HOUSTON COMMUNITY COLLEGE SYSTEM

ASSOCIATE DEGREE NURSING PROGRAM

RNSG 1413
FOUNDATIONS FOR NURSING PRACTICE
[THEORY]

Fall 2010

Revised: August 27, 2010

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I.   COURSE DESCRIPTION - RNSG 1413

Course Description: Introduction to the profession of nursing including the roles of the registered nurse with emphasis on the application of a systematic, problem-solving process including but not limited to introduction of critical thinking.

To provide care to diverse clients across the adult life span including applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework. Emphasis is on application of the nursing process to diverse adult clients and includes applicable competencies in basic nursing skills. (4 credits, 3 lecture hours/wk)

II.   PRE-REQUISITES: ENG 1301, PSYC 2301, BIOL 1408, BIOL 2401, RNSG 1301

III.   CO-REQUISITES: BIOL 2402, BIOL 2420, RNSG 1360, RNSG 1115

IV.   End of Course Outcomes:

The student should be able to:
1. describe the roles of the professional nurse in a variety of health care settings;
2. discuss the legal and ethical parameters of professional nursing practice including the Nursing Practice Act;
3. identify health promotion needs for diverse clients across the life span;
4. identify principles and develop skills for safe basic nursing care including medication administration;
5. use the nursing process to develop a holistic plan for a client with basic health care needs;
6. identify purposeful and therapeutic communication techniques and their application to nursing practice;
7. demonstrate personal accountability and responsibility for providing safe nursing care;
8. discuss principles of decision-making used in the nursing process.

V.   METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1.   Classroom lecture/discussion
2.   Multimedia – Computer-Aided Instruction
             Video use
             Internet Access
3.   Reading and Writing Assignments including SCANS Competencies

VI.   SCANS - AREAS OF COMPETENCIES
The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) to enter the workplace documentation has determined that a total of 43 competencies must be addressed and the method(s) of determining competency listed.
Three competencies are assigned to RNSG 1413:
Use Information Skills
   #5-**Acquire information**
      Develop skills and techniques to implement the basic nursing process.
      Reflect knowledge of then nursing process in:
         a. class participation/case-studies
         b. theory exams

#7-**Organize information**

Able to assign acquired data to correct categories within the nursing process
   a. Theory exams
   b. Lab practicum/exams

Enhance basic skills

#30-Demonstrate reading competence

Analyzes written/printed information to determine appropriate course of action.
   a. Case-Studies
   b. Multiple-choice question exams

VII. LEARNING ACTIVITIES

A. Contemporary Technology
1. Computer Assisted Instruction (explanatory and interactive)
2. Classroom Instructional Software
3. Internet Access
4. Medline Access

B. Concept Reinforcement (Cognitive Domain)
1. Pre and post lecture quizzes
2. Critical thinking scenarios
3. Seminar activities
4. Study Guide exercises
5. Current research findings and literature discussion
6. Individual faculty-student conferences
7. SCANS competencies exercises

C. Skills Laboratory Teaching (Psychomotor Domain)
1. Learning through simulation
2. Psychomotor skill development

D. Interpersonal Assessment (Affective Domain)
Learning styles inventory, including SCANS competency in basic skills of reading and writing

VIII. REFERENCES
1. Required textbooks
2. Current nursing professional journals/periodicals (within the last five years)

IX. EVALUATION

A. Four (4) unit examinations consisting of a maximum of fifty (50) items per unit exam will be administered during specified, scheduled dates. One hour will be provided for each exam. Thirty minutes will be provided for review following each unit exam.

B. Make-up exams will only be administered for extenuating circumstances. In this event, the team leader must be notified by telephone prior to exam time.

C. Make-up exams will be scheduled during final exam week and may be essay format.

D. Students who score less than 75% on an exam must make an appointment within one week with their faculty advisor to review the exam. In addition, remediation assignments must be completed prior to next scheduled exam. Failure to complete remediation will result in student not being able to take the exam.

E. A comprehensive, maximum one hundred (100) item final examination will be administered as scheduled in the course calendar. Two hours will be provided for this exam.

F. Final Exams are for evaluation purposes and are not available for review.

G. The Associated Degree Nursing policy requires that each student report for the examination on time. No student will be admitted to the exam area if she/he arrives more than <u>15 minutes</u> after the scheduled exam time.

H. Theory Grading:

    a) Unit Exam 1 = 15%
    b) Unit Exam 2 = 15%
    c) Unit Exam 3 = 15%
    d) Unit Exam 4 = 15%
    e) Final Exam = 40%

Grading Scale: A = 100 - 90
    B = 89 - 80
    C = **79** - 75
    D = 74 - 60
    F = below 60

*In order to pass the theory component of a course with a RNSG prefix, a minimum grade of "C" must be achieved.

