

Levelland Campus

### Course Syllabus

COURSE: RNSG 1413 (4:4:4) Foundation for Nursing Practice  
SEMESTER: Fall 2021  
CLASS DAYS: See course calendar  
CLASS TIMES: See course calendar  
FACEBOOK: <https://www.facebook.com/SPCNursing17/>

Name	Phone Number	Email	Office	Hours
Jan Buxkemper MSN, RN, Semester I Course Leader	806.716.2387	<a href="mailto:jbuxkemper@southplainscollege.edu">jbuxkemper@southplainscollege.edu</a>	AH112I	By appointment
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**“South Plains College improves each student’s life.”**

#### GENERAL COURSE INFORMATION

\* It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus. \*

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.

#### COURSE DESCRIPTION

Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Content includes fundamental concepts in

normal body systems, basic influences/changes in the body systems, implementation of basic concepts in nursing practice, history of professional nursing, and utilizing the nursing process in a systematic framework for decision-making and critical thinking. Emphasis is on knowledge, judgement, skills and professional values within a legal/ethical framework.

RNSG 1413 involves the development of basic nursing principles essential in caring for the individual who is influenced by genetic inheritance, life experiences and cultural background and is part of a larger community. The student will develop observational and communication skills. Emphasis is placed on the unifying concepts of basic human needs, roles of the nurse, and professional nursing practice. The focus is on the client in a state of homeostasis with attention to interruptions, caused by common stressors that prevents need attainment.

Prerequisites: Psychology 2314, Biology 2401 & 2420, and English 1301. Concurrent enrollment of RNSG 1105, RNSG 1144, RNSG 1160, and RNSG 1115. If RNSG 1115 has been successfully completed concurrent enrollment is not required. Failure of RNSG 1413, 1160, 1105, 1144, and/or 1115 will require repeating all Level I Semester I courses.

**STUDENT LEARNING OUTCOMES**

At the completion of the semester students will:
1. Identify the purpose of nurse practice acts, standards for nursing practice, and guidelines for professional practice.
2. Develop an understanding of nursing practice with a focus on basic concepts and nursing skills.
3. Identify the role of the nurse in assisting patients in the management of the comfort, physiological, safety, and situational needs.
4. Understand the principles of therapeutic communication.
5. Utilize the nursing process within a structured setting with individual clients from diverse populations experiencing common, well defined, reoccurring alterations in health.
6. Understand guidelines for effective documentation meeting ethical and legal standards.
7. Describe pharmacological and non-pharmacological therapies used in patient care.
8. Utilize information technologies to retrieve information and accurately document patient care.
9. Identify safety and infection control procedures to protect patients and health care personnel.
10. Discuss nursing care of patients with integumentary and genitourinary disorders.
11. Understand the needs of patient’s cultural, language, ethnic, or spiritual needs.
12. Understand basic concepts of nutrition and the role it plays in patients overall health.

**COURSE OBJECTIVES** - SCANs (Secretary’s Commission on Attaining Necessary Skills) Competencies foundations skills found within this course are (C1, C3, C4-7, C9, C11-17, F2-9, F11-15, & F17) SPC ADNP

Graduate Outcomes: 1-5. DEC's (Differentiated Essential Competencies) are attached at the end of the syllabus and listed in each blackboard module.

## **EVALUATION METHODS**

Computer-based exams, written exams, written assignments, quizzes, and other projects as assigned.

Teaching methods: lecture, scenarios, case studies, focus learning groups and possible Online learning: Zoom, Blackboard Collaborate and/or Microsoft Teams. This course will offer **face-to-face instruction** with online instruction provided to supplement and enhance learning. This course may take on a different format such as:

1. Lecture online with lab components face-to-face

Web Based: online assignment submissions, blackboard, Lippincott's Course Point Plus pre-lecture quizzes, interactive case studies, content mastery, virtual simulations, and any computerized testing, iPads, etc.

## **ACADEMIC INTEGRITY**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

**Professional Standards** - Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook. It is the responsibility of the School of Nursing to teach and model professional behaviors, and it is the responsibility of the student to demonstrate professional and academic integrity. The student is representing the School of Nursing and are expected to maintain the highest standards.

## **VERIFICATION OF WORKPLACE COMPETENCIES**

No external learning experiences are provided in this course but learning experiences in the lab provides the setting in which the student applies workplace competencies. Successful completion of the designated Semester X course outcomes will allow the student to continue to advance within the program. Successful completion of RNSG 1413 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

## **BLACKBOARD**

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

## **FACEBOOK**

The nursing program has a Facebook page at <https://www.facebook.com/SPCNursing17/>. In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College Nursing Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

## **SCANS AND FOUNDATION SKILLS**

Refer also to Course Objectives. Scans and Foundation Skills attached

## **SPECIFIC COURSE INFORMATION**

### **TEXT AND MATERIALS**

Taylor, C., Lynn, P., & Bartlett, J. (current ed.). Lippincott Course Point Plus. *Fundamentals of Nursing: The art and science of person-centered nursing care* (current ed.). Wolters Kluwer. ISBN: 978-1975123-90-1

Carpenito, L. (current ed.). *Nursing diagnosis: Application to clinical practice.* (current ed.). Wolters Kluwer. ISBN: 9781-4963-3841-9

Hinkle, J., & Cheever, K. (current ed.). *Brunner & Suddarth's textbook of medical-surgical nursing* (current ed.).

Wolters Kluwer Health: Lippincott Williams & Wilkins.

Houghton, P., & Houghton, T. (2009). *APA: The easy way* (current ed.). XanEdu. ISBN: 9780923568962

Kee, J. (2014). *Laboratory and diagnostic testing with nursing implications* (current ed.). Pearson. Any Nursing Drug Handbook (not Davis)

### **RECOMMENDED TEXTS**

American Psychological Association. (current ed.). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Houghton, P., & Houghton, T. (2009). *APA: The easy way* (current ed.). XanEdu. ISBN: 9780923568962

### **ADDITIONAL CLASSROOM ITEMS**

Students should come to class prepared. Power point lecture notes should be printed prior to lecture if desired. Students may be required to use a laptop computer or similar technology for exams and quizzes in the classroom. Students may use pen and paper or a laptop computer/tablet to take notes during lecture.

### **ATTENDANCE POLICY (\*READ CAREFULLY)**

#### **Class Attendance**

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration.

Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy. It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance))

The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog.

Punctual and regular class attendance, as stated in the SPC handbook, is required of all students attending South Plains College. According to SPC Student Handbook, there are no excused absences. The Instructor/course leader has the prerogative of dropping the student from the course for any absences.

Students are expected to attend all lecture days. In the event of illness, it is the student’s responsibility to notify his/her instructor. The student can miss no more than four (4) hours of classroom lecture hours. **A student missing more than four (4) classroom lecture hours will be dropped from RNSG 1413.** The course leader may initiate the withdrawal of the student for any absences. Reinstatement is handled on an individual basis. Do not be tardy for lecture, the tardiness is cumulative and will count towards the number of hours that can be missed. Attendance will be taken before every class. **It is the student’s responsibility to contact the instructor via email if they are late or absent.** Cellular phones must be turned off during the lecture period or while in the NLRL (nursing learning resource lab).

**Dropping a class** will be instructor initiated.

If a student is not successful in one or more of the following courses: RNSG 1413 the instructor will meet with the student to discuss which class(es) will be dropped and which class(es) a grade will be assigned. (RNSG 1115, RNSG 1144, RNSG 1160, RNSG 1105)

### **Withdrawing from all classes**

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admissionaid/advising/spcadvisors.php> or by calling 806-716-2366.

### **Schedule Change (after late registration and before census date)**

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [\*\*Schedule Change Form\*\*](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

If the student fails one of the following courses: RNSG 1105, RNSG1144, RNSG 1413, RNSG 1160, or RNSG 1513, the instructor will initiate the drop for the courses that have not been completed. The student will receive grades in the course failed and any other courses the student has completed.

### ASSIGNMENT POLICY

All assignments must be completed by the assigned due date. Failure to complete any assignment by due date will result in **a 5-point deduction each day late up to 5 days, at which time the student will receive a zero.** Assignments, quizzes, exams, and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and by 2300 Central Standard Time (CST) on the course calendar. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date. Student must scan required documents before uploading into Blackboard. Scanners are located in the . Students may also choose an app of choice (I-scan, etc.). Assignments must be uploaded as a PDF.

### Student Presentations

Students will work in collaborative groups developing presentations on assigned topics to present to classmates and faculty. Presentations will be graded on a rubric by faculty. Students must upload presentations to the assignment link in Blackboard.

### Lippincott's CoursePoint +

Student will complete assignments in Lippincott's CoursePoint +. These assignments link directly back to the Taylor's Fundamentals of Nursing text. Reading and comprehending this text will be crucial to your success in this course. Please see course calendar for due dates. These assignments will include pre-lecture quizzes, interactive case studies, tutorials, and virtual simulations. Students must complete the assignment in its entirety, including any documentation and reflection, which will be uploaded to Blackboard. Students have unlimited attempts to achieve the highest grade desired. These assignments will account for **10%** of the final course grade.

CoursePoint +	Type of Assignment	Due Date
Ch. 6 Values, Ethics, and Advocacy	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 7 Legal Dimensions of Nursing Practice	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 8 Communication	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 13 Blended Competencies, Clinical Reasoning, and Process of Persons	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 14 Assessing	Pre-Lecture Quiz (PLQ)	See Course Calendar

Ch. 15 Diagnosing	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 16 Outcome Identification and Planning	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 17 Implementing	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 18 Evaluating	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 27 Safety, Security, and Emergency Preparedness	Pre-Lecture Quiz (PLQ)	See Course Calendar
Ch. 28 Complementary and Integrative Health	Pre-Lecture Quiz (PLQ)	See Course Calendar

### **Pharmacology Preparation**

Students will prepare to review medications as assigned in the course, see course schedule. Students will complete handwritten medication cards for the medications on the assigned list and upload in Blackboard under the assignment link. Students must use medication card template provided. Copy and pasting will not be tolerated and may result in failure of the program. Students must bring completed medication cards to all clinical/simulation experiences.

### **Additional Practice**

At any time a faculty member can require a student to complete additional practice in the simulation lab or assignments to ensure student and client safety in clinical.

### **COMPUTER USAGE**

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. An I-Pad will be checked out for student use.

All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password. ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME, PASSWORD, AND SPC STUDENT ID.

### **COMPUTER LAB USAGE**

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

## EXAMS

Students must receive a **cumulative grade of 77%** or better on all exams, including the comprehensive final, to pass RNSG 1413. Exams scores will not be rounded. If a student makes less than a 77% on an exam, see EXAM REMEDIATION.

Unit exams will consist of **75%** of the final course grade. Comprehensive final will consist of **15%** of the final grade. Cell phones, smart watches, athletic Fitbits, student badges, personal calculators or any electronic learning device of any kind are not allowed in the computer lab at any time during testing, unless specified by instructor. Ball caps and large heavy jackets are to be left in the classroom during testing. Backpacks, handbags, food or drink not allowed in the computer lab at any time.

## EXAM REMEDIATION

Remediation is one essential component to ensure student success. Therefore, any student scoring below 77% on any exam is required to make an appointment with an instructor prior to the next exam and then maybe referred to the retention/remediation counselor as designated by the instructor. The student will be required to follow up with the retention/remediation counselor indicated.

## GRADING POLICY

The grade for this course will be determined upon completion of the following components:

Unit Exams (4)	75%
Comprehensive Final	15%
CoursePoint + Assignments	10%
*Medication Cards	Pass/Fail
*Student Presentations	Pass/Fail
*ATI Lessons	Pass/Fail

Course grades are based on the following scale:

A= 90-100%

B= 80-89.99%

C= 77-79.99%

D= 60-76.99% F=

below 60%

## COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email/Blackboard email on a regular basis. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via the classroom website. Any student having difficulty accessing the classroom website or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.



#### 4.1.1.5 Campus Concealed Carry Statement

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

#### **STUDENT CONDUCT**

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

#### **SPECIAL REQUIREMENTS (\*Read Carefully)**

- Students must present the signature page acknowledging that the student has read and understands the content of syllabus, program and clinical handbook, grievance policy, and appeals process.
- **Cell Phones** – Cell phones are to be turned OFF or silenced during scheduled class periods. **Text messaging is not allowed during scheduled class/lab times.** Cell phones are to be used outside the classroom or lab only on designated breaks. Students are not allowed to have cell phones on their person during exams.

## **COURSE DISCLAIMER**

Working within the healthcare field can be stressful and requires a mentally tough individual to provide medical care in the hospital environment. In order to better prepare students for a career in the healthcare profession, there will be times during this course where students will be exposed to training scenarios and situations that will be unpleasant to the average college student. If the student does not feel they can tolerate this type of learning environment, they should discuss this with me immediately before continuing the course. Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the nursing curriculum, or NCLEX- RN examination.

