



**VNSG 1122-501 CL**  
**Vocational Nursing Concepts**  
**Spring 2024**  
**Wednesdays 1pm to 3:15pm**  
**Steam Bldg. Classroom 237**

**Instructor Information:** Jalayne Henderson, MSN, RN

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**Required Textbook/Materials: Spring 2024 Elsevier 360 bundle.**

VNSG 1122 Spring 2023 Book-Organized: Sherpath for Williams Fundamental Concepts and Skills for Nursing (6th ed). Elsevier. ISBN 9780323873642

**Course Description:** VNSG 1122 - This is an introduction to the nursing profession and its responsibilities and the legal and ethical issues in nursing practice. Concepts related to the physical, emotional, and psychosocial self-care of the learner/ professional.

Course Objectives/Student Learning Outcomes:

As outlined in the Texas Board of Nurse Examiners Differentiated Essential Competencies (DECs) for the vocational nurse upon completion of this course, the student is expected to utilize beginning clinical reasoning skills in implementing the nurse roles of Provider of Member of a Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Upon completion of this course, the student will:

1. Describe the historical evolution of professional and vocational nursing practice.
2. Discuss the basic structure and function within the nurses' legal scope of practice in the health care delivery system & its effect on society.
3. Explain concepts of health and illness across the lifespan.
4. Become aware of legal and ethical aspects of nursing.
5. Develop a simple patient-centered nursing care plan and discuss safe, caring therapeutic nursing interventions.
6. Describe evidence-based practice.
7. Become aware of therapeutic communication techniques, both verbal and nonverbal, and health information technology essential to utilization in the collaborative process.
8. Describe the principles of quality improvement processes in the health care system.
9. Discuss important aspects in the documentation of patient-centered care.

10. Identify how to coordinate/ utilize human information and material resources for effective patient and family teaching.
11. Describe developmental, psychological, spiritual, and cultural considerations important to consider in providing compassionate patient-centered care.
12. Describe holistic health care.
13. Explain how to set priorities regarding safety when caring for patients.
14. Describe responsibility for continued competence in nursing and lifelong learning.
15. Identify critical thinking/clinical reasoning and establish evidence-based policies as the basis for decision making in nursing practice.
16. Discuss the practice of nursing according to the Texas Nursing Standards of Practice, within the parameters of the law. WECM End-of-Course Outcomes: Discuss the personal adjustments essential to the development of the vocational nurse; identify the role of the licensed vocational nurse; and discuss the legal and ethical responsibilities in vocational nursing practice.

### **Course requirements:**

1. Unit Exams: Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format. Including Next Generation questions. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. **Tutoring** is highly recommended.
2. Final exam (1): Assesses overall knowledge and understanding of complete course content. The Final Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format.
3. Sherpath EAQ (Elsevier Adaptive Quiz) Quizzes: assignments/quizzes  
Quizzes assist students in understanding concentrated unit and course concepts necessary for application of the nursing process.
4. Project 1: A 2-page paper (not including cover sheet or reference page) written in APA 7<sup>th</sup> edition format detailing the contributions that Florence Nightingale & Abraham Maslow made to the nursing profession and how they are being used today. Paper will be submitted in D2L through Turn-it-in with no more than a 25% similarity.
5. Project 2: A documentation-based project with defined types of nursing documentation. Students are encouraged to complete workbook activities for each chapter/unit before attending class. Students are encouraged to utilize mandatory tutoring to improve learning outcomes and critical thinking skills.

**All project work will be electronically submitted through D2L. Projects for Nursing Concepts**

#### **Project #1**

#### **Unit 1 Chapter 1 & 2**

Independent paper APA format minimum of 2 sources

Research contributions of Florence Nightengale, Abraham Maslow, and how both impact nursing today

**Due date: Feb. 14, 2024**

**Project #2****Chapters 4,5,6,7**

Individual nursing documentation of a client. You will be given the information and formatting required for the assignment.

**Due date: March 20, 2024**

\*\*All papers MUST be in 7th edition APA format. Project grades will each count for 5% for a total of 10% of the final grade. All papers will be submitted to the Turn-it-in database. The Turn-it-In score cannot exceed 25%. Papers that are plagiarized will be given a zero, and referral for academic dishonesty will be made through student services.

