationale Quiz: Musculoskeletal. Discussion board topic: Musculoskeletal. Health Education Day Project, development of digital health education to reach HealthyPeople2020 Goal. ATI Practice Assessment – Neurosensory / Musculoskeletal	Davis Interactive Clinical Scenarios: Assessment – Fractured Hip. Post summary score of over 70/100. Davis Interactive Clinical Scenarios: Labs & Dx – Total Knee Replacement. Post summary score of over 70/100 and all ATI Templates (medication, nursing skills, system disorders), concept map and care plans developed to work through the virtual scenario (4 hrs.). Post-conference via zoom (1 hour)	Capstone Presentation: Adverse Childhood Trauma. Attend the zoom conference and complete a reflection. (6 hours)	CC: 1, 2, 3, 4, 5, 6, 9, 10, 11, 12 SLO: 1, 2, 3, 5, 7
Week 14 4/27-5/3	End of Life	Rationale Quiz: End of Life Discussion board topic: End of Life Ethical Dilemma ATI Mental Health Assessment Exam	Aquifer High Value Care: Redefining Value at End of Life Clinical Scenario. Post case summary to Canvas (2 hrs.). Complete the Davis Edge Essentials of Psychiatric Mental Health Clinical Scenario Activity: Gender Dysphoria, receiving a score above 70/100 and post to Canvas. Complete a	Complete the Davis Edge Pediatrics Clinical Scenario Activity: ADHD, receiving a score above 70/100 and post to Canvas. (2 hrs.) Complete the Davis Edge Essentials of Psychiatric Mental Health Clinical Scenario Activity: Grief, receiving a score above 70/100 and post to Canvas. (2 hrs.)	CC: 1, 2, 3, 4, 5, 6, 9, 10, 11, 12 SLO: 1, 2, 3, 5, 7

			concept map and care plan (3 hrs.) Post-conference via zoom (1 hour)	The Chang School's Emergency Room Experience" (1 hr.) (5 hrs). Post-conference via zoom (1 hour)	
Week 15 5/4-5/10	Final Student Clinical Evaluations, complete the Clinical Evaluation Template	Final Exam	ATI Fundamentals Assessment Exam	N/A	CC: 2, 6, 7

Online Class Format

Monday:
- Voice over lecture and lecture power point posted to didactic canvas site.
- Discussion Board topic and question posted to didactic canvas site. 1 original reply to question (by Thursday midnight) and 2 replies to fellow students are required (by Sunday midnight). 3 replies total.
- Rationale Quizzes due every Sunday by midnight.

Tuesday:
- Voice over lecture and lecture power point posted to didactic canvas site.
- Discussion Board topic and question posted to didactic canvas site. 1 original reply to question (by Thursday midnight) and 2 replies to fellow students are required (by Sunday midnight). 3 replies total.
- Rationale Quizzes due every Monday by 9:00am.

Wednesday:
- Clinical simulation, case studies and assignments posted to clinical site on canvas. These various assignments for clinical are being developing to apply the principles learned in lecture the same week.
- The simulation and associated assignments are designed to fill a normal clinical day of 6 hours.
- Clinical assignments due on canvas by 12:00pm.
- 12:00pm-1:00pm Post-conference on Zoom. Recurring post-conference meeting scheduled for every Wednesday and Thursday. The post-conference is mandatory and part of the normal clinical hours.
- Total time of 6 hours for clinical assignments and post-conference.

Thursday:
- Clinical simulation, case studies and assignments posted to clinical site on canvas. These various assignments for clinical are being developing to apply the principles learned in lecture the same week.
- The simulation and associated assignments are designed to fill a normal clinical day of 6 hours.
- Clinical assignments due on canvas by 12:00pm.
- 12:00pm-1:00pm Post-conference on Zoom. Recurring post-conference meeting scheduled for every Wednesday and Thursday. The post-conference is mandatory and part of the normal clinical hours.
- Total time of 6 hours for clinical assignments and post-conference.

Friday:
- Discussion board original response (first response) due by midnight.

Sunday:
- Discussion board replies (second and third responses) due by midnight.
- Rationale Quizzes due by midnight.

