



RNSG 1413-101CL

**Foundations of Nursing Practice
Spring 2023**

**LECTURE
Tuesday 0800-1100**

**LAB
Wednesday 0800-1000**

Instructor Information:

Terri Davis MSN, RN, tdavis9@com.edu, 409-933-8452 (Facilitator)

Student hours and location: Please see calendar on D2L

Required Textbooks and Materials:

- Elsevier: Clinical Skills Essentials Collection, 1st Edition. ISBN: 97803223389471. Elsevier. (2021).
- Elsevier: Sherpath for Fundamentals, 11th Edition. ISBN: 9780323879828. Elsevier. (2023).
- Elsevier: Sherpath Lilley Pharmacology and the Nursing Process 11th Edition. ISBN: 9780323876315. Elsevier. (2023).
- Elsevier: Shadow Health Gerontology DCE. ISBN: 9780323753715
- Elsevier: Shadow Health Assessment DCE. ISBN: 9780323753678
- Gulanick and Myers (2022). Nursing Care Plans: Diagnoses, Interventions, & Outcomes. 10th Edition. ISBN: 9780323711180
- Mulholland, J., Turner, S. (2019). The Nurse, The Math, The Meds: Drug Calculations and Dimensional Analysis (4th ed.). ISBN: 9780323479509 St. Louis, MO: Mosby
- Perry, A, Potter, P., & Ostendork, W. (2023). Nursing Skills Online 5.0 for Clinical Nursing Skills and Techniques (10th ed.). 9780323758758
- Silvestri, Linda Anne (2019). Comprehensive Review for the NCLEX-RN Examination (8th Ed.). St. Louis: Saunders. (ISBN: 9780323358415).
- Nursing Skills Bag
- NurseThink Complete RN Bundle

***Level I Elsevier bundle sold in the bookstore**

***Nursing Skills Bag not included in bundle**

Course Description: Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of healthcare team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, and a systematic framework for decision-making and critical thinking. Emphasis on knowledge, judgement, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

(Credit 4: Lecture 3, Lab 2 (80 Contact Hours))

Course Requirements:

Unit exams (5): Assess application of knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor.

Comprehensive HESI final exam (1): Assesses overall application of knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.

Nursing 5.0 Weekly Posttests: Assesses level of student preparation for each lab session. Evolve module exams and assigned posttests due by assigned date. (See course calendar).

Nursing 5.0 Module Exams: Assess application of knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. (See course calendar).

Sherpath Module Average: Assess knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at the assigned time on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will complete pre-lecture quizzes, pre-exam quizzes and lessons which will be averaged for the Sherpath Module grade.

Skills Validations: Assesses competency in psychomotor skills. Students must perform weekly psychomotor skills with active participation and satisfactory performance of critical skills. Students must be present for entire class and lab sessions. Students who are absent must follow-up with the course facilitator for counseling and mandatory requirements to gain admittance to the following lab session.

Shadow Health DCE: Simulations to improve knowledge and skills

Determination of Course Grade:

All assignments, including pass/fail, must be submitted to pass the course. The exam

average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Grade Percentage Assignment	%
Exam 1*	10
Exam 2*	10
Exam 3*	10
Exam 4*	10
Exam 5*	10
HESI Comprehensive Final Exam*	10
Exam Subtotal	60%
Nursing 5.0 Weekly Posttests Average**	6
Nursing 5.0 Module Exam Average**	8
Sherpath Module Average ((Pre-lecture quizzes/Pre-Exam quizzes, Lessons)	8
Shadow Health DCE Average**	8
Head to Toe Physical Assessment Validation**	10
Skills Competency Validation**	Pass/Fail

*** $\geq 75\%$ weighted exam average required to pass the course**

****Weighted assignments calculated only after 75% weighted exam average met**

Grading Scale:

Letter Grade	Numerical Grade
A	90-100
B	80-89.99
C	75-79.99
D	60-74.99
F	<60

*A minimum final grade of "C" is required to pass this course

Late work, Make-Up, and Extra Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

There is **no make-up work or extra credit assignments** in this course.

Attendance Policy: See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learner Outcome	Maps to Core Objective	Assessed via Assignment
1. Utilize knowledge from the humanities and the psychosocial, biological, and nursing sciences as the foundation for professional nursing practice	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Exams
2. Discuss rights and responsibilities of the professional nursing roles including provider of patient- centered care, patient safety advocate, member of the healthcare team, and member of the profession.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	
3. Debate the significance of the professional nurse's responsibility for personal and professional development.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Nursing 5.0 Online
4. Compare and contrast health care trends	Outcome 8:	Sherpath

and legal/ethical issues that affect health care and the practice of nursing.	Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Modules
5. Examine the importance of principles of quality improvement, Core Measures, and HCAHPS in the healthcare environment.		Sherpath Modules
6. Examine community-based healthcare and economic resources available to assist patients experiencing health alterations.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	
7. Explain how current health information technology and informatics enhance patient care while maintaining confidentiality.	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	Sherpath Modules
8. Demonstrate competence and safety in the performance on beginning nursing skills.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Skills Competency Validations
9. Utilize principles and techniques of effective communication and the teaching and learning in culturally and ethnically diverse patients, patient families, and members of the healthcare team.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	Shadow Health DCE
10. Demonstrate the principles of the nursing process utilizing clinical data and evidence-	Outcome 3: Practice beginning leadership	Skills Competency

based practice in providing basic nursing care to patients and their families.	skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Validations
11. Discuss the patient safety and effective nursing care, the Code of Ethics, Standards of Practice, and legal parameters as it relates to foundations of nursing practice.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	Exams

Academic Dishonesty: Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Course Outline: D2L

Methods of Instruction

Nursing Skills Laboratory
Power Point Presentations
Quizzing
Online Assignments
Case Studies
Independent Study Small
Group Sessions

WECM End-of-Course Outcomes:

Describe the roles of the nurse in the delivery of healthcare; use basic nursing skills; apply basic systematic problem-solving skills using critical thinking for clinical decision-making.

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Statement of Eligibility for Occupational Licensure

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the*

instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or [communityresources@com.edu](https://www.com.edu/communityresources@com.edu).

Nursing Skills Lab Guidelines

The Nursing Skills Lab is where you will be introduced to new nursing skills/procedures, spend time practicing these skills and eventually be evaluated on your competency of performing skills/procedures. Plan on spending time in the Nursing Skills Lab each semester to learn new skills, review previously learned skills and for evaluation purposes in preparation of clinical. You will have the opportunity to practice during open Lab hours: independently, with peers or with help from the staff. We all experience the world in unique ways, and with that comes variation in the ways we learn best. The Nursing Skills Lab uses a variety of teaching and learning methods to accommodate the needs of our students.

The primary goal of the Nursing Skills Lab is to provide a safe learning environment for you to become competent in providing excellent patient centered nursing care.