X. ATTENDANCE AND TARDINESS

A. Students are expected to attend all theory classes during the semester. A student may miss only six (6) hours (2 days) during the semester. Absences exceeding this number may result in the administrative withdrawal of the student from the course. Daily classroom attendance records will be maintained. It is the responsibility of the student to sign the attendance record on a daily basis, or answer the roll when called. Students will not sign for other students, which is a violation of the Honesty Policy. Failure to sign the roll will constitute an absence for that day. Repeated tardiness (more than 2 times) may result in counseling and possible disciplinary action.

B. **A student who exceeds the allowed absences may be administratively dropped from the course and co-requisite clinical course RNSG 1360.**

XI.   REQUIRED TEXTBOOKS:

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2nd ed.).

   Philadelphia: Lippincott Williams & Wilkins.

Lynn, P., & LeBon, M. (2006). *Skill checklists to accompany Taylor's clinical nursing skills: A nursing process approach.* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Morris, D. G. (2010). *Calculate with confidence* (5th ed.). St. Louis: Mosby.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Suddarth's*

   textbook of medical-surgical nursing. (11th ed.). Philadelphia: Lippincott Williams & Wilkins.

Stegman, J. K. (Ed.). (2005). *Stedman's medical dictionary for the health professions and nursing.*

   (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008). *Fundamentals of nursing: The art and*

   science of nursing care. (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

*Order online via the HCC Bookstore webpage at <u>http://hccs.bkstore.com/</u>

XII.   POLICIES:

All students will adhere to HCCS policies as delineated in the HCCS and ADN handbooks. Students are expected to conduct themselves in an appropriate, professional manner in keeping with the published standards and responsibilities detailed in the current student handbook. Failure to do so will result in disciplinary action.

The use of recording devices, including camera phones and tape recorders are prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

XIII.   COMPLIANCE WITH AMERICAN WITH DISABILITIES ACTS (ADA)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective collage at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Office.

Students with Disabilities: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the

appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

Disability Support Services Offices:
System: 713-718-5165
Central: 713-718-6164
Northwest: 713-718-5422
Northeast: 713-718-8420
Southwest: 713-718-7218
Southwest: 713-718-7909
Coleman: 713-718-7631

XIV. CLASSROOM INFORMATION

Use of Cameras or Recording Devices: Unless otherwise permitted by the instructor, the use of recording devices, including camera phones and tape recorders by students, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

Classroom Conduct: All students are required to follow all HCC Policies and Procedures, The Student Code of Conduct, the Student Handbook and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students.
Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups and chat rooms or being removed from the class.

Blackboard Student User ID: Blackboard login user ID will be student's HCC User ID (sometimes referred to as the "W" number). All HCC students have a unique User ID. If User ID is unknown, it may be referenced by visiting the HCC home page:

  ▪ from www.hccs.edu, click on "Login Help" under the "Student System Sign-In" field;
  ▪ then click on "Retrieve User ID" and follow the instructions. Or use the direct link: https://hccsaweb.hccs.edu:8080/servlets/iclientservlet/sauat/?cmd=start

The default student password is "distance." Students will then be prompted to change password after the first login. Please visit DE Technical Support "FAQs" if additional assistance needed with log-in.

HCC course Withdrawal Policy: The State of Texas has begun to impose penalties on students who drop courses excessively. That is, if the same course is repeated more than twice, payment of extra tuition is required. In addition, as of Fall 2007, students are limited to no more than six total course withdrawals throughout their educational career at a Texas public color or university.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor will "alert you and counselors that you might fail a class because of excessive absences and/or poor academic performance. Contact your professor regarding your academic performance or a counselor to learn about what, if any, HCC interventions might be available to assist you- online tutoring, child care, financial aid, job placement, etc – to stay in class and improve your academic performance".

The final withdrawal deadline for Fall 2010 is November 18, 2010 at 4:30 pm.

XV. HCC Student Services Information

Students who are in need of additional assistance may contact counselors to help with developing strategies for improvement. Coleman counselors are located on the second floor Student Services office. ADN program counselors Carmen Gentry 713-718-7318 or Dr. Dyaz Godfrey 713-718-7374 are available upon request.