## **GRIEVANCE POLICY**

The student is responsible for scheduling an appointment with the instructor/course leader to discuss the final grade or discipline action. If the student is not satisfied, he/she should schedule an appointment with the Level I Semester I Course Leader. The next chain of command is to make an appointment with the Director of the Associate Degree Nursing Program, following that would be the Health Sciences Dean. The procedure will follow the same as found in the student handbook.

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## ACCOMMODATIONS

### 4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### 4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### 4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### 4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

## FOUNDATION SKILLS

### **BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues. F-6 Speaking–organizes ideas and communicates orally.

### **THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason F-7**

Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty F-13**

Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings. F-16

Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

## SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information C-5**

Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works with Others**

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests. C-14

Works with Diversity—works well with men and women from diverse backgrounds.

### **SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY—Works with a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

Introduction to Nursing

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Introduction to Nursing A. Theoretical Foundations of Nursing Practice B. Caring in Nursing Practice C. Historical Developments D. Inter-related Roles 1) Provider of Care 2) Manager/Coordinator of Care 3) Member of Nursing Profession 4) Safety 2. Current Trends	1. Describe the historical background of nursing, definition of nursing as a profession and as a discipline.  2. Explain the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients  3. Describe the various levels of educational preparation in nursing.  4. Discuss the effects on nursing practice of nursing organizations, standards of nursing practice, nurse practice of nursing organizations, standards of nursing	Group 1. Lecture 2. Discussion	A1	A3	A1	A1
			Assignment 1. Taylor, Lynn, & Bartlett chapters 1	A2	A4	A2
		Evaluation 1. Pen & Paper or Computer Test	A3	B8	A3	A5
			B1	B12	A4	B2
			B2	C1	B5	C2

practice, nurse practice acts, and the nursing process.

5. Identify current trends in nursing.

B4	C4	D1	C4
B7	D1	E1	C5
C1	D2	F1	C6

6. Compare and contrast systems theory, adaptation theory, and developmental theory.
7. Explain the significance of the four concepts common to all nursing theories.
8. Discuss the evolution of nursing research.
9. Describe evidence-based practice in nursing, including the rationale for its use.

C2	D3		D2
C3	D4		D3
C4	E3		F1
C5	E5		F2
D1	E8		
D2	E9		
D4	E10		
	E11		
	H1		
	H2		
	H3		



Legal Nursing Practice

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Legal Concepts                      A. Definition of law                      B. Sources of law                          1) Constitutions                          2) Statutory law                          3) Administrative law                          4) Common law                      C. The court system                      2. Professional and legal regulation of nursing practice                      A. Nurse practice act                      B. Standards                      C. Credentialing                          1) Accreditation                          2) Licensure                          3) Certification                      3. Crimes and Tort                      A. Crime                      B. Torts                          1) Intentional</p>	<p>1. Define “law” and describe four sources of laws.                      2. Describe the professional and legal regulation of nursing practice.                      3. Identify the purpose of credentialing, using as examples accreditations, licensure or registration, and certification.                      4. Identify grounds for suspending or revoking a license or registration.                      5. Differentiate between intentional torts (assault and battery, defamation, invasion of privacy, false imprisonment, fraud) and unintentional torts (negligence).</p>	<p>Group                      1. Lecture                      2. Discussion                        Assignment                      1. Taylor, Lynn, &amp; Bartlett chapters 7                      2. Course Point Plus Pre-lecture quiz                        Evaluation                      1. Pen &amp; Paper or Computer Test</p>	A1	A3	A1	A1
			A2	A4	A2	A4
			A3	B8	A3	A5
			B1	B12	A4	B2
			B2	C1	B5	C2
			B4	C4	D1	C4
			B7	D1	E1	C5

			C1	D2	F1	C6
<p>2) Unintentional</p> <p>3) Malpractice litigation</p> <p>4. Legal safeguards for the nurse</p> <p>A. Competent Practice Issues that affect competent practice</p> <p>1) Nurse fatigue</p> <p>2) The impaired nurse</p> <p>B. Informed consent and refusal</p> <p>C. Contracts</p> <p>D. Collective Bargaining</p> <p>E. Patient Education</p> <p>F. Executing provider orders</p> <p>G. Delegating nursing care</p> <p>H. Documentation</p> <p>I. Appropriate use of social media</p> <p>J. Adequate staffing</p> <p>K. Whistleblowing</p> <p>L. Professional Liability insurance</p> <p>M. Risk Management</p> <p>N. Just culture</p>	<p>6. Evaluate personal areas of potential liability in nursing.</p> <p>7. Describe the legal procedure that occurs when a plaintiff files a complaint against a nurse for negligence.</p> <p>8. Describe the roles of the nurse as defendant, fact witness, and expert witness.</p> <p>9. Use appropriate legal safeguards in nursing practice.</p> <p>10. Explain the purpose of incident reports.</p> <p>11. Describe laws affecting nursing practice.</p>		C2	D3		D2
			C3	D4		D3
			C4	E3		F1
			C5	E5		F2
			D1	E8		
			D2	E9		
			D4	E10		
				E11		
				H1		



<p>O. Incident, Variance, or occurrence reports  P . Sentinel &amp; never events  Q. Patient Rights  R. Good Samaritan  S. Student Liability</p> <p>5. Laws Affecting nursing practice  A. Reporting obligations  B. Controlled substances  C. Discrimination and sexual harassment  D. Restraints  E. People with disabilities  F. Wills  G. Legal issues related to dying and death</p>				H3		
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Values, Ethics, and Advocacy

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Values A. Development of values B. Values essential to the Professional Nurse C. Values Clarification</p> <p>2. Ethics A. Nursing Ethics B. Theories of Ethics C. Ethical Conduct</p> <p>    1) Moral Agency     2) The Virtues of Nurses     3) Nursing Code of Ethics     4) Nursing Standards of Practice     5) Bill of Rights for RN</p> <p>    D. Ethical experience and decision making</p> <p>    1) Moral distress and resiliency     2) Making ethical decisions     3) Ethically relevant considerations     4) Examples of ethical problems</p>	<p>1. List five common codes of value transmission.</p> <p>2. Describe three steps in the valuing process.</p> <p>3. Use values clarification strategies in clinical practice.</p> <p>4. Compare and contrast the principle-based and care-based approaches to bioethics.</p> <p>5. Describe nursing practice that is consistent with the code of ethics for nursing,</p> <p>6. Describe moral distress and ways to promote moral resilience.</p> <p>7. Recognize ethical issues as they arise in nursing practice.</p> <p>8. Use an ethical framework and decision-making process to resolve ethical problems.</p> <p>9. Identify four functions of institutional ethics committees.</p> <p>10. Describe three typical concerns of the nurse advocate.</p>	<p>Group</p> <p>    1. Lecture     2. Discussion     3. Demonstration</p> <p>Assignment</p> <p>    1. Taylor, Lynn, &amp; Bartlett Chapter 6     2. Course Point Plus Prelecture Quiz</p> <p>Evaluation</p> <p>    2. Exam</p>	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
				B11	E2	
				C2		