Student Responsibilities

- The Nursing Skills Lab is an extension of your clinical and academic program and professional behavior is required. The same rules apply to Lab as they do to both the clinical and academic settings (examples: dress, language, and behavior). See the Nursing Student Handbook.
- You are required to always wear your Student ID while in the Lab.
- You are required to always wear your approved COM uniform. See below:
 - ✓ **Class-** Approved clinical uniform bottoms with approved clinical uniform top or approved COM (Black) T-shirt
 - ✓ **Open Lab-** Approved clinical uniform bottoms with approved clinical uniform top or approved COM (Black)T-shirt
 - ✓ **Skill Evaluations-** Approved clinical uniform bottoms with approved clinical uniform top.
 - ✓ **YOU WILL NOT** be allowed to checkoff if you are not in the approved uniform
- You can practice during Open Lab Hours except during scheduled lecture and clinical times. Currently there is no mandatory time requirement for practice. The amount of time you dedicate to practice will depend on how quickly you learn.
- **Belongings:** Make sure you keep items required for practice/test purposes with you (textbooks, check off sheets, stethoscope). Please place your other belongings on the wire racks (keep valuables with you).
- No food or beverage is allowed in the Lab because it could damage the equipment.
- Place electronic devices on silent/vibrate when in the Lab. Please step out of the Lab if you choose to use/answer your phone.
- Children are not allowed in the Lab; this is for their safety/protection.
- If you experience a needle stick/sharps or other injury, please notify Lab Staff immediately so

appropriate action is taken and an “Incident” report is completed.

- If there is a serious injury/event requiring emergency medical assistance, please call COM police. If you use the Lab phone dial 599. Phones are available in each Skills Lab.
- If you have a latex allergy, or suspect that you do, it is your responsibility to notify Skills Lab Personnel. Most of the equipment that we use is latex free, but we want to ensure everyone’s safety so please inform us if you have an allergy.

Practice Log and Peer Evaluation

- It is recommended that you practice adequately before the peer evaluation and before the check off process during scheduled lab time and open lab.
- The peer completing your peer evaluation should provide an evaluation of the skill performance as if he/she were the instructor and make notes accordingly.
- It is required that you bring the completed Student Peer Evaluation and a blank copy of the check off form to the check off.
- Lab space, equipment, and staff are limited during high usage times. The highest demand for use of space and equipment is right after class and the day before checkoffs. Access to these resources is on a first-come first-served basis. Please consider using off times to practice.
- All equipment and supplies for practice are to be reused, unless otherwise instructed. Please keep all caps & wrappers.
- New equipment will be utilized for most checkoffs. If you are returning for a repeat checkoff, you may not be using new equipment.
- Use beds for practice and testing purposes only. Individuals serving as patients are to remove their shoes when lying on the beds.
- If at any time your equipment becomes faulty, broken, non-functional, unsafe or if supplies that you are using are running low, please notify Lab Staff.
- You MUST sign in and out of the lab for class and open lab.

Evaluation/Testing (Check-off)

- Please arrive a few minutes early for your checkoff appointments.

- You are required to wear your approved COM clinical uniform.
 - Bring all required equipment and forms for testing: books, check off forms, peer evaluation forms, reflections, modules, stethoscope and/or penlight for testing purposes.
 - Most checkoffs are independent, but a few require a partner. If a partner is indicated, you still need to sign-up individually. For skills that require a partner, you will be evaluated on an individual basis. For practice, peer evaluation and retesting; your partner must be a COM student.
 - If your check off is unsatisfactory, you are required to complete remediation (see remediation). In addition, unsuccessful attempts will require you to practice independently on your own time prior to retesting. **YOU CAN NOT PRACTICE OR SCHEDULE REPEAT CHECK OFFS DURING ANY SCHEDULED COLLEGE CLASS, LAB, OR CLINICAL TIME!**
 - Open Lab Hours varies each semester and are subject to change. The schedule is posted in your D2L course and outside of the Nursing Skills Lab. You are allowed to practice any time the Lab has Open Hours.
 - Skills are to be completed in the Nursing Skills Lab by the deadlines specified in the course outline.
 - Students must be able to demonstrate proficiency for a satisfactory performance.
 - Retesting will be required if skill level is unsatisfactory.
 - Retesting will be on student's own time and is to be scheduled through the course facilitator.
 - In the event of an emergency and you cannot keep an already scheduled appointment, you will need to contact the course facilitator by email. The email subject line **MUST** say "Skill Evaluation Cancellation Request".
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- If you Cancel/Reschedule an appointment keep in mind that you are not guaranteed an appointment prior to the due date. If available, sign up for an open time slot and then submit a cancellation request.
 - If you miss your scheduled appointment, this will count as an unsatisfactory attempt (1st attempt), and you will have to schedule a recheck appointment.
 - Details for scheduling appointments will be discussed in class.

Examples of academic dishonesty in the Nursing Skills Lab

- Looking through unauthorized materials.
- Altering Sign-up forms without approval.
- Assisting other students during testing.
- Utilizing unauthorized calculators.
- Utilizing unauthorized resources during testing (ex: skill packets.) See Nursing Student Handbook for detailed information regarding consequences of academic dishonesty.

Skills Validation Protocol

Students will demonstrate competence performing four specific nursing skills (see below). Student must “Pass” each of the six skills to pass the course. Students may repeat a **maximum of two** unsatisfactory skills validations after completing remediation (see remediation steps). Students **cannot** recheck on a skill that has **two unsatisfactory attempts**. Students are allowed to remediate on the **same skill once**. If a student has more than two unsatisfactory skill attempts/validations or has two unsatisfactory attempts on the same skill, the student will receive a “D” in the course.

1. Medication Administration- Nonparenteral/ Parenteral (Pass/Fail)
2. IV Initiation (Pass/Fail)
3. NGT Insertion and Removal (Pass/Fail)
4. Urinary Catheterization Insertion and Removal (Pass/Fail)
5. Head-to-Toe Physical Assessment (graded, only one attempt)

Example:

➤ **Scenario 1**

- Medication administration= unsatisfactory
- Medication recheck= satisfactory
 - Student can progress to next skill, **THIS IS STILL A FAILED ATTEMPT**
- IV administration= unsatisfactory
- IV administration recheck= satisfactory
 - Student can progress to next skill, **THIS IS STILL A FAILED ATTEMPT**
- NGT administration= unsatisfactory
 - Student has failed the course; **maximum amount of unsatisfactory repeat skill attempts has been reached**

➤ **Scenario 2**

- Medication administration= unsatisfactory
- Medication recheck= unsatisfactory
 - Student has failed the course, **two unsatisfactory attempts on the same skill**

Skills Validation Recheck Protocol

If unsuccessful during an initial skills validation, the student must:

1. Complete a minimum of two hours of practice in the lab
2. Submit a one paragraph reflection identifying the actual or potential consequences for the patient of the nursing student errors made in the failed skills validation attempt. Include at least one scholarly reference related to the unsuccessful portion of the skill (i.e., effects of the medication errors, increased costs due to nosocomial infection, etc.).
3. Submit the reflection to the appropriate remediation assignment link in D2L prior to repeating the skill validation AND bring a copy to your recheck appointment.
4. Signup for a recheck appointment. There must be at least 24 hours between the initial attempt and remediation attempt.

Resource for Reflection Paragraph:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Elsevier Nursing Skills Online Modules and Clinical Essential Skills Videos

There are specific Evolve module assignments for each lab. (See D2L and course outline). Students are responsible to complete the assignment prior to each lab. Students are expected to come prepared to practice and demonstrate selected skills. If the assignment is not completed by the due date the student will not be able to attend lab and a grade of “zero” will be entered in the gradebook. A minimum grade of 75% must be achieved on the assigned Nursing 5.0 Online module posttests (**multiple attempts**) and Nursing 5.0 Online module exam (**two attempts**).

Students will need to register to access all Evolve courses by going to the website:

<http://evolve.elsevier.com/enrollcourseid>.

All Evolve Course IDs are in the Read Me First section in D2L. You will find a variety of learning activities in Evolve content, which are very helpful in explaining difficult material. The modules are helpful in narrowing important concepts and the text further explains material. **For problems with Evolve you must contact Evolve directly.** Faculty CANNOT assist you. You may contact evolve student reps via the web page or by calling 1-800-222-9570. They are very helpful and most often can resolve your problems quickly!

