

New Course Proposal Checklist

Submission Date: 10-29-21
 Department: Nursing
 Course Title: NUR220 Fundamentals of Nursing
 Prepared by: Carol Velas
 Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	Cover page that includes the department's endorsement	
X	A brief rationale for proposing a new course	
X	Course description for the catalogue	
X	Prerequisites	
X	Course Credit Units	
	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
X	Syllabus that follows the guidelines for syllabus preparation	
X	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
	Attached Letter /Email from Provost if resources are required	
	Library resources : Attached Letter/Email from the Library Director or Associate Library Director if resources are required	
NUR220	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	



10/29/2021

Department Chair (signature)

Date

WESTMONT



To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course
Date: October 28, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR220-Fundamental of Nursing is a 5-unit course with 3 units of theory and 2 unit of clinical (90hrs) placed in the first semester. This is one of four courses in a series of medical/surgical/geriatric courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings.

We are proposing this course so students will have the knowledge and experience to communicate therapeutically to older and elderly patients with chronic conditions. Students will refine their skill of the systematic head to toe assessment learned in the NUR200 course in our skills and simulation labs prior to beginning their care with patients. The clinical setting for this course will be in the long term care units of Buena Vista, Casa Dorinda and Samarkand.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes. Assessment Technology Institute, our supplemental instruction is integrated throughout the curriculum with notations for your understanding.

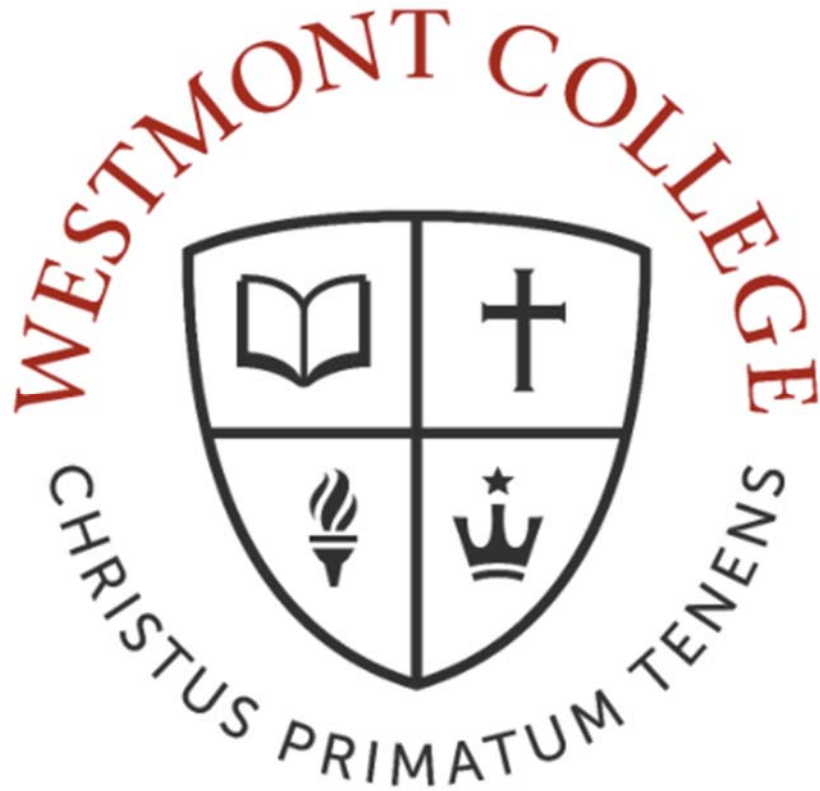
The course will be offered two times per year in the Fall and Spring. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The placement of this course in the curriculum is permanent in the first semester.

Westmont catalog course description

The Fundamentals of Nursing course begins the four-part medical/surgical/geriatric series and introduces the learner to a variety of concepts and topics that provide the

foundation of wholistic, patient-centered, and compassionate care. Quality management, ethics, legal, regulatory requirements and internal and external factors that influence nursing practice will be discussed. Evidence-based practice will be described allowing the learner to connect this practice to quality outcomes. The Quality and Safety in Nursing Education framework, used for clinical evaluation, will be fully explained and implemented in the clinical setting for the first clinical rotation. Initial skill development will take place in the skills and simulation lab.