<p>5) Nurses and ethics committees E. Conflicts of commitment</p>			C3		
<p>3. Advocacy A. Advocacy in nursing practice 1) Representing patients 2) Promoting Self-Determination 3) Whistle Blowing 4) Being Politically Active 5) A final note about trustworthiness 6) Developing Clinical Reasoning.</p>			C5		
			D3		
			D5		
			E1		
			E2		
			E12		
			F1		
			F2		

				G3		
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Blended Competencies, Clinical Reasoning, and Processes of Person-Centered Care

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Blended Competencies, Clinical Reasoning, and Processes of Person-Centered Care	1. Describe each element of thoughtful, person-centered practice: the nurse's personal attributes, knowledge base, and blended and QSEN competencies; clinical reasoning, judgment, and	Group 1. Lecture 2. Discussion 3. Demonstration	D 4	A 1		A 2
				A 2		A 3

- A) Definition
- B) Application

- decision making;
- personcentered nursing process; and reflective practice leading to personal learning.
- 2. Assess one’s capacity for competent, responsible, caring practice.
- 3. Contrast three approaches to problem solving.
- 4. Use the clinical reasoning model.
- 5. List three patient benefits and three nursing benefits of using the nursing process correctly.
- 6. Identify personal strengths and weaknesses in light of nursing’s essential knowledge, attitudes, and skills.
- 7. Value reflective practice as an aid to self-improvement.

- Assignment
- 1. Taylor, Lynn, & Bartlett chapter 13
  - 2. Course Point Plus PreLecture Quiz Chapter 13
  - 3. ATI – Nursing Concepts & Knowledge and clinical judgement
- Evaluation
- 1. Pen & Paper or Computer Test

	A 4		B1
	B1		D 2
	B3		D 3
	B1 1		D 4
	C2		E1
	C4		
	C6		
	D 3		
	D 5		
	E1 3		



	F1		

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Health, Illness, and Disparities 2. Health Care Delivery System (A) Health and Illness (B) Health Care Delivery (C) Problems in Health Delivery (D) Use of Services in Illness-Wellness	1. Identify types of agencies and mechanism of reimbursement. 2. Identify purposes of health care referrals. 3. Describe the restorative team approach to care. 4. Discuss the client's right to the health care delivery care system. 5. Describe the health belief model, the agent-host environment model, and the high level wellness model. 6. Describe the nurse's role for clients in health and illness. 7. Discuss the variables that influence a person's health beliefs and practices. 8. Discuss the stages of illness behavior. 9. Discuss health definitions and concepts. 10. Discuss the differences between acute and chronic health care.	Group 1. Lecture 2. Discussion	A	A	A	A
			2	2	6	1
		Assignment 1. Taylor, Lynn, & Bartlett chapters 3 & 11-12	B	A	C2	A
			2	3		3
		Evaluation 1. Pen & Paper or Computer Test 2. Quiz	B	B6		B3
			3			
		B	B7		B4	
		4				
		B	B8		C1	
		6				
C	C3		C6			
2						
C	C5		C7			
4						
	D		C8			
	2					
	D		D			
	4		3			

				E1		E1
				E3		
				E4		
				E5		
				E1 3		
				F2		
				G 3		
				H 2		
				H 3		

Nursing Process

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Nursing Process</p> <p>A. Theoretical Approaches</p> <p>1) Systems Theory</p> <p>2) Problem Solving Methods</p> <p>3) Scientific Methods</p> <p>4) Evidence Based Practice</p> <p>2. Overview and Organization of the Nursing Process</p> <p>1) Assessment</p> <p>2) Nursing Diagnosis</p> <p>3) Planning</p> <p>5) Implementation</p> <p>6) Evaluation</p> <p>2. Steps in the Organization of the Nursing Process</p>	<p>1. Describe systems theory, the problemsolving method, and the scientific method.</p> <p>2. Compare systems theory, the problemsolving method, and the scientific method with the nursing process.</p>	<p>Group</p> <p>1. Lecture</p> <p>2. Discussion</p> <p>3. Case Study</p> <p>4. Safety simulation</p>	A	A	A	B1
			1	1	1	
		<p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett chapters 13, 14, 15, 16, 17, 18</p>	A	A	A	B2
			2	2	2	
			B	A	B1	C1
	1	3				
	B	A	B2	C3		
	8	4				
		B1	B3	C4		

<p>A. Nursing History</p> <p>1) Data Collection</p> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interviewing</li> <li>c. Physical Assessment</li> <li>d. Consultation</li> <li>e. Records and Reports</li> </ol> <p>2) Problem Statement/ Nursing Diagnosis</p> <ol style="list-style-type: none"> <li>a. Analysis of Data</li> <li>b. Writing the Nursing 3) Diagnosis</li> </ol> <p>I. Problem (P)</p> <p>II. Etiology (E)</p> <p>III. Signs &amp; Symptoms (S)</p>	<p>3. Describe five steps of evidence based practice.</p> <p>4. Describe benefits of evidence based practice.</p>	<p>2. Simulation Nursing Process</p> <p>3. Course Point Plus Pre-Lecture Quiz</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>	<table border="1"> <tr> <td></td> <td>B2</td> <td>D1</td> <td>C5</td> </tr> <tr> <td></td> <td>B3</td> <td>E1</td> <td>D1</td> </tr> <tr> <td></td> <td>B4</td> <td>F1</td> <td>E1</td> </tr> <tr> <td></td> <td>B5</td> <td></td> <td>F1</td> </tr> <tr> <td></td> <td>B6</td> <td></td> <td>F2</td> </tr> <tr> <td></td> <td>B7</td> <td></td> <td>F3</td> </tr> </table>		B2	D1	C5		B3	E1	D1		B4	F1	E1		B5		F1		B6		F2		B7		F3
	B2	D1	C5																								
	B3	E1	D1																								
	B4	F1	E1																								
	B5		F1																								
	B6		F2																								
	B7		F3																								

