



RNSG 1413
Foundations of Nursing Practice
Spring 2024
Tuesday 0800-1100 and 1200-1400
STEAM 102 and STEAM 240

Instructor Information:

Course Facilitator:

Lauren McElyea, MSN, RN
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Office 225-37, 409-933-8458

Co-Faculty:

Sandra Rondeau, DNP, RN
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Student hours and location for Ms. McElyea only:

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 Spring 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: Introduction to the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. Content includes fundamental concepts of nursing practice, the history of professional nursing, and a systematic framework for decision-making and critical thinking. Emphasis on knowledge, judgment, 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 (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.

Standardized Assessment (1): This assessment assesses the overall application of knowledge and understanding of the course content. As indicated, the exam will follow the NCLEX-RN testing format and use multiple-choice, multiple-answer, and alternative-style test questions.

Group Project - Assesses knowledge and understanding of the needs of people in a community setting.

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 as 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:

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) **	5
Group Project**	5
Standardized Assessment**	5
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:

All course assignments must 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. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

WECM End-of-Course Outcomes:

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

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 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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities
2. Discuss the rights and responsibilities of the professional nursing roles, including the 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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities

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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities Group project
4. Compare and contrast health care trends and legal/ethical issues that affect health care and the practice of nursing.	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.	Group project
5. Examine the importance of principles of quality improvement, Core Measures, and HCAHPS in the healthcare environment.	No assigned outcome	Exams
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.	Group project
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, EAQs, Skills validations, pre-lecture activities

8. Demonstrate competence and safety in the performance of 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.	Validation skills and Exams
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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities, exams
10. Demonstrate the principles of the nursing process utilizing clinical data and evidence-based practice in providing basic nursing care to patients and their families.	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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities, exams
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.	Sherpath Modules, EAQs, Skills validations, pre-lecture activities

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 the instructor/facilitator of the course using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Dean of Instruction Dr. Rebecca Montz at rmontz@com.edu.

Course Outline: D2L

ANA Scope and Standards of Practice

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

Student Handbooks

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

Syllabus Revisions

Faculty reserves the right to amend the syllabus as deemed necessary.

Statement of Eligibility for Occupational Licensure

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53, which 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 before 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 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://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 accommodations 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 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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.

Notice to Students Regarding Licensing Effective September 1, 201: 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: www.tdlr.texas.gov

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. SCANS (Secretary's Commission on Achieving Necessary Skills – US Dept. of Labor

Learning Content

- A. Nursing as a Profession
 - Science and Art of Nursing Practice
 - Scope and Standards of Practice
 - ANA Standards of Nursing Practice.
 - ANA Standards of Professional Performance
 - Texas Nursing Practice Act
- B. Role of Education
 - Professional Registered Nurse Education
 - Graduate 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
 - Genomics
 - Public Perception of Nursing
 - Impact of Nursing on Politics and Health Policy

Chapter 2: Health Care Delivery System

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 healthcare delivery settings.
5. Explain the impact of quality and safety initiatives on health care delivery.
6. Discuss the implications that changes in the healthcare system have on nursing.
7. Discuss opportunities for nursing within the changing healthcare delivery system.
8. Explain the relationship between evidence-based practice and performance improvement.

Learning Content

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

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 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 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: Evidenced-Based Practice

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

Learning Content

- A. The Need for Evidence-Based Practice
- B. Nursing Research
- C. Research Process (page 60 & Table 5-2)
- D. The Relationship between EBP, Research, and Quality Improvement

Chapter 6: Health and Wellness

1. Discuss the definition of health.
2. Discuss health beliefs, 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

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

Chapter 9: Cultural Competence

1. Describe cultural influences on health and illness.
2. Explain how the many facets of culture affect a healthcare 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 findings applicable to equity-focused quality improvement.

Learning Content

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

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

Chapter 26: Informatics and Documentation

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

- A. Purpose of the Medical Record
 - Communication
 - Legal Documentation
 - Reimbursement
 - Auditing and Monitoring
 - Education
 - The Shift to Electronic Documentation
- B. Confidentiality
 - Privacy, Confidentiality, and Security Mechanisms
 - Handling and Disposing of Information
- C. Guidelines for Quality Documentation
 - Factual
 - Accurate
 - Complete Current
 - Organized
- D. Methods of Documentation
 - Narrative Documentation
 - Problem-Oriented Medical Record
 - Charting by Exception
 - Case Management and Use of Critical Pathways
- E. Common Record Keeping Forms
 - Flow Sheets and Graphic Records
 - Patient Care Summary
 - Standardized Care Plans
 - Discharge Summary Forms
- F. Documentation in the Long-Term Health Care Setting
- G. Documentation Communication with providers and Unique Events
 - Telephone Calls made to a Provider.
 - Telephone and Verbal Orders
 - Incident or Occurrence Reports
- H. Informatics and Information Management in Health Care
 - Nursing Informatics
 - Clinical Information Systems
 - Nursing Clinical Information System

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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

- Assessment
- Nursing Diagnosis
- Planning
- Implementation
- Evaluation

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

Chapter 31 Medication Administration

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

- 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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation
- 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 imagery, 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

Chapter 35 Spiritual Health

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

- A. Scientific Knowledge Base
 - Current Concepts in Spiritual Health
 - Spiritual Health
 - Factors Influencing Spirituality
- B. Critical Thinking
- C. Nursing Process
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

Chapter 36: Loss and Grief

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

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

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. Analysis and Nursing Diagnosis
- N. Planning and Outcomes Identification
- O. Implementation

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 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 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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
- I. Nursing Process
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation

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
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation