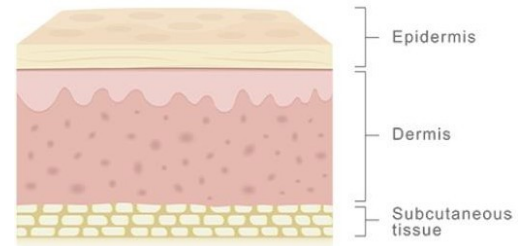


Week 7: Technology and Mindfulness

- Integumentary Medical Terminology
 - human integumentary system includes skin, hair, and nails
 - largest organ, 15% of total body weight
 - Functions:
 - Protection: The skin and hair provide protection from ultraviolet radiation and the skin helps protect us from sunburn.
 - Regulation: The integumentary system excretes wastes and regulates body temperature.
 - Defense - Bacteria, viruses, and microbes are first met by the skin. This is our first line of defense from them.
 - Storage: The integumentary system stores water, fat, glucose, and vitamin D.

- The Three Layers of Skin Tissue

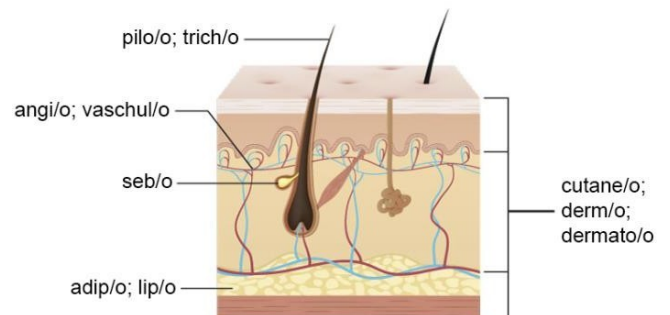
- Epidermis
 - outermost layer of the skin
 - It is thin and does not have blood vessels.
- Dermis
 - the thick layer underneath
- Subcutaneous tissue
 - layer is made up of adipose (fat) tissue



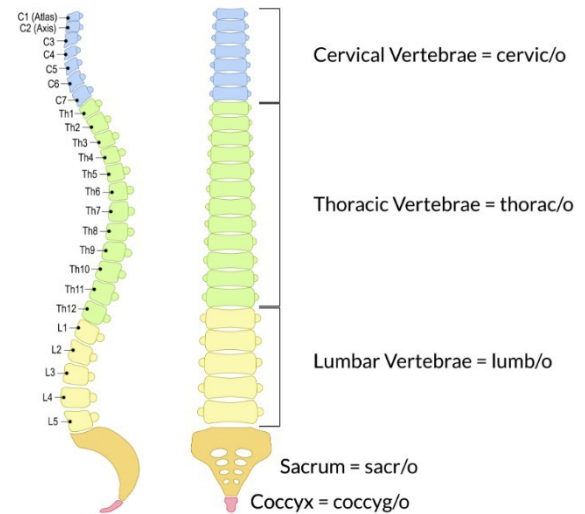
- Word parts

Combining Form	Meaning
cutane/o	skin
adip/o; lip/o	fat
scler/o	hard
derm/a, derm/o	skin
pil/o, trich/o	hair
seb/o	sebum
axill/o	axilla
bacter/i, bacteri/o	bacteria
dermat/o	skin
follicul/o	follicle
kerat/o	horny tissue containing keratin
onych/o, ungu/o	nail
seps/o; sept/o	infection
xer/o	dry
necr/o	death
top/o	place

Prefix	Meaning
epi-	above
sub-	below
trans-	across or through
Suffix	Meaning
-ous	pertaining to
-cidal	killing
-derm	skin or a germ layer
-static	keeping stationary
-ism	condition
-osis	condition
-oma	tumor