**Determination of Course Grade/Detailed Grading Formula:** All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least  $\geq 75\%$  before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

**Grading Scale**

A = 90 - 100.00

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 assignments are due at the time indicated in the course calendar. If an assignment is not turned in up to 24 hours late, it will receive a reduction of 50%. Assignments turned in later than 24 hours will receive a zero.

**Attendance Policy:** An absence is defined as missing half or more of a class period. Three or more absences in nursing theory courses will result in written counseling. An instructor-initiated withdrawal may occur if a student continues to be absent after the counseling is given.

**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. Emails that are not sent from the student's COM email address will not be answered and often go into the spam folder.

**Academic Dishonesty:** The Nursing Program follows the COM Student Handbook Standards of Student Conduct, [Code of Ethics for Nurses \(American Nurses Association \(ANA\) 2015\)](#), TBON, and affiliated clinical partner policies and procedures for impaired or disruptive behavior and discipline. The faculty reserves the right to ask a student who is disruptive and displays behavior inconsistent with professional standards to leave the classroom, lab, or clinical setting.

Failure to comply with standards of conduct will result in disciplinary action up to and including dismissal from the nursing program and/or college. A student dismissed because of disciplinary action may not be allowed to reapply to the Nursing Program.

### Honesty and Integrity

See *COM Student Handbook and COM policy FLB—Student Rights and Responsibilities: Student Conduct*

Students are expected to abide by the ANA Code of Ethics for Nurses and FLB Local

**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 continue to have questions, please contact [insert name and title of direct supervisor] at [phone number/email address].

**Course outline:** See on D2L as course calendar.

**Exam & grade calculation:**

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<b>Exam Calculation</b>	<b>%</b>
Exam 1	12.5
Exam 2	12.5
Exam 3	12.5
Exam 4	12.5
Final	10
<b>*** 75% weighted exam average required to pass the course</b>	<b>60</b>
Quizzes (5 @ 4% ea.)	20%
Lessons (4 @ 2.5% ea.)	10%
Project #1	5%
Project #2	5%
Total of all exams, quizzes, lesson, projects	100%

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## **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://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.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.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students with 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](mailto: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 1<sup>st</sup> 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

**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 can contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

## **Chapter 1: Nursing and the Health Care System Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Describe Florence Nightingale's influence on nurses' training.
2. Explain why nursing is both an art and a science.
3. Define evidence-based practice and explain why it is important in nursing.
4. Trace the growth of nursing in the United States from the Civil War to the present.
5. Discuss the ways in which the desirable attributes of the nurse might be demonstrated.
6. Identify the educational ladder that is available to nurses.
7. Describe educational pathways open to the LPN/LVN upon graduation.
8. Compare methods of delivery of nursing care.
9. List four practice settings in which LPNs/LVNs may find employment.
10. Discuss today's health care system, its components, and changes proposed.
11. Explain how an HMO and a PPO differ.
12. Relate how the recent health care laws have affected your own health care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities.

Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

## **Chapter 2: Concepts of Health, Illness, Stress, and Health Promotion Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Compare traditional and current views of the meanings of health and illness.
2. Describe what the word health means to you.
3. Define what sickness means to you.

Discuss why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.

4. Compare cultural or racial differences in disease predisposition and communication between the main cultures and different cultures.
5. List the components of holistic health care.
6. Identify the four areas of human needs and give an example of each level of need. 8. Identify ways in which the body adapts to maintain homeostasis.
9. Explain why a particular stressor may be experienced differently by two people.
10. List the common signs and symptoms of stress.
11. Identify four ways in which a nurse can help decrease stress and anxiety for patients.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities.

Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 3: Legal and Ethical Aspects of Nursing Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Explain the legal requirements for the practice of nursing and how they relate to a student nurse.
2. Identify the consequences of violating the nurse practice act.
3. Examine the issue of professional accountability, professional discipline, and continuing education for licensed nurses.
4. Compare and contrast the terms negligence and malpractice.
5. Discuss what you can do to protect yourself from lawsuits or the damages of lawsuits.
6. Differentiate a code of ethics from laws or regulations governing nursing and compare the similarities of the codes of ethics from the NALPN, NAPNES, and ANA.
7. Describe the NAPNES standards of practice.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities.