Unit Student Learning Outcomes

Upon completion of this topic, the student will be expected to utilize beginning critical thinking skills in implementing the nursing roles of Member of the profession, Provider of Patient Centered Care, Patient safety advocate, Member of the healthcare team to:

Chapter 1

1. Discuss the development of professional nursing roles. Autonomy and

- accountability. Caregiver.
2. Describe the roles and career opportunities for nurses.
 3. Discuss the influence of social, political, and economic changes on nursing practices.
 4. COM AD Nursing Program's Philosophy, Vision, and Graduate Competencies
 5. Differentiated Essential Competencies (DEC'S) of Graduates of Texas Nursing Programs
 6. NCSBN (National Council of State Boards of Nursing) – USA
 7. SCANS (Secretary's Commission on Achieving Necessary Skills – US Dept. of Labor

Learning Content

- I. Nursing as a Profession
 - A. Science and Art of Nursing Practice
 - B. Scope and Standards of Practice
 - C. ANA Standards of Nursing Practice.
 - D. ANA Standards of Professional Performance
 - E. Texas Nursing Practice Act
- II. Role of Education
 - A. Professional Registered Nurse Education
 - B. Graduate education
 - C. Continuing and in-service education
- III. Professional Responsibilities and Roles
 - A. Autonomy and Accountability
 - B. Caregiver
 - C. Advocate
 - D. Educator
 - E. Communicator
 - F. Manager
 - G. Career Development
- IV. Trends in Nursing
 - A. Quality and safety education for nurses
 - B. Genomics
 - C. Public Perception of Nursing
 - D. Impact of Nursing on Politics and Health Policy

Learning Activities

Read Perry & Potter

Chapter 2

1. Explain the structure of the United States health system
2. Compare the various methods for financing health care.
3. Discuss the types of settings that provide various health care services.
4. Discuss the role of nurses in different health care delivery settings.
5. Explain the impact of quality and safety initiatives on delivery of health care.
6. Discuss the implications that changes in the healthcare system have on nursing.

7. Discuss opportunities for nursing within the changing health care delivery system.
8. Explain the relationship between evidence-based practice and performance improvement.
9. Describe the components of a quality improvement program.

Learning Content

- I. Emphasis on Population Wellness
- II. Issues in Health Care Delivery
 - A. Nursing Shortage
 - B. Competency
 - C. Evidence-Based Practice
 - D. Quality and Safety in Health Care
 - E. Magnet Recognition Program
 - F. Nursing Informatics and Technological Advancement
 - G. Globalization of Health Care
- III. Health Care Settings and Services
 - A. Preventive and Primary Care
 - B. Secondary and Tertiary Care
 - C. Restorative Care
 - D. Continuing Care
- IV. Quality and Performance Improvement

Learning Activities

Read Perry & Potter

Chapter 3

1. Explain the relationship between public health and community health nursing.
2. Differentiate community health nursing from community-based nursing.
3. Discuss the role of the community health nurse.
4. Discuss the role of the nurse in community-based practice
5. Identify characteristics of patients from vulnerable populations that influence the community-based nurse's approach to care.
6. Describe the competencies important for success in community-based nursing practice.
7. Describe the elements of a community assessment.

Learning Content

- I. Community Based Health Care
- II. Community Health Nursing
- III. Public health nursing
- IV. Community health nursing
- V. Community-Based Nursing
- VI. Community Assessment

Learning Activities

Read Perry & Potter

Chapter 4

1. Explain the influence of nursing theory on a nurse's approach to practice.
2. Describe types of nursing theories
3. Describe the relationship between nursing theory, the nursing process, and patient needs.
4. Review selected nursing theories
5. Review selected shared theories from other disciplines.
6. Describe theory-based nursing practice.

Learning Content

- I. Theory
- II. Shared Theories
- III. Selected Nursing Theories
 - A. Nightingales Theory
 - B. Benner's Theory
 - C. Watson
- IV. Link Between Theory and Knowledge Development in Nursing

Learning Activities

Read Perry & Potter

Chapter 5

1. Discuss the benefits of evidence-based practice.
2. Describe the steps of evidence-based practice.
4. Explain the levels of evidence available in the literature
5. Discuss ways to apply evidence in practice
6. Explain how nursing research improves nursing practice.
7. Discuss the steps of the research process
8. Discuss priorities for nursing research.
9. Explain the relationship between evidence-based practice and performance improvement.

Learning Content

- I. The Need for Evidence Based Practice
- II. Nursing Research
- III. Research Process (page 60 & Table 5-2)
- IV. The Relationship between EBP, Research, and Quality Improvement

Learning Activities

Read Perry & Potter

Chapter 6

1. Discuss the definition of health.
2. Discuss the health belief, health promotion, basic human needs, and holistic health models to understand the relationship between patients' attitudes toward health and health practices.

3. Describe variables influencing health beliefs and practices.
4. Describe health promotion, wellness, and illness prevention activities.
5. Discuss the three levels of preventive care.
6. Describe the four types of risk factors affecting health.
7. Discuss risk-factor modification and changing health behaviors.
8. Describe variables influencing illness behavior.
9. Describe the effect of illness on patients and families.
10. Discuss a nurse's role in health and illness.

Learning Content

- I. Healthy People Documents
 - A. Definition of Health
- II. Modes of Health and Illness
 - A. Health Belief Model
 - B. Health Promotion Model
 - C. Maslow's Hierarchy of Needs
 - D. Holistic Health Models
- III. Variables Influencing Health and Health Beliefs and Practices
 - A. Internal Variables
 - B. External Variables
- IV. Health Promotion, Wellness, and Illness Prevention
 - A. Levels of Preventive Care
- V. Risk Factors
 - A. Genetic and Physiological Factors
 - B. Age
 - C. Environment
 - D. Lifestyle
- VI. Risk-Factors Modification and Changing Health Behaviors
- VII. Illness
 - A. Acute and Chronic Illness
 - B. Illness Behavior
 - C. Variables Influencing Illness and Illness Behavior
 - D. Impact of Illness on the Patient and Family
- VIII. Caring For Yourself

Learning Activities

Read Perry & Potter

Chapter 7

1. Discuss the role that caring plays in building the nurse-patient relationship.
2. Compare and contrast theories on caring.
3. Discuss the evidence that exists about patients' perceptions of caring.
4. Explain how an ethic of care influences nurses' decision making.
5. Describe ways to express caring through presence and touch.
6. Describe the therapeutic benefit of listening to patients.
7. Explain the relationship between knowing a patient and clinical decision making.
8. Discuss the relationship of compassion to caring.
9. Describe the significance of caring as part of the nurses' personal philosophy of nursing.

Learning Content

- I. Theoretical Views of Caring
 - A. Caring is Primary
 - C. Watson's Transpersonal Caring
 - D. Swanson's Theory of Caring
- II. Ethics of Care
- III. Caring in Nursing Practice

Learning Activities

Read Perry & Potter

Chapter 9

1. Describe cultural influences on health and illness.
2. Explain how the many facets of culture affect a health care provider's ability to provide culturally congruent care.
3. Describe health disparities and social determinants of health.
4. Describe steps toward developing cultural competence.
5. Describe the relationship between cultural competence and patient-centered care.
6. Use cultural assessment to plan culturally competent care.
7. Discuss research findings applicable to culturally congruent care.
8. Discuss research finding applicable to equity focused quality improvement.

