RNSG 1309

ASSOCIATE DEGREE NURSING

RNSG 1309
Introduction to Nursing

Revised, Fall 2012
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Panola College
Associate Degree Nursing Program

Course Title: Introduction to Nursing - 3 semester hours

Course Number: RNSG 1309

Semester Credit Hours: 3
Lecture Hours per week: 3
Contact Hours per Semester: 48
State Approval Code: CIP 51.3801

Prerequisites: BIOL 2401, 2402; CHEM 1404; PSYC 2301; acceptance into the AD nursing program

Co-requisites: RNSG 1362

COURSE DESCRIPTION

Overview of nursing and the role of the associate degree nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework.

The components of the nursing process will be taught to enable students to provide preventive, maintenance, and restorative care for adult clients. Concepts of nursing will be explored within the framework of member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Concepts of person, health, environment, nursing and education will be integrated throughout the course.

Core Competencies

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be active learning participants and self-directed learners, by assuming accountability in preparing for each class; this includes completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions, and class participation.

Course Requirements

1. Regular class attendance within current attendance policies.
2. An average of 75% or better on course work.
3. Preparation and active participation in class discussions.
4. Learn information presented orally or via written materials distributed in class in addition to assignments specified in this syllabus.
5. Outside individualized research in texts, videos, computer based, and nursing journals.
6. Compliance with all rules and regulations as outlined in current Department of Nursing Student Handbook and Panola College Catalog. This includes academic integrity. Each student MUST
turn in their own work, including exams. **If this is not done**, turning in work done by someone else and/or submitting exams with prior knowledge of questions not given by instructor, **will be grounds for a review of conduct and a zero on the exam.**

**Special Needs**
If any student in this class has special classroom or testing needs because of physical, learning, or emotional conditions, please contact the ADA counselor in the administration building, telephone # 903-693-1123.

**Withdrawing from a course**
Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will receive a grade of "F" if you do not attend class.

**Attendance Policy**
According to the Associate Degree Nursing Student Handbook, it is expected that every student will be present at all classes. Classes begin promptly at 8:00 am and students will not be allowed to enter the classroom after this time; students may enter during a break, however, the student will still receive a tardy. **Panola One students** are expected to log into the class on the first date opened.

Absences-refer to the absence policy in the Student Handbook

Tardies- 3 tardies is equal to 1 absence

Students are expected to prepare for, attend, and participate in all classes. Assignments are expected to be submitted on time!

**Teaching Learning Strategies**
- Audio-Visual
- Demonstration
- Journal articles
- Marker Board
- Library Research
- Group Assignments
- Role Play
- Class Participation
- Student-Teacher Conference
- Lecture
- Written Assignments
- Guest Lecturers
- Case Studies
- Patient Care Plan
- Written Handouts

**GRADING**
The student must have an average grade of 75 or above in order to successfully pass this course.

The AD Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

- **A** = 90-100
- **B** = 80-89
- **C** = 75-79
- **F** = below 75

**There will be no rounding of grades. (Policy 5.1 Student Handbook)**
Students are responsible for the learning objectives in the course syllabus. Major exam items will reflect the learning objectives. Items on major exams will be in the form of multiple choice and alternative format questions. The final exam will be comprehensive over all material covered in the course.

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>HESI</td>
<td>15%</td>
</tr>
<tr>
<td>Exam I</td>
<td>12%</td>
</tr>
<tr>
<td>Exam II</td>
<td>12%</td>
</tr>
<tr>
<td>Exam III</td>
<td>12%</td>
</tr>
<tr>
<td>Exam IV</td>
<td>12%</td>
</tr>
<tr>
<td>Exam V</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Final Comprehensive Exam</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

- Any **make-up for a major exam** must be made up the **first day** the student returns to class. All make-up exams will be a separate exam and may include questions other than multiple-choice and alternative format.

**Enrollment**
**Concurrent enrollment in RNSG 1362** is required. Successful completion of both the theory and the clinical course is required for progression. If the student is not successful in either course (RNSG 1309 or RNSG 1362), both classes must be repeated for a grade.