XVI. COURSE OUTLINE:

1. Introduction to Nursing Profession/Theory, Research, and Evidenced-Based Practice/ Leader & Manager
2. Health of the Individual, Family and Community/Health and Illness/Healthcare Delivery/Home Healthcare
3. Legal and Ethical Aspects of Nursing/Teacher and Counselor
4. The Nursing Process & Critical Thinking/ Documenting, Reporting and Conferring
5. Complementary & Alternative Therapies/Medication Administration
6. Urinary & Bowel Elimination
7. Continuity of Care/Nutrition
8. Rest and Sleep/Comfort
9. Skin Integrity and Wound Care/Activity
10. Fluid and Electrolytes and Acid-Base Balance
11. Cultural Diversity/Grief, Loss & Dying/Spirituality
12. Oxygenation
13. Safety, Security & Emergency Preparedness/Perioperative Care/Sensory Stimulation
14 Communicator/Self-Concept/Stress and Adaptation
15. Developmental Concepts/Young Adult/The Aging Adult/Sexuality

HOUSTON COMMUNITY COLLEGE SYSTEM

RNSG 1413 - FOUNDATIONS FOR NURSING PRACTICE

COURSE EXPECTATIONS CONTRACTUAL AGREEMENT

I, _____, have read the RNSG 1413 syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the Houston Community College A.D.N. Student Handbook is on the course website (Blackboard Vista) and that I am accountable for following the policies and procedures discussed in the handbook.

In addition, I agree to uphold the honesty policy by neither giving nor receiving any information about test content in this course.

Failure to submit a signed agreement will be considered a breach of contract and I may be administratively dropped.

My signature below signifies my willingness to comply with the course requirements.

_____
SIGNATURE

_____
DATE

LEARNING OUTCOMES AND RELATED CONTENT

Lecture 1: Introduction to Nursing - Chapter 1

After completing the chapter, learner should be able to accomplish the following:

1. Describe the historic background of nursing, definitions of nursing, and the status of nursing as a profession and as a discipline.
2. Explain the aims of nursing as they interrelate to facilitate maximal health and quality of life for patients.
3. Describe the various levels of educational preparation in nursing.
4. Discuss the effects on nursing practice of nursing organizations, standards of nursing practice, nurse practice acts, and the nursing process.
5. Identify current trends in nursing.

Lecture 1: Theory, Research, and Evidenced-Based Practice - Chapter 5

After completing the chapter, learner should be able to accomplish the following:

1. Compare and contrast the various types of nursing knowledge.
2. Define concept, theory, philosophy, and process.
3. Explain how theories from other disciplines have influenced nursing theory.
4. Describe the four concepts common to all nursing theories.
5. Discuss historical and societal influences on the development of nursing knowledge.
6. Discuss the significance, importance, and evolution of nursing research.
7. Explain the differences between quantitative and qualitative research methods.
8. Outline the steps of the quantitative research process.
9. Define informed consent as it applies to research.
10. Describe evidence-based practice in nursing, integrating the relevance of nursing theory and nursing research.
11. Read and understand, on a beginning level, a published research article.

Lecture 1: Leader & Manager - Chapter 23

After completing the chapter, learner should be able to accomplish the following:

1. Identify the qualities, four skills, and differing styles of leaders.
2. List the four managerial functions.
3. Summarize the steps in the process of change.
4. Describe areas in which beginning nurses can develop leadership skills that enhance the caregiver role.
5. Recognize the responsibilities associated with the delegation of nursing care.

Lecture 2: Health of the Individual, Family and Community - Chapter 2

After completing the chapter, learner should be able to accomplish the following:

1. Describe each level of Maslow's hierarchy of basic human needs.
2. Discuss nursing care necessary to meet needs for each level of Maslow's hierarchy.
3. Discuss family concepts, including family roles, structures, functions, developmental stages, tasks, and health risk factors.
4. Identify aspects of the community that affect individual and family health.
5. Describe nursing interventions to promote and maintain health of the individual as a member of a family and as a member of a community.

Lecture 2: Health & Illness- Chapter 4

After completing the chapter, learner should be able to accomplish the following:

1. Define health, illness, and wellness.
2. Compare and contrast acute illness and chronic illness.
3. Explain how the human dimensions, basic human needs, and self-concept influence health and illness.
4. Summarize the role of the nurse in promoting health and preventing illness.
5. Describe the levels of preventive care.

Lecture 2: Health Care Delivery Systems - Chapter 8

After completing the chapter, learner should be able to accomplish the following:

1. Compare and contrast agencies and settings in which healthcare is provided.
2. Describe the members of the collaborative healthcare team.
3. Explain managed care, case management, and primary healthcare.
4. Discuss various methods of financing healthcare.
5. Discuss selected trends and issues affecting healthcare delivery.
6. Describe the role of nursing in meeting the challenges of healthcare reform.

Lecture 2: Home Healthcare - Chapter 10

After completing the chapter, learner should be able to accomplish the following:

1. Discuss the components of the home healthcare system, including home healthcare agencies, patients, referrals, primary caregivers, reimbursement sources, and legal considerations.
2. Explain the purposes and characteristics of hospice and palliative care.
3. Describe the qualities and roles of the home health nurse.
4. Explain the essential components of the pre-entry and entry phases of the home visit.
5. Provide rationale for the importance of documentation in home care.

