



RNSG 1413
Foundations of Nursing Practice
Fall 2025
Tuesday 0800-1100 and 1200-1400
STEAM 102 and STEAM 240

Instructor Information:

Course Facilitator:

Lauren McElyea, MSN, RN
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Co-Faculty:

Karee Carter, MSN, RN
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Office hours and location:

Office 225-37

Please email to schedule a time between these time frames:

Mondays: (TEAMS appointments available)

Tuesdays: 1400-1600

Wednesdays: 1300-1600

Thursdays: 1300-1500

Required Textbook/Materials:

Evolve Fall 2025 Bundle

Elsevier: Clinical Skills Essentials Collection, (2021). 1st Edition. ISBN: 97803223389471.

Elsevier.

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 (5th 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).
NurseThink Complete RN Bundle

Stethoscope

Penlight

Watch

***Nursing Skills Supplies will be distributed as needed.**

Course Description:

Course requirements:

Unit exams (4): These assessments assess the 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 the NCLEX-RN testing format. The nursing curriculum is meant to build on knowledge learned in prior semesters/pre-requisites. Exam content may include questions related to any previously learned content. If a student receives a grade below 75% on any exam, they should schedule a counseling appointment with the instructor.

Comprehensive Final (1): This exam assesses the overall application of knowledge and understanding of the course content. As indicated, multiple-choice, multiple-answer, and alternative-style test questions will be used to follow the NCLEX-RN testing format.

Pre-Lecture Activities/Participation: This activity aims to enhance students' understanding and retention of key information, promote active participation, and foster critical thinking. By completing the pre-lecture tasks, students will be better equipped to actively engage in class discussions, apply theoretical knowledge to practical scenarios, and develop essential nursing competencies.

Sherpath Module Average: Assess knowledge and application of content integrated within the course. Students will complete quizzes assigned, each due at the designated 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 are encouraged to attend entire class and lab sessions.

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 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*	12.5
Exam 2*	12.5
Exam 3*	12.5
Exam 4*	12.5
Comprehensive Final *	10
Subtotal 75% Rule	
Exam Subtotal	60%
Pre-lecture activities/Participation**	5
Sherpath Module Average (Post-lecture quizzes/Pre-Exam quizzes, Lessons) **	15
Skills Competency Validation**	20
	40%

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

**Weighted assignments are calculated only after 75% of the weighted exam average is 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: See Late Assignments Policy in the Nursing Student Handbook.

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.

Course Objectives/Student Learning Outcomes: Upon successful completion of this course, students will: As outlined in the Texas Board of Nurse Examiners Differential Essential Competencies (DECs) for the vocational nurse, upon completion of this course, the student is expected to utilize beginning clinical reasoning skills to Provider of Patient-Centered Care, Member of the Health Care Team, Patient Safety Advocate, and Member of the Profession:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Integrate knowledge from the humanities, sciences, and nursing concepts to provide safe, evidence-based care in the foundational nursing role.	EPSLO 1, 4	Unit exams Comprehensive final Pre-lecture activities/Participation in class activities
2. Demonstrate competence, safety, and ethical practice in the performance of foundational nursing skills.	EPSLO 1, 4, 5	Unit exams Comprehensive final Skills Validation/Practice Sherpath Module Activities
3. Apply the nursing process, clinical data, and evidence-based practice to plan and deliver basic nursing care.	EPSLO 1, 4	Unit exams Comprehensive Pre-lecture activities/Participation in class activities Skills Validation/Practice
4. Communicate effectively and provide culturally and spiritually respectful care to diverse patients, families, and healthcare team members.	EPSLO 2, 3, 5	Pre-lecture activities/Participation in class activities Sherpath Module Activities
5. Discuss professional nursing roles, responsibilities, legal/ethical principles, and trends affecting the healthcare environment.	EPSLO 3, 4	Unit exams Comprehensive Sherpath Module Activities

6. Identify and utilize quality improvement measures, health information technology, and community resources to enhance patient safety and health promotion.	EPSLO 1, 3, 6	Unit exams Comprehensive Sherpath Module Activities Pre-lecture activities/Participation in class activities
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Academic Dishonesty: See the Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism: See the Behavior/Conduct policy in the Nursing Student Handbook. *Use of AI products such as: ChatGPT, Otter AI, POE, Claude, Copilot, Grammarly, etc. should only be used for guidelines, explanations/studying, or correcting grammar errors. Any use other than what is said in this syllabus will result in disciplinary actions and zero on assignment.*

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 Dr. Rachel Fano at rfano@com.edu

Course outline: Please see Course Calendar for outline and due dates. See appendix A for Units and chapters learning objectives.