NUR220 Fundamentals of Nursing Practice

2022

NUR220 Fundamentals of Nursing Practice

5 units (Theory 3 units, Clinical 2 units)

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Prelicensure requirement, nursing core

Time: TBD

Room: TBD

Course Faculty: TBD

Faculty office: Westmont Downtown, #

Faculty email: TBD

Faculty phone: TBD

Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont College catalog course description

The Fundamentals of Nursing course begins the four-part medical/surgical/geriatric series and introduces the learner to a variety of concepts and topics that provide the foundation of wholistic, patient-centered, and compassionate care. Quality management, ethics, legal, regulatory requirements and internal and external factors that influence nursing practice will be discussed. Evidence-based practice will be described allowing the learner to connect this practice to quality outcomes. The Quality and Safety in Nursing Education framework, used for clinical evaluation, will be fully explained and implemented in the clinical setting for the first clinical rotation. Initial skill development will take place in the skills and simulation lab.

Instructor's further description

Come to class with excitement, energy, and motivation to learn these very important concepts and topics. Be ready to practice skills you will learn as part of the initial and ongoing physical assessment for patient care.

ABSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

1. I Liberal Education for Baccalaureate Generalist Nursing Practice
2. II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. III Scholarship for Evidence-Based Practice
4. IV Information Management and Application of Patient Care Technology
5. V Healthcare Policy, Finance, and Regulatory Environments
6. VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. VII Clinical Prevention and Population Health
8. VIII Professionalism and Professional Values
9. IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:

Domain 1-Knowledge for Nursing Practice

Domain 2-Person-centered Care

Domain 3-Population Health

Domain 4-Scholarship for Nursing Practice

Domain 5-Quality and Safety

Domain 6-Interprofessional Partnerships

Domain 7-Systems-based Practice

Domain 8-Information and Healthcare Technology

Domain 9-Professionalism

Domain 10-Personal, Professional, Leadership Development

(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.

3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Recognizes Liberal Arts education and its application to nursing as an art and science.
2. Discusses nursing care as an integral part of the healthcare system.
3. Discusses the five-step nursing process as part of patient care planning.
4. Demonstrates safe and best practices with vital signs, patient weight, intake and output measurement, diet consumption calculation, and other activities of daily living.
5. Completes a head to toe assessment with the assistance of cues and clues from clinical faculty.
6. Describes the influence ethics, regulation, law, politics, and internal and external factors have on the practice of nursing.
7. Identifies the “rights” of the patient when discussing best practices for safe medication administration.
8. Plans and applies a culturally sensitive, biopsychosocial and religious interview with patients with chronic conditions.
9. Applies patient-centered, evidence-based compassionate care to patients with chronic conditions with assistance from clinical faculty.
10. Practices self-care including physical, emotional, and spiritual wellness routines.
11. Identifies the electronic medical record (EMR) as a repository of patient information and nursing care data.
12. Discusses basic pharmacological concepts related to the ingestion, absorption, metabolism, and excretion.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes (Introduced)
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	9. Applies patient-centered, evidence-based compassionate care to patients with chronic conditions with assistance from clinical faculty.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	4. Demonstrates safe and best practices with vital signs, patient weight, intake and output measurement, diet consumption calculation, and other activities of daily living. 7. Identifies the “rights” of the patient when discussing best practices for safe medication administration.

	8. Plans and applies a culturally sensitive, biopsychosocial and religious interview with patients with chronic conditions. 12. Discusses basic pharmacological concepts related to the ingestion, absorption, metabolism, and excretion.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	8. Plans and applies a culturally sensitive, biopsychosocial and religious interview with patients with chronic conditions.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	1. Recognizes Liberal Arts education and its application to nursing as an art and science. 2. Discusses nursing care as an integral part of the healthcare system.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	11. Identifies the electronic medical record (EMR) as a repository of patient information and nursing care data.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	6. Describes the influence ethics, regulation, law, politics, and internal and external factors have on the practice of nursing.