Lecture 3: Values, Ethics and Advocacy - Chapters 6

After completing the chapter, learner should be able to accomplish the following:

1. List five common modes of value transmission.
2. Describe seven steps in the valuing process.
3. Use values clarification strategies in clinical practice.
4. Compare and contrast the principle-based and care-based approaches to bioethics.
5. Describe nursing practice that is consistent with the code of ethics for nursing.
6. Describe the purpose of the Bill of Rights for Registered Nurses.
7. Recognize ethical issues as they arise in nursing practice.
8. Use an ethical framework and decision-making process to resolve ethical problems.
9. Identify four functions of institutional ethics committees.
10. Describe three typical concerns of the nurse advocate.

Lecture 3: Legal Implications of Nursing - Chapter 7

After completing the chapter, learner should be able to accomplish the following:

1. Define law and describe its four sources.
2. Describe the professional and legal regulation of nursing practice.
3. Identify the purpose of credentialing, using as examples accreditation, licensure or registration, and certification.
4. Identify grounds for suspending or revoking a license or registration.
5. Differentiate intentional torts (assault and battery, defamation, invasion of privacy, false imprisonment, fraud) and unintentional torts (negligence).
6. Evaluate personal areas of potential liability in nursing.
7. Describe the legal procedure once a plaintiff files a complaint against a nurse for negligence.
8. Describe the roles of the nurse as defendant, fact witness, and expert witness.
9. Use appropriate legal safeguards in nursing practice.
10. Explain the purpose of incident reports.
11. Describe laws affecting nursing practice.

Lecture 3: Teacher and Counselor - Chapter 22

After completing the chapter, learner should be able to accomplish the following:

1. Describe the teaching–learning process, including domains, developmental concerns, and specific principles.
2. Describe the factors that should be assessed in the learning process.
3. Describe the factors that influence patient compliance with the therapeutic plan.

4. Formulate diagnoses for identified learning needs.

5. Explain how to create and implement a culturally competent, age-specific teaching plan for a patient.

6. Name three methods for evaluating learning.

7. Explain what should be included in the documentation of the teaching–learning process.

8. Discuss the nurse's role as a counselor.

9. Summarize how the nursing process is used to help patients solve problems.

10. Describe how to use the counseling role to motivate a patient toward health promotion.

Lecture 4: Blended Skills & Critical Thinking Throughout the Nursing Process - Chapter 11

After completing the chapter, learner should be able to accomplish the following:

1. Describe the historic evolution of the nursing process.

2. Describe the nursing process and each of its five steps.

3. List five characteristics of the nursing process.

4. Contrast three approaches to problem-solving.

5. List three patient benefits and three nursing benefits of using the nursing process correctly.

6. Describe how to develop the four blended skills essential to nursing practice.

7. Use a model of critical thinking when making clinical judgments and decisions.

8. Identify four habits that assist in the development of technical skills.

9. Develop a personal plan to develop the interpersonal skills essential to quality care.

10. Explain the relationship between a nurse's sense of accountability and the patient's well-being.

11. Describe the steps in concept mapping care planning.

12. Identify personal strengths and weaknesses in light of nursing's essential knowledge and skills.

Lecture 4: Nursing Process: Assessing - Chapter 12

After completing the chapter, learner should be able to accomplish the following:

1. Define and describe the purpose of four types of nursing assessments.

2. Explain the relationship between nursing assessment and medical assessment.

3. Differentiate objective and subjective data.

4. Identify five sources of patient data useful to the nurse.

5. Describe the purpose of nursing observation, interview, and physical assessment.

6. Obtain a nursing history using effective interviewing techniques.

7. Plan patient assessments by identifying assessment priorities and structuring the data to be collected systematically.

8. Identify common problems encountered in data collection, noting their possible cause.

9. Explain when data need to be validated and several ways to accomplish this.

10. Describe the importance of knowing when to report significant patient data and of proper documentation.
11. Obtain and document purposeful, complete, accurate, factual, and relevant patient data.

Lecture 4: Nursing Process: Diagnosing - Chapter 13

After completing the chapter, learner should be able to accomplish the following:

1. Describe the term *nursing diagnosis,* distinguishing it from a collaborative problem and a medical diagnosis.
2. Describe the four steps involved in data interpretation and analysis.
3. Use the guidelines for writing nursing diagnoses when developing diagnostic statements.
4. Identify five types of nursing diagnoses
5. Describe means to validate nursing diagnoses.
6. Describe the benefits and limitations of nursing diagnoses.

