COURSE DESCRIPTION:

Prerequisites: Admission to the Associate Degree Nursing program; listing as a Nursing Assistant I on North Carolina Nurse Aide Registry

Corequisites: ACA 122 (or waiver), ENG 111, PSY 150, BIO 168

This course introduces the concepts within the three domains of the individual, healthcare and nursing. Emphasis is placed on the concepts within each domain, including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in the course. Course Hours per Week: Class, 4 Lab, 6 Clinical, 6. Semester Hours Credit, 8. Placement in the curriculum: First Semester

LEARNING OUTCOMES:

Upon completion of this course, the student will:

A. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings, specifically:

1) Assess the patient’s health status by completing a health history and performing a physical assessment utilizing subjective and objective data.
2) Assess the patient's ability to meet basic human physiological and psychosocial needs.
3) Discuss developmental, emotional, cultural, religious, and spiritual influences on a patient’s health status.
4) Demonstrate caring behavior towards the patient.
5) Protect the patient’s dignity.
6) Identify the influence of the patient’s own power and self healing processes on their health.
7) Provide the patient with choices about daily care.
8) Identify patient coping strategies.
9) Identify nursing measures that assist the patient in completion of current developmental stage.
10) Identify realistic and measurable patient-centered outcomes with the patient.
11) Describe factors to consider when making healthcare and end of life decisions.
12) Identify environment factors that may impact a patient’s health status.
13) Identify resources and needs of patients within the context of their community.
14) Identify types of health care settings.
15) Describe the problem solving process.
16) Discuss roles of members of the nursing team.
17) Identify risks to patient safety in the clinical area.

B. Make judgments in practice, substantiated with evidence that integrates nursing science in the provision of safe, quality care and promote the health of patients within a family and community context, specifically:

1) Implement a plan of care for one patient problem ensuring accurate and safe care.
2) Utilize the patient, significant support person(s), and printed and/or electronic records to obtain subjective and objective assessment data.
3) State if patient outcomes were met or not met.
4) Revise plan of care as needed.
5) Define evidence-based standards of care and identify the importance of nursing research.
6) Discuss the use of information technology to support and communicate the provision of care.
7) Identify patient’s priority nursing problem.
8) Provide organized care for one patient.
9) Discuss time management principles related to patient care.
10) Discuss the roles of members of the nursing team.
11) Discuss the role of the nursing instructor in teaching and supervision of nursing students.
12) Describe the cost effectiveness of health promotion/maintenance relative to illness.
13) Discuss the use of information technology to support and communicate the provision of care.
14) Define types of communication.
15) Describe age appropriate verbal and non-verbal communication which conveys a caring attitude toward the patient and significant support person(s).
16) Communicate relevant, accurate, and complete information to patient, co-assigned RN, and instructor.
17) Report and document assessments.
18) Protect confidential information.
19) Describe appropriate channels of communication in health care settings.

C. Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context, specifically:

1) Describe the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
2) Describe professional nursing behaviors as defined in the Associate Degree Nursing Handbook.
3) Report nursing care errors or omissions to instructor/care nurse promptly.
4) Complete assigned care, recognizing and reporting significant data and changes in the patient health status to the instructor immediately.
5) Describe the AHA Patient Bill of Rights.
6) Maintain patient confidentiality.
7) Discuss the use of evidence to support decision making.
8) Practice within the parameters of individual knowledge.
9) Explain the functions and purpose of selected professional nursing organizations.
10) Identify appropriate professional boundaries in the nurse-patient relationship.
11) Provide a safe physical environment for the patient.
12) Identify the patient’s values, customs, culture, and/or habits.
13) Perform nursing skills competently.
14) Identify learning needs of selected patients.
15) Identify health promotion activities.
16) Define delegation.
17) Define nursing leadership.
18) Report and document assessments.
19) Demonstrate universal precautions and principles of safety.