Required Textbooks

Title	Author	Publisher	ISBN#
Psychology for Nursing & Healthcare Professional: Developing Compassionate Care	Sue Barker	Sage	9-781473925069
Fundamentals of Nursing, (10 th ed.)	Patricia A. Potter & Anne G. Perry	Elsevier	9-780323677721
Gerontologic Nursing (6 th ed.)	Sue E. Meiner & Jennifer J. Yeager	Elsevier	9-780323498111
Henke's Med-Math (9 th ed.)	Susan Buckholz	Lippincott	978-1975106522
Davis's Comprehensive Manual of Laboratory and Diagnostic Tests with nursing implications (8 th ed.)	Anne M. Van Leeuwen and Mickey L. Bladh	F.A. Davis	9-780803674950
Clinical Nursing Skills & Techniques	Perry & Potter	Elsevier	9-780323400695

Clinical Nursing Skills & Techniques (Skills checklists)	Perry & Potter	Elsevier	9-780323182387
Publication Manual of the American Psychological Association (7 th ed.)	American Psychological Association	American Psychological Association	978-143383216
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			

Supplemental Resources

ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

Suggested Resources

1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)

The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment).

Course Learning Outcomes	Instructional activity	Assessment
1. Recognizes Liberal Arts education and its application to nursing as an art and science. 2. Discusses nursing care as an integral part of the healthcare system. 3. Discusses the five-step nursing process as part of patient care planning. 6. Describes the influence ethics, regulation, law, politics, and internal and external factors have on the practice of nursing. 7. Identifies the “rights” of the patient when discussing best practices for safe medication administration.	Lecture, class discussion, and shared experiences	One page paper, quiz, and comprehensive exam

<p>4. Demonstrates safe and best practices with vital signs, patient weight, intake and output measurement, diet consumption calculation, and other activities of daily living.</p> <p>5. Completes a head to toe assessment with the assistance of cues and clues from clinical faculty.</p> <p>8. Plans and applies a culturally sensitive, biopsychosocial and religious interview with patients with chronic conditions.</p> <p>9. Applies patient-centered, evidence-based compassionate care to patients with chronic conditions with assistance from clinical faculty.</p> <p>11. Identifies the electronic medical record (EMR) as a repository of patient information and nursing care data.</p>	<p>Skills lab and simulation, Patient care assignment of elderly patient with chronic conditions</p>	<p>Clinical demonstration, quiz, reflection and one page papers, and comprehensive exam.</p>
<p>10. Practices self-care including physical, emotional, and spiritual wellness routines.</p>	<p>Chair yoga in class, walking group, prayer group</p>	<p>Self-reflections</p>

Class participation	= P/NC
Weekly quizzes 9 x 10pts each	= 90pts
Exams 2 x 100pts each	= 200pts
Comprehensive Final Exam	= 100pts (Signature Assignment)
One page papers 3 x 25pts each	= 75pts (See grading rubrics)
Reflection paper 2x 25pts each	= 50pts (Reflection- no rubric)
Total = 515pts	

***Student must have 75% in theory and “Pass” in clinical to progress**

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:

A 4 grade points

A- 3.7 grade points

B+ 3.3 grade points

B 3.0 grade points

B- 2.7 grade points

C+ 2.3 grade points

C 2.0 grade points

C- 1.7 grade points

D+ 1.3 grade points

D 1.0 grade points

D- 0.7 grade points

P (At least D-) No grade points assigned. Not computed in the grade point average.

F 0 grade points

NC (F) No grade points assigned. Not computed in the grade point average. W No grade points assigned. Not computed in grade point average.

WF No grade points assigned. Not computed in grade point average.

WP No grade points assigned. Not computed in grade point average.

WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course.

Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

Dress Code

Comfortable, non-binding clothing

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our

scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

1. Psychology for Nursing & Healthcare Professionals (Barker)
2. Fundamental of Nursing (P&P)
3. Gerontologic Nursing (Meiