

Course Syllabus

COURSE: RNSG 1413 (4:4:4) Foundation for Nursing Practice
 SEMESTER: Spring 2020
 CLASS DAYS: See course calendar
 CLASS TIMES: See course calendar
 FACEBOOK: <https://www.facebook.com/SPCNursing17/>

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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.

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 presented in this course provides the fundamental components to meet minor/major client needs in providing for a safe, effective care environment, health promotion, psychosocial integrity, and physiological integrity (ATI Fundamentals for Nursing, 9th ed., 2016). 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, ATI learning modules
Web Based: online assignment submissions, blackboard, ATI testing

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.

Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook, as well as the American Nurses Association Code of Ethics for Nurses. 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. Any point deductions will be taken from the final course average.

Professional Standards	<i>Point deduction from final course grade</i>
Professional Integrity	
Applies legal and ethical standards	- 1 point per variance
Maintains patient confidentiality	- 1 point per variance
Professional Behaviors	
Arrives on time to scheduled activities (lab/class)	- 1 points per variance
Exhibits professional attitude	- 1 points per variance
Accountable for learning (assignments)	- 1 points per variance
Responds to faculty/staff contact within 24 hours	- 1 points per variance
Attends all appointments, including appointments with faculty and retention counselors	- 1 points per variance
Adheres to classroom dress code	- 1 points per variance
Scheduling and Attendance	
Adheres to institutional policies and procedures related to scheduling	- 1 points per variance
Accountable for developing and adhering to schedule	- 1 points per variance

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

- ATI Nursing Education. (2016). *Fundamentals for Nursing: Review module* (9th ed.). Assessment Technologies Institute, LLC.
- ATI Nursing Education. (2016). *Nutrition for Nursing: Review module* (9th ed.). Assessment Technologies Institute, LLC.
- ATI Nursing Education. (2016). *Pharmacology for Nursing: Review module* (9th ed.). Assessment Technologies Institute, LLC.
- Carpenito, L. (2017). *Nursing diagnosis: Application to clinical practice*. (15th ed.). Wolters Kluwer. ISBN: 978-1-4963-3841-9
- Houghton, P., & Houghton, T. (2009). *APA: The easy way* (2nd ed.). XanEdu. ISBN: 9780923568962
- Kee, J. (2014). *Laboratory and diagnostic testing with nursing implications* (10th ed.). Pearson.
- Taylor, C., Lillis, C., & Lynn, P. (2019). *Fundamentals of Nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer. ISBN: 9781496362179
- Any Nursing Drug Handbook (not Davis)

RECOMMENDED TEXTS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's textbook of medical-surgical nursing* (13th ed.). Wolters Kluwer Health: Lippincott Williams & Wilkins.

ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared. Power point lecture notes should be printed prior to lecture if desired. 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)

The SPC ADNPN policy must be followed. Refer to the SPC ADNPN 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. 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; students late to class may receive deductions on professional standards.

Cellular phones must be turned off during the lecture period or while in the NLRL (nursing learning resource lab). Failure to turn off phone before class may result in deductions on professional standards.

ASSIGNMENT POLICY

All assignments must be completed by the assigned due date. Late and/or incomplete work will not be accepted and a grade of zero will be recorded. Assignments, quizzes, exams, and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and times in 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 note contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date. Failure to complete any assignment by due date will result in professional standard point deductions on final grade. Student must scan required documents before uploading into Blackboard. Scanners are located in the classroom and the video reviewing room. 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. Failure to complete the assignment by the due date will result in professional standard deductions.

ATI Lessons

Student will complete lessons in ATI. Please see course calendar for due dates. Students must complete the module and posttest. Failure to complete ATI lessons by the due date and time will result in professional standard deductions on final course grade.

ATI Lesson
Testing & Remediation
Knowledge & Clinical Judgement
Nursing Concepts
Priority Setting Framework

Quizzes

Students will be required to complete quizzes in class on assigned topics. See course calendar for due dates. Quizzes will be administered in Blackboard. Students must bring a laptop/tablet to class to complete the quiz, failure to do so will result in a zero on the quiz. Quizzes cannot be made up. Missed quizzes will result in a zero. Quizzes will consist of **10%** of the final grade.

Pharmacology Preparation

Students will prepare to review medications as assigned in the course, see course schedule. Students will complete 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. Failure to complete the assignment by the due date will result in professional standard deductions.

Simulation

Students will work in groups of 3-4 to complete a simulation scenario. All skills passed up to this point may be implemented in the scenario. Students will receive 5-10 minutes to review the clients chart and develop a plan of action. Students will receive 25 minutes to complete the scenario. After the scenario, students will debrief and discuss what occurred in the simulation, areas needing improvement, and what went well.

Additional Practice

At any time a faculty member can require a student to complete additional practice in the simulation lab to ensure student and client safety in clinical. If not completed, the student will receive deductions on professional standards.

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. 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 AND PASSWORD.**

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

Each unit exam includes 70 questions. Students will receive 1.5 minutes per question. Students must receive a **cumulative grade of 77%** or better on all exams, including the ATI Fundamentals exam and comprehensive final, to pass RNSG 1413. Students scoring a level 3 on the ATI Fundamentals exam may be exempt from the comprehensive final, if desired. Students unsuccessful in achieving a level 3 on the ATI Fundamentals Exam will be required to complete the comprehensive final. Exams scores will not be rounded. Assignments will not be included until a **77%** exam average is obtained. Students receiving less than a **77%** on any exam must meet with the retention counselor. Unit exams will consist of **75%** of the final course grade. Comprehensive final will consist of **15%** of the final grade. The exam policy includes the following:

- Personal belongings are not allowed in the lab during testing.
- Pencils, calculators and scratch paper will be issued to students prior to exam. These items must be returned prior to exiting testing area.
- Cell phones and/or smart watches are not allowed in the lab during testing.
- Students must adhere to lab rules.
- Hats or hoodies may not be worn.
- Talking will not be permitted; questions will be answered by an instructor.

- Any action interpreted as cheating by facilitating instructor may result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC nursing program.

ATI Fundamentals Exam

Students will be required to take a fundamentals ATI predictor exam. The ATI exam will include 70 questions and students will have one minute per question. The purpose of the exam is to evaluate the competency of the student’s knowledge of fundamentals. Students will receive a level from ATI and the grade will be calculated accordingly.

Level	Score
Level 3	95
Level 2	85
Level 1	70
Below Level 1	60

The student must achieve a weighted average of 77% or greater on the unit exams and ATI exam to pass the course.

Practice ATI Exams/Focused Review

Students will be required to complete two forms of the ATI practice tests for fundamentals. Focused review (FR), homework and adaptive quizzing will be required for each practice test and the ATI fundamentals exam. Students who fail to complete FR and homework will receive professional standard deductions. ATI required FR and homework schedule, please see below:

Practice Exam Score	ATI Focused Review Required Time
59 or below	4 Hours (minimum)
60-64	3 Hours (minimum)
65-69	2 Hours (minimum)
70-89	1 Hour (minimum)
90 or above	Focused Review Not Required

Focused Review: Students may locate the Focused Review tab by going to “My Results” and finding the test you want (under the “Practice Assessments” tab). To the right, you will see a button for Focused Review (FR). Once you click on that button, it will take you to the chapters in the online book to review for that particular missed question, as well as videos and other resources (test strategies, nursing process, etc.) that will help you. Print out your results pages, as the FR correlates with your results. It also facilitates doing your homework at the same time. You can leave the FR and return at any time. Your time spent is recorded for each sign-in and your total time. Students must complete adaptive quizzing when available on topics missed.