Lecture/Discussion Project Paper  
Clinical Reasoning Questions Study Questions  
Workbook exercises

#### **Chapter 4: The Nursing Process, Critical Thinking, and Clinical Judgement Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Explain the use of the nursing process.
2. Identify the components of the nursing process.
3. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
4. Describe the Clinical Judgment Model.
5. Compare the nursing process with the Clinical Judgment Model.
6. Identify the steps of the problem-solving process.
7. List the steps used in making decisions.
8. Identify ways to improve clinical reasoning and clinical judgment.
9. Apply the critical thinking process to a real-life problem.
10. Discuss the use of critical thinking and clinical judgment in nursing.
11. Explain the principles of setting priorities for nursing care.
12. List factors to be considered when setting priorities.

#### **Learning Activities**

Readings from required and recommended texts.  
Related topics and open skills labs to review system and the nursing process. Case study reviews.  
Critical thinking activities. Lecture/Discussion Project Paper  
Clinical Reasoning Questions Study Questions  
Workbook exercises

#### **Chapter 5: Assessment, Data Analysis/Problem Identification, and Planning Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:



1. Identify the purpose of assessment (data collection).
2. Discuss the three basic methods used to gather a patient database.
3. Differentiate objective data from subjective data.
4. Use sources of data for the formulation of a patient database.
5. Correlate patient health and wellness issues with problem statements from the Priority Problem List.
6. Select appropriate outcome criteria for selected problem statements.
7. Plan goals for each patient and write outcome criteria for the chosen problem statements.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 6: Implementation and Evaluation Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Set priorities for providing care to a group of patients.
2. Identify factors to consider in implementing the care plan.
3. Describe the Standard Steps commonly carried out for all nursing procedures.
4. Determine the steps a nurse uses to evaluate care given.
5. Discuss the evaluation process and how it correlates with expected outcomes.
6. Explain the term quality improvement and how it relates to the improvement of health care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

## **Chapter 7: Documentation of Nursing Care**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Identify three purposes of documentation (charting).
2. Correlate the nursing process with the process of documentation.
3. Discuss maintaining confidentiality and privacy of paper medical records and electronic health records.
4. Compare and contrast the six main methods of documentation.
5. List the legal guidelines for documenting medical records.
6. Explain the approved way to correct errors in medical records.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 8: Communication and the Nurse-Patient Relationship Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Describe the components of the communication process.
2. List three factors that influence the way a person communicates.
3. Compare effective communication techniques with blocks to communication.
4. Describe the difference between a therapeutic nurse-patient relationship and a social relationship.
5. Discuss the importance of communication in the collaborative process.
6. List three guidelines for effective communication with a primary care provider by telephone.
7. Identify four ways to delegate effectively.
8. Discuss five ways the computer is used for communication within the health care agency.
9. Describe how communication skills can affect the quality and safety of patient care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 9: Patient Education and Health Promotion Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Discuss the purposes of patient education.
2. Use patient education to promote the national goals of health promotion and disease prevention as listed in Healthy People 2030 and by Health Canada.
3. Describe three ways in which people learn and correlate the importance of these types of learning to patient education.
4. List and differentiate between conditions and factors that can affect learning.
5. Describe barriers to teaching and learning.
6. Identify adjustments to the patient education plan needed for teaching very young patients or older adults.
7. Discuss types of resources available to assist in patient education.
8. Name three things that must be included in the documentation of patient education.
9. Describe ways for patient education to be continued after hospital discharge.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

## **Chapter 10: Delegation, Leadership, and Management**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Differentiate among the three different leadership styles discussed in the chapter.
2. Compare and contrast examples of effective and ineffective communication.
3. Describe four characteristics of an effective leader.
4. List four considerations for delegating tasks to UAPs.
5. Explain why interpersonal relationships are important when delegating and managing others.
6. Compare and contrast the skills and functions of the team leader with those of the charge nurse.
7. Identify management functions of the LPN/LVN working in a long-term care facility, home care, or an outpatient clinic.
8. Discuss techniques of effective time management.
9. Explain the importance of the readback for verbal or telephone orders.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 11: Growth and Development Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Determine the phases of prenatal development.
2. Contrast the development of the male and the female.
3. Evaluate the physical development of children.
4. Examine Freud's theory of personality and the mind.
5. Examine moral development according to Kohlberg.
6. Analyze the stages of Erikson's theory of psychosocial development.
7. Analyze the stages of Piaget's theory of cognitive development.