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_2024-2025_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 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 accommodation is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, 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 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

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.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Appendix A

Unit 1

Unit Student Learning Outcomes

Utilize beginning critical thinking skills in implementing the nursing roles of Member of the profession, Provider of Patient Centered Care, Patient safety advocate, and Member of the healthcare team to:

Chapter 1: Nursing Today

1. Discuss the development of professional nursing roles.
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) of Graduates of Texas Nursing Programs
6. NCSBN (National Council of State Boards of Nursing) – USA
7. CJMM – Clinical Judgment Measurement Model
8. QSEN – Quality and Safety Education for Nurses

Learning Content

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

Chapter 3: Community-Based Nursing Practice

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 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 necessary for success in community-based nursing practice.
7. Describe the elements of a community assessment.

Learning Content

- A. Community-Based Health Care

- B. Community Health Nursing
- C. Public health nursing
- D. Community health nursing
- E. Community-Based Nursing
- F. Community Assessment

Chapter 5: Evidence-based Practices

- Discuss the benefits of evidence-based practice.
- Explain the relationship between evidence-based practice and clinical judgment.
- Explain the steps of evidence-based practice.
- Develop a PICOT question.
- Summarize the levels of evidence available in literature.
- Discuss how nurses apply evidence in practice.
- Discuss the steps of the research process.
- Summarize the characteristics of quantitative research methods.
- Summarize the characteristics of qualitative research methods.
- Elaborate on how nursing research improves nursing practice.
- Explain the purpose of translation research in nursing.
- Discuss how performance improvement (PI) affects health care.
- Compare the similarities and differences among evidence-based practice, research, and performance improvement.

Learning Content

- The need for Evidence-based practices
- Developing PICOT questions
- The Scientific Method
- Types of Research
- Nursing Research
- Performance Improvement (PI)

Unit 2

Chapter 16: Health Assessment

- Explain the relationships among assessment, clinical decision making, and clinical judgment.
- Discuss how the two steps involved in nursing assessment are used in practice.
- Differentiate the types of nursing assessments used in practice.
- Examine the components of critical thinking in nursing assessment.
- Analyze practice situations to determine the type of nursing assessment to use.
- Explain how experience in performing nursing skills influences patient assessment.
- Examine how the use of critical thinking attitudes and professional standards yields a comprehensive assessment database.
- Explain the importance of building a nurse-patient relationship when gathering a patient assessment.
- Apply communication techniques when conducting a patient interview.
- Display professionalism during history taking.
- Explain the assessment process.

Learning Content

- A. Critical Thinking Approach to Assessment
- B. Critical thinking in assessment
- C. The nurse-patient relationship in assessment
- D. The patient-centered interview
- E. Nurse's experience
- F. Environment in assessment
- G. Critical thinking attitudes for assessment
- H. Standards in assessment
- I. The assessment process

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

- A. Communication and Nursing Practice
 - Communication and Interpersonal Relationships
 - Developing Communication Skills
 - Levels of Communication
- B. Elements of the Communication Process
 - Circular Transactional Model
- C. Forms of Communication
 - Verbal Communication
 - Nonverbal Communication
- D. Professional Nursing Relationships
 - Nurse-Patient Caring Relationships
 - Nurse Health Team Relationships
 - Know Box 24-3 and Box 24-4
- E. Elements of Professional Communication
 - Courtesy
 - Use of Names
 - Trustworthiness
 - Autonomy and Responsibility
 - Assertiveness
- F. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis

- Planning/Prioritize Hypothesis and Generate Solutions
- Implementation/Take Action
- Evaluation/ Evaluate Outcomes

Chapter 25: Patient Education

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

- A. Purposes of Patient Education
 - Maintenance and Promotion of Health and Illness Prevention
 - Restoration of Health
 - Coping with Impaired Functions
- B. Teaching and Learning
 - Role of the Nurse in Teaching and Learning
 - Teaching as Communication
- C. Domains of Learning
 - Cognitive Learning
 - Affective Learning
 - Psychomotor Learning
 - Know Box 25-2
- D. Basic Learning Principle
 - Motivation to Learn
 - Ability to Learn
 - Learning Environment
- E. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Unit 3

Chapter 29: Vital Signs

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 respiration.