Homework: For each question missed the student must provide 3 important key points to remember about the topic and subtopic. Homework must be handwritten. Submit homework in Blackboard under the assignment link. Please see course schedule for due dates. Late assignments will be subject to deductions on the professional standards.

Remediation Policy

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 the retention counselor as designated by the instructions of the course facilitator. The student will be further required to meet weekly with the retention counselor to develop an individualized plan for success. Contact with the retention counselor must be made within 72 hours (3 business days) after the exam grades have been released. The initial meeting must be completed prior to the next exam. Students who are unsuccessful on exams and do not meet with the retention counselor within the

timeframe may receive deductions from Professional Standards and will be at risk for failure of the course. In an effort to enhance student success in the program, students may self-refer or be referred by faculty for reasons other than exam success, such as time management, test-taking skills or test anxiety.

GRADING POLICY

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

Unit Exams (6)	75%
Comprehensive Final	15%
*Quizzes	10%
*ATI Focused Review/Homework (3)	Pass/Fail
*Medication Cards	Pass/Fail
*Student Presentations	Pass/Fail
*ATI Lessons	Pass/Fail

***Additional assignments will not be included until a 77% exam (unit and comprehensive final) average is obtained.**

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%

COURSE SCHEDULE

Week 1-3

Topic	Required Readings
Syllabus Review RNSG 1105, 1144, 1413, 1160, 1115	RNSG 1105, 1144, 1413, 1160, 1115 (On Blackboard for each course)
Lab Orientation	
Infection Control	ATI 10; Taylor 24
Ergonomic Principles, Ambulation, Transferring, Range of Motion	ATI 14, 40; Taylor 33
Client & Home Safety, Security & Disaster Plans	ATI 12, 13, 15; Taylor 27
Vital Signs	ATI 27; Taylor 25
ATI Testing and Remediation lesson	ATI
ATI Knowledge and Clinical Judgement lesson	ATI
Medical & Surgical Asepsis	ATI 10; Taylor 24, 30
Personal Hygiene	ATI 37; Taylor 31
Exam 1	All content material

Week 4-5

Topic	Required Readings
Critical Thinking & Clinical Judgement lesson	ATI 8

The Interprofessional Team, Legal & Ethical Responsibilities	ATI 2, 3, 4 Taylor 6, 7, 9, 10
Delegation & Supervision, Nursing Process	ATI 6, 7; Taylor 13-18; Nursing diagnosis book
Quiz Information Technology, Admissions, Transfers & Discharges Powerchart Training	ATI 5, 9; Taylor 19, 20
Quiz Culture & Spirituality Group Presentations	ATI 35; Taylor 5, 46
Exam 2	All content material

Week 6-7

Topic	Required Readings
Pharmacokinetics/ Routes of Administration	ATI 46; Taylor 29
Rights of Medications & Safety	ATI 47; Taylor 29
Vitamins & Minerals	ATI 39; Taylor 36
Quiz Diabetes Management	ATI Pharmacology 52
Specimen Collection for Glucose Management	ATI 39; Taylor 36
Complementary & Alternative Therapies	ATI 42; Taylor 28
Quiz Medications Classifications 1-4	ATI Pharmacology book; ATI 50-51
Medication Cards	Course calendar
Medication Commercials	Course calendar
Exam 3	All content material

Week 8-10

Topic	Required Readings
Reese Simulation	Course calendar
Reese Advanced Simulation	Course calendar
Quiz Psychosocial Integrity, Pain Management	ATI 32-34, 36, 41; Taylor 41, 43-46
Quiz Nursing & Nutrition throughout the Lifespan/ Healthy Eating	ATI 16-25, 39; Taylor 4, 36
Airway Management	ATI 53; Taylor 39
Bowel Elimination	ATI 43; Taylor 38
Urinary Elimination	ATI 44; Taylor 37
ATI Nursing Concepts	ATI
Advanced Nutrition	ATI 39, 54, 10; Taylor 36
ATI Practice Test A	Course calendar
Exam 4	All content material

Week 11-13

Topic	Required Readings
Sensory Perception	ATI 45; Taylor 44
Powerchart training	Course calendar
Pressure Ulcers and Wounds, Wound Management, Bacterial, Viral, Fungal and Parasitic Infections	ATI 55, 56; Taylor 32
Quiz Health Care Delivery Systems (Healthcare Fraud, Waste & Abuse Prevention)	ATI 1; Taylor 11
Rest and Sleep	ATI 38; Taylor 34
Quiz Fluid Imbalance & Electrolytes	ATI 57, 58; Taylor 40
ATI Priority Setting Framework	ATI

ATI Practice Test B	Course calendar
Focused review, homework, adaptive quizzing (2)	Course calendar
Exam 5	All content material

Week 14-16

Topic	Required Readings
ATI Fundamentals Exam	ATI
Focused review, homework, adaptive quizzing (if required)	Course calendar
Final Instructions	Course calendar
Second Semester Instructions	Course calendar
Final Exam	Course calendar
Faculty and Course Evaluations	Course calendar

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 on a regular basis each week of class. 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 CONSEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. 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, license holders 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>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. 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 Occupations Dean. The procedure will follow the same as found in the student handbook.

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 for assistance.

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.

Asepsis and Infection Control

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)				
			1	2	3	4	
1. sepsis and Infection Control A. Body’s Defense against Infection B. Chain of Infection C. Course of Infection D. Asepsis and Hospital/ Health Care Acquired Infections E. Assessment F. Nurse’s Role in Infection Control G. Surgical Asepsis H. Client Education	1. Utilize basic nursing concepts in providing hygienic care. 2. Utilize nursing principles that pertain to environmental and protective factors. 3. Define terms related to asepsis. 4. Perform medical/surgical aseptic techniques essential to providing basic nursing care. 5. Explain conditions that precipitate the onset of hospital acquired infections. 6. Identify measures of prevention and control and hospital acquired infection (environmental, urinary, wound, and respiratory infections). 7. Describe nursing interventions designed to break each link in the infection chain. 8. Utilize CDC recommended blood & body fluid precautions for all clients. 9. Identify community approaches to infection control. 10. Describe medical/surgical aseptic practices essential for the prevention of infection in illness. 11. Identify clients most at risk for acquiring an infection. Identify the body’s normal defenses against infection. 12. Describe immunization programs. 13. Discuss the teaching/learning needs of the client with regard to their compliance and infection control practice. Identify categories of isolation precautions. 14. Describe general approaches for each of the categories of isolation precautions.	Group 1. Lecture 2. Discussion 3. Demonstration Assignment 1. Taylor, Lillis, Lynn chapter 24 2. ATI chapters 10 & 11 3. Review/sign SPC Communicable Disease Policy 4. ATI Skills Module Evaluation 1. Pen & Paper or Computer Test 2. Return Demonstration 3. ATI Post Test	A	B1	A2	B1	
			2	A	B2	A4	C4
			4	B	B3	B1	D1
			8		B4	B2	D3
					B6	B3	E1
					B7	C1	
					B8	D1	
					B1	E2	
					C2		
					C3		
					C5		
					D3		
					D5		
					E1		
					E2		
					E1		
		2					
		F1					
		F2					
		G3					

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CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
2. Pharmacology Related to Asepsis A. Anti-infectives 1) Normal flora of the Human Body 2) General Principles of Anti-Infective Therapy 3) Common Anti-Infective Medications Used	15. Identify CDC guidelines for protection of health care workers from communicable disease. 16. Discuss basic medical aseptic/surgical technique prior to the administration of nursing care to clients. 17. Describe the nature of signs of a localized infection chain. 18. Identify medications commonly used as anti-infective medications. 19. Explain nursing responsibilities involved in administering anti-infectives. 20. Discuss general principles of anti-infectives therapy. 21. Describe client teaching information to include when counseling clients on anti-infectives.					