D. Examine the evidence that underlies clinical nursing practice to challenge the status-quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities, specifically:

1) Describe the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
2) Identify factors that are important in working with others.
3) Identify self care behaviors.
4) Identify personal learning goals and resources to assist in meeting these learning goals.
5) Identify the importance of lifelong learning.
6) Seek assistance as necessary.
7) Identify appropriate resources for continued learning.
8) Define positive and negative group communication.
9) Identify how to find current nursing literature.
10) Discuss ethical and legal issues in nursing.
11) Explain the functions and purpose of selected professional nursing organizations.
12) Discuss the Nursing Practice Act.
13) Identify the importance of standards of care.
14) Identify economic, political, social, and demographic forces on the delivery of health care.
15) Identify other health care team members.
16) Define Quality Improvement.
I. CONCEPTS IN COURSE:

A. Concepts related to Nursing
1) Assessment (Class, Lab, Clinical)
2) Medication administration (Lab)
3) Nutrition (Class, Clinical)
4) Interdisciplinary teams (Class, Clinical)
5) Communications (Class, Clinical)
6) Clinical decision making – reasoning (Class, Clinical)
7) Teaching and learning (Class, Clinical)
8) Caring interventions – individual centered care (Class, Clinical)
9) Collaboration (Class, Clinical)

B. Concepts related to the Individual
1) Health, wellness and illness (Class, Clinical)
2) Oxygenation (Class, Lab, Clinical)
3) Perfusion (Class, Lab, Clinical)
4) Sensory/Perception (Class, Lab, Clinical)
5) Mobility (Class, Lab, Clinical)
6) Cognition (Class, Lab, Clinical)
7) Tissue integrity (Lab, Clinical)
8) Infection (Class, Lab, Clinical)
9) Inflammation (Class, Lab, Clinical)
10) Elimination (Class, Lab, Clinical)
11) Self (Class, Clinical)
12) Family (Class, Clinical)
13) Diversity (Class, Clinical)
14) Culture (Lecture, Clinical)
15) Spiritual (Lecture, Clinical)
16) Stress and coping (Lecture, Clinical)
17) Fluid-electrolytes (Lecture, Lab, Clinical)
18) Comfort (Class, Lab, Clinical)
19) Sleep (Class, Clinical)
20) Fatigue (Class, Clinical)
21) Thermoregulation

C. Concepts related to Healthcare
1) Health care systems (Class, Clinical)
2) Ethics (Class, Clinical)
3) Informatics (Class, Clinical)
4) Evidence-based practice (Class, Clinical)
5) Quality improvement (Class, Clinical)
6) Legal Issues (Class, Clinical)
7) Accountability (Class, Clinical)
8) Safety (Class, Lab, Clinical)
Methods of Instruction and Learning Activities

Teaching methods may include, but not be limited to:

- Audiovisuals
- Lecture, discussion, demonstration
- Group work, Case studies, role-playing
- Group Presentation
- Computer-assisted instruction
- Selected patient care assignments
- Clinical worksheets and nursing care plans
- Problem-based learning scenarios

Course Instruction Faculty Information

Course Leader

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Meeting Times

Class: Monday and Tuesday
Sections 001/ 002 8:45-10:45
Monday and Tuesday
Sections 003/ 004 1:00-3:00
Clinical: Thursday or Friday All sections 7:00 AM–12:30PM
(You may be required to meet prior to this time for clinical preparation.)

Required Texts:

Meds Publishing: (978-1-56533-514-1)

Karch, A. (2008). Focus on Nursing Pharmacology. 5th Ed. Lippincott, Williams & Wilkins
(978-07817-89820)

Taber’s Cyclopedic Medical Dictionary (2009). 21st Ed. F. A. Davis. (9780803615601)
HESI RN Patient Reviews (access card) Elsevier Health ISBN: (9781437767650)


Suggested Texts:


Wilson, B. A. Nursing Drug Guide 2011. Prentice Hall. (2010 edition is OK) OR Any drug guide for nurses published within the past 2 years


STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.