8. Explain the principles of growth and development.
9. Critique age-appropriate discipline measures for children.
10. Relate the advantages of early childhood education.
11. Explain the male and female physical changes of puberty.
12. Associate the developmental tasks of adolescence.
13. Weigh at least three concerns related to adolescence.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 12: Adulthood and the Family Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. List three stages of adulthood.
2. Explain Schaie's theory of cognitive development in young and middle adults.
3. Discuss Erikson's stages of psychosocial development in young and middle adults.
4. List at least three functions of families.
5. Describe the effects of divorce on involved persons.
6. Describe the physical and psychosocial development and changes of young and middle-aged adults.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

## **Chapter 13: Promoting Healthy Adaptation to Aging**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Compare the biological theories of aging.
2. State how a person might behave in light of the psychosocial theories of aging.
3. Identify four factors that contribute to longevity.
4. Discuss physical changes that occur as adults age.
5. Explain Schaie's theory of cognitive development in the older adult.
6. Explain Erikson's stage of psychosocial development in the older adult.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities.

Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

### **Chapter 14: Cultural and Spiritual Aspects of Patient Care Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Develop a beginning understanding of transcultural nursing.
2. Learn to differentiate between culture, ethnicity, race, and religion.
3. Evaluate the influence of culture on the ways health care consumers manage their health and health care resources.
4. Critically evaluate the effect of poverty on the quality and accessibility of health care.
5. Develop an understanding of the nurse's role in providing culturally congruent care.
6. Identify the primary features of cultural competence.
7. Identify the major barriers to the development of cultural competence.
8. Plan patient-centered care incorporating patients' cultural needs.
9. Demonstrate cultural competence when caring for patients with diverse ethnic backgrounds.

10. Discuss boundaries of professional care for a patient with cultural and religious beliefs that are different from yours.
11. Identify signs of spiritual disconnection in a patient and plan three interventions to relieve it.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process. Case study reviews.

Critical thinking activities. Lecture/Discussion Project Paper

Clinical Reasoning Questions Study Questions

Workbook exercises

## **Chapter 15 Loss, Grief, and End-of-Life Care**

### **Student Learner Objectives**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession.

Theory

1. Correlate the stages of grief and of dying with their associated behaviors and feelings.
2. Discuss the concept of hospice care.

3. Identify three common fears a patient is likely to experience when dying.
4. Describe common symptoms related to physiologic changes at end-of-life stages.
5. List the common signs of impending death.
6. Illustrate the difference between the patient's right to refuse treatment and assisted suicide.
7. Understand ethical guidelines in the Code of Ethics for Nurses regarding the patient's right to refuse treatment, euthanasia, and assisted suicide.

#### Clinical Practice

1. Identify ways in which you can support or instill hope in the terminally ill patient and his family.
2. Demonstrate compassionate therapeutic communication techniques with a terminally ill patient and/or his family.
3. Describe one nursing intervention for comfort care that can be implemented in a hospital or a nursing home for a dying patient for each of the following problems: pain, nausea, dyspnea, anxiety, constipation, incontinence, thirst, and anorexia.
4. Explain the reason for completing an advance directive to a terminally ill patient, as well as what "health care proxy" and "DNR/DNI".
5. Prepare to provide information regarding organ or tissue donation in response to family questions.
6. Assist with postmortem care for a deceased patient.

#### Learning Content

##### Nurses Attitudes Toward End-of-Life Care

- Change, Loss, and Grief

##### Death and Dying

- End-of-Life Care within Health Care System
- Hospice and Palliative Care □ The Dying Process

##### Nurses and the Dying Process

- Common Problems of the Dying Patients and Nursing Management

##### Signs of Impending Death

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- Physical Signs
  - Psychosocial and Spiritual Aspects of Dying
- ##### Legal and Ethical Aspects of Life-and-Death Issues
- Advanced Directives



- Euthanasia
- Adequate Pain Control □ Organ and Tissue Donation
- Postmortem (After Death) Care
- Autopsy
- Application of the Nursing Process
- Assessment
- Nursing Diagnosis
- Planning
- Implementation
- Older Adult Considerations
- End-of-Life Issues
- Learning Activities
- Readings from required and recommended texts
- Related topics and open skills labs to review system and the nursing process Case study reviews
- Critical thinking activities
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises
- NCLEX-Style chapter review question assignment