**Achievement Exams**
Achievement examinations will be administered throughout the nursing program. The first achievement test will be administered in RNSG 1309, called the Fundamentals HESI which consists of basic nursing concepts.

In addition to fulfilling the academic requirements of Panola College, all students must successfully pass a comprehensive achievement examination in the final semester of the nursing program. This is the capstone experience. Please refer to policy 6.7 in the Student Handbook for further information.

In preparation for these examinations and the NCLEX for licensure after graduation, students are advised to increase their exposure to similar questions they will see on NCLEX. This can be accomplished by completing periodic self-evaluation review exams as found in NCLEX Review texts. These are also available online. To access these sites, the student should utilize a Google.com or a Bing.com search, using “NCLEX questions” as the search item.
Test Review
Test Review sessions will be conducted at the discretion of the instructor. The following format will be followed in conducting Test Review sessions:

- **If the student makes below 75 as the raw score on any major exam, the student may arrange a meeting with the instructor to do an individual review.** The student must sign up within one week of the distribution of exam scores. **Only items that were missed on the exam will be reviewed.**
- Instructor will host a group exam review for any student who desires to attend.
- **All reviews must be held prior to the next exam.**
- Students will put in writing any discussion that they want the instructor to consider when grading the exams.
- There will be no test review of the Final Exam.

Canvas
- Canvas is the primary method of communicating with the instructor.
- Students are encouraged to check it at least twice weekly.
- Students are responsible for all announcements and content that is posted on Canvas.
- Course forms and semester calendar are found in Canvas.

TEXTBOOK/REFERENCES


Google.com

Bing.com

Youtube.com

Evolve.com

Nursingcenter.com

www.bon.texas.gov/
## COURSE OBJECTIVES

### THE NURSE AS A MEMBER OF THE PROFESSION
At the end of the course, the student will be able to:

<p>| | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the legal/ethical concepts that influence the practice of nursing. <strong>PO# 1 DEC# I a, b</strong>&lt;br&gt;(Scans IBi, ii, iii, v, IC, IIAv, IICi)</td>
</tr>
<tr>
<td>2.</td>
<td>Explain life-long learning of nursing to promote excellence in nursing practice. <strong>PO#2 DEC# I c,d</strong>&lt;br&gt;(Scans IBi, IC, ii, iv, IIBi, IICii)</td>
</tr>
</tbody>
</table>

### THE NURSE AS A PROVIDER OF PATIENT-CENTERED CARE
At the end of the course, the student will be able to:

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<thead>
<tr>
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<tbody>
<tr>
<td>3.</td>
<td>Select information regarding patient responses to altered health status to identify basic nursing care needs in a case study. <strong>PO#3 DEC# II a, b, c, d, e, f</strong>&lt;br&gt;(Scans IAi, ii, iii, iv, IBi, ii, iii, iv, v, IIAi, iii, IBii, IICi, ii, iii, iv, IIEi, ii)</td>
</tr>
<tr>
<td>4.</td>
<td>Apply principles of patient education to teaching using a case study. <strong>PO#4 DEC# II g</strong>&lt;br&gt;(Scans IAi, ii, iv, v, IBii, IIBii, iii, vi, IICi, ii, iii)</td>
</tr>
<tr>
<td>5.</td>
<td>Explain rationale for nursing plan of care in an organized manner using current information, and other appropriate resources. <strong>PO#5 DEC# II h</strong>&lt;br&gt;(Scans IAi, v, IBi, ii, iii, v, IIAi, iii, IICii)</td>
</tr>
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</table>

### THE NURSE AS A PATIENT SAFETY ADVOCATE
At the end of the course, the student will be able to:

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<td>6.</td>
<td>Recognize mandatory safety measures for patients, staff, and visitors and identify standards and scope of nursing practice using a case study. <strong>PO# 6 DEC# III b, d, e, f</strong>&lt;br&gt;(Scans IAi, IB, v)</td>
</tr>
<tr>
<td>7.</td>
<td>Discuss measures to promote quality and a safe environment for patients, self, and others. <strong>PO# 7 DEC# III a, b, c</strong>&lt;br&gt;(Scans IA, v; IBi, ii, iii, v)</td>
</tr>
</tbody>
</table>