Learning Content

- I. Culture
 - A. Cultural Congruent Care
 - B. Meaning of Disease and Illness
- II. Cultural Competency
- III. Patient Centered Care

Learning Activities

Read Perry & Potter

Chapter 15

1. Discuss a nurse's responsibility in making clinical decisions.
2. Discuss how reflection improves a nurse's capacity for making future clinical decisions.
3. Describe the components of a critical thinking model for clinical decision making.
4. Discuss critical thinking skills used in nursing practice.
5. Explain the relationship between clinical experience and critical thinking.
6. Discuss the critical thinking attitudes used in clinical decision making.
7. Explain how professional standards influence a nurse's clinical decisions.
8. Discuss the importance of managing stress when making clinical decisions.
9. Discuss the relationship of the nursing process to critical thinking.

Learning Content

- I. Clinical Judgment in Nursing Practice
- II. Critical Thinking Defined
 - A. Reflection (Table 15-1 & 15-2)
- III. Levels of Critical Thinking in Nursing

- IV. Critical Thinking Competencies
 - A. Critical Thinking Model for Clinical Decision Making (Table 15-3)
- V. Developing Critical Thinking Skills

Learning Activities

Read Perry & Potter

Chapter 21

1. Differentiate among the types of nursing care delivery models.
2. Describe the elements of shared decision making.
3. Describe the characteristics and traits of a transactional leader.
4. Discuss the ways in which a nurse manager supports staff involvement in a decentralized decision-making model.
5. Discuss ways to apply clinical care coordination skills in nursing practice.
6. Discuss principles to follow in the appropriate delegation of patient care activities.

Learning Content

- I. Building a Nursing Team
 - A. Magnet Recognition
 - B. Nursing Care Delivery Models
 - C. Decision Making
- II. Leadership Skills for Nursing Students
 - A. Clinical Care Coordination
 - B. Team Communication
 - C. Delegation
 - D. Knowledge Building

Learning Activities

Read Perry & Potter

Chapter 22

1. Discuss the role of ethics in professional nursing.
2. Discuss the role of values in the study of ethics.
3. Examine and clarify personal values.
4. Understand basic philosophies of health care ethics.
5. Explain a nursing perspective in ethics.
6. Apply critical thinking to ethical dilemmas.
7. Discuss contemporary ethical issues.

Learning Content

- I. Basic Terms in Health Ethics
 - A. Advocacy
 - B. Beneficence
 - C. Nonmaleficence
 - D. Justice
 - E. Fidelity

II. Professional Nursing Code of Ethics

- A. Advocacy
- B. Responsibility
- C. Accountability
- D. Confidentiality
- E. Social Networking

III. Values

IV. Ethics and Philosophy

- A. Deontology
- B. Utilitarianism
- C. Ethics of Care

V. Processing an Ethical Dilemma

VI. Issue in Health Care Ethics

- A. Quality of Life
- B. Care at the End of Life
- C. Health Care Reform

Learning Activities

Read Perry & Potter

Chapter 23: Legal Implications in Nursing Practice

1. Describe the legal obligations and role of the nurse regarding federal and state laws that affect health care.
2. Explain the legal concept of standard of care and informed.
3. List sources of standards of care for nurses.
4. Describe the nurse's role regarding a “do not resuscitate” (DNR) order.
5. Analyze legal aspects of nurse-patient, nurse-health care provider, nurse-nurse, and nurse-employer relationships.
6. List the elements needed to establish negligence.
7. Analyze nursing actions most often associated in a breach of nursing practice.

Learning Content

I. Legal Limits of Nursing

- A. Sources of Law
- B. Standards of Care
- C. Federal Statutory Issues in Nursing Practice
- D. Patient Protection and Affordable Care Act.
- H. Americans with Disabilities Act
- I. Emergency Medical Treatment and Active Labor Act
- J. Mental Health Parity Act as Enacted under PPACA
- K. Advance Directives
- L. Uniform Anatomical Gift Act
- M. Health Insurance Portability and Accountability Act (HIPPA)

- N. Health Information Technology Act
- O. Restraints
- II. State Statutory Issues in Nursing Practice
 - A. Good Samaritan Laws
 - B. Public Health Laws
 - C. Death with Dignity or Physician Assisted Suicide
- III. Civil and Common Law Issues in Nursing Practice
 - A. Torts
 - B. Consent
 - C. Nursing Students
 - D. Malpractice Insurance
 - E. Abandonment and Assignment Issues
- IV. Risk Management and Quality Assurance

Learning Activities

Read Perry & Potter

Chapter 24: Communication

1. Identify ways to apply critical thinking to the communication process.
2. Use the five levels of communication with patients.
3. Describe features of the circular transactional communication process.
4. Incorporate features of a helping relationship when interacting with patients.
5. Identify a nurse's communication approaches within the four phases of a nurse-patient helping relationship.
6. Identify desired outcomes of nurse–health care team member relationships.
7. Demonstrate qualities, behaviors, and communication techniques of professional communication while interacting with patients.
8. Identify opportunities to improve communication with patients while giving care.
9. Engage in effective communication techniques for older patients.
10. Offer alternative communication devices when appropriate to promote communication with patients who have impaired communication.
11. Implement nursing care measures for patients with special communication needs.

Learning Content

- I. Communication and Nursing Practice
 - A. Communication and Interpersonal Relationships
 - B. Developing Communication Skills
 - C. Levels of Communication
- II. Elements of the Communication Process
 - A. Circular Transactional Model
- III. Forms of Communication
 - A. Verbal Communication
 - B. Nonverbal Communication
- IV. Professional Nursing Relationships
 - A. Nurse-Patient Caring Relationships

- B. Nurse Health Team Relationships
- C. Know Box 24-3 and Box 24-4
- V. Elements of Professional Communication
 - A. Courtesy
 - B. Use of Names
 - C. Trustworthiness
 - D. Autonomy and Responsibility
 - E. Assertiveness

- VI. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 25

1. Identify the appropriate topics that address a patient's health education needs.
2. Describe the similarities and differences between teaching and learning.
3. Identify the role of the nurse in patient education.
4. Identify the purposes of patient education.
5. Describe appropriate communication principles when providing patient education.
6. Describe the domains of learning.
7. Identify basic learning principles.
8. Discuss how to integrate education into patient-centered care.
9. Differentiate factors that determine readiness to learn from those that determine ability to learn.
10. Compare and contrast the nursing and teaching processes.
11. Write learning objectives for a teaching plan.
12. Establish an environment that promotes learning.
13. Include patient teaching while performing routine nursing care.
14. Use appropriate methods to evaluate learning.

Learning Content

- I. Purposes of Patient Education
 - A. Maintenance and Promotion of Health and Illness Prevention
 - B. Restoration of Health
 - C. Coping with Impaired Functions
- II. Teaching and Learning
 - A. Role of the Nurse in Teaching and Learning
 - B. Teaching as Communication
- III. Domains of Learning
 - A. Cognitive Learning

- B. Affective Learning
- C. Psychomotor Learning
- D. Know Box 25-2
- IV. Basic Learning Principle
 - A. Motivation to Learn
 - B. Ability to Learn
 - C. Learning Environment
- V. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 26

1. Identify purposes of a health care record.
2. Discuss legal guidelines for documentation.
3. Identify ways to maintain confidentiality of electronic and written records.
4. Describe five quality guidelines for documentation.
5. Discuss the relationship between documentation and financial reimbursement for health care.
6. Describe the different methods used in record keeping.
7. Discuss the advantages of standardized documentation forms.
8. Identify elements to include when documenting a patient's discharge plan.
9. Identify important aspects of home care and long-term care documentation.
10. Discuss the relationship between informatics and quality health care.
11. Describe the advantages of a nursing information system.
12. Identify ways to reduce data entry errors.