Lecture 4: Nursing Process: Outcome Identification & Planning – Chapter 14

After completing the chapter, learner should be able to accomplish the following:

1. Describe the purpose and benefits of outcome identification and planning.
2. Identify three elements of comprehensive planning.
3. Prioritize patient health problems and nursing responses.
4. Describe how patient goals/expected outcomes and nursing orders are derived from nursing diagnoses.
5. Develop a plan of nursing care with properly constructed outcomes and related nursing interventions.
6. Differentiate nurse-initiated interventions, physician-initiated interventions, and collaborative interventions.
7. Use criteria to evaluate planning skills.
8. Describe five common problems related to planning, their possible causes, and remedies.

Lecture 4: Nursing Process: Implementing - Chapter 15

After completing the chapter, learner should be able to accomplish the following:

1. List advantages of having a standard classification of nursing interventions and outcomes.
2. Distinguish nurse-initiated, physician-initiated, and collaborative nursing interventions.
3. Use cognitive, interpersonal, technical, and ethical/legal skills to implement a plan of nursing care.
4. Describe six variables that influence the way a plan of care is implemented.
5. Use seven guidelines for implementation.
6. Use ongoing data collection to determine how to safely and effectively implement a plan of care.
7. Explain why reassessment after nursing intervention is important.

Lecture 4: Nursing Process: Evaluating - Chapter 16

After completing the chapter, learner should be able to accomplish the following:

1. Describe evaluation, its purpose, and its relation to the other steps in the nursing process.

2. Evaluate the patient's achievement of four types of outcomes specified in the plan of care.

3. Manipulate factors that contribute to success or failure in outcome achievement.

4. Use the patient's response to the plan of care to modify the plan as needed.

5. Explain the relation between quality-assurance/quality-improvement programs and excellence in healthcare.

6. Describe the AACN standards for establishing and sustaining healthy work environments and describe the seven crucial conversations in healthcare.

7. Value self-evaluation as a critical element in developing the ability to deliver quality nursing care.

Lecture 4: Documenting, Reporting and Conferring - Chapter 17

After completing the chapter, learner should be able to accomplish the following:

1. List guidelines for effective documentation.

2. Identify measures to protect confidential patient information.

3. Identify abbreviations and symbols commonly used for charting.

4. Describe the purposes of patient records.

5. Compare and contrast different methods of documentation: source-oriented record; problem-oriented record; PIE—problem, intervention, evaluation; focus charting; charting by exception; case management model; computerized records.

6. Describe the purpose and correct use of each of the following formats for nursing documentation: nursing assessment, nursing care plan, critical/collaborative pathways, progress notes, flow sheets, discharge summary, and home care documentation.

7. Document nursing interventions completely, accurately, currently, concisely, and factually—avoiding legal problems.

8. Describe the nurse's role in communicating with other healthcare professionals by reporting and conferring.

Lecture 5: Complementary and Alternative Therapies – Chapter 28

After completing the chapter, learner should be able to accomplish the following:

1. Describe ways in which nurses can use knowledge of complementary and alternative modalities in providing patient care.
2. Describe ways in which nurses can use selected complementary and alternative modalities for self-care and health promotion.

Lecture 5: Medications - Chapter 29

After completing the chapter, learner should be able to accomplish the following:

1. Discuss drug legislation in the United States.
2. Describe drug names, types of preparations, and types of drug orders.
3. Identify drug classifications and actions.
4. Discuss adverse effects of drugs, including allergy, drug tolerance, toxic effect, idiosyncratic effect, and interactions.
5. Calculate drug dosages, using the various systems of equivalents.
6. Obtain patient information necessary to establish a medication history.
7. Describe principles used to prepare and administer medications safely by the oral, parenteral, topical, and inhalation routes.
8. Develop teaching plans to meet patient needs specific to medication administration.

Lecture 6: Urinary Elimination - Chapter 43

After completing the chapter, learner should be able to accomplish the following:

1. Describe the physiology of the urinary system.
2. Identify variables that influence urination.
3. Assess urinary elimination, using appropriate interview questions and physical assessment skills.
4. Perform the following assessment techniques: measure urine output, collect urine specimens, determine the presence of select abnormal urine constituents, determine urine specific gravity, and assist with diagnostic tests and procedures.
5. Develop nursing diagnoses that correctly identify urinary problems amenable to nursing therapy.
6. Demonstrate how to promote normal urination; facilitate use of the toilet, bedpan, urinal, and commode; perform catheterizations; and assist with urinary diversions.
7. Describe nursing interventions that can be used to manage urinary incontinence effectively.
8. Describe nursing interventions that can prevent the development of urinary tract infections.
9. Plan, implement, and evaluate nursing care related to select nursing diagnoses associated with urinary problems.

Lecture 6: Bowel Elimination - Chapter 44

After completing the chapter, learner should be able to accomplish the following:

1. Describe the physiology of bowel elimination.
2. Identify variables that influence bowel elimination.
3. Assess bowel elimination using appropriate interview questions and physical assessment skills.
4. Assist with stool collection for laboratory analysis and direct and indirect visualization studies of the gastrointestinal tract.

5. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing therapy.

6. Identify appropriate nursing interventions to promote regular bowel habits.

7. Identify appropriate nursing interventions when administering cathartics, laxatives, and antidiarrheals.

8. Identify appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and performing digital removal of stool.

9. Design and implement bowel training programs.

10. Identify appropriate nursing interventions to use comfort measures to ease defecation.

11. Describe nursing care for a patient with an ostomy.

12. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve bowel problems.

Lecture 7: Continuity of Care - Chapter 9

After completing the chapter, learner should be able to accomplish the following:

1. Describe the role of the nurse in ensuring continuity of care between and among healthcare settings in the community.

2. Discuss considerations for establishing an effective nurse–patient relationship when admitting a patient to a healthcare setting.

3. Compare and contrast admission of a patient to an ambulatory care setting and a hospital setting.

4. Discuss transfer of patients within and among healthcare settings.

5. Explain how nurses use the components of discharge planning to provide continuity of care.

Lecture 7: Nutrition - Chapter 42

After completing the chapter, learner should be able to accomplish the following:

1. List the six classes of nutrients, explaining the significance of each.

2. Identify risk factors for poor nutritional status.

3. Describe how nutrition influences growth and development throughout the life cycle.

4. Discuss the components of a nutritional assessment.

5. Evaluate a diet using the My Pyramid Food Guide.

6. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions.

7. Describe nursing interventions to help patients achieve their nutritional goals.

8. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve nutritional problems.

9. Identify nursing interventions to safely deliver enteral nutrition.

10. Identify nursing interventions to safely deliver parenteral nutrition.

Lecture 8 (Lecture 9 for PM group): Rest and Sleep - Chapter 40

After completing the chapter, learner should be able to accomplish the following:

1. Describe the functions and physiology of sleep.
2. Identify variables that influence rest and sleep.
3. Describe nursing implications that address age-related differences in the sleep cycle.
4. Perform a comprehensive sleep assessment using appropriate interview questions, a sleep diary when indicated, and physical assessment skills.
5. Describe common sleep disorders, noting key assessment criteria.
6. Develop nursing diagnoses that correctly identify sleep problems that may be treated through independent nursing interventions.
7. Describe nursing strategies to promote rest and sleep based on scientific rationale.
8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving sleep problems.

Lecture 8 (Lecture 9 for PM group): Comfort - Chapter 41

After completing the chapter, learner should be able to accomplish the following**:**

1. Describe specific elements in the pain experience.
2. Compare and contrast acute and chronic pain.
3. Identify factors that may affect an individual's pain experience.
4. Obtain a complete pain assessment using appropriate interviewing and physical assessment skills.
5. Develop nursing diagnoses that correctly identify pain problems and demonstrate the relation between pain and other areas of human functioning.
6. Demonstrate the correct use of non-pharmacologic pain relief measures.
7. Administer analgesic agents safely to produce the desired level of analgesia without causing undesirable side effects.
8. Collaborate with the members of other health disciplines, using different treatment modalities to promote pain relief.
9. Use teaching and counseling skills to empower patients to direct their own pain management programs.

Lecture 9 (Lecture 8 for PM group): Skin Integrity and Wound Care - Chapter 38

After completing the chapter, learner should be able to accomplish the following:

1. Discuss the processes involved in wound healing.
2. Identify factors that affect wound healing.
3. Identify patients at risk for pressure ulcer development.
4. Describe the four stages of pressure ulcers.
5. Accurately assess and document the condition of wounds.

6. Provide nursing interventions to prevent or minimize pressure ulcers in adults.

7. Implement appropriate dressing changes for different kinds of wounds.

8. Provide information to patients and caregivers for self-care of wounds at home.

Lecture 9 (Lecture 8 for PM group): Activity - Chapter 39

After completing the chapter, learner should be able to accomplish the following:

1. Describe the role of the skeletal, muscular, and nervous systems in the physiology of movement.

2. Identify seven variables that influence body alignment and mobility.

3. Differentiate isotonic, isometric, and isokinetic exercise.

4. Describe the effects of exercise and immobility on major body systems.

5. Assess body alignment, mobility, and activity tolerance, using appropriate interview questions and physical assessment skills.

6. Develop nursing diagnoses that correctly identify mobility problems amenable to nursing therapy.

7. Use proper body mechanics when necessary.

8. Use safe patient handling and movement techniques when positioning, moving, lifting, and ambulating patients.

9. Design exercise programs.

Lecture 10 (Lecture 11 for PM group): Fluid & Electrolytes and Acid-Base Balance - Chapter 46

After completing the chapter, learner should be able to accomplish the following:

1. Describe the location and functions of body fluids, including the factors that affect variations in fluid compartments.