### THE NURSE AS A MEMBER OF THE HEALTH CARE TEAM
At the end of the course, the student will be able to:

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<tbody>
<tr>
<td>8.</td>
<td>Discuss roles and relationships within the Health Care Team that contribute to patient-centered care. <strong>PO# 8 DEC# IV a, d</strong>&lt;br&gt;(Scans IA, v; IC, ii, iii, iv, v; IIBi, iv, v, vi)</td>
</tr>
<tr>
<td>9.</td>
<td>Describe activities that promote health care advocacy. <strong>PO# 9 DEC# IV b, c</strong>&lt;br&gt;(Scans IBi, ii, iii, iv, v)</td>
</tr>
<tr>
<td>10.</td>
<td>Give examples of the technological advances in nursing that have and will improve patient outcomes. <strong>PO# 10 DEC# IV e</strong>&lt;br&gt;(Scans IIC, ii, iii, iv; IIDi, ii, iii)</td>
</tr>
<tr>
<td>11.</td>
<td>Identify within the Scope of Practice those nursing activities which can legally, ethically, and morally be delegated to non-professional personnel. <strong>PO# 11 DEC# IV f, g</strong>&lt;br&gt;(Scans IBi, v; IIAi; IIBi, iv, vi)</td>
</tr>
</tbody>
</table>
UNIT OBJECTIVES

When completing learning objectives, refer to the calendar of assignments to indicate which objectives are being discussed in class.

Unit I: Professional Standards in Nursing Practice
A. Learning Resources:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Values</td>
<td>Potter &amp; Perry</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>Legal Implications</td>
<td>Potter &amp; Perry</td>
<td>Chapter 23</td>
</tr>
<tr>
<td>Communication</td>
<td>Potter &amp; Perry</td>
<td>Chapter 24</td>
</tr>
<tr>
<td>Patient Education</td>
<td>Potter &amp; Perry</td>
<td>Chapter 25</td>
</tr>
<tr>
<td>Documentation</td>
<td>Potter &amp; Perry</td>
<td>Chapter 26</td>
</tr>
</tbody>
</table>

B. Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

**Ethics and Values**

1. Explain the roles of ethics and values in professional nursing.
   - a) basic terms
   - b) code of ethics
   - c) value formation and clarification

2. Discuss the process for resolving an ethical dilemma.

3. Discuss contemporary ethical issues in health care.

**Legal Implications**

4. Discuss sources for standards of care for nurses.

5. Discuss the federal statutory issues in nursing practice.
   - a) Americans with Disabilities Act
   - b) Emergency Medical Treatment and Active Labor Act
   - c) Mental Health Parity Act
   - d) Advance Directives
   - e) Uniform Anatomical Gift Act
   - f) Health Insurance Portability and Accountability Act
   - g) Restraints

6. Discuss the state statutory issues in nursing practice.
   - a) Licensure
   - b) Good Samaritan Laws
   - c) Public Health Laws
   - d) Uniform Determination of Death Act
   - e) Autopsy
   - f) Physician-Assisted suicide

7. Discuss civil and common law issues in nursing practice.

CO# 1, 2, 6
<table>
<thead>
<tr>
<th>a)</th>
<th>torts</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>intentional tort</td>
</tr>
<tr>
<td>ii.</td>
<td>quasi-intentional tort</td>
</tr>
<tr>
<td>iii.</td>
<td>unintentional tort</td>
</tr>
<tr>
<td>b)</td>
<td>consent</td>
</tr>
<tr>
<td>c)</td>
<td>nursing students</td>
</tr>
<tr>
<td>d)</td>
<td>malpractice insurance</td>
</tr>
<tr>
<td>e)</td>
<td>abandonment and assignment issues</td>
</tr>
</tbody>
</table>