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

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)				
			1	2	3	4	
2. Blended Competencies, Clinical Reasoning, and Processes of Person-Centered Care A. Definition B. Application	15. Describe each element of thoughtful, person-centered practice: the nurse’s personal attributes, knowledge base, and blended and QSEN competencies; clinical reasoning, judgment, and decision making; person-centered nursing process; and reflective practice leading to personal learning. 16. Assess one’s capacity for competent, responsible, caring practice. 17. Contrast three approaches to problem solving. 18. Use the clinical reasoning model. 19. List three patient benefits and three nursing benefits of using the nursing process correctly. 20. Identify personal strengths and weaknesses in light of nursing’s essential knowledge, attitudes, and skills. 21. Value reflective practice as an aid to self-improvement.	Group 4. Lecture 5. Discussion 6. Demonstration Assignment 5. Taylor, Lillis, Lynn chapter 11 6. ATI chapter 8 Evaluation 4. Pen & Paper or Computer Test	D	A1		A2	
			4		A2		A3
				A4		B1	
				B1		D2	
				B3		D3	
				B1 1		D4	
				C2		E1	
				C4			
				C6			
				D3			
				D5			
				E1 3			
				F1			

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Health, Illness, and Disparities and Health Care Delivery System

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)				
			1	2	3	4	
3. Health, Illness, and Disparities 4. Health Care Delivery System A. Health and Illness B. Health Care Delivery C. Problems in Health Delivery D. Use of Services in Illness-Wellness	22. Identify types of agencies and mechanism of reimbursement. 23. Identify purposes of health care referrals. 24. Describe the restorative team approach to care. 25. Discuss the client's right to the health care delivery care system. 26. Describe the health belief model, the agent-host-environment model, and the high level wellness model. 27. Describe the nurse's role for clients in health and illness. 28. Discuss the variables that influence a person's health beliefs and practices. 29. Discuss the stages of illness behavior. 30. Discuss health definitions and concepts. 31. Discuss the differences between acute and chronic health care.	Group 7. Lecture 8. Discussion Assignment 7. Taylor, Lillis, Lynn chapters 4 & 11 8. ATI chapters 1 & 2 9. ATI Skills Module Evaluation 5. Pen & Paper or Computer Test 6. Quiz 7. ATI Post Test	A	A2	A6	A1	
			2	B	A3	C2	A3
			2	B	B6		B3
			3	B	B7		B4
			4	B	B8		C1
			6	C	C3		C6
			2	C	C5		C7
			4		D2		C8
					D4		D3
					E1		E1
					E3		
					E4		
					E5		
					E1 3		
					F2		
		G3					
		H2					

				H3		

Vital Signs

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
5. Vital Signs A. Importance of accurate assessment and incorporating this skill into practice. B. Body Temperature 1) Norms 2) Physiology 3) Mechanisms of Temperature Control 4) Factors Affecting Temperature 5) Assessment of Temperature C. Pulse 1) Norms 2) Cardiovascular function D. Respiration 1) Norms 2) Physiology 3) Assessment of Respiration E. Blood Pressure 1) Norms 2) Physiology 3) Assessment of Blood Pressure	32. Explain the physiologic processes involved in homeostatic regulation of temperature, pulse, respirations, and blood pressure. 33. Compare and contrast factors that increase or decrease body temperature, pulse, respirations, and blood pressure. 34. Identify sites for assessing temperature, pulse, and blood pressure. 35. Assess temperature, pulse, respirations, and blood pressure accurately. 36. Demonstrate knowledge of the normal ranges for temperature, pulse, respirations, and blood pressure across the lifespan.	Group 9. Lecture 10. Discussion 11. Demonstration Assignment 9. Taylor, Lillis, Lynn chapter 25 10. ATI chapter 27 Evaluation 8. Pen & Paper or Computer Test 9. Return Demonstration	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
	B1	E2				
	1					
	C2					
	C3					
	C5					
	D3					
	D5					
	E1					
	E2					
	E1					
	2					

				F1		
				F2		
				G3		

Activity/Ergonomic Principles

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
6. Activity A. Body Mechanics 1) Regulation of movement 2) Overview of body mechanics B. Physiologic Influence 1) development C. Pathological Influence D. Assessment 1) Body alignment 2) Range of motion 3) Physiological effects of exercise on body systems E. Nursing Diagnoses 1) Associated with body alignment 2) Associated with altered joint mobility F. Assisting clients to move 1) Lifting technique 2) Positioning 3) Transferring 4) Range of motion 5) Walking G. Hazards of Immobility 1) Mobility	37. Describe how body movement occurs. 38. Discuss the components of assessment that enable the nurse to plan care. 39. State the principles basic to body mechanics. 40. Identify the developmental stages that have the greatest impact of physiological change on the musculoskeletal system. 41. State how exercise positively affects health. Explain range of motion exercises. 42. Demonstrate proper alignment in a sitting position in a chair. 43. Describe exercises taught by the nurse in preparing the client for amputation. 44. Discuss assistive devices/medical aids that provide mobility. State physical effects of immobility on body systems. Reposition a client in a bed. 45. Discuss safe transfer from bed to stretcher. 46. Identify common problems of adult skin and skin changes as the adult ages. 47. Review nursing measures that help maintain skin integrity. Identify major causes of skin breakdown.	Group 12. Lecture 13. Discussion 14. Demonstration Assignment 10. Taylor, Lillis, Lynn chapter 33 11. ATI chapters 14 & 40 Evaluation 10. Pen & Paper or Computer Test 11. Return Demonstration	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
				B1	E2	
				1		
				C2		
	C3					
	C5					
	D3					
	D5					
	E1					
	E2					

2) Altered mobility 3) Physiological response 4) Decubitus ulcer H. Assessment for Hazards of Immobility 1) Physiological 2) Psychosocial 3) Developmental	48. State nursing measures that counteract the physical effects of immobility.		E1		
			F1		
			F2		
			G3		