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

- A. Guidelines for Measuring Vital Signs
- B. Measuring Body Temperature
 - Physiology
 - Factors Affecting Body Temperature
- C. Nursing Process
- D. Pulse
 - Physiology and Regulation of Pulse
 - Assessment of Pulse
 - Character of Pulse
 - Nursing Process and Pulse Determination
- E. Respiration
 - Physiological Control,
 - Mechanics of Breathing
 - Assessment of Ventilation
 - Assessment of Diffusion and Perfusion
 - Nursing Process and Respiratory Vital Signs
- F. Blood Pressure
 - Physiology of Arterial Blood Pressure
 - Factors Influencing Blood Pressure
 - Hypotension
 - Management of Blood Pressure
 - Nursing Process and Blood Pressure Determination
- G. Health Promotion
- H. Recording Vital Signs

Chapter 30: Health Assessment and Physical Examination

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 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

- A. Purpose of the Examination
 - Cultural Sensitivity
- B. Preparation for Examination
 - Infection Control
 - Environment
 - Equipment
 - Physical Preparation of the Patient
 - Psychological Preparation of a Patient
 - Assessment of Age-Groups
- C. Organization of the Examination
- D. Techniques of Physical Assessment
 - Inspection
 - Palpation
 - Percussion
 - Auscultation
- E. General Survey
 - General Appearance and Behavior
 - Vital Signs
 - Height and Weight
- F. Skin, Hair, and Nails
 - Skin
 - Hair and Scalp
 - Nails
- G. Head and Neck
 - Head
 - Eyes
 - Ears
 - Ears and Sinuses
 - Mouth and Pharynx
 - Neck
- H. Thorax and Lungs
 - Posterior Thorax
 - Lateral Thorax
 - Anterior Thorax
- I. Heart
 - Inspection and Palpation
 - Auscultation
- J. Vascular System
 - Blood Pressure
 - Carotid Arteries
 - Jugular Veins
 - Peripheral Arteries and Veins
 - Lymphatic System
- K. Breasts
 - Female Breasts
 - Male Breasts
- L. Abdomen
 - Inspection

- Auscultation
- Palpation
- M. Female Genitalia and Reproductive Tract
 - Preparation of the Patient
 - External Genitalia
 - Speculum Examination of Internal Genitalia
- N. Male Genitalia
 - Sexual Maturity
 - Penis
 - Scrotum
 - Inguinal Ring and Canal
- O. Rectum and Anus
 - Inspection
 - Digital Palpation
- P. Musculoskeletal System
 - Palpation
 - Range of Joint Motion
 - Muscle Tone and Strength
- Q. Neurological System
 - Mental and Emotional Status
 - Intellectual Function
 - Cranial Nerve Function
 - Sensory Function
 - Motor Function
 - Reflexes
- R. After the Examination

Unit 4

Chapter 27: Patient Safety and Quality

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 the 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

- A. Scientific Knowledge Base
 - Environmental Safety
- B. Teaching and Learning
 - Factors Influencing Patient Safety

- C. Critical Thinking
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Chapter 28: Infection Prevention and Control

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

- A. Scientific Knowledge Base
 - Nature of Infection
 - Chain of Infection
- B. The infectious process
 - Defense Against Infection
 - Health Care-Associated Infections
- C. Nursing Knowledge Base
 - Factors Influencing Infection Prevention and Control
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Unit 5

Chapter 40: Hygiene

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 factors that influence the condition of nails and feet.
6. Explain the importance of foot care for patients 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

- A. Scientific Knowledge Base
- B. The Skin
- C. The Feet, Hands, and Nails
- D. The Oral Cavity
- E. The Hair
- F. The Eyes, Ears, and Nose
- G. Nursing Knowledge Base
 - Factors Influencing Hygiene
- H. Critical Thinking
- E. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Chapter 45: Nutrition

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 Choose MyPlate 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. Discuss medical nutrition therapy in relation to the three medical conditions.
12. Discuss how to implement diet counseling and patient teaching in relation to patient expectations.
13. Demonstrate competency in obtaining health history, review of systems, and the physical examination when performing an abdominal assessment.
14. Demonstrate competency in implementing aspiration precautions.
15. Demonstrate competency when initiating and maintaining blood glucose monitoring.