- Musculoskeletal medical terminology
 - musculoskeletal system
 - how our bodies move
 - organs: includes bones, muscles, joints, and related structures
 - Orthopedics
 - includes prevention and correction of deformities and diseases of the musculoskeletal system for both children and adults
 - skeletal system terminology
 - Section A (Bones), Combining Form:
 - Cranium—crani/o
 - Clavicle—clavicul/o
 - Scapula—scapul/o
 - Sternum—stern/o
 - Costa(ribs)—cost/o
 - Humerus—humer/o
 - Radius—radi/o
 - Ilium—ili/o
 - Ulna—uln/o
 - Section B (Bones), Combining Form:
 - Spine vertebrae—rachi/o, spin/o, spondyl/o, vertebr/o
 - Pelvis—pelv/i
 - Ischium—ischi/o
 - Pubis—pub/o
 - Carpals—carp/o
 - Phalanges—phalang/o
 - Metacarpals—metacarp/o
 - Femur—femor/o
 - Patella—patell/o
 - Section C (Bones), Combining Form:
 - Fibula—fibul/o
 - Tibia—tibi/o
 - Metatarsals—metatars/o
 - Tarsals—tars/o
 - Phalanges—phalang/o
 - Vertebral Column
 - Cervical Vertebrae = cervic/o
 - Thoracic Vertebrae = thorac/o
 - Lumbar Vertebrae = lumb/o
 - Sacrum = sacr/o
 - Coccyx = coccyg/o
 - Muscular System Terminology
 - An individual skeletal muscle is made up of cells or fibers
 - when muscles contract, they allow movement throughout the body



- three muscle tissue types are:
 - Cardiac (heart/involuntary)
 - Smooth (visceral/involuntary)
 - Skeletal (conscious/voluntary control)
- Word parts

Combining form	meaning
ankyl/o	stiff
arthr/o	articulation, joint
burs/o	bursa
calc/i	calcium
cellul/o	little cell or compartment
chondr/o	cartilage
ten/o, tend/o, tendin/o	tendon
my/o	muscle
myel/o	bone marrow
ligament/o	ligament
oste/o	bone

Word Part	Meaning
viscer/o	viscera; internal organs enclosed in a body cavity
in-	not
cardi/o	heart
brachi/o	arm
abdomen/o	abdomen
my/o	muscle

prefix	meaning
de-	down, from, or reversing
meta-	change or next in a series
dys-	bad, difficult
oss-	bone

suffix	meaning
-asthenia	weakness
-sarcoma	malignant tumor of connective tissue
-porosis	porous; thinning of bone
-malacia	abnormal softening
-algia	pain
-algesia	pain
-osteum	bone
-trophy	develop; nutrition

- Mindful technology use
 - Technology in nursing
 - Communication
 - Instant messaging, headsets, and intercoms help coordinate care
 - reduce the time it takes to access client information.
 - Monitoring
 - Monitors allow nurses to check on clients quickly.
 - provide data on vital signs such as blood pressure, heart rate, and oxygen saturation
 - Alarms provide notification for clients that need immediate attention, so overall productivity and safety are increased.
 - Medications
 - Intravenous (IV) pumps, known as smart pumps, increase safety with medications and IV administration.
 - Pumps can assist with drug dose calculations and rates of infusion
 - alarms that notify you if there is an issue with IV flow or when medication needs to be replaced.

- Health Records
 - Electronic health records (EHRs) allow nurses to access client records and reduce the need for paper charting
 - vital status and progress can be trended over time
 - Allergies, prior treatments, and pertinent medical history can be documented and accessible to future providers.
- Beds
 - Some can weigh clients, provide fall prevention alarms, and take vital signs
 - prevents injuries and provides a consistent way to collect client data.
- Reduced Errors
 - Medications and health conditions that are electronically documented provide easy access to information, which improves outcomes and decreases errors.
- Telehealth
 - Clients can see their providers from their homes or other remote locations via their home computers or phone apps
 - Nurses can provide education and monitor conditions such as diabetes and high blood pressure.

Week 8:

- Career Paths
 - Nurse's role
 - Caregiver
 - Clinician
 - Leader
 - Advocate
 - Innovator
 - Collaborator
 - Teacher
 - Nursing Strengths and Job Application
 - top strengths needed:
 - communication
 - empathy
 - honesty
 - flexibility
 - attention to detail
 - endurance
 - problem solving
 - applications:
 - Problem solving: You coordinated care for a high-risk client who sees multiple providers.
 - Empathy: You listened and provided emotional support for a client who was overwhelmed and asked them about their feelings.
 - Communication: You ensured that your client knew their plan of care and that all procedures were explained to them ahead of time.
- Mindful Growth
 - contemplation meditation
 - helps us to identify and release whatever is holding us back
 - reinforces positive emotions, positive self-talk, and belief in ourselves