Pharmacology/ Medication Administration

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
7. Medication Administration A. Orientation to Drugs 1) Definitions 2) Historical Development 3) Sources of Drugs 4) Legislation and Federal Government 5) OTC Drugs 6) Drug Classifications 7) Abuse B. Pharmacokinetics 1) Concentration 2) Equilibrium 3) Absorption 4) Distribution 5) Metabolism 6) Excretion C. Types of Drug Actions D. Drug Interactions	49. Discuss drug legislation in the United States. 50. Describe basic principles of pharmacology, including drug nomenclature and types of drug preparations. 51. Develop an understanding of basic principles of pharmacology, including mechanisms of drug action, adverse drug effects, and factors affecting drug action. 52. Discuss principles of medication administration, including an understanding of medication orders, dosage calculations, and medication safety measures. 53. Obtain patient information necessary to establish a medication history. 54. Describe principles used to prepare and administer medications safely by the	Group 15. Lecture 16. Discussion 17. Demonstration Assignment 12. Taylor, Lillis, Lynn chapter 29 13. ATI chapters 46, 47, 48, 49, 50, & 51 14. Medication Cards 15. Pharmacology Presentation Evaluation 12. Pen & Paper or Computer Test	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
	B1	E2				
	1					
	C2					
	C3					
	C5					

E. Factors Influencing the Effects of Drugs F. Drug Dose Response G. Principles of Drug Administration H. Legal Responsibilities of the Nurse	oral, parenteral, topical, and inhalation routes. 55. Use the Nursing Process to safely administer medications. 56. Develop teaching plans to meet patient needs specific to medication administration.	13. Return Demonstration		D3		
				D5		
				E1		
				E2		
				E1 2		
				F1		
				F2		
				G3		

Nutrition

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
8. Nutrition A. The study of Nutrition 1) Nutrition in the practice of health profession 2) Application of nutrition to human health worldwide 3) Relationship of nutrition to major U.S. health problems B. Categories of Necessary Nutrients 1) Water 2) Carbohydrates 3) Proteins 4) Lipids 5) Vitamins	57. List the six classes of nutrients, explaining the significance of each. 58. Identify risk factors for poor nutritional status. 59. Describe how nutrition influences growth and development throughout the life cycle. 60. Discuss the components of a nutritional assessment. 61. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions. 62. Describe nursing interventions to help patients achieve their nutritional goals.	Group 18. Lecture 19. Discussion 20. Demonstration Assignment 16. Taylor, Lillis, Lynn chapter 36 17. ATI chapters 54. 18. ATI Skills Module Evaluation 14. Pen & Paper or Computer Test 15. ATI Post Test	A 2	B1	A2	B1
			A 4	B2	A4	C4
			B 8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	D1	
				B8	E2	
				B1 1		
				C2		

<p>6) Minerals</p> <p>C. Basic Requirements for Adequate Diet</p> <p>1) Food groups</p> <p>2) RD's</p> <p>3) Other dietary guidelines</p> <p>4) Alternative food patterns</p> <p>D. Developmental Variables in Nutrition</p> <p>E. Cultural Variations</p> <p>9. Assessing the Client's Nutritional Status</p> <p>A. Data collection</p> <p>B. Nutritional history</p> <p>C. Psychosocial needs</p> <p>10. Assisting the Client to Obtain Nourishment</p> <p>A. Assisting motivation counseling</p> <p>B. Alternative feeding</p> <p>1) Nasogastric</p> <p>2) Gastrostomy</p> <p>11. Malnutrition</p> <p>A. Incidence and Types</p> <p>B. Physiologic & causes</p> <p>C. Nursing Process in malnutrition</p>	<p>63. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve nutritional problems.</p> <p>64. Identify nursing interventions to safely deliver enteral nutrition.</p> <p>65. Identify nursing interventions to safely deliver parenteral nutrition.</p>	<p>16. Quiz</p>		C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E1 2		
				F1		
				F2		
				G3		

Nursing Process

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

<p>12. Nursing Process</p> <p>A. Theoretical Approaches</p> <ol style="list-style-type: none"> 1) Systems Theory 2) Problem Solving Methods 3) Scientific Methods 4) Evidence Based Practice <p>B. Overview and Organization of the Nursing Process</p> <ol style="list-style-type: none"> 1) Assessment 2) Nursing Diagnosis 3) Planning 4) Implementation 5) Evaluation <p>C. Steps in the Organization of the Nursing Process</p> <ol style="list-style-type: none"> 1) Nursing History 2) Data Collection <ol style="list-style-type: none"> a. Observation b. Interviewing c. Physical Assessment d. Consultation e. Records and Reports 3) Problem Statement/ Nursing Diagnosis <ol style="list-style-type: none"> a. Analysis of Data b. Writing the Nursing Diagnosis <ol style="list-style-type: none"> I. Problem (P) II. Etiology (E) III. Signs & Symptoms (S) 	<p>66. Describe systems theory, the problem-solving method, and the scientific method.</p> <p>67. Compare systems theory, the problem-solving method, and the scientific method with the nursing process.</p> <p>68. Describe five steps of evidence based practice.</p> <p>69. Describe benefits of evidence based practice.</p> <p>70. Describe ways to apply evidence based practice.</p> <p>71. Obtain additional data about the client from other appropriate sources.</p> <p>72. Organize all data according to a predetermined format.</p> <p>73. Differentiate between subjective and objective data.</p> <p>74. Describe the five components of the nursing process.</p> <p>75. Define the term nursing diagnosis.</p> <p>76. Name the three major components of the nursing diagnosis.</p> <p>77. Identify five methods of data collection.</p> <p>78. Discuss advantages of a nursing diagnosis.</p> <p>79. Discuss the limitations of nursing diagnosis.</p> <p>80. List five common errors in formulating a nursing diagnosis.</p> <p>81. Identify needs and problems of an assigned client, including identifying information and the client's perception of the illness and/ or situation, including any reasons for seeking assistance.</p>	<p>Group</p> <p>21. Lecture</p> <p>22. Discussion</p> <p>23. Case Study</p> <p>Assignment</p> <p>19. Taylor, Lillis, Lynn chapters 13, 14, 15, 16, 17, 18</p> <p>20. ATI chapters 6 & 7</p> <p>21. Simulation Nursing Process</p> <p>Evaluation</p> <p>17. Pen & Paper or Computer Test</p>	A	A1	A1	B1
			1			
			A	A2	A2	B2
			2			
			B	A3	B1	C1
			1			
			B	A4	B2	C3
			8			
				B1	B3	C4
				B2	D1	C5
				B3	E1	D1
				B4	F1	E1
				B5		F1
	B6		F2			
	B7		F3			
	B8					
	B9					
	B10					
	B11					
	C1					
	C2					
	C3					
	C4					
	C5					

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
4) Planning a. Setting priorities b. Resources c. Establishing goals d. Writing a plan of action/ nursing orders 5) Implementation 6) Evaluation	17. Discuss techniques the nurse utilizes to observe clients. 18. Develop a nursing process applying the five steps of assessment, diagnosis, planning, implementation, and evaluation.			C6		
				C7		
				C8		
				D1		
				D2		
				D3		
				D4		
				D5		
				E1		
				E3		
				E4		
				E5		
				E6		
				E8		
				E9		
				E1 1		
				E1 2		
				E1 3		
				F1		
				F2		
	F3					