<p>4) Planning</p> <ol style="list-style-type: none"> <li>a. Setting priorities</li> <li>b. Resources</li> <li>c. Establishing goals</li> <li>d. Writing a plan of action/ nursing orders             <ol style="list-style-type: none"> <li>1. Implementation</li> <li>2. Evaluation</li> </ol> </li> </ol>	<p>5. Describe ways to apply evidence based practice.</p> <p>6. Obtain additional data about the client from other appropriate sources.</p> <p>7. Organize all data</p>		<table border="1"> <tr> <td></td> <td>B8</td> <td></td> <td></td> </tr> <tr> <td></td> <td>B9</td> <td></td> <td></td> </tr> <tr> <td></td> <td>B10</td> <td></td> <td></td> </tr> <tr> <td></td> <td>B11</td> <td></td> <td></td> </tr> </table>		B8				B9				B10				B11		
	B8																		
	B9																		
	B10																		
	B11																		

	<p>according to a predetermined format.</p> <p>8. Differentiate between subjective and objective data.</p>		C1			
			C2			
			C3			
			C4			

	<ol style="list-style-type: none"> <li>9. Describe the five components of the nursing process.</li> <li>10. Define the term nursing diagnosis.</li> <li>11. Name the three major components of the nursing diagnosis.</li> <li>12. Identify five methods of data collection.</li> <li>13. Discuss advantages of a nursing diagnosis.</li> <li>14. Discuss the limitations of nursing diagnosis.</li> <li>15. List five common errors in formulating a nursing diagnosis.</li> <li>16. Identify needs and problems of an</li> </ol>		C5			
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	assigned client,					
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	<p>including identifying information and the client's perception of the illness and/ or situation, including any reasons for seeking assistance.</p>					
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CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Communicator</p> <p>A. Verbal</p> <p>B. Non-Verbal</p> <p>C. Techniques</p> <p>    1)Facilitative</p> <p>    2)Inhibitory</p> <p>D. Effective Nurse/Client Relationship</p> <p>    1) Guideline for communication techniques</p> <p>    2) Phases of the helping relationship</p> <p>        a. Pre-interaction</p> <p>        b. Introductory</p> <p>        c. Working</p> <p>        d. Termination</p> <p>    3) Interviewing</p> <p>        a. Sources of data for nursing assessment</p> <p>        b. Objective data</p> <p>        c. Subjective data</p>	<p>1. Define communication.</p> <p>2. Define verbal and non-verbal communication. Identify the communication process.</p> <p>3. Identify developmental levels in the communication process.</p> <p>4. Describe ways to incorporate teaching with routine nursing care.</p> <p>5. Describe how to integrate the communication process into nursing care.</p> <p>6. Describe characteristics of a good learning environment.</p> <p>7. Discuss four functional components of the communication process.</p> <p>8. Discuss five characteristics of effective verbal messages.</p> <p>9. Differentiate between social/therapeutic nurse/client relationships.</p> <p>10. Discuss the purposes of nursing assessment.</p>	Group	B	C2		A
		1. Lecture	7			1
		2. Discussion				
		3. In Class Health Assessment Questionnaire		D		A
				5		2
				E2		A
						5
		Assignment				D
		1. Taylor, Lynn, & Bartlett chapter 8				1
		2. Course Point Plus Quiz				D
						2
						E1
		Evaluation				
1. Pen & Paper or Computer Test				F4		
				G		
				2		


Stress and Adaptation

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Stress and Adaptation A. Models of stress 2. Prolonged stress A. Physical B. Development results C. Emotional results 3. Dimension of adaptations 4. Homeostasis A. Mechanisms B. Limitations	1. Describe stress management techniques. 2. Recognize ego-defense mechanisms that serve as responses to stress. 3. Define homeostasis. 4. Discuss three mechanisms of homeostasis and how they function. 5. Summarize the mechanisms involved in maintaining physiologic and psychological homeostasis.	Group 1. Lecture 2. Discussion	D	B5		A
			4			3
		Assignment 1. Taylor, Lynn, Bartlett chapter 42		C1		B1
				C6		D
		Evaluation 1. Pen & Paper or Computer Test		D		
				4		
		D				
		5				

	<p>6. Explain the interdependent nature of stressors, stress, and adaptation.</p>		E7	
	<p>7. Differentiate the physical and emotional responses to stress, including local adaptation syndrome, general adaptation syndrome, mind-body interaction, anxiety, and coping and defense mechanisms.</p> <p>8. Discuss the effects of shortterm stress on basic human needs, health and illness, and the family.</p> <p>9. Compare and contrast developmental and situational stress, incorporating the concepts of physiologic and psychosocial stressors.</p> <p>10. Explain factors that cause stress in the nursing professions.</p>		F2	
			H 2	
			H 7	

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Complementary & Alternative Therapies

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Complementary & Alternative Therapies A. Scope of Practice B. Purposes & Principles	1. Differentiate between complementary/alternative therapies. 2. Describe the clinical application of complimentary/alternative therapies.	<b>Group</b> 1. Lecture 2. Discussion 3. Video  <b>Assignment</b> 1. Taylor, Lynn, & Bartlett chapter 28 2. Course point plus pre-lecture quiz  <b>Evaluation</b> 1. Pen & Paper or Computer Test	C2	A1	B2	B1
				A3	E2	C6
				B2		
				B5		
				B9		


Loss, Grief & Dying

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Loss, Grief & Dying A. Definitions 1) Loss 2) Grief 3) Hope	1. Define loss, grief, and hope. 2. Describe six dimensions of hope. 3. Identify the nurse's role in assisting patient's with	Group 1. Lecture 2. Discussion  Assignment	B 3	B3	A 4	A 4
				B5		C4

<p>4) Crisis theory applied to grieving</p> <p>B. Assessment</p> <p>1) Factors affecting reaction to loss</p> <p>a. Age, growth &amp; development</p> <p>b. Nature of relationship</p> <p>c. Nature of death or loss</p> <p>d. Support</p>	<p>problems related to loss, death, and grief.</p> <p>4. Assess a patient's reaction to grief and ability to cope.</p> <p>5. Describe characteristics of a person experiencing grief.</p> <p>6. Compare grief after loss, anticipatory grief, and resolved grief.</p> <p>7. Discuss the impact of growth and development, cultural and spiritual beliefs, sex roles, and</p>	<p>1. Taylor, Lynn, &amp; Bartlett chapter 43</p> <p>2. Course Point Plus Pre-Lecture Quiz</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>		C1		
				C4		
				D1		
				E10		