	Growth Mindset	Fixed Mindset		Growth Mindset	Fixed Mindset
Talents are inborn		X	Avoids challenges		X
Believe in the benefits of hard work	X		Threatened by feedback		X
Can't change current talents		X	Desire to learn and grow	X	
Embraces challenges	X		Focus on effort	X	

- Ongoing Student Support
 - Academic Support
 - Program Resources: Contains information for pre-licensure BSN students.
 - Pre-Licensure Policies
 - NCLEX-RN® Test Plan and Candidate Bulletin links
 - Pre-Licensure BSN i-Human (virtual simulation) Resources
 - Additional links at the bottom of the page lead to sites used often in the program.
 - Workshops: When completed, this page will list upcoming workshops.
 - NCLEX® Review: This site contains resources to support students preparing for graduation and the NCLEX® licensing examination.
 - Workshop Recordings: Include focused reviews of systems and client needs.
 - National Resources: Include handouts, study guides, videos, and more.
 - Writing Center: Includes a variety of resources for written assignments.
 - Essay Review Service
 - Writing Tools
 - APA & Formatting
 - Using Resources
 - Technology Resources: Provides information on obtaining and using the technology used by students and faculty.
 - Chamberlain University Hardware and Software Requirements
 - Device Inspector: Check your computer if something is not functioning as expected.
 - Canvas
 - Edapt
 - Microsoft 365 Subscription
 - ESL Resources: Provides tools and resources to support students for whom English is a second language.
 - Reading Comprehension
 - Medical Terminology
 - Translation Tools
 - Vocabulary & Writing Tools
 - Read Aloud Tools
 - Student Rights and Responsibilities: Provides information for students on their rights and responsibilities while attending Chamberlain University.
 - Academic Integrity/Professional Conduct Tips & Tools
 - Quick Links to
 - Student Handbook
 - Chamberlain Catalogs
 - Office of Student Disability Services
 - Perspectives Student Assistance Program (SAP): Offers free, confidential help for issues students may encounter.

- COVID-19 Resource Center
 - Preparing for College
 - Student Success
 - Student Health and Safety
 - Skill Builders
 - Financial
 - Resilience
 - Legal
 - Personal Growth
 - Library: Links directly to the Chamberlain University Library
- Purpose of learning
 - Assessment as learning
 - used by students to identify gaps in their knowledge, skills, or attitudes and plan further study time to fill those gaps
 - benefits:
 - encourages students to take responsibility for their own learning.
 - requires students to ask questions about their learning.
 - involves teachers and students creating learning goals to encourage growth and development.
 - provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning.
 - encourages peer assessment, self-assessment and reflection
 - Assessment for learning
 - Involves faculty using evidence about students' knowledge, skills, and attitudes to inform teaching. In this way, faculty direct their teaching focus to the areas of greatest weakness for individual students or an entire class
 - Benefits:
 - provides effective feedback that motivates students.
 - Assessment of learning
 - assists faculty in assessing student achievement against course outcomes and setting standards
 - benefits:
 - used to plan future learning goals for students
- Successful Thinking
 - Cognitive Processes
 - left hemisphere information processing functions:
 - are when the nurse (or anyone) uses rational problem-solving strategies and logical sequencing
 - An example would be placing items in a size order.
 - Left Brain Functions
 - Analytical thought