### Communication

| 8. | Discuss aspects of verbal and nonverbal communication. | CO# 3 |
| 9. | Distinguish between therapeutic and non-therapeutic communication techniques. | CO # 3, 8 |
| 10. | Apply elements of professional communication to a case study. | CO# 1, 3, 8 |
| 11. | Identify patient health states that contribute to impaired communication. | CO# 3 |
| 12. | Choose nursing care measures for patients with special communication needs. | CO# 3 |

### Patient Education

| 13. | Apply basic principles of patient education to teaching using a case study. | CO# 4 |
| a) | purpose of education |
| b) | domains of learning |
| c) | basic learning principles |
| d) | learning environment |
| e) | implementation |

### Documentation

| 14. | Identify purposes of a health care record. | CO# 10 |
| 15. | Discuss legal and quality guidelines for documentation and reporting. | CO# 1, 3 |
| a) | telephone reports and orders |
| b) | incident or occurrence reports |
| 16. | Distinguish between the different methods and record-keeping forms used for nursing documentation. | CO# 3, 10 |
### Unit II: Critical Thinking and the Nursing Process

#### A. Learning Resources:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Potter &amp; Perry</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Nursing Process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Potter &amp; Perry</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>Potter &amp; Perry</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>Planning</td>
<td>Potter &amp; Perry</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Implementation</td>
<td>Potter &amp; Perry</td>
<td>Chapter 19, 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(delegation of care)</td>
</tr>
</tbody>
</table>

#### B. Learning Objectives:

Using a critical thinking and a problem solving approach, the student will:

**Critical Thinking**

1. Discuss elements of the critical thinking model during classroom activity.  
   
   CO# 3

2. Demonstrate critical thinking skills by participating in assigned classroom activities.  
   
   CO# 3

**Assessment**

3. Collect appropriate patient assessment data using a case study.
   - a) objective/subjective data
   - b) sources of data
   - c) interview techniques
   - d) nursing health history
   - e) physical examination
   - f) diagnostic/laboratory data  
   
   CO#3

**Diagnosis**

4. Formulate an appropriate nursing diagnosis using a case study.
   - a) components of a nursing diagnosis
   - b) history of nursing diagnosis  
   
   CO# 3

**Planning**

5. Develop an appropriate nursing care plan using a case study.
   - a) priority setting
   - b) goals of care
   - c) expected outcomes
   - d) types of interventions
   - e) student care plans (see care plan template in RNSG 1362 syllabus)  
   
   CO# 3

**Implementation**

6. Select appropriate nursing interventions for a patient using a case study.
   - a) clinical practice guidelines/protocol
   - b) implementation process
   - c) direct/indirect care  
   
   CO# 1, 3, 11
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d) delegation of care
e) legal/ethical concerns

Evaluation
7. Evaluate the outcome/goal of care for a patient using a case study.
   a) evaluative measures
   b) care plan revision
   c) care plan discontinuation
   CO# 3

Unit III: Physiological Needs
A. Learning Resources:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxygenation</td>
<td>Potter &amp; Perry</td>
<td>Chapter 40</td>
</tr>
<tr>
<td>Fluid and Electrolytes</td>
<td>Potter &amp; Perry</td>
<td>Chapter 41</td>
</tr>
<tr>
<td>Sleep</td>
<td>Potter &amp; Perry</td>
<td>Chapter 42</td>
</tr>
<tr>
<td>Pain Management</td>
<td>Potter &amp; Perry</td>
<td>Chapter 43</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Potter &amp; Perry</td>
<td>Chapter 44</td>
</tr>
<tr>
<td>Urinary elimination</td>
<td>Potter &amp; Perry</td>
<td>Chapter 45</td>
</tr>
<tr>
<td>Bowel elimination</td>
<td>Potter &amp; Perry</td>
<td>Chapter 46</td>
</tr>
<tr>
<td>Sensory alterations</td>
<td>Potter &amp; Perry</td>
<td>Chapter 49</td>
</tr>
</tbody>
</table>

B. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

Oxygenation
1. Apply the principles of normal cardiac circulation to a case study.  CO# 3
2. Identify the clinical outcomes occurring as a result of hyperventilation, hypoventilation, and hypoxemia.  CO# 3
3. Discuss factors affecting oxygenation.
   a) physiological
   b) developmental factors
   c) lifestyle factors
   d) environmental  CO# 3
4. Within a legal/ethical framework, formulate a nursing plan of care for patient to promote oxygenation using a case study.  CO# 1, 3
5. Describe different methods of oxygen delivery.
   a) safety measures  CO# 3, 6

Fluid and Electrolytes
6. Identify common fluid and electrolyte imbalances, the etiology and signs/symptoms associated.  CO #3
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<tbody>
<tr>
<td>a)</td>
<td>extracellular volume deficit/excess</td>
</tr>
<tr>
<td>b)</td>
<td>Hypo/hypernatremia</td>
</tr>
<tr>
<td>c)</td>
<td>hypo/hyperkalemia</td>
</tr>
<tr>
<td>d)</td>
<td>hypo/hypercalcemia</td>
</tr>
<tr>
<td>e)</td>
<td>hypo/hypermagnesemia</td>
</tr>
</tbody>
</table>

7. Within a legal/ethical framework, formulate a nursing plan of care for patient experiencing fluid/electrolyte imbalance(s) using a case study. CO# 1, 3

8. Describe how to measure and record fluid intake and output. CO# 3

**Sleep**

9. Discuss characteristics of common sleep disorders. CO# 3
   - a) insomnia
   - b) sleep apnea
   - c) narcolepsy
   - d) sleep deprivation

10. Within a legal/ethical framework, formulate a nursing plan of care for patients with sleep alterations using a case study. CO# 1, 3
   - a) factors influencing sleep

**Pain Management**

11. Within a legal/ethical framework, formulate a nursing plan of care for patient experiencing pain using a case study. CO# 1, 3
   - a) types of pain
   - b) components of pain assessment
   - c) cultural factors
   - d) pharmalogical/non-pharmalogical interventions
   - e) nursing implications for administering analgesics safely
   - f) barriers to effective pain management

**Nutrition**

12. Within a legal/ethical framework, formulate a nursing plan of care to meet the nutritional needs of a patient using a case study. CO# 1, 3
   - a) major methods of nutritional assessment
   - b) nutritional deficiencies and excesses
   - c) factors influencing nutrition
   - d) dietary modifications for older adults
   - e) diagnostic tests

13. Describe the procedure for initiating and maintaining enteral feedings. CO# 1, 3

14. Discuss nursing considerations when administering parenteral feedings. CO# 3

**Urinary Elimination**

15. Compare and contrast common alterations in urinary elimination. CO# 3
   - a) Urinary retention
   - b) UTI
16. Within a legal/ethical framework, formulate a nursing plan of care for a patient with urinary elimination problems using a case study.
   a) characteristics of normal/abnormal urine
   b) factors that influence elimination
   c) common diagnostic tests
   d) measures to promote normal micturition, reduce episodes of incontinence and reduce urinary tract infection

**Bowel Elimination**

17. Describe common physiological alterations in bowel elimination.
   a) constipation
   b) impaction
   c) diarrhea
   d) incontinence
   e) flatulence
   f) hemorrhoids

18. Within a legal/ethical framework, formulate a nursing plan of care for patient with bowel elimination problems using a case study.
   a) factors that influence bowel elimination process
   b) bowel diversions
   c) common diagnostic tests
   d) measures to promote normal elimination
   e) bowel training

**Sensory Alterations**

19. Discuss common causes and effects of sensory alterations.

20. Discuss common sensory changes that normally occur with aging.

21. Within a legal/ethical framework, formulate a nursing plan of care for a patient with sensory deficits using a case study.