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
13. Introduction to Nursing 14. Theoretical Foundations of Nursing Practice 15. Caring in Nursing Practice A. Historical Developments B. Inter-related Roles 1) Provider of Care 2) Manager/Coordinator of Care 3) Member of Nursing Profession 4) Safety C. 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 practice, nurse practice acts, and the nursing process. 5. Identify current trends in nursing. 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.	Group 24. Lecture 25. Discussion	A1	A3	A1	A1
			A2	A4	A2	A4
		Assignment 22. Taylor, Lillis, Lynn chapters 1 & 2 23. ATI chapters 2, 3, & 4	A3	B8	A3	A5
			B1	B1	A4	B2
		Evaluation 18. Pen & Paper or Computer Test	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
			D1	E8		
			D2	E9		
		D4	E10			
	E11					
	H1					

				H2		
				H3		

Hygiene

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
16. Hygiene A. Factors influencing hygiene practices. B. Components of hygiene 1) Skin C. Special considerations D. Room environment E. Evidence based hygiene practices	82. List factors which may influence hygiene practices.	Group 26. Lecture 27. Discussion 28. Demonstration 29. Hygiene Video Assignment 24. Taylor, Lillis, Lynn chapter 31 25. ATI chapter 37 Evaluation 19. Pen & Paper or Computer Test	A	B1	A2	B1
	83. Discuss the influences of age on skin integrity. Identify the different types of baths.		A	B2	A4	C4
	84. Explain the purpose of a back rub.		B	B3	B1	D1
	85. Identify the characteristics of some common foot and nail problems.			B4	B2	D3
	86. State the interventions for the problems identified.			B6	C1	E1
	87. Explain the basic care involved in care of the eyes, ears, and nose.			B7	D1	
	88. Explain the purpose of perineal care.			B8	E2	
	89. Identify the steps in providing perineal care.			B1		
	90. Demonstrate correct techniques assisting the client with bowel and bladder elimination.			C2		
				C3		
				C5		
				D3		
				D5		
				E1		
		E2				
		E1				
		2				

				F1		
				F2		
				G3		

Therapeutic Communication/Communicator

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
17. Communicator A. Verbal B. Non-Verbal C. Techniques 1) Facilitative 2) Inhibitory D. Effective Nurse/Client Relationship 1) Guideline for communication techniques 2) Phases of the helping relationship a. Pre-interaction b. Introductory c. Working d. Termination 3) Interviewing a. Sources of data for nursing assessment b. Objective data c. Subjective data	91. Define communication. 92. Define verbal and non-verbal communication. Identify the communication process. 93. Identify developmental levels in the communication process. 94. Describe ways to incorporate teaching with routine nursing care. 95. Describe how to integrate the communication process into nursing care. 96. Describe characteristics of a good learning environment. 97. Discuss four functional components of the communication process. 98. Discuss five characteristics of effective verbal messages. 99. Differentiate between social/therapeutic nurse/client relationships. 100. Discuss the purposes of nursing assessment.	Group 30. Lecture 31. Discussion 32. In Class Health Assessment Questionnaire Assignment 26. Taylor, Lillis, Lynn chapter 21 27. ATI chapter 32 Evaluation 20. Pen & Paper or Computer Test	B	C2		A1
			7			
				D5		A2
				E2		A5
						D1
						D2
						E1
						F4
						G2

Stress and Adaptation

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)				
			1	2	3	4	
18. Stress and Adaptation A. Models of stress 19. Prolonged stress A. Physical B. Development results C. Emotional results 20. Dimension of adaptations 21. Homeostasis A. Mechanisms B. Limitations	101. Describe stress management techniques. 102. Recognize ego-defense mechanisms that serve as responses to stress. 103. Define homeostasis. 104. Discuss three mechanisms of homeostasis and how they function. 105. Summarize the mechanisms involved in maintaining physiologic and psychological homeostasis. 106. Explain the interdependent nature of stressors, stress, and adaptation. 107. Differentiate the physical and emotional responses to stress, including local adaptation syndrome, general adaptation syndrome, mind-body interaction, anxiety, and coping and defense mechanisms. 108. Discuss the effects of short-term stress on basic human needs, health and illness, and the family. 109. Compare and contrast developmental and situational stress, incorporating the concepts of physiologic and psychosocial stressors.	Group 33. Lecture 34. Discussion Assignment 28. Taylor, Lillis, Lynn chapter 42 29. ATI chapter 33 Evaluation 21. Pen & Paper or Computer Test	D	B5		A3	
			4		C1		B1
					C6		D2
					D4		
					D5		
					E7		
					F2		
					H2		
					H7		

	110. Explain factors that cause stress in the nursing professions.					

Complementary & Alternative Therapies

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
22. Complementary & Alternative Therapies A. Scope of Practice B. Purposes & Principles	111. Differentiate between complementary/alternative therapies. 112. Describe the clinical application of complimentary/alternative therapies.	Group 35. Lecture 36. Discussion 37. Video Assignment 30. Taylor, Lillis, Lynn chapter 28 31. ATI chapter 42 Evaluation 22. Pen & Paper or Computer Test	C	A1	B2	B1
			2			
				A3	E2	C6
				B2		
				B5		
				B9		

Loss, Grief & Dying

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
23. Loss, Grief & Dying A. Definitions 1) Loss 2) Grief 3) Hope 4) Crisis theory applied to grieving B. Assessment 1) Factors affecting reaction to loss a. Age, growth & development b. Nature of relationship c. Nature of death or loss d. Support e. Cultural and Spiritual beliefs f. Sex roles g. Socio-economic status C. Phases of grief reaction (uncomplicated) 1) Precipitation events 2) Phases in loss 3) Potential problems 4) Phases in dying	113. Define loss, grief, and hope. 114. Describe six dimensions of hope. 115. Identify the nurse's role in assisting patient's with problems related to loss, death, and grief. 116. Assess a patient's reaction to grief and ability to cope. 117. Describe characteristics of a person experiencing grief. 118. Compare grief after loss, anticipatory grief, and resolved grief. 119. Discuss the impact of growth and development, cultural and spiritual beliefs, sex roles, and other factors or reactions to loss. 120. Develop a care plan for a client or family experiencing grief. 121. Describe intervention principles for grieving patients. 122. Describe how the nurse helps meet the dying clients' needs for comfort. 123. Discuss the purposes of hospice. 124. Explain ways for the nurse to assist the family in caring for a dying patient. 125. Discuss important factors in caring for the body after death.	Group 38. Lecture 39. Discussion Assignment 32. Taylor, Lillis, Lynn chapter 43 33. ATI chapter 36 Evaluation 23. Pen & Paper or Computer Test	B	B3	A4	A4
			3			
				B5		C4
				C1		
				C4		
				D1		
				E1		
				0		
				E1		
				2		

5) Physical symptoms of grief	126. Recognize issues of loss, grief, and death in patients and their families. 127. Formulate nursing diagnoses on patients and families experiencing loss, and/or death and dying. 128. Evaluate nursing care of clients and families experiencing loss, grief, death, dying.				