Learning Content

- I. Purpose of the Medical Record
 - A. Communication
 - B. Legal Documentation
 - C. Reimbursement
 - D. Auditing and Monitoring
 - E. Education
 - F. The Shift to Electronic Documentation
- II. Confidentiality
 - A. Privacy, Confidentiality, and Security Mechanisms
 - B. Handling and Disposing of Information
- III. Guidelines for Quality Documentation
 - A. Factual
 - B. Accurate

- C. Complete Current
- D. Organized
- IV. Methods of Documentation
 - A. Narrative Documentation
 - B. Problem-Oriented Medical Record
 - C. Charting by Exception
 - D. Case Management and Use of Critical Pathways
- V. Common Record Keeping Forms
 - A. Flow Sheets and Graphic Records
 - B. Patient Care Summary
 - C. Standardized Care Plans
 - D. Discharge Summary Forms
- VI. Documentation in the Long-Term Health Care Setting
- VII. Documentation Communication with providers and Unique Events
 - A. Telephone Calls made to a Provider
 - B. Telephone and Verbal Orders
 - C. Incident or Occurrence Reports
- VIII. Informatics and Information Management in Health Care
 - A. Nursing Informatics
 - B. Clinical Information Systems
 - C. Nursing Clinical Information System

Learning Activities

Read Perry & Potter

Chapter 27

1. Discuss the importance of consensus standards for public reporting of patient safety events.
2. Describe environmental hazards that pose risks to a person's safety.
3. Discuss methods to reduce physical hazards and the transmission of pathogens.
4. Discuss the specific risks to safety related to developmental age.
5. Identify the factors to assess when a patient is in restraints.
6. Describe the four categories of safety risks in a health care agency.
7. Describe assessment activities designed to identify a patient's physical, psychosocial, and cognitive status as it pertains to his or her safety.
8. Identify relevant nursing diagnoses associated with risks to safety.
9. Develop a nursing care plan for patients whose safety is threatened.
10. Describe nursing interventions specific to a patients' age for reducing risk of falls, fires, poisonings, and electrical hazards.
11. Define the knowledge, skills, and attitudes necessary to promote safety in a health care setting.
12. Demonstrate competence in performing patient quality and safety including fall prevention and applying physical restraints.

Learning Content

- I. Scientific Knowledge Base
 - A. Environmental Safety
- II. Teaching and Learning
 - A. Factors Influencing Patient Safety
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 28

- Discuss physiological and pathological influences on mobility.
- Identify changes in physiological and psychosocial function associated with immobility.
- Assess for correct and impaired body alignment and mobility.
- Formulate appropriate nursing diagnoses for patients with impaired mobility.
- Develop individualized nursing care plans for patients with impaired mobility.
- Compare and contrast active and passive range-of-motion exercises.
- Describe interventions for improving or maintaining patients' mobility.
- Evaluate patient outcomes as a result of a nursing plan for improving or maintaining mobility.
- Demonstrate competence in performing moving and positioning patients in bed.

Learning Content

- Scientific Knowledge Base
- Nature of Movement
- Pathological Influences on Mobility
- Nursing Knowledge Base
 - A. Factors Influencing Mobility-Immobility
- Critical Thinking
- Nursing Process
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation
- IV. Nursing Process

Learning Activities

Read Perry & Potter

Chapter 29

1. Explain the relationship between the infection chain and transmission of infection.
2. Give an example of preventing infection for each element of the infection chain.
3. Identify the normal defenses of the body against infection.
4. Discuss the events in the inflammatory response.

5. Identify patients most at risk for infection.
6. Describe the signs/symptoms of a localized infection and those of a systemic infection.
7. Explain conditions that promote the transmission of health care—associated infection.
8. Explain the difference between medical and surgical asepsis.
9. Explain the rationale for standard precautions.
10. Perform proper procedures for hand hygiene.
11. Explain how infection control measures differ in the home versus the hospital.
12. Properly apply a surgical mask, sterile gown, and sterile gloves.
13. Understand the definition of occupational exposure.
14. Explain the post-exposure process.
15. Demonstrate competence in performing hand hygiene, preparation of a sterile field, surgical hand asepsis, applying a sterile gown and performing closed gloving, and open gloving.

Learning Content

- I. Scientific Knowledge Base
 - A. Nature of Infection
 - B. Chain of Infection
- II. The infectious process
 - A. Defense Against Infection
 - B. Health Care-Associated Infections
- III. Nursing Knowledge Base
 - A. Factors Influencing Infection Prevention and Control
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 29

1. Explain the principles and mechanisms of thermoregulation.
2. Describe nursing measures that promote heat loss and heat conservation.
3. Discuss physiological changes associated with fever.
4. Accurately assess body temperature, pulse, respirations, oxygen saturation, and blood pressure.
5. Explain the physiology of normal regulation of blood pressure, pulse, oxygen saturation, and respirations.
6. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations, capnography, and blood pressure.
7. Identify ranges of acceptable vital sign values for an adult.
8. Explain variations in technique used to assess an adult's vital signs.
9. Describe the benefits and precautions involving self-measurement of blood pressure.

10. Identify when to measure vital signs.
11. Accurately record and report vital sign measurements.
12. Appropriately delegate measurement of vital signs to nursing assistive personnel.
13. Demonstrate competence in measuring body temperature, assessing radial and apical pulses, assessing respirations, measuring oxygen saturation (pulse oximetry), and measuring blood pressure.

Learning Content

- I. Guidelines for Measuring Vital Signs
- II. Measuring Body Temperature
 - A. Physiology
 - B. Factors Affecting Body Temperature
 - C. Nursing Process
 - Assessment
 - Planning
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation
- II. Pulse
 - A. Physiology and Regulation of Pulse
 - B. Assessment of Pulse
 - C. Character of Pulse
 - D. Nursing Process and Pulse Determination
- III. Respiration
 - A. Physiological Control,
 - B. Mechanics of Breathing
 - C. Assessment of Ventilation
 - D. Assessment of Diffusion and Perfusion
 - E. Nursing Process and Respiratory Vital Signs
- IV. Blood Pressure
 - A. Physiology of Arterial Blood Pressure
 - B. Factors Influencing Blood Pressure
 - C. Hypotension
 - D. Management of Blood Pressure
 - E. Nursing Process and Blood Pressure Determination
- V. Health Promotion
- VI. Recording Vital Signs

Learning Activities

Read Perry & Potter

Chapter 31

1. Discuss the purposes of physical assessment.
2. Discuss how cultural diversity influences nurse's approach to and findings from a health assessment.

3. List techniques for preparing a patient physically and psychologically before and during an examination.
4. Describe interview techniques used to enhance communication during history taking.
5. Make environmental preparations before an examination.
6. Identify data to collect from the nursing history before an examination.
7. Demonstrate the techniques used with each physical examination.
8. Discuss normal physical findings in a young, middle-age, and older adult.
9. Discuss ways to incorporate health promotion and health teaching into an examination.
10. Identify ways to use physical assessment skills during routine nursing care.
11. Describe physical measurements made in assessing each body system.
12. Identify self-screening examinations commonly performed by patients.
13. Identify preventive screenings and the appropriate age(s) for screening to occur.
14. Demonstrate competency in obtaining health history, review of systems, and the physical examination.