<p>e. Cultural and Spiritual beliefs</p> <p>a. Sex roles</p> <p>b. Socio-economic status</p> <p>C. Phases of grief reaction (uncomplicated)</p> <p>1) Precipitation events</p> <p>2) Phases in loss</p> <p>3) Potential problems</p> <p>4) Phases in dying</p> <p>5) Physical symptoms of grief</p> <p>D. Nursing Diagnosis in grief, loss, &amp; death</p> <p>1) Anticipatory grieving</p> <p>2) Coping</p>	<p>other factors or reactions to loss.</p> <p>8. Develop a care plan for a client or family experiencing grief.</p> <p>9. Describe intervention principles for grieving patients.</p> <p>10. Describe how the nurse helps meet the dying clients' needs for comfort.</p> <p>11. Discuss the purposes of hospice.</p> <p>12. Explain ways for the nurse to assist the family in caring for a dying patient.</p> <p>13. Discuss important factors in caring for the body after death.</p>			E12		

<p>ineffective relative to situational crisis 3) Hopelessness</p>	<p>14. Recognize issues of loss, grief, and death in patients and their families. 15. Formulate nursing diagnoses on patients and families experiencing loss, and/or death and dying.</p>					
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<p>4) Powerlessness</p> <p>5) Grieving dysfunctional</p> <p>6) Spiritual distress</p> <p>7) Social isolation</p> <p>E. Planning</p> <p>8) Goals</p> <p>9) Principles</p> <p>F. Implementation</p> <p>10) Therapeutic</p> <p>11) Care after death</p> <p>B. Evaluation</p>	<p>16. Evaluate nursing care of clients and families experiencing loss, grief, death, dying.</p>					
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Self-Concept

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Self-Concept</p> <p>A. Development</p> <p>B. Components</p> <p>C. Stressors</p> <p>D. Nurse's effect on client's self-concept</p> <p>1) Nurse's self-concept</p> <p>2) Responding to client's needs</p>	<ol style="list-style-type: none"> <li>1. Identify specific threats to the development process that may occur at each stage of an individual's growth. Describe how the self-concept develops.</li> <li>2. Identify stressors that affect each of the four components of self-concept.</li> <li>3. Assess the developmental level of a client.</li> <li>4. Define behaviors that may indicate the following: low images, role strains, identify confusion, and depersonalization.</li> <li>5. Describe how these either enhanced or hindered the relationship.</li> </ol>	<p>Group</p> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> </ol> <p>Assignment</p> <ol style="list-style-type: none"> <li>1. Taylor, Lynn, &amp; Bartlett chapter 41</li> </ol> <p>Evaluation</p> <ol style="list-style-type: none"> <li>1. Pen &amp; Paper or Computer Test</li> </ol>	B	E7		A
			4			2
			B	H		A
			5	6		3
			C			B2
			4			
			D			C3
			4			
						F3


Comfort and Pain Management

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Comfort and Pain Management</p> <p>A. An individual experience</p> <p>B. Components of the pain experience</p> <p>1) Reception</p> <p>2) Perception</p> <p>3) Psychological factors</p> <p>4) Reaction</p> <p>A. Acute and Chronic Pain</p> <p>B. Assessment</p> <p>1) Vital Signs</p> <p>2) Subjective report</p> <p>3) Pain history</p>	<p>1. Discuss cultural expectations regarding the significance of pain.</p> <p>2. Differentiate nursing, medical, and surgical measures, which provide pain relief.</p> <p>3. List the goals of planning care for a patient experiencing pain.</p> <p>4. Explore individual beliefs regarding pain toleration.</p> <p>5. Identify a common misconception health care workers may have about a patient's pain.</p> <p>6. Name physical sources of pain.</p>	<p>Group</p> <p>1. Lecture</p> <p>2. Discussion</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett Chapter 35</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>		A1	B1	
				B1	B2	
				B2	B3	
				B4	B4	
				B5	D1	

4) Effects of pain on the patient	7. Discuss the gate control theory of pain.	B6	E1		
5) Non-verbal responses to pain	8. Compare the characteristics of acute and chronic pain. 9. Identify the key elements to be included in an assessment of a patient's pain. 10. Explain specific measures for individualizing pain therapy. 11. Define intractable pain. 12. Discuss measures that may be effective in alleviating the intractable pain; 13. List physiological responses to pain.	B7	F1		
		E1			
		E5			
		E1 2			

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Rest and Sleep

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Rest & Sleep A. Differences between sleep and rest B. Physiology of sleep 1) Circadian rhythm 2) Sleep cycles C. Functions of sleep D. Sleep requirements F. Factors affecting sleep E. Sleep disturbances F. Nursing Process 1) Assessment a. Components of sleep	1. Describe the functions and physiology of sleep. 2. Identify variables that influence rest and sleep. 3. Describe nursing implications that address age-related differences in the sleep cycle. 4. Perform a comprehensive sleep assessment using appropriate interview questions, a sleep diary when indicated, and physical assessment skills.	Group 1. Lecture 2. Discussion 3. Rest exercise  Assignment 1. Taylor, Lynn, & Bartlett chapter 34  Evaluation 1. Pen & Paper or Computer Test		A3		
				B1		
				B2		
				B4		
				B5		

	<ol style="list-style-type: none"> <li>5. Describe common sleep disorders, noting key assessment criteria.</li> <li>6. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions.</li> <li>7. Describe nursing strategies to promote rest and sleep based on scientific rationale.</li> <li>8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving sleep problems.</li> </ol>		C5			
			E3			
			E4			
			F2			

Safety, Security, and Emergency Preparedness

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECs (Knowledge)
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		EVALUATION	1	2	3	4
<p>1. Safety, Security, and Emergency Preparedness</p> <p>A. Elements of safe environment</p> <p>1) Basic needs influence on safety</p> <p>2) Pollution control</p> <p>3) Preventing illness or injury</p> <p>4) Environmental considerations</p> <p>a. Falls</p> <p>b. Fires</p> <p>c. Poisoning</p>	<p>1. Identify factors that affect safety in a person's environment.</p> <p>2. Identify patients at risk for injury.</p> <p>3. Describe specific safety risk factors for each developmental stage.</p> <p>4. Select nursing diagnoses for patients in unsafe situation.</p> <p>5. Describe health-teaching interventions to promote safety for each developmental stage.</p> <p>6. Describe strategies to decrease the risk for injury in the home.</p>	Group				
		1. Lecture	A1	D1		
		2. Discussion				
		Assignment	A2	D2	A2	
		1. Taylor, Lynn, Bartlett chapter 27	B1	D3	A3	
2. Safety Simulation						
3. Course Point Plus prelecture quiz	B2	D4	A4			
Evaluation						
			E8	B1		
<p>h. Electrical hazards</p> <p>5) Absence of injury</p>	<p>7. Describe nursing interventions to prevent injury to patients in health care settings.</p> <p>8. Identify alternatives to using restraints.</p> <p>9. Explore resources for developing and evaluating an emergency management plan.</p> <p>10. Evaluate the effectiveness of safety interventions.</p>	1. Pen & Paper or Computer Test		E9	B2	
		2. Safety Simulation student evaluation		H3	B3	
					B4	
					B5	
					C1	