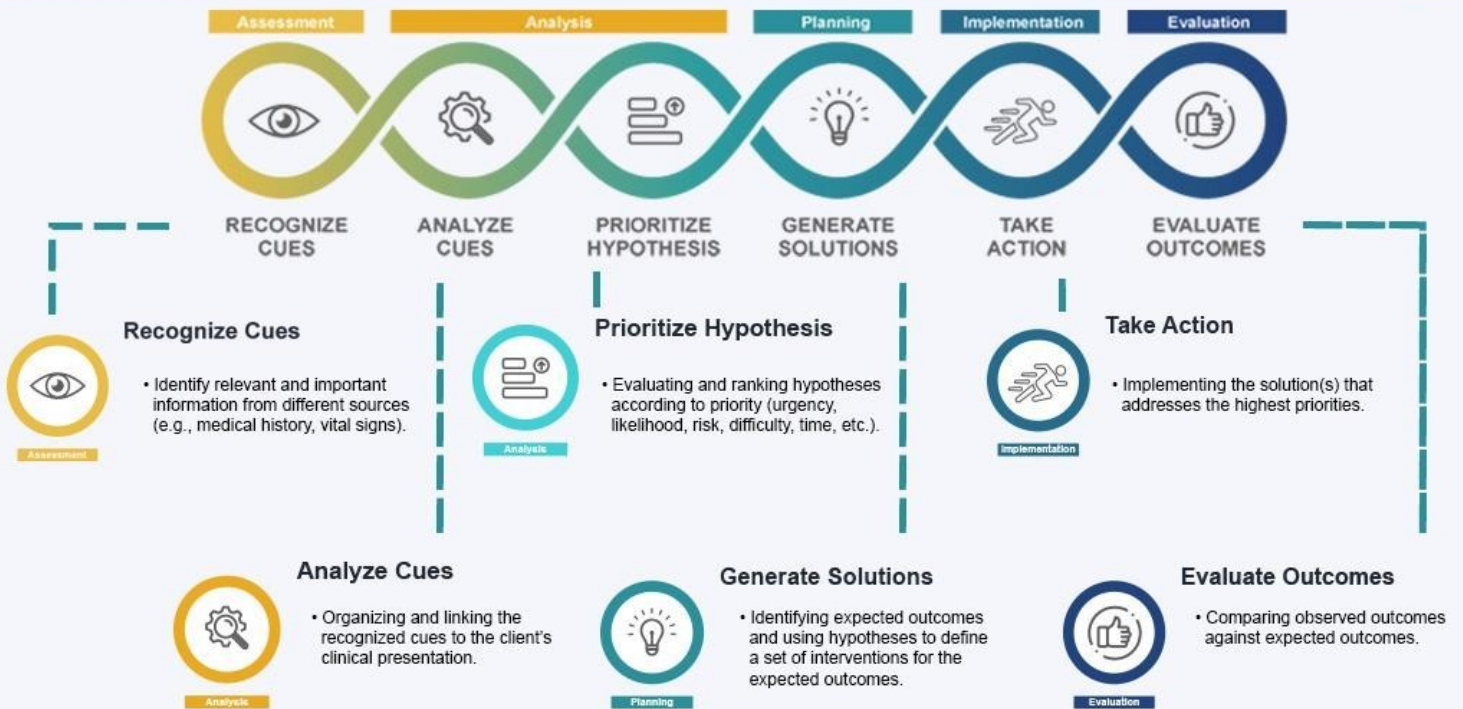
- Logic
- Reasoning
- Language
- Science and math
- Written skills
- Right-hand control
- right hemisphere information processing functions:
 - look for main ideas to establish relationships that can be abstracted as the foundation for initiative problem solving
- Right Brain Functions
 - Art awareness
 - Creativity
 - Imagination
 - Insight
 - Music awareness
 - Intuition
 - Left-hand control

	Assessment/Learning	Rationale
Assignments and activities are used to determine the course grade.	Assessment of Learning	Assessment of learning allows student achievement against course outcomes, program outcomes, and standards of the nursing profession. Assessment of learning is also used to assign a course grade.
A student completes a chapter quiz in the textbook online resources to check their knowledge of the subject before coming to class.	Assessment as Learning	Assessment as learning is done by the student to compare what they have learned to what they need to know (e.g., course outcomes, assignment guidelines).
Faculty plan activities that will address the <u>class</u> knowledge gaps by reviewing personalized learning data prior to class time.	Assessment for Learning	Assessment for learning is completed by faculty to discover areas of need for individual students or an entire class.
Prior to submitting a written assignment, the student compares it to the grading rubric to see if all required criteria have been addressed.	Assessment as Learning	Assessment as learning is done by the student to compare what they have learned to what they need to know (e.g., course outcomes, assignment guidelines).