Learning Content

- I. Purpose of the Examination
 - A. Cultural Sensitivity
- II. Preparation for Examination
 - A. Infection Control
 - B. Environment
 - C. Equipment
 - D. Physical Preparation of the Patient
 - E. Psychological Preparation of a Patient
 - F. Assessment of Age-Groups
- III. Organization of the Examination
- IV. Techniques of Physical Assessment
 - A. Inspection
 - B. Palpation
 - C. Percussion
 - D. Auscultation
- V. General Survey
 - A. General Appearance and Behavior
 - B. Vital Signs
 - C. Height and Weight
- VI. Skin, Hair, and Nails
 - A. Skin
 - B. Hair and Scalp
 - C. Nails
- VII. Head and Neck
 - A. Head
 - B. Eyes
 - C. Ears
 - D. Ears and Sinuses

- E. Mouth and Pharynx
- F. Neck
- VIII. Thorax and Lungs
 - A. Posterior Thorax
 - B. Lateral Thorax
 - C. Anterior Thorax
- IX. Heart
 - A. Inspection and Palpation
 - B. Auscultation
- X. Vascular System
 - A. Blood Pressure
 - B. Carotid Arteries
 - C. Jugular Veins
 - D. Peripheral Arteries and Veins
 - E. Lymphatic System
- XI. Breasts
 - A. Female Breasts
 - B. Male Breasts
- XII. Abdomen
 - A. Inspection
 - B. Auscultation
 - C. Palpation
- XIII. Female Genitalia and Reproductive Tract
 - A. Preparation of the Patient
 - B. External Genitalia
 - C. Speculum Examination of Internal Genitalia
- XIV. Male Genitalia
 - A. Sexual Maturity
 - B. Penis
 - C. Scrotum
 - D. Inguinal Ring and Canal
- XV. Rectum and Anus
 - A. Inspection
 - B. Digital Palpation
- XVI. Musculoskeletal System
 - A. Palpation
 - B. Range of Joint Motion
 - C. Muscle Tone and Strength
- XVII. Neurological System
 - A. Mental and Emotional Status
 - B. Intellectual Function
 - C. Cranial Nerve Function
 - D. Sensory Function

 - E. Motor Function
 - F. Reflexes
- XVIII. After the Examination

Learning Activities

Read Perry & Potter

Chapter 32

1. Discuss nursing roles and responsibilities in medication administration.
2. Describe the physiological mechanisms of medication action.
3. Differentiate among different types of medication actions.
4. Discuss developmental factors that influence pharmacokinetics.
5. Discuss factors that influence medication actions.
6. Discuss methods used to educate patients about prescribed medications.
7. Compare and contrast the roles of the health care provider, pharmacist, and nursing in medication administration.
8. Implement nursing actions to prevent medication errors.
9. Describe factors to consider when choosing routes of medication administration.
10. Calculate prescribed medication doses correctly.
11. Identify the six rights of medication administration and apply them in clinical settings.
12. Demonstrate competency in preparing and administering medications.

Learning Content

- I. Scientific Knowledge Base
 - A. Medication Legislation and Standards
 - B. Pharmacological Concepts
 - C. Pharmacokinetics As the Basis of Medication Actions
 - D. Types of Medication Action
 - E. Timing of Medication Dose Responses
 - F. Routes of Administration
 - G. Systems of Medication Measurement
- II. Nursing Knowledge Base
 - A. Clinical Calculations
 - B. Health Care Provider's Role
 - C. Types of Orders in Acute Care Agencies
 - D. Pharmacist's Role
 - E. Distribution Systems
 - F. Nurse's Role
 - G. Medication Errors

Critical Thinking

Knowledge

Experience

Attitudes

Standards

Nursing Process

Assessment

H. Nursing Diagnosis

I. Planning

- J. Implementation
- K. Evaluation
- III. Medication Administration
 - A. Oral Administration
 - B. Topical Medication Applications
 - C. Administering Medications by Inhalation
 - D. Administering Medications by Irrigations
 - E. Parenteral Administration of Medications
 - F. Administering Injections

Learning Activities

Read Perry & Potter

Chapter 33

1. Differentiate between complementary and alternative therapies.
2. Describe the clinical applications of relaxation therapies.
3. Discuss the relaxation response and its effect on somatic ailments.
4. Identify the principles and effectiveness of imager, meditation, and breath work.
5. Describe the purpose and principles of biofeedback.
6. Describe the methods of and the psychophysiological responses of therapeutic touch.
7. Describe safe and unsafe herbal therapies.

Learning Content

- I. Complementary, Alternative, and Integrative Approaches to Health
- II. Nursing-Accessible Therapies
 - A. Relaxation Therapy
 - B. Meditation and Breathing
 - C. Imagery
- III. Training-Specific Therapies
 - A. Biofeedback
 - B. Acupuncture
 - C. Therapeutic Touch
 - D. Traditional Chinese Medicine
 - E. Natural Products and Herbal Therapies
- IV. The Integrative Nursing Role

Learning Activities

Read Perry & Potter

Chapter 35

1. Identify personal attitudes, beliefs, and biases related to sexuality.
2. Discuss the nurse's role in maintaining or enhancing a patient's sexual health.
3. Describe key concepts of sexual development across the lifespan.
4. Identify causes of sexual dysfunction.
5. Assess a patient's sexuality.

6. Formulate appropriate nursing diagnoses for patients with alterations in sexuality.
7. Identify patient risk factors in sexual health.
8. Identify and describe nursing interventions to promote sexual health.
9. Evaluate patient outcomes related to sexual health needs.
10. Identify health care providers and community resources available to help patients resolve sexual concerns that are outside the nurse's level of expertise.
11. Use critical thinking skills when helping patients meet their sexual needs.

Learning Content

- I. Scientific Knowledge Base
 - A. Sexual Development
 - B. Sexual Orientation
 - C. Contraception
 - D. Sexually Transmitted Infections
- II. Nursing Knowledge Base
 - A. Factors Influencing Sexuality
 - B. Sociocultural Dimensions of Sexuality
 - C. Decisional Issues
 - D. Alterations in Sexual Health
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 36

1. Discuss the influence of spirituality on patients' health practices.
2. Describe the relationship among faith, hope, and spiritual well-being.
3. Compare and contrast the concepts of religion and spirituality.
4. Assess a patient's spirituality.
5. Explain the importance of establishing caring relationships with patients to provide spiritual care.
6. Discuss nursing interventions designed to promote a patient's spiritual health.
7. Identify approaches for establishing presence with patients.
8. Evaluate patient outcomes related to spiritual health.

Learning Content

- I. Scientific Knowledge Base
 - A. Current Concepts in Spiritual Health
 - B. Spiritual Health

- C. Factors Influencing Spirituality
- II. Critical Thinking
- III. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Unit Student Learning Outcomes

Upon completion of this topic, the student will be expected to utilize beginning critical thinking skills in implementing the nursing roles of Member of the profession, Provider of Patient Centered Care, Patient safety advocate, Member of the healthcare team to:

Chapter 37

1. Identify the nurse's role when caring for patients who are experiencing loss, grief, or death.
2. Describe the types of loss experienced throughout life.
3. Discuss grief theories.
4. Identify types of grief.
5. Describe characteristics of a person experiencing grief.
6. Discuss variables that influence a person's response to grief.
7. Develop a nursing care plan for a patient and family experiencing loss and grief.
8. Identify ways to collaborate with family members and the interdisciplinary team to provide palliative care.
9. Describe interventions for symptom management in patients at the end of life.
10. Discuss the criteria for hospice care.
11. Describe care of the body after death.