					C2	

Documenting, Reporting, Conferring, and Using Informatics

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4



<p>1. Documenting, Reporting, Conferring, and Using Informatics</p> <p>A. Purpose of Records</p> <p>B. Types of Medical Records</p> <p>    1) Problem Oriented Record</p> <p>    2) Source Oriented Record</p> <p>    3) Computerized Record</p> <p>    4) Narrative Record</p> <p>C. Guidelines for Recording</p> <p>D. Legal Considerations</p> <p>E. Reporting</p>	<p>1. List guidelines for effective documentation, including those of the American Nurses Association.</p> <p>2. Identify measures to protect confidential patient information.</p> <p>3. Identify approved abbreviations and symbols used for documentation and distinguish these from errorprone abbreviations and symbols.</p> <p>4. Describe the purpose of patient records.</p> <p>5. Compare and contrast different methods of documentation: electronic health record, source-oriented record; problem-oriented record; PIEproblem, intervention, evaluation; focus charting; charting by exception; and case management model.</p> <p>6. Describe the purpose and correct use of each of the following formats for nursing documentation: nursing</p>	Group	A	B1	A	B1
		1. Lecture	1		2	
		2. Discussion				
		3. Demonstration	A	B2	A	C4
		4. Powerchart Training	4		4	
		Assignment	B	B3	B1	D
		1. Taylor, Lynn, & Bartlett chapter 19 & 20	8			1
		2. Simulation patient documentation		B4	B2	D
		3. Course Point Plus Pre-Lecture Quiz				3
		Evaluation		B6	B3	E1
		1. Pen & Paper or Computer Test		B7	D	
				B8	E2	
				B1		
		C2				
		C3				

	<p>assessment, nursing care plan, critical/collaborative pathways, progress notes, flow sheets, discharge summary, and home care documentation.</p> <p>7. Document nursing interventions completely, accurately, currently, concisely, and factually— avoiding legal problems.</p> <p>8. Describe the nurse’s role in communicating with other health care professionals by reporting and conferring.</p> <p>9. Describe nursing informatics and its contributions to nursing and health care.</p>		C5		
			D3		
			D5		
			E1		
			E2		
			E12		
			F1		
			F2		
			G3		

Nursing Across the Lifespan

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Aging Adult</p> <p>A. Developmental task</p> <p>B. Common Physiological Changes</p> <p>C. Common Psychosocial Changes</p> <p>D. Nursing Interventions</p>	<ol style="list-style-type: none"> <li>Summarize the theories that describe how and why aging occurs.</li> <li>Describe major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood.</li> <li>Describe common health problems of middle and older adults.</li> <li>Discuss physiologic and functional changes that occur with aging.</li> <li>Describe common myths and stereotypes that perpetuate ageism.</li> <li>Describe nursing interventions to promote health for middle and older adults.</li> <li>Identify the health care needs of older adults in terms of chronic illnesses, accidental injuries, and acute care needs.</li> </ol>	<p>Group</p> <ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ol> <p>Assignment</p> <ol style="list-style-type: none"> <li>Taylor, Lynn, &amp; Bartlett chapters 21-23</li> </ol> <p>Evaluation</p> <ol style="list-style-type: none"> <li>Pen &amp; Paper or Computer Test</li> </ol>	B7	B4		
				B5		
				B6		
				B8		
				B9		
				B1 2		
				C3		



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Health of the Individual, Family, and Community

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Health of the Individual, Family, and Community</p> <p>A. Maslow’s Hierarchy of Human Needs</p> <p>B. Physiological Needs</p> <p>C. Safety &amp; Security</p> <p>D. Love &amp; Belonging Needs (closeness)</p> <p>E. Esteem &amp; Self-Esteem Needs</p> <p>F. Self-Actualization</p> <p>Application of Basic Needs Theory</p>	<p>1. Describe each level of Maslow’s hierarchy of basic human needs.</p> <p>2. Explain nursing care necessary to meet needs in each level of Maslow’s hierarchy.</p> <p>3. Discuss family concepts, including family roles, structures, functions, developmental stages, tasks, and health risk factors.</p> <p>4. Identify aspects of the community that affect individual and family health.</p>	<p>Group</p> <p>1. Lecture</p> <p>2. Discussion</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett chapter 4</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>	B	B4		
			7	B5		
				B6		
				B8		
				B9		

	<p>5. Describe nursing interventions to promote and maintain health of the individual as a member of the family and as a member of a community.</p>	B1 2			
		C3			
		C4			
		C8			
		D 1			
		D 2			
		E1			
		E4			
		E5			
		E1 0			

				G		
				1		

Teacher and Counselor/Client Education

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Teacher and Counselor A. Client Education 1) Teaching – Learning Process	1. Describe the teaching-learning process, including domains, developmental concerns, and specific principles.	Group 1. Lecture 2. Discussion 3. Demonstratio	A 3	A 3		A 2
			A 4	A 4		B1

<p>a. Purpose b. Facilitators c. Barriers d. Domains</p> <p>B. Student Involvement in the Teaching/Learning Process</p> <p>1) Principles of learning 2) Principles of teaching 3) Principles of evaluation</p>	<p>2. Describe the factors that should be assessed in the learning process.</p> <p>3. Discuss strategies that improve health literacy and promote patient safety.</p> <p>4. Describe the factors that influence patient compliance with the therapeutic plan.</p> <p>5. Explain how to create and implement a culturally competent, age-specific teaching plan for a patient.</p> <p>6. Discuss the role of a nurse coach in promoting behavior change.</p> <p>7. Name three methods for evaluating learning.</p> <p>8. Explain what should be included in the documentation of the teaching-learning process.</p> <p>9. Discuss the nurse's role as a counselor.</p>	<p>n</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett chapter 9</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>	<table border="1"> <tr> <td>B 3</td> <td>C2</td> <td></td> <td>B3</td> </tr> <tr> <td>B 7</td> <td>C6</td> <td></td> <td>C3</td> </tr> <tr> <td>C 3</td> <td>D 5</td> <td></td> <td>C5</td> </tr> <tr> <td>C 4</td> <td>E1 0</td> <td></td> <td>C8</td> </tr> <tr> <td>C 5</td> <td>F1</td> <td></td> <td>E2</td> </tr> <tr> <td>D 2</td> <td>G 3</td> <td></td> <td></td> </tr> <tr> <td>D 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	B 3	C2		B3	B 7	C6		C3	C 3	D 5		C5	C 4	E1 0		C8	C 5	F1		E2	D 2	G 3			D 3															
B 3	C2		B3																																								
B 7	C6		C3																																								
C 3	D 5		C5																																								
C 4	E1 0		C8																																								
C 5	F1		E2																																								
D 2	G 3																																										
D 3																																											
	<p>10. Summarize how the nursing process is used to help patients solve problems.</p> <p>11. Describe how to use the counseling role to motivate a</p>		<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>																																								



	patient toward health promotion.				