2. Describe the functions, regulation, sources, and losses of the main electrolytes of the body.

3. Explain the principles of osmosis, diffusion, active transport, and filtration.

4. Describe how thirst and the organs of homeostasis (kidneys, heart and blood vessels, lungs, adrenal glands, pituitary gland, and parathyroid glands) function to maintain fluid homeostasis.

5. Describe the role of buffer systems and respiratory and renal mechanisms in achieving and maintaining acid–base balance.

6. Identify the etiologies, defining characteristics, and treatment modalities for common fluid, electrolyte, and acid–base imbalances.

7. Perform a fluid, electrolyte, and acid–base balance assessment.

8. Describe the role of dietary modification, modification of fluid intake, medication administration, IV therapy, blood replacement, and total parenteral nutrition (TPN) in resolving fluid, electrolyte, and acid–base imbalances.

Lecture 11 (Lecture 10 for PM group): Cultural Diversity - Chapter 3

After completing the chapter, learner should be able to accomplish the following**:**

1. Discuss concepts of cultural diversity.
2. Describe influences that affect culturally competent healthcare.
3. Identify diversity in health and illness care, including culturally based traditional care.
4. Practice cultural competence when assessing and providing nursing care for patients from diverse cultural groups.
5. Discuss factors in the healthcare system and in nursing that facilitate or impede culturally competent nursing care.

Key Terms:
cultural assimilation
cultural blindness
cultural diversity
cultural imposition
culture
culture conflict
culture shock
ethnicity
ethnocentrism
personal space
race

Lecture 11 (Lecture 10 for PM group): Loss, Grief and Dying- Chapter 33

After completing the chapter, learner should be able to accomplish the following:

1. Differentiate the types of loss.
2. Describe the grief process and the stages of grief.
3. Compare and contrast three definitions of death.
4. List the clinical signs of approaching death.
5. Describe Kübler-Ross's stages of dying.
6. Identify ethical and legal issues concerning end-of-life care.
7. Identify six factors that affect loss, grief, and dying.
8. Describe physiologic, psychological, and spiritual care of a dying patient and family.
9. Use the nursing process to plan and implement care for dying patients and their families.
10. Articulate and defend a personal response to a patient's plea, "Please help me die."

11. Outline nursing responsibilities after death.

12. Discuss the role of the nurse in caring for a dying patient's family.

Lecture 11 (Lecture 10 for PM group): Spirituality - Chapter 36

After completing the chapter, learner should be able to accomplish the following:

1. Identify three spiritual needs believed to be common to all people.

2. Describe the influences of spirituality on everyday living, health, and illness.

3. Differentiate life-affirming influences of religious beliefs from life-denying influences.

4. Distinguish the spiritual beliefs and practices of the major religions practiced in the United States.

5. Identify five factors that influence spirituality.

6. Perform a nursing assessment of spiritual health, using appropriate interview questions and observation skills.

7. Develop nursing diagnoses that correctly identify spiritual problems.

8. Describe nursing strategies to promote spiritual health, and state their rationale.

9. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving spiritual problems.

Lecture 12 (Lecture 13 for PM group): Oxygenation - Chapter 45

After completing the chapter, learner should be able to accomplish the following:

1. Describe the principles of respiratory physiology.

2. Describe age-related differences that influence the care of patients with respiratory problems.

3. Identify factors that influence respiratory function.

4. Perform a comprehensive respiratory assessment using appropriate interview questions and physical assessment skills.

5. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.

6. Describe nursing strategies to promote adequate respiratory functioning and identify their rationale.

7. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving respiratory problems.

Lecture 13 (Lecture 12 for PM group): Safety, Security & Emergency Preparedness - Chapter 26

After completing the chapter, learner should be able to accomplish the following:

1. Identify factors that affect safety in an individual's environment.

2. Identify patients at risk for injury.

3. Describe specific safety risk factors for each developmental stage.

4. Select nursing diagnoses for patients in unsafe situations.

5. Describe basic first-aid measures.

6. Describe health teaching interventions to promote safety for each developmental stage.

7. Describe strategies to decrease the risk for injury in the home.

8. Describe nursing interventions to prevent injury to patients in healthcare settings.

9. Identify alternatives to using restraints.

10. Explore resources for developing and evaluating an emergency management plan.

11. Evaluate the effectiveness of safety interventions.

Lecture 13 (Lecture 12 for PM group): Perioperative Nursing - Chapter 30

After completing the chapter, you should be able to accomplish the following:

1. Describe the surgical experience, including perioperative phases, classification of surgery, types of anesthesia, informed consent and advance directives, and ambulatory surgery.

2. Conduct a preoperative nursing history and physical assessment to identify patient strengths as well as factors that increase the risks for surgical and postoperative complications.

3. Prepare a patient physically and psychologically for surgery.

4. Identify assessments and interventions specific to the prevention of complications in the immediate and early postoperative phases.