22. Describe conditions in a healthcare agency or patient's home that can be modified for a client with a sensory deficit.
   a) meaningful sensory stimulation
   b) promote safety
Unit IV: Psychological and Social-Cultural Needs

A. Learning Resources:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture and Ethnicity</td>
<td>Potter &amp; Perry</td>
<td>Chap 9</td>
</tr>
<tr>
<td>Self-concept</td>
<td>Potter &amp; Perry</td>
<td>Chap 33</td>
</tr>
<tr>
<td>Spiritual Health</td>
<td>Potter &amp; Perry</td>
<td>Chap 35</td>
</tr>
<tr>
<td>Loss, Death and Grief</td>
<td>Potter &amp; Perry</td>
<td>Chap 36</td>
</tr>
<tr>
<td>Stress and Coping</td>
<td>Potter &amp; Perry</td>
<td>Chap 37</td>
</tr>
</tbody>
</table>

B. Learning Objectives:

Using a critical thinking and a problem solving approach, the student will:

Culture and Ethnicity

1. Within a legal/ethical framework, formulate a culturally congruent nursing plan of care using a case study.
   a) social/cultural influences in health, illness, and caring patterns
   b) health disparities
   c) components of cultural assessment
   d) nursing interventions which achieve culturally congruent care

   CO# 1, 3

Self-concept

2. Within a legal/ethical framework, apply the nursing process to promote self-concept using a case study.
   a) components of self-concept
   b) factors influencing self-concept
   c) assessment areas
   d) nursing interventions

   CO# 1, 3

Spiritual Health

3. Within a legal/ethical framework, apply the nursing process to promote spiritual health using a case study.
   a) concepts in spiritual health
   b) factors influencing spiritual health
   c) assessment of spirituality
   d) nursing interventions

   CO# 1, 3

Loss, Death, and Grief

4. Within a legal/ethical framework, formulate a nursing plan of care for patient experiencing loss, death and grief.
   a) factors that influence loss and grief
   b) characteristics of a person experiencing grief
   c) variables that influence a person's response to grief
   d) palliative care
   e) symptom management in end of life care
   f) hospice care
   g) care of body after death
   h) nurse self-care in grief and loss

   CO# 1, 3
Stress and Coping

5. Within a legal/ethical framework, formulate a nursing plan of care for patient experiencing stress.
   a) factors influencing stress and coping
   b) assessment of stress
   c) stress management techniques
   d) crisis intervention

| CO# | 1, 3 |

6. Discuss how stress in the workplace affects the nurse.

| CO# | 2, 6 |

Unit V: Nursing and the Health Care Environment

A. Learning Resources:

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<th>Topic</th>
<th>Text</th>
<th>Reference</th>
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<tbody>
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B. Unit Outcomes

Using a critical thinking and a problem solving approach, the student will

Nursing Today

1. Identify persons and groups who were influential in the evolution of the nursing profession.

| CO# | 2 |

2. Explain the attributes of the nursing profession, nursing education, and nursing practice.

| CO# | 1, 2 |

3. Apply the professional and legal nursing responsibilities and roles to a case study.

| CO# | 1, 2, 3, 8, 9 |

Health Care Delivery System

4. Describe current health care plans that finance health care.

| CO# | 9 |

5. Relate levels of health care settings and services to a case study.

| CO# | 8, 9 |

6. Identify prevalent issues in health care delivery today.

| CO# | 1, 2, 3, 9 |

7. Discuss technological advances in healthcare that have improved patient outcomes.

| CO# | 10 |
### Theoretical Foundations of Nursing

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<td>8.</td>
<td>Explain the influence of nursing theory on a nurse's approach to practice.</td>
<td>CO# 3</td>
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<td>9.</td>
<td>Relate the relationship between nursing theory, the nursing process and patient needs.</td>
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### Evidence-Based Practice

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<td>10.</td>
<td>Distinguish between evidence-based practice, nursing research, and quality improvement.</td>
<td>CO# 3, 7, 8</td>
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<td>11.</td>
<td>Identify ways to apply evidence in nursing practice using a case study.</td>
<td>CO# 3, 5, 8</td>
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<td>12.</td>
<td>Give examples of priorities for nursing research.</td>
<td>CO# 2</td>
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### Health and Wellness

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<td>13.</td>
<td>Describe variables influencing health beliefs and practices, and illness behaviors.</td>
<td>CO# 3, 4, 9</td>
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<tr>
<td>14.</td>
<td>Identify health promotion, wellness, and illness prevention activities using a case study.</td>
<td>CO# 3, 9</td>
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<td>15.</td>
<td>Recognize the four goals of <em>Healthy People 2020</em>.</td>
<td>CO# 9</td>
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<td>16.</td>
<td>Classify the levels of preventive care using a case study.</td>
<td>CO# 9</td>
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SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. **Foundation Skills** are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.