Learning Content

- I. Scientific Knowledge Base
 - A. Loss
 - B. Grief
 - C. Theories of Grief and Mourning
- II. Nursing Knowledge Base
 - A. Factors Influencing Loss and Grief
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 38

1. Describe the three stages of the general adaptation syndrome.
2. Describe characteristics of post-traumatic stress disorder.
3. Discuss the integration of stress theory with nursing theories.
4. Describe stress-management techniques beneficial for coping with stress.
5. Discuss the process of crisis intervention.
6. Develop a care plan for patients who are experiencing stress.
7. Discuss how stress in the workplace affects nurses.

Learning Content

Scientific Knowledge Base

- A. Medulla Oblongata
- B. Reticular Formation
- C. Pituitary Gland
- D. General Adaptation Syndrome
- E. Types of Stress
 - I. Nursing Knowledge Base
 - A. Nursing Theory and the Role of Stress
 - B. Factors Affecting Stress and Coping
 - II. Critical Thinking
 - III. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 39

1. Describe the role of the musculoskeletal and nervous systems in the regulation of exercise.
2. Discuss the influence of immobility on body alignment, joint movement, and activity.
3. Discuss implications for preventing deconditioning and deep vein thrombosis in hospitalized inpatients.
4. Describe the evidence that supports regular activity and exercise in patient care.
5. Describe how to maintain and use proper body mechanics.
6. Describe important factors to consider when planning an exercise program for patients across the life span and for those with specific chronic illnesses.
7. Describe how to assess patients for activity intolerance.
8. Formulate nursing diagnoses for patients experiencing problems with activity intolerance.
9. Discuss the importance of no-lift policies for patients and health care providers.

10. Describe equipment needed for safe patient handling and movement.
11. Evaluation the nursing care plan for maintaining activity and exercise for patients across the life span and with specific chronic illnesses.
12. Demonstrate competence in performing safe and effective transfer techniques.

Learning Content

- I. Scientific Knowledge Base
 - A. Overview of Exercise and Activity
 - B. Regulation of Movement
 - C. Principles of Transfer and Positioning Techniques
- II. Nursing Knowledge Base
 - A. Deconditioning
 - B. Safe Patient Handling
 - C. Factors Influencing Activity and Exercise
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 40

1. Describe factors that influence personal hygiene practices.
2. Discuss the role that critical thinking plays in providing hygiene.
3. Conduct a comprehensive assessment of a patient's total hygiene needs.
4. Discuss conditions that place patients at risk for impaired skin integrity.
5. Discuss factor that influence the condition of nails and feet.
6. Explain the importance of foot care for the patient with diabetes.
7. Discuss conditions that place patients at risk for impaired oral mucous membranes.
8. List common hair and scalp problems and their related interventions.
9. Describe how hygiene care for the older adult differs from that for the younger patient.
10. Discuss different approaches used in maintaining a patient's comfort and safety during hygiene care.
11. Successfully perform hygiene procedures for the care of the skin, perineum, feet and nails, mouth, eyes, ears, and nose.
12. Adapt hygiene care for a patient who is cognitively impaired.
13. Adapt hygiene care for the bariatric patient.
14. Demonstrate competence in performing bathing and perineal care, performing nail and foot care, and performing mouth care for an unconscious or debilitated patient.

Learning Content

- I. Scientific Knowledge Base

- A. The Skin
- B. The Feet, Hands, and Nails
- C. The Oral Cavity
- D. The Hair
- E. The Eyes, Ears, and Nose
- II. Nursing Knowledge Base
 - A. Factors Influencing Hygiene
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapters 41

1. Describe the structure and function of the cardiopulmonary system.
2. Describe the physiological processes of ventilation, perfusion, and exchange of respiratory gases.
3. State the process of the neural and chemical regulation of respiration.
4. Differentiate among the physiological processes of cardiac output, myocardial blood flow, and coronary artery circulation.
5. Describe the relationship of cardiac output, preload, afterload, contractility, and heart rate to the process of oxygenation.
6. Identify the clinical outcomes occurring as a result of hyperventilation, hypoventilation, and hypoxemia.
7. Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion.
8. Discuss the effect of a patient's pain level of health, age, lifestyle, and environment on oxygenation.
9. Assess for risk factors affecting a patient's oxygenation.
10. Develop a plan of care for a patient with altered need for oxygenation.
11. Describe nursing care interventions used to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.
12. Evaluate a patient's responses to oxygenation therapies.
13. Demonstrate competency when assessing the respiratory system.
14. Demonstrate competency when assessing the cardiovascular and peripheral vascular system.
13. Demonstrate competency when suctioning a patient.
14. Demonstrate competency when caring for an artificial airway.

Learning Content

- I. Respiratory System Assessment
- II. Cardiovascular System Assessment
- III. Scientific Knowledge Base
 - A. Respiratory Physiology
 - B. Cardiovascular Physiology
 - C. Factors Affecting Oxygenation
 - D. Alterations in Respiratory Functioning
 - E. Alterations in Cardiac Functioning
- IV. Nursing Knowledge Base
 - A. Factors Influencing Oxygenation
- V. Critical Thinking
- VI. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 42

1. Describe processes involved in regulating extracellular fluid volume, body fluid volume, body fluid osmolality, and fluid distribution.
2. Describe processes involved in regulating plasma concentrations of potassium, calcium, magnesium, and phosphate ions.
3. Describe common fluid and electrolyte imbalances
4. Identify risk factors for fluid, electrolyte
5. Choose appropriate clinical assessments for specific fluid and electrolyte imbalances
6. Apply the nursing process when caring for patients with fluid and electrolyte imbalances
7. Discuss purpose and procedure for initiation of maintenance of intravenous therapy.
8. Calculate an intravenous flow rate.
9. Describe how to measure and record fluid intake and output.
10. Explain how to change intravenous solutions and tubing and discontinue an infusion.
11. Describe potential complications of intravenous therapy and what to do if they occur.
12. Demonstrate competency in initiating intravenous therapy, regulating intravenous flow rate, maintenance of intravenous system, and changing a peripheral intravenous dressing.

Learning Content

- I. Scientific Knowledge Base
 - A. Location and Movement of Fluid and Electrolytes

- B. Fluid Balance
- C. Fluid Imbalances
- D. Electrolyte Balance
- E. Electrolyte Imbalances
- II. Nursing Knowledge Base
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
- V. Abdominal Assessment
 - A. Inspection
 - B. Auscultation
 - C. Palpation

Learning Activities

Read Perry & Potter

Chapter 43

1. Explain the effect that the 24-hour sleep-wake cycle has on biological function.
2. Discuss mechanisms that regulate sleep.
3. Describe the stages of a normal sleep cycle.
4. Explain the functions of sleep.
5. Compare and contrast the sleep requirements of different age-groups.
6. Identify factors that normally promote and disrupt sleep.
7. Discuss characteristics of common sleep disorders.
8. Conduct a sleep history for a patient.
9. Identify nursing diagnoses appropriate for patients with sleep alterations.
10. Identify nursing interventions to promote normal sleep cycles for patients of all ages.
11. Describe ways to evaluate the effects of sleep therapies.