5. Use the nursing process to develop an individualized plan of care for the surgical patient during each phase of the perioperative period.

Lecture 13 (Lecture 12 for PM group): Sensory Stimulation - Chapter 34

After completing the chapter, learner should be able to accomplish the following:

1. Describe the four conditions that must be met in each sensory experience.

2. Explain the role of the reticular activating system in sensory experience.

3. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload.

4. Perform a comprehensive assessment of sensory functioning using appropriate interview questions and physical assessment skills.

5. Develop nursing diagnoses that correctly identify sensory/perceptual alterations that may be treated by independent nursing intervention.

6. Describe specific nursing interventions to prevent sensory alterations, to stimulate the senses, and to assist patients with sensory difficulties.

7. Develop, implement, and evaluate a plan of nursing care to help patients meet individualized sensory/ perceptual outcomes.

Lecture 14: Communicator - Chapter 21

After completing the chapter, learner should be able to accomplish the following:

1. Describe the communication process, identifying factors that influence communication.
2. List at least eight ways in which people communicate nonverbally.
3. Describe the interrelation between communication and the nursing process.
4. Identify patient goals for each phase of the helping relationship.
5. Use effective communication techniques when interacting with patients from different cultures.
6. Evaluate yourself in terms of the interpersonal competencies needed in nursing.
7. Describe how each type of the ineffective communication hinders communication.
8. Establish therapeutic relationships with patients assigned to your care and describe effective interventions for patients with impaired verbal communication.

Lecture 14: Self-Concept – Chapter 31

After completing the chapter, learner should be able to accomplish the following:

1. Identify three dimensions of self-concept: self-knowledge, self-expectation, and self-evaluation (self-esteem).
2. Describe major steps in the development of self-concept.
3. Differentiate positive and negative self-concept and high and low self-esteem.
4. Identify six variables that influence self-concept.
5. Use appropriate interview questions and observations to assess a patient's self-concept.
6. Develop nursing diagnoses to identify disturbances in self-concept (body image, self-esteem, role performance, personal identity).
7. Describe nursing strategies that are effective in resolving self-concept problems.
8. Plan, implement, and evaluate nursing care related to select nursing diagnoses for disturbances in self-concept.

Lecture 14: Stress and Adaptation - Chapter 32

After completing the chapter, learner should be able to accomplish the following:

1. Describe the mechanisms involved in maintaining physiologic and psychological homeostasis.
2. Explain the interdependent nature of stressors, stress, and adaptation.
3. Describe the physical and emotional responses to stress, including local adaptation syndrome, general adaptation syndrome, mind–body interaction, anxiety, and coping and defense mechanisms.
4. Discuss the effects of short-term and long-term stress on basic human needs, health and illness, and the family.
5. Compare and contrast developmental and situational stress, incorporating the concepts of physiologic and psychosocial stressors.

6. Recognize and cope effectively with stress unique to the nursing profession.

7. Integrate knowledge of healthy lifestyle, support systems, stress management techniques, and crisis intervention into hospital-based and community-based care.

Lecture 15: Developmental Concepts/Young Adults – Chapters 18 & 19

After completing the chapter, the learner should be able to accomplish the following:

1. Summarize basic the principles of growth and development.
2. Discuss the theories of Freud, Erikson, Havighurst, Gould, Piaget, Kohlberg, Gilligan, and Fowler as it relates to the adult client.
3. Describe the importance of incorporating theories of growth and development in assessing and planning nursing care for the adult patient.
4. Explain implications for nursing practice based on an understanding of growth and development.
5. List common health problems of young adulthood.

Lecture 15: The Aging Adult – Chapters 20

After completing the chapter, the learner should be able to accomplish the following:

1. Summarize major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood.
2. Describe common health problems of middle and older adults.
3. Discuss physiological and functional changes that occur with aging.
4. Describe common myths and stereotypes that perpetuate ageism.
5. Describe nursing interventions to promote health for middle and older adults.
6. Identify the healthcare needs of older adults in terms of chronic illnesses, accidental injuries and acute care needs.

Lecture 15: Sexuality – Chapter 35

After completing the chapter, the learner should be able to accomplish the following:

1. Describe male and female reproductive anatomy and physiology.
2. Describe the sexual response cycle, differentiating male and female responses.
3. Contrast different types of sexual expression.
4. Identify factors that affect an individual's sexuality.
5. Perform a sexual assessment using suggested interview questions and appropriate physical assessment skills.
6. Describe types of sexual dysfunctions and the assessment priorities for each.
7. Develop nursing diagnoses identifying a problem with sexuality that may be remedied by independent nursing actions.
8. Describe five areas in which the nurse can educate the patient about sexuality.
9. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving problems of sexuality.

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