(a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   - (1) **Reading**: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules;
   - (2) **Writing**: communicate thoughts, ideas, information, and messages in writing; and create documents such as letters, directions, manuals, reports, graphs, and flow charts;
   - (3) **Arithmetic and Mathematical Operations**: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques;
   - (4) **Listening**: receive, attend to, interpret, and respond to verbal messages and other cues; and
   - (5) **Speaking**: organize ideas and communicate orally.

(b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   - (1) **Creative Thinking**: generate new ideas;
   - (2) **Decision Making**: specify goals and constraints and generate alternatives, consider risks, and evaluate and choose the best alternative;
   - (3) **Problem Solving**: recognize problems and devise and implement plan of action;
   - (4) **Visualize**: organize and process symbols, pictures, graphs, objects, and other information;
   - (5) **Knowing How to Learn**: use efficient learning techniques to acquire and apply new knowledge and skills; and
   - (6) **Reasoning**: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) **Personal Qualities**: A worker must display responsibility, self esteem, sociability, self management, integrity, and honesty. These qualities include:
   - (1) **Responsibility**: exert a high level of effort and persevere toward goal attainment;
   - (2) **Self Esteem**: believe in one's own self worth and maintain a positive view of oneself;
   - (3) **Sociability**: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings;
   - (4) **Self Management**: assess oneself accurately, set personal goals, monitor progress, and exhibit self control; and
   - (5) **Integrity and Honesty**: choose ethical courses of action.

2. **Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   - (1) **Time**: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   - (2) **Money**: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   - (3) **Material and Facilities**: Acquire, store, allocate, and use materials or space efficiently.
   - (4) **Human Resources**: Assess skills and distribute work accordingly, evaluate performance and provide feedback.
     Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

(b) **Interpersonal Skills**: A worker must work with others effectively.
   - (1) **Participate as Member of a Team**: contribute to group effort.
   - (2) **Teach Others New Skills**.
   - (3) **Serve Clients/Customers**: work to satisfy customers' expectations.
   - (4) **Exercise Leadership**: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   - (5) **Negotiate**: work toward agreements involving exchange of resources, resolve divergent interests.
   - (6) **Work with Diversity**: work well with men and women from diverse backgrounds.
     Examples: collaborate with a group member to solve a problem, work through a group conflict situation, train a colleague, deal with a dissatisfied customer in person, select and use appropriate leadership styles, use effective delegation techniques, conduct an individual or team negotiation, demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

(c) **Information**: A worker must be able to acquire and use information.
   - (1) **Acquire and Evaluate Information**.
   - (2) **Organize and Maintain Information**.
(3) Interpret and Communicate Information.
(4) Use Computers to Process Information.
Examples: research and collect data from various sources, develop a form to collect data, develop an inventory record-keeping system, produce a report using graphics, make an oral presentation using various media, use on-line computer databases to research a report, use a computer spreadsheet to develop a budget.

(d) Systems: A worker must understand complex interrelationships.
(1) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
(2) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
(3) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

(e) Technology: A worker must be able to work with a variety of technologies.
(1) Select Technology: choose procedures, tools or equipment including computers and related technologies.
(2) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
(3) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs, set up and assemble appropriate equipment from instructions, read and follow directions for troubleshooting and repairing equipment.

“Ability is what you're capable of doing...
Motivation determines what you do...
Attitude determines how well you do it.”
Associate Degree Nursing

STUDENT ACKNOWLEDGEMENT

I have read the Panola College Associated Degree Nursing program syllabus for Introduction to Nursing RNSG 1309, and I understand the policies as discussed.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

______________________________ Student Name (Printed)

______________________________ Student Signature

_________________________ Date