Learning Content

- I. Scientific Knowledge Base
 - A. Physiology of Sleep
 - B. Functions of Sleep
 - C. Physical Illness
 - D. Sleep Disorders
- II. Nursing Knowledge Base
 - A. Sleep and Rest
 - B. Normal Sleep Requirements and Patterns
 - C. Factors Influencing Sleep
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis

- C. Planning
- D. Implementation
- E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 45

1. Explain the importance of balance between energy intake and energy requirements.
2. List the end products of carbohydrate, protein, and fat metabolism.
3. Explain the significance of saturated, unsaturated, and polyunsaturated fats.
4. Describe the ChooseMyPlate and discuss its value in planning meals for good nutrition.
5. List the current dietary guidelines for the general population.
6. Explain the variance in nutritional requirements throughout growth and development.
7. Discuss the major methods of nutritional assessment.
8. Identify three major methods of nutritional assessment.
9. Identify three major nutritional problems and describe patients at risk.
10. Establish a plan of care to meet the nutritional needs of a patient.
11. Describe the procedure for initiating and maintaining enteral feedings.
12. Describe the methods for avoiding complications of enteral feedings.
13. Describe the methods for avoiding complications of parenteral nutrition.
14. Discuss medical nutrition therapy in relation to the three medical conditions.
15. Discuss how to implement diet counseling and patient teaching in relation to patient expectations.
16. Demonstrate competency in obtaining health history, review of systems, and the physical examination when performing an abdominal assessment.
17. Demonstrate competency in implementing aspiration precautions.
18. Demonstrate competency when inserting and removing a small-bore nasoenteric tube for enteral feedings.
19. Discuss administration of enteral feedings via nasoenteric, gastrostomy, or jejunostomy.
20. Demonstrate competency when initiating and maintaining blood glucose monitoring.

Learning Content

- I. Abdomen Assessment
 - A. Inspection
 - B. Auscultation
 - C. Palpation
- II. Scientific Knowledge Base
 - A. Nutrients: The Biochemical Units of Nutrition
 - B. Anatomy and Physiology of the Digestive System
 - C. Dietary Guidelines
 - D. Factors Influencing Nutrition
 - E. Alternative Food Patterns
 - F. Nursing Process

- G. Assessment
- H. Nursing Diagnosis
- I. Planning
- J. Implementation
- K. Evaluation

Learning Activities:

Read Perry & Potter

Chapters 46

1. Explain the function and role of the urinary system structures in urine formation and elimination.
2. Identify factors that commonly impact urinary elimination.
3. Obtain a nursing history from a patient with an alteration in urinary elimination.
4. Perform a physical assessment focused on urinary elimination.
5. Describe characteristics of normal and abnormal urine.
6. Describe nursing implications of common diagnostic tests of the urinary system.
7. Identify nursing diagnoses associated with alternations in urinary elimination.
8. Discuss nursing measures to promote normal micturition and improve bladder control.
9. Discuss nursing measures to reduce risk for urinary tract infections.
10. Demonstrate competency in obtaining health history, review of systems, and the physical examination when performing an abdominal assessment.
11. Demonstrate competency when applying an external catheter and insert a urinary catheter.
12. Demonstrate competency when performing closed catheter irrigation correctly.
13. Demonstrate competency when measuring post void residual with a bladder scanner.
14. Demonstrate competency when collecting midstream (clean voided) urine specimen.
15. Demonstrate competency when inserting and removing a straight intermittent or indwelling catheter.
16. Demonstrate competency when providing indwelling catheter care.
17. Demonstrate competency when performing closed catheter irrigation.

Learning Content

- I. Female Genitalia Assessment
 - A. Preparation of the Patient
 - B. External Genitalia
 - C. Speculum Examination of Internal Genitalia
- II. Male Genitalia Assessment
 - A. Sexual Maturity
 - B. Penis
 - C. Scrotum
 - D. Inguinal Ring and Canal
- III. Rectum and Anus
 - A. Inspection
 - B. Digital Palpation
- IV. Scientific Knowledge Base
 - A. Kidneys
 - B. Ureter
 - C. Bladder

- D. Urethra
- E. Act of Urination
- V. Nursing Knowledge Base
 - A. Infection Control and Hygiene
 - B. Growth and Development
 - C. Psychological Implications
- VI. Critical Thinking
- VII. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 47

1. Discuss the role of gastrointestinal organs in digestion and elimination.
2. Explain the physiological aspects of normal defecation.
3. Discuss psychological factors that influence the elimination process.
4. Describe common physiological alterations in elimination.
5. Assess a patient's elimination pattern.
6. List nursing diagnoses related to alterations in elimination.
7. Describe nursing implications for common diagnostic examination of the gastrointestinal tract.
8. List nursing interventions that promote normal elimination.
9. List nursing interventions included in bowel training.
10. Discuss nursing care measures required for patients with bowel diversion.
11. Use critical thinking in providing care to patients with alterations in bowel elimination.
12. Discuss cleansing enemas, inserting, and maintaining a nasogastric tube for gastric decompression, and pouching an ostomy.

Learning Content

- I. Scientific Knowledge Base
 - A. Mouth
 - B. Esophagus

- C. Stomach
- D. Small Intestine
- E. Large Intestine
- F. Anus
- G. Defecation
- II. Nursing Knowledge Base
 - A. Factors Influencing Bowel Elimination
 - B. Common Bowel Elimination Problems
 - C. Bowel Diversion
- III. Critical Thinking
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter

Chapter 48

1. Discuss the risk factors that contribute to pressure ulcer formation
2. Describe the pressure ulcer staging system.
3. Discuss the normal process of wound healing.
4. Describe the differences in wound healing by primary and secondary intention.
5. Describe complications of wound healing.
6. Explain factors that impede or promote wound healing.
7. Describe the differences between nursing care of acute and chronic wounds.
8. Complete an assessment for a patient with impaired skin integrity.
9. List nursing diagnoses associated with impaired skin integrity.
10. Develop a nursing care plan for a patient with impaired skin integrity.
11. List appropriate nursing interventions for patient with impaired skin integrity.
12. State evaluation criteria for a patient with impaired skin integrity.
13. Demonstrate competency of assessing for pressure ulcer development, treating pressure ulcers, applying dry and moist dressings, implementing negative pressure wound therapy, promoting wound irrigation, and applying an elastic bandage.

Learning Content

- I. Scientific Knowledge Base
 - A. Skin
 - B. Pressure Ulcers
 - C. Classification of Pressure Ulcers
 - D. Wound Classification
- II. Nursing Knowledge Base
 - A. Prediction and Prevention of Pressure Ulcers
 - B. Factors Influencing Pressure Ulcer Formation and wound Healing
- III. Critical Thinking

- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation

Learning Activities

Read Perry & Potter

Chapter 50

1. Explain the concept of perioperative nursing care.
2. Discuss common surgical risk factors and related nursing implications.
3. Describe perioperative assessment data to collect for a surgical patient.
4. Explain the elements of a typical preoperative teaching plan.
5. Explain the components of an effective perioperative teaching plan.
6. Demonstrate preoperative exercises.
7. Prepare a patient physically and psychologically for surgery.
8. Discuss the benefits of preoperative warming.
9. Explain the registered nurse's role in the operating room.
10. Describe factors to assess in a patient during postoperative recover.
11. Describe the rationale for nursing interventions designed to prevent postoperative complications.
12. Describe patients at risk for postoperative complications.

Learning Content

- I. Scientific Knowledge Base
 - A. Classification of Surgery
 - B. Surgical Risk Factors
- II. Nursing Knowledge Base
 - A. Perioperative Communication
 - B. Glycemic Control and Infection Prevention
 - C. Pressure Ulcer Prevention
- III. Critical Thinking
- IV. Nursing Process
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Read Perry & Potter