- **Right-thinking** (not concept-focus or clinical judgment) works best when students take the opportunity to see how their **knowledge** (not attitude or outcomes) and skills can apply to other **situations** (not courses or locations) and **experiences** (not engagements or assessments)

- Care and Competency Standards
 - Patient-Centered Care:
 - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs
 - Teamwork and Collaboration:
 - Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decisionmaking to achieve quality patient care
 - Evidence-Based Practice:
 - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare
 - Quality Improvement:
 - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems
 - Safety:
 - Minimize risk of harm to patients and providers through both system effectiveness and individual performance
 - Informatics:
 - Use information and technology to communicate, manage knowledge, mitigate errors, and support decision making
- Knowledge for Successful Thinking
 - Formal education provides the knowledge needed to provide clinical care, which includes:
 - Health sciences (e.g., anatomy and physiology, microbiology, fundamentals of nursing)
 - Humanities (e.g., ethics, critical reasoning)
 - Social sciences (e.g., culture and society, lifespan development, psychology)
 - Prior experience exposes nurses to a variety of client care situations, expanding their real-life knowledge base. For example:
 - Caring for others with similar illnesses
 - Working with families with strong religious beliefs
 - Inexperience of working with clients from a specific culture
 - Level of Experience
 - the longer a nurse practices, the higher the level of their ability to think critically in clinical practice

○ Skills for Successful Thinking



National Council of State Boards of Nursing (NCSBN). (2019). Next generation NCLEX news. https://www.ncsbn.org/NGN_Winter19.pdf

- Cognitive process and question to ask
 - Recognizing cues What matters most?
 - Analyzing cues What could it mean?
 - Prioritizing hypotheses Where do I start?
 - Generating solutions What can I do?
 - Taking action What will I do?
 - Evaluating outcomes Did it help?

Competency	Knowledge	Skill	Attitude
Patient-Centered Care	Integrate the understanding of multiple dimensions of patient-centered care: physical comfort and emotional support.	Elicit patient values, preferences, and expressed needs as part of clinical interview, implementation of care plan, and evaluation of care.	Value seeing healthcare situations through patients' eyes.

Competency	Knowledge	Skill	Attitude
Teamwork and Collaboration	Describe the scope of practice and roles of healthcare team members.	Participate with the multidisciplinary team in the delivery of client-centered care.	Value the perspectives and expertise of all healthcare team members.
Evidence-Based Practice	Explain the role of evidence in determining the best clinical practice.	Participate in structuring the work environment to facilitate the integration of new evidence into standards of practice.	Value the need for continuous improvement in clinical practice based on new knowledge.
Quality Improvement	Recognize that nursing students and other health professions students are parts of the systems of care and care processes that affect outcomes for patients and families.	Participate in a root cause analysis of a sentinel event.	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals.
Safety	Describe the benefits and limitations of selected safety-enhancing technologies (such as barcodes, computers for provider order entry, medication pumps, and automatic alerts/alarms).	Demonstrate the effective use of strategies to reduce the risk of harm to self or others.	Value the contributions of standardization/reliability to safety.
Informatics	Identify essential information that must be available in a common database to support patient care.	Navigate the electronic health record. Document and plan patient care in an electronic health record system.	Value technologies that support clinical decision making, error prevention, and care coordination.

- Nursing Application
 - Professional Communication
 - Step 1: Plan for the conversation by gathering pertinent facts, selecting a focus for the message you are sending, choosing your words carefully, and taking time to reflect on your message and the intended recipient.
 - Step 2: Check perceptions of the situation from the perspective of the recipient. Have you clearly outlined the situation, background, and impact? Could the recipient be offended by, or misread, the words used? If time permits, ask a trusted friend or advisor to read your message and provide feedback.
 - Step 3: Send the message. Remember to address the recipient and sign your name.
 - Step 4: Read the response with empathy. Take time to understand what the other person is saying, particularly if you are emotional.
 - Step 5: Summarize the conversation and plan a follow-up in your response
 - Incivility in Higher Education
 - Causes
 - Overlooking or not addressing incivility (faculty or student)
 - Arrogance of the individual (faculty or student)
 - Fighting for better grades (student)
 - Seeking attention (faculty or student)
 - Mirroring behaviors of society (faculty or student)
 - Boredom (faculty or student)
 - Personality traits, bad habits (faculty or student)
 - Generation gap (faculty or student)
 - Impact
 - Emotional distress
 - Physical distress
 - Time lost from work or school
 - Financial waste
 - Inhibition of learning and teaching
 -