Learning Content

- A. Abdomen Assessment
 - Inspection
 - Auscultation
 - Palpation
- B. Scientific Knowledge Base

- Nutrients: The Biochemical Units of Nutrition
- Anatomy and Physiology of the Digestive System
- Dietary Guidelines
- Factors Influencing Nutrition
- Alternative Food Patterns
- C. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Unit 6

Chapter 38 Activity and Exercise

1. Discuss the role of the musculoskeletal and nervous systems in the regulation of activity and exercise.
2. Examine how exercise and activity maintains and promotes health.
3. Explain the principles and benefits of safe patient handling.
4. Analyze the relationship between clinical judgment and critical thinking in making clinical decisions to improve patients' activity.
5. Discuss how to assess patients for level of activity tolerance.
6. Explain the approach for assessing a patient's readiness to exercise.
7. Select outcomes for patients' nursing diagnoses associated with activity and exercise.
8. Explain how sound clinical judgment allows for individualizing interventions for improving an individual's activity tolerance.
9. Determine the safe patient-handling techniques to use when transferring a patient from bed to stretcher.
10. Explain nurses' responsibility in assisting patients to ambulate safely.
11. Evaluate the achievement of patient outcomes following implementation of exercise therapies.

Learning Content

- A. Scientific Knowledge Base
- B. Nature of Movement
- C. Alignment and Balance
- D. Gravity and Friction
- E. Regulation of Movement
 - Skeletal System
 - Skeletal Muscle
 - Nervous System
- F. Activity and Exercise
- G. Principles for Transfer and Positioning
 - Pathological Influences on Body Alignment, Mobility and Activity
- H. Nursing Knowledge Base
- I. Safe Patient Handling and Mobility
- J. Factors Influencing Activity and Exercise
 - Developmental Changes
 - Patient Behavior
 - Lifestyle
 - Cultural Background
 - Environmental Issues
 - Family and Social Support
- K. Critical Thinking

- L. Nursing Process
 - Assessment
 - Through the Patient's Eyes
 - Readiness to Exercise
 - Mobility
- M. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Chapter 39: Immobility

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 key 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 of 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

- A. Scientific Knowledge Base
 - Overview of Exercise and Activity
 - Regulation of Movement
 - Principles of Transfer and Positioning Techniques
- B. Nursing Knowledge Base
 - Deconditioning
 - Safe Patient Handling
 - Factors Influencing Activity and Exercise
- C. Critical Thinking
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Unit 7

Chapter 21: Oxygenation

- Describe the structure and function of the cardiopulmonary system.
- Explain the interrelationship between ventilation, perfusion, and exchange of respiratory gases.

- Explain the interrelationship between cardiac output, myocardial blood flow, and systemic circulation.
- Explain the relationship of cardiac output (preload, afterload, contractility, and heart rate) to the process of oxygenation, hypoventilation, and/or hypoxemia.
- Explain the relationship between the cardiac conduction system and mechanical dysfunction of the heart.
- Discuss the effect of a patient's level of health, age, lifestyle, and environment on oxygenation.
- Identify how to assess the risk factors affecting a patient's oxygenation.
- Identify how clinical judgment in assessment identifies the physical manifestations that occur with alterations in oxygenation.
 - Discuss potential clinical outcomes occurring because of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and/or impaired tissue perfusion.
 - Develop a plan of care for a patient with altered oxygenation.
 - Explain how clinical judgment is used to identify nursing diagnoses and interventions to promote oxygenation in health promotion, acute care, and restorative and continuing care settings.
 - Evaluate a patient's responses to nursing interventions to promote oxygenation.