Sensory Functioning

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Sensory Functioning A. Physiology of normal sensation B. Sensory Alterations 1) Overloads 2) Deprivation C. Factors influencing sensory function	1. Describe the four conditions that must be met in each sensory experience. 2. Explain the role of the reticular activating system in sensory experience. 3. Identify etiologies and perceptual, cognitive, and emotional responses to	Group 1. Lecture 2. Discussion 3. Sensory experiment  Assignment 1. Taylor, Lynn, & Bartlett chapter 44		A3		
				B1		
				B2		

	sensory deprivation and sensory overload.		B4		
	<p>4. Perform a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.</p> <p>5. Develop nursing diagnoses that correctly identify sensory/perceptual alterations that may be treated by independent nursing interventions.</p> <p>6. Describe specific nursing interventions to prevent sensory alterations, stimulate the senses, promote health literacy, and assist patients with sensory difficulties.</p> <p>7. Develop, implement, and evaluate a plan of nursing care to help patients safely meet individualized sensory/perceptual outcomes.</p>	<p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p> <p>2. Return demonstration</p>	B5		
			C5		
			E3		
			E4		
			F2		


Cultural Diversity

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Cultural Diversity A. Concepts of culture and ethnicity B. Influence of culture C. Difference and similarities among ethnic-cultural groups D. Ethnicity E. Physiologic Variations F. Reactions to pain G. Culturally competent nursing care	1. Explain concepts of cultural diversity. 2. Describe influences that affect culturally competent health care. 3. Discuss examples of how diversity affects health and illness care, including culturally based traditional care. 4. Identify factors commonly included in a transcultural assessment of health-related beliefs and practices. 5. Practice cultural competence when assessing and providing	Group				
		1. Lecture	B3	B4		D1
		2. Discussion				
		Assignment	B7	B5		
		1. Taylor, Lynn, & Bartlett Chapter 5		C1		
		2. Cultural Presentations			C4	
Evaluation			C8			
1. Pen & Paper or Computer Test				D1		

	<p>nursing care for patients from diverse cultural groups.</p> <p>6. Discuss factors in the health care system and in nursing that facilitate or impede culturally competent nursing care.</p>			E1		
				G1		

Spirituality

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4

<p>1. Spirituality</p> <p>A. Identify factors that influence spirituality spiritual needs believed to be common to all people.</p> <p>B. Spiritual Dimensions</p> <p>C. Spirituality, Religion, Faith</p> <p>D. Spirituality, Health, and Illness</p>	<ol style="list-style-type: none"> <li>Identify three spiritual needs believed to be common to all people.</li> <li>Describe the influences of spirituality on everyday living, health, and illness.</li> <li>Differentiate life-affirming influences of religious beliefs from life-denying influences.</li> <li>Distinguish spiritual beliefs and practices of major religious practiced in the United States.</li> </ol>	<p>Group</p> <ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ol> <p>Assignment</p> <ol style="list-style-type: none"> <li>Taylor, Lynn, &amp; Bartlett chapter 46 2. Spiritual Presentations</li> </ol> <p>Evaluation</p>	<p>B 3</p> <p>B 7</p>	<p>B4</p> <p>B5</p> <p>C1</p> <p>C4</p> <p>C8</p>		<p>D 1</p>
	<ol style="list-style-type: none"> <li>Identify five factors that influence spirituality.</li> <li>Perform a nursing assessment of spiritual health, using appropriate interview questions and observation skills.</li> </ol>	<ol style="list-style-type: none"> <li>Pen &amp; Paper or Computer Test</li> </ol>		<p>D 1</p> <p>E1</p> <p>G 1</p>		


Sexuality

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Sexual Health 2. Sexual expression		Group 1. Lecture	A1	A3	A1	A1

<p>A. Masturbation  B. Sexual intercourse C.  Oral – Genital stimulation  D. Abstinence  E. Alternative forms of sexual expression  3. Factors affecting sexuality  A. Development considerations  B. Culture  C. Religion  D. Ethics  E. Lifestyle  F. Menstration  G. Sexual response cycle  H. Childbearing considerations  I. Sexually transmitted infections  J. Sexual dysfunction  K. effects of illness, injury, and medications</p> <p>4. Sexual Harassment  A. Effects of harassment</p>	<ol style="list-style-type: none"> <li>Describe male and female reproductive anatomy and physiology.</li> <li>Describe the sexual response cycle, differentiating male and female.</li> <li>Describe the concepts of sexuality, gender identity, sexual orientation, and sexual health.</li> <li>Perform a sexual assessment, using suggested interview questions and appropriate physical assessment skills.</li> <li>Describe types of sexual dysfunction and the assessment priorities for each.</li> <li>Develop nursing diagnoses identifying a problem with sexuality that may be remediated by independent nursing actions.</li> <li>Plan, implement, and evaluate nursing care related to selected nursing diagnoses involving problems of sexuality.</li> <li>Assess how your personal beliefs and values about human sexuality affect your ability to deliver competent,</li> </ol>	<p>2. Discussion</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett chapters 45</p> <p>Evaluation</p> <p>1. Pen &amp; Paper or Computer Test</p>	A2	A4	A2	A4
			A3	B8	A3	A5
			B1	B12	A4	B2
			B2	C1	B5	C2
			B4	C4	D1	C4
			B7	D1	E1	C5
			C1	D2	F1	C6
			C2	D3		D2
			C3	D4		D3
			C4	E3		F1
			C5	E5		F2

B. Responding to harassment in the nursing environment  
 5. The nurse as role model  
 A. The nursing process for the patient with a sexual health need

compassionate, and respectful care to patients with challenges, differences, or problems with sexuality.  
 9. Describe effective responses to sexual harassment by patients or colleagues.

D1	E8		
D2	E9		
D4	E10		
	E11		
	H1		
	H2		
	H3		