ATI exams:
- Announcements made to students regarding ATI practice tests and remediation.

Clinical and Didactic Requirements

As per Nur 101.04 (a) Clinical Experience may be substituted with simulations and lab work during a State of Emergency Declared by the governor that impacts clinical site availability; provided however, the Board of Nursing is notified within twenty-four (24) hours of such substitution. "Simulation" means a technique, not technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

Our didactics and clinical learning will encompass our course competencies and end of program student learning outcomes.

Course Competencies (CC):

1. Use the nursing process to formulate individualized nursing care plans for clients of diverse backgrounds and characteristics with selected alterations in health.

2. Implement selected aspects of an interdisciplinary plan of care for clients with selected alterations in health.
3. Provide client education across the levels of prevention to assigned clients / families / peers to address selected knowledge deficits.
4. Collaborate with the health care team in maintaining a therapeutic environment.
5. Identify and intervene in hazards to clients' wellbeing.
6. Apply principles and evidence from the biopsychosocial sciences and discipline of nursing to understand and intervene in selected alterations in health.
7. Establish priorities and conserve resources when providing care to a client/s with alterations in health.
8. Locate appropriate community resources for supporting biopsychosocial adaptation of clients across multiple phases of health and wellness, along the continuum of care.
9. Apply communication principles and therapeutic use of self in interactions with clients and their families.
10. Communicate effectively and promptly with the client/s, significant others, and members of the health care team as indicated by assessment data and trends.
11. Differentiate the application of the principles of beneficence, autonomy, advocacy, and confidentiality across a variety of health care settings.
12. Discuss the role of the nurse as advocate in a variety of health care settings.

Level I Student Learning Outcomes (SLO):

1. Using the nursing process, deliver safe care to selected clients of diverse backgrounds and characteristics, selecting appropriate evidence and consulting with faculty and staff as necessary.
2. Collaborate with multi-professional team members in the safe delivery of selected aspects of client care.
3. Propose a plan to improve the quality of a student's nursing care plan.
4. Establish priorities, manage time, and use resources conservatively in delivering safe client care.
5. Exhibit effectiveness in written, oral, non-verbal, and electronic modalities.
6. Remediate professional knowledge deficits.
7. Exhibit professional, legal, and ethical standards for personal behavior at all times.

References

ATI Real Life Clinical Reasoning Scenarios: RN Medical-Surgical 3.0

Real Life Clinical Reasoning Scenarios provides students with the opportunity to practice clinical reasoning skills. Students experience life-like clinical situations through the use of video and other forms of rich media.

https://www.atitesting.com/educator/solutions/real-life

F.A. Davis, Distance Learning Hub

This site offers clinical interactive scenarios to support the development of clinical judgement skills and provide simulated clinical experiences.

https://www.fadavis.com/product/davis-distance-learning-hub

Nurse Tim Incorporation/Swift River Online

Swift River vClinical Online is a highly interactive, engaging, and stimulating teaching platform which provides students with the ability to develop skills in priority setting for patients with a variety of needs and illnesses. This site consists of various scenarios from basic care to triage within the emergency department. Where students will be making clinical decisions, dealing with interruptions, assigning acuity levels, determining supplies, selecting from priority interventions, evaluating care, and documenting on actual patient.

https://www.swiftriveronline.com/

Open WHO Course: "Emerging Respiratory Viruses, includes COVID-19, methods for detection, prevention, response, and control."

https://openwho.org/courses/introduction-to-ncov

This course provides a general introduction to COVID-19 and emerging respiratory viruses and is intended for public health professionals, incident managers and personnel working for the United Nations, international organizations and non-governmental organizations.

Digital Education Strategies from The Chang School

https://de.ryerson.ca/games/

The Digital Education Strategies team at The Chang School has created a number of immersive games and simulations that align game theory and gameplay with instructional design to better engage learners and support their learning. Below you will find information about some of them.

Aquifer: Your trusted source for clinical learning

https://aquifer.org/

Aquifer courses are evidence-based, peer-reviewed, and continuously updated by our academic consortium to support best practices in clinical teaching and learning. Our library of courses covers a broad range of disciplines and critical health care topics.