Learning Content

- A. Scientific knowledge base
- B. Nursing knowledge base
- C. Critical thinking
- D. Nursing process

Unit 8

Chapter 31 Medication Administration

1. Discuss nursing roles and responsibilities in medication administration.
2. Describe the physiological mechanisms of medication action.
3. Differentiate among diverse 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

- A. Scientific Knowledge Base
 - Medication Legislation and Standards
 - Pharmacological Concepts
 - Pharmacokinetics As the Basis of Medication Actions
 - Types of Medication Action
 - Timing of Medication Dose Responses
 - Routes of Administration

- Systems of Medication Measurement
- B. Nursing Knowledge Base
 - Clinical Calculations
 - Health Care Provider's Role
 - Types of Orders in Acute Care Agencies
 - Pharmacist's Role
 - Distribution Systems
 - Nurse's Role
 - Medication Errors
- C. Critical Thinking
 - Knowledge
 - Experience
 - Attitudes
 - Standards
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes
- E. Medication Administration
 - Oral Administration
 - Topical Medication Applications
 - Administering Medications by Inhalation
 - Administering Medications by Irrigations
 - Parenteral Administration of Medications
 - Administering Injections

Chapter 32: Complementary, Alternative and Integrative Therapies

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

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

Unit 9

Chapter 42: Fluid and Electrolytes and Acid-base balance

- Determine what processes regulate fluid distribution, extracellular fluid volume (ECV), and body fluid osmolality.
- Explain processes that regulate electrolyte balance.
- Explain processes that regulate acid-base balance.
- Recall common fluid, electrolyte, and acid-base imbalances.
- Identify risk factors for fluid, electrolyte, and acid-base imbalances.
- Use clinical judgment while applying the nursing process when caring for patients with fluid, electrolyte, and acid-base imbalances.
- Use clinical judgment to choose appropriate clinical assessments for specific fluid, electrolyte, and acid-base imbalances.
- Explain rationale and procedures for initiating an intravenous (IV) line; maintaining the system; changing IV solution containers, tubing, and dressings; and discontinuing peripheral venous access.
- Explain potential complications of IV therapy and what to do if they occur.
- Discuss the procedure for initiating and monitoring a blood transfusion and the appropriate nursing actions to take if transfusion reactions occur.
- Identify how to evaluate the outcomes of care of patients with fluid, electrolyte, and acid-base imbalances.

Learning Content

- A. Scientific knowledge base
- B. Nursing knowledge base
- C. Critical thinking
- D. Nursing process

Unit 10

Chapters 46: Urinary Elimination

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
12. Demonstrate competency when collecting midstream (clean voided) urine specimen.
13. Demonstrate competency when providing indwelling catheter care.

Learning Content

- A. Female Genitalia Assessment

- Preparation of the Patient
- External Genitalia
- Speculum Examination of Internal Genitalia
- B. Male Genitalia Assessment
 - Sexual Maturity
 - Penis
 - Scrotum
 - Inguinal Ring and Canal
- C. Rectum and Anus
 - Inspection
 - Digital Palpation
- D. Scientific Knowledge Base
 - Kidneys
 - Ureter
 - Bladder
 - Urethra
 - Act of Urination
- E. Nursing Knowledge Base
 - Infection Control and Hygiene
 - Growth and Development
 - Psychological Implications
- F. Critical Thinking
- G. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Chapter 47: Bowel Elimination

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. Use critical thinking in providing care to patients with alterations in bowel elimination.

Learning Content

- A. Scientific Knowledge Base
 - Mouth
 - Esophagus
 - Stomach
 - Small Intestine
 - Large Intestine
 - Anus
 - Defecation
- B. Nursing Knowledge Base
 - Factors Influencing Bowel Elimination

- Common Bowel Elimination Problems
- Bowel Diversion
- C. Critical Thinking
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes

Chapter 48: Skin Integrity and Wound Care

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 for 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 patients 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

- A. Scientific Knowledge Base
 - Skin
 - Pressure Ulcers
 - Classification of Pressure Ulcers
 - Wound Classification
- B. Nursing Knowledge Base
 - Prediction and Prevention of Pressure Ulcers
 - Factors Influencing Pressure Ulcer Formation and wound Healing.
- C. Critical Thinking
- D. Nursing Process/CJMM
 - Assessment/Recognize Cues
 - Nursing Diagnosis/Analyze cues and Prioritize Hypothesis
 - Planning/Prioritize Hypothesis and Generate Solutions
 - Implementation/Take Action
 - Evaluation/ Evaluate Outcomes