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
D. Nursing Diagnosis in grief, loss, & death 1) Anticipatory grieving 2) Coping ineffective relative to situational crisis 3) Hopelessness 4) Powerlessness 5) Grieving-dysfunctional 6) Spiritual distress 7) Social isolation E. Planning 1) Goals 2) Principles F. Implementation 1) Therapeutic 2) Care after death G. Evaluation						

Self-Concept

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
24. Self-Concept A. Development B. Components C. Stressors D. Nurse's effect on client's self-concept 1) Nurse's self-concept 2) Responding to client's needs	129. Identify specific threats to the development process that may occur at each stage of an individual's growth. Describe how the self-concept develops. 130. Identify stressors that affect each of the four components of self-concept. 131. Assess the developmental level of a client. 132. Define behaviors that may indicate the following: low images, role strains, identify confusion, and depersonalization. 133. Describe how these either enhanced or hindered the relationship.	Group 40. Lecture 41. Discussion Assignment 34. Taylor, Lillis, Lynn chapter 41 35. ATI chapter 34 Evaluation 24. Pen & Paper or Computer Test	B	E7		A2
			4			
			B	H6		A3
			5			
			C			B2
			4			
			D			C3
			4			
						F3

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Comfort and Pain Management

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
25. Comfort and Pain Management A. An individual experience B. Components of the pain experience 1) Reception 2) Perception 3) Psychological factors 4) Reaction C. Acute and Chronic Pain D. Assessment 1) Vital Signs 2) Subjective report 3) Pain history 4) Effects of pain on the patient 5) Non-verbal responses to pain	134. Discuss cultural expectations regarding the significance of pain.	Group 42. Lecture 43. Discussion Assignment 36. ATI chapter 41 Evaluation 25. Pen & Paper or Computer Test		A1	B1	
	135. Differentiate nursing, medical, and surgical measures, which provide pain relief.			B1	B2	
	136. List the goals of planning care for a patient experiencing pain.			B2	B3	
	137. Explore individual beliefs regarding pain toleration.			B4	B4	
	138. Identify a common misconception health care workers may have about a patient's pain.			B5	D1	
	139. Name physical sources of pain.			B6	E1	
	140. Discuss the gate control theory of pain.			B7	F1	
	141. Compare the characteristics of acute and chronic pain.			E1		
	142. Identify the key elements to be included in an assessment of a patient's pain.			E5		
	143. Explain specific measures for individualizing pain therapy.			E1 2		
	144. Define intractable pain.					

	145. Discuss measures that may be effective in alleviating the intractable pain; 146. List physiological responses to pain.					

Bowel Elimination

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)				
			1	2	3	4	
26. Bowel Elimination A. Physiology B. Influencing elimination C. Alterations in bowel elimination D. Using the Nursing Process 1) Assessment a. Nursing history b. Physical assessment c. Fecal assessment d. Review of diagnostics 2) Nursing Diagnosis 3) Planning 4) Implementation 5) Evaluation E. Enemas 1) Types 2) Procedure 3) Fecal impaction	147. Describe the physiology of bowel elimination.	Group 44. Lecture 45. Discussion 46. Demonstration Assignment 37. Taylor, Lillis, Lynn chapter 38 38. ATI chapter 43 Evaluation 26. Pen & Paper or Computer Test 27. Return Demonstration	A	B1	A2	B1	
	148. Identify variables that influence bowel elimination.		2				
	149. Assess bowel elimination using appropriate interview questions and physical assessment skills.		4	A	B2	A4	C4
	150. Assist with stool collection for laboratory analysis and direct and indirect visualization studies of the gastrointestinal tract.		8	B	B3	B1	D1
	151. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing intervention.				B4	B2	D3
	152. Identify appropriate nursing interventions to promote regular bowel habits.				B6	C2	E1
	153. Identify appropriate nursing interventions when administering cathartics, laxatives, and antidiarrheal.				B8	D1	
	154. Identify appropriate nursing interventions when administering enemas,				B1	E2	
					C2		
					C3		
					C5		
					D3		
			D5				
			E1				

	rectal suppositories, rectal catheters, and performing digital removal of stool. 155. Design and implement bowel-training programs. 156. Identify appropriate nursing interventions to use comfort measures to ease defecation. 157. Plan nursing care for a patient with an ostomy. 158. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve bowel problems.		E2		
			E5		
			E1 2		
			F1		
			F2		
			G3		

Oxygenation & Perfusion

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
27. Oxygen & Perfusion A. Respiratory Physiology 1) Ventilation 2) Perfusion 3) Respiratory gas exchange 4) Regulation of respiration B. Factors Affecting Oxygenation 1) Level of health 2) Age 3) Life-cycle 4) Environmental exposure C. Alterations in Respiratory Functioning 1) Hypoventilation 2) Hyperventilation 3) Hypoxia D. Nursing Process Application	159. Describe the principles of respiratory and cardiovascular anatomy and physiology. 160. Describe the function and role of the respiratory and cardiovascular systems in oxygenation. 161. Describe age-related differences that influence the care of patients with oxygenation problems. 162. Identify factors that affect respiratory and cardiovascular function. 163. Perform a cardiopulmonary assessment using appropriate interview questions and physical assessment skills. 164. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.	Group 47. Lecture 48. Discussion 49. Demonstrations Assignment 39. Taylor, Lillis, Lynn chapter 39 40. ATI chapter 53 41. ATI Skills Module Evaluation 28. Pen & Paper or Computer Test 29. Return demonstration 30. ATI Post Test	A 2	B1	A2	B1
			A 4	B2	A4	C4
			B 8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
				B1 1	E2	
				C2		
				C3		
	C5					

1) Assessment a. Nursing history b. Physical examination c. Review of diagnostics 2) Nursing history 3) Planning 4) Implementation 5) Evaluation	165. Describe nursing strategies to promote adequate oxygenation and identify their rationale. 166. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving oxygenation problems.		D3		
			D5		
			E1		
			E2		
			E5		
			E1 2		
			F1		
			F2		

Urinary Elimination

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
28. Urinary Elimination A. Physiology B. Factors influencing urination C. Alterations in urination D. Using the Nursing Process 1) Assessment a. Nursing history b. Physical assessment c. Review of diagnostics 2) Nursing Diagnosis 3) Planning 4) Implementation a. Catheterization a. Indwelling b. Straight c. Condom catheter d. Irrigation	167. Describe the anatomy and physiology of the urinary system. 168. Identify variables that influence urination. 169. Assess urinary elimination, using appropriate interview questions and physical assessment skills. 170. Perform the following assessment techniques: measure urine output, collect urine specimens, determine the presence of select abnormal urine constituents, determine urine specific gravity, and assist with diagnostic tests and procedures. 171. Develop nursing diagnoses that correctly identify urinary problems. 172. Demonstrate how to promote normal urination; facilitate use of the toilet, bedpan, urinal, and commode; perform	Group 50. Lecture 51. Discussion 52. Demonstration Assignment 42. Taylor, Lillis, Lynn chapter 37 43. ATI chapter 44 Evaluation 31. Pen & Paper or Computer Test 32. Return Demonstration	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
	B1	E2				
	1					
	C2					
	C3					

e. Removal 5) Evaluation	catheterizations; and assist with urinary diversions. 173. Describe nursing interventions that can be used to manage urinary incontinence effectively. 174. Describe nursing interventions that can prevent the development of urinary tract infections. 175. Plan, implement, and evaluate nursing care related to select nursing diagnoses associated with urinary problems.		C5		
			D3		
			D5		
			E1		
			E2		
			E5		
			E1 2		
			F1		
			F2		
			G3		

Rest and Sleep

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
29. 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 E. Factors affecting sleep F. Sleep disturbances G. Nursing Process 1) Assessment a. Components of sleep	176. Describe the functions and physiology of sleep. 177. Identify variables that influence rest and sleep. 178. Describe nursing implications that address age-related differences in the sleep cycle. 179. Perform a comprehensive sleep assessment using appropriate interview questions, a sleep diary when indicated, and physical assessment skills. 180. Describe common sleep disorders, noting key assessment criteria.	Group 53. Lecture 54. Discussion 55. Rest exercise Assignment 44. Taylor, Lillis, Lynn chapter 34 45. ATI chapter 38 46. Define key terms Evaluation		A3		
				B1		
				B2		
				B4		
				B5		
				C5		
				E3		
				E4		
				F2		

	181. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions. 182. Describe nursing strategies to promote rest and sleep based on scientific rationale. 183. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving sleep problems.	33. Pen & Paper or Computer Test				

Safety, Security, and Emergency Preparedness

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
30. Safety, Security, and Emergency Preparedness A. Elements of safe environment 1) Basic needs influence on safety 2) Pollution control 3) Preventing illness or injury 4) Environmental considerations a. Falls b. Fires c. Poisoning d. Electrical hazards 5) Absence of injury	184. Identify factors that affect safety in a person's environment. 185. Identify patients at risk for injury. 186. Describe specific safety risk factors for each developmental stage. 187. Select nursing diagnoses for patients in unsafe situation. 188. Describe health-teaching interventions to promote safety for each developmental stage. 189. Describe strategies to decrease the risk for injury in the home. 190. Describe nursing interventions to prevent injury to patients in health care settings. 191. Identify alternatives to using restraints. 192. Explore resources for developing and evaluating an emergency management plan.	Group 56. Lecture 57. Discussion Assignment 47. Taylor, Lillis, Lynn chapter 27 48. ATI chapters 12, 13, & 15 Evaluation 34. Pen & Paper or Computer Test	A	D1	A1	
			1			
			A	D2	A2	
			2			
			B	D3	A3	
			1			
			B	D4	A4	
			2			
				E8	B1	
				E9	B2	
				H3	B3	
					B4	
					B5	
		C1				
		C2				

	193. Evaluate the effectiveness of safety interventions.					

Documenting, Reporting, Confering, and Using Informatics

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
31. Documenting, Reporting, Confering, and Using Informatics A. Purpose of Records B. Types of Medical Records 1) Problem Oriented Record 2) Source Oriented Record 3) Computerized Record 4) Narrative Record C. Guidelines for Recording D. Legal Considerations E. Reporting	194. List guidelines for effective documentation, including those of the American Nurses Association. 195. Identify measures to protect confidential patient information. 196. Identify approved abbreviations and symbols used for documentation and distinguish these from error-prone abbreviations and symbols. 197. Describe the purpose of patient records. 198. Compare and contrast different methods of documentation: electronic health record, source-oriented record; problem-oriented record; PIE-problem, intervention, evaluation; focus charting; charting by exception; and case management model. 199. Describe the purpose and correct use of each of the following formats for nursing documentation: nursing	Group 58. Lecture 59. Discussion 60. Demonstration 61. Powerchart Training Assignment 49. Taylor, Lillis, Lynn chapter 19 & 20 50. ATI chapter 5 & 9 51. Simulation patient documentation Evaluation 35. Pen & Paper or Computer Test 36. Quiz	A 1	B1	A2	B1
			A 4	B2	A4	C4
			B 8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	D1	
				B8	E2	
				B1 1		
				C2		
				C3		
				C5		
	D3					

<p>assessment, nursing care plan, critical/collaborative pathways, progress notes, flow sheets, discharge summary, and home care documentation.</p> <p>200. Document nursing interventions completely, accurately, currently, concisely, and factually—avoiding legal problems.</p> <p>201. Describe the nurse’s role in communicating with other health care professionals by reporting and conferring.</p> <p>202. Describe nursing informatics and its contributions to nursing and health care.</p>	D5		
	E1		
	E2		
	E1 2		
	F1		
	F2		
	G3		

Aging Adult

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>32. 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>	<p>203. Summarize the theories that describe how and why aging occurs.</p> <p>204. Describe major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood.</p> <p>205. Describe common health problems of middle and older adults.</p> <p>206. Discuss physiologic and functional changes that occur with aging.</p> <p>207. Describe common myths and stereotypes that perpetuate ageism.</p> <p>208. Describe nursing interventions to promote health for middle and older adults.</p> <p>209. Identify the health care needs of older adults in terms of chronic illnesses, accidental injuries, and acute care needs.</p>	<p>Group</p> <p>62. Lecture</p> <p>63. Discussion</p> <p>Assignment</p> <p>52. Taylor, Lillis, Lynn chapters 21</p> <p>53. ATI chapters 24 & 25</p> <p>Evaluation</p> <p>37. Pen & Paper or Computer Test</p> <p>38. Quiz</p>	B 7	B4		
				B5		
				B6		
				B8		
				B9		
				B1 2		
				C3		
				C4		
				C8		
				D1		
	D2					
	E1					

				E4		
				E5		
				E10		
				G1		

Health of the Individual, Family, and Community

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
33. Health of the Individual, Family, and Community A. Maslow's Hierarchy of Human Needs B. Physiological Needs C. Safety & Security D. Love & Belonging Needs (closeness) E. Esteem & Self-Esteem Needs F. Self-Actualization Application of Basic Needs Theory	210. Describe each level of Maslow's hierarchy of basic human needs. 211. Explain nursing care necessary to meet needs in each level of Maslow's hierarchy. 212. Discuss family concepts, including family roles, structures, functions, developmental stages, tasks, and health risk factors. 213. Identify aspects of the community that affect individual and family health. 214. Describe nursing interventions to promote and maintain health of the individual as a member of the family and as a member of a community.	Group 64. Lecture 65. Discussion Assignment 54. Taylor, Lillis, Lynn chapter 23 55. ATI chapter 16 Evaluation 39. Pen & Paper or Computer Test 40. Quiz	B7	B4		
				B5		
				B6		
				B8		
				B9		
				B12		
				C3		
				C4		
				C8		
				D1		
				D2		
	E1					

				E4		
				E5		
				E1 0		
				G1		

Teacher and Counselor/Client Education

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
34. Teacher and Counselor A. Client Education 1) Teaching – Learning Process a. Purpose b. Facilitators c. Barriers d. Domains B. Student Involvement in the Teaching/Learning Process 1) Principles of learning 2) Principles of teaching 3) Principles of evaluation	215. Describe the teaching-learning process, including domains, developmental concerns, and specific principles. 216. Describe the factors that should be assessed in the learning process. 217. Discuss strategies that improve health literacy and promote patient safety. 218. Describe the factors that influence patient compliance with the therapeutic plan. 219. Explain how to create and implement a culturally competent, age-specific teaching plan for a patient. 220. Discuss the role of a nurse coach in promoting behavior change. 221. Name three methods for evaluating learning.	Group 66. Lecture 67. Discussion 68. Demonstration Assignment 56. Taylor, Lillis, Lynn chapter 22 57. ATI chapter 17 Evaluation 41. Pen & Paper or Computer Test	A	A3		A2
			3			
			A	A4		B1
			4			
			B	C2		B3
			3			
			B	C6		C3
			7			
			C	D5		C5
			3			
C	E1		C8			
4	0					
C	F1		E2			
5						
D	G3					
2						
D						
3						

	222. Explain what should be included in the documentation of the teaching-learning process.					
	223. Discuss the nurse's role as a counselor.					
	224. Summarize how the nursing process is used to help patients solve problems.					
	225. Describe how to use the counseling role to motivate a patient toward health promotion.					

Sensory Functioning

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
35. Sensory Functioning A. Physiology of normal sensation B. Sensory Alterations 1) Overloads 2) Deprivation C. Factors influencing sensory function	226. Describe the four conditions that must be met in each sensory experience.	Group 69. Lecture 70. Discussion 71. Sensory experiment Assignment 58. Taylor, Lillis, Lynn chapter 44 59. ATI chapter 45 Evaluation 42. Pen & Paper or Computer Test		A3		
	227. Explain the role of the reticular activating system in sensory experience.			B1		
	228. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload.			B2		
	229. Perform a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.			B4		
	230. Develop nursing diagnoses that correctly identify sensory/perceptual alterations that may be treated by independent nursing interventions.			B5		
				C5		
				E3		
				E4		
				F2		

	<p>231. Describe specific nursing interventions to prevent sensory alterations, stimulate the senses, promote health literacy, and assist patients with sensory difficulties.</p> <p>232. Develop, implement, and evaluate a plan of nursing care to help patients safely meet individualized sensory/perceptual outcomes.</p>	43. Return demonstration				

Skin Integrity & Wound Care

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>36. Skin Integrity & Wound Care</p> <p>A. Normal Integument</p> <p>1) Epidermis</p> <p>2) Dermis</p> <p>B. Wound Classifications</p> <p>1) Status of skin integrity</p> <p>2) Cause of wound</p> <p>3) Severity of wound</p> <p>4) Cleanliness of wound</p> <p>5) Descriptive qualities of wound</p> <p>C. Wound Healing</p> <p>1) Primary intention</p> <p>2) Secondary intention</p> <p>3) Complications</p> <p>a. Hemorrhage</p> <p>b. Infection</p>	<p>233. Discuss the processes involved in wound healing.</p> <p>234. Identify factors that affect wound healing.</p> <p>235. Identify patients at risk for pressure ulcer development.</p> <p>236. Describe the method of staging of pressure ulcers.</p> <p>237. Accurately assess and document the condition of wounds.</p> <p>238. Provide nursing interventions to prevent pressure ulcers.</p> <p>239. Implement appropriate dressing changes for different kinds of wounds.</p> <p>240. Provide information to patients and caregivers for self-care of wounds at home.</p> <p>241. Apply hot and cold therapy effectively and safely.</p>	<p>Group</p> <p>72. Lecture</p> <p>73. Discussion</p> <p>74. Demonstration</p> <p>Assignment</p> <p>60. Taylor, Lillis, Lynn chapter 32</p> <p>61. ATI chapter 55</p> <p>Evaluation</p> <p>44. Pen & Paper or Computer Test</p> <p>45. Return Demonstration</p>	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	D1	
				B8	E2	
	B1					
	1					
	C2					
	C3					

c. Dehiscence d. Evisceration e. Fistulas 4) Factors influencing wound healing D. Nursing Process Application			C5		
			D3		
			D5		
			E1		
			E2		
			E5		
			E1 2		
			F1		
			F2		
			G3		

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
2) Procedures Related to Wound Care 1) Dressing changes 2) Wound cleaning 3) Irrigations 4) Suture care 5) Drainage evacuation 6) Bandages and Binders 7) Hot and Cold Applications 3) Nutritional Support						

Cultural Diversity

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
37. 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	242. Explain concepts of cultural diversity.	Group 75. Lecture 76. Discussion Assignment 62. Taylor, Lillis, Lynn chapter 5 63. ATI chapter 35 64. Cultural Presentations Evaluation 46. Pen & Paper or Computer Test	B	B4		D1
	243. Describe influences that affect culturally competent health care.		3			
	244. Discuss examples of how diversity affects health and illness care, including culturally based traditional care.		7	B5		
	245. Identify factors commonly included in a transcultural assessment of health-related beliefs and practices.			C1		
	246. Practice cultural competence when assessing and providing nursing care for patients from diverse cultural groups.			C4		
	247. Discuss factors in the health care system and in nursing that facilitate or impede culturally competent nursing care.			C8		
				D1		
				E1		
				G1		

Spirituality

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
38. Spirituality A. Identify factors that influence spirituality spiritual needs believed to be common to all people. B. Spiritual Dimensions C. Spirituality, Religion, Faith D. Spirituality, Health, and Illness	248. Identify three spiritual needs believed to be common to all people.	Group 77. Lecture 78. Discussion Assignment 65. Taylor, Lillis, Lynn chapter 46 66. ATI chapter 35 67. Spiritual Presentations Evaluation 47. Pen & Paper or Computer Test	B	B4		D1
	249. Describe the influences of spirituality on everyday living, health, and illness.		B	B5		
	250. Differentiate life-affirming influences of religious beliefs from life-denying influences.			C1		
	251. Distinguish spiritual beliefs and practices of major religious practiced in the United States.			C4		
	252. Identify five factors that influence spirituality.			C8		
	253. Perform a nursing assessment of spiritual health, using appropriate interview questions and observation skills.			D1		
				E1		
				G1		

Diabetes Mellitus/Specimen Collection

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
39. Diabetes Mellitus/Specimen Collection A. Diabetes Type I B. Diabetes Type 2 C. Insulin administration techniques D. Blood glucose monitoring	255. Identify risk factors for poor nutritional health. 256. Differentiate signs and symptoms of hypoglycemia and hyperglycemia. 257. Demonstrate method for obtaining a capillary blood sample for glucose testing. 258. Identify injection site for administration of insulin.	Group 79. Lecture 80. Discussion 81. Demonstration Assignment 68. Taylor, Lillis, Lynn chapter 36 69. ATI chapters 54 ATI Pharmacology chapter 52 70. ATI Skills Module Evaluation 48. Pen & Paper or Computer Test 49. ATI Post Test	B	B4		D1
			3			
			B	B5		
			7			
				C1		
				C4		
				C8		
				D1		
				E1		
				G1		

		50. Quiz				

Fluid and Electrolytes

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
40. Fluid, Electrolyte, and Acid-Base Balance A. Electrolytes B. Regulation and homeostatic mechanisms of fluid and electrolyte balance C. Electrolyte imbalances	259. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments. 260. Describe the functions, regulation, sources, and losses of the main electrolytes of the body. 261. Identify the etiologies and defining characteristics for common fluid, electrolyte, and acid-base imbalances.	Group 82. Lecture 83. Discussion 84. Case Study Assignment 71. Taylor, Lillis, Lynn chapter 40 72. ATI chapter 58 Evaluation 51. Pen & Paper or Computer Test 52. Quiz	B	B4		D1
			3			
			B	B5		
			7			
				C1		
				C4		
				C8		
				D1		
				E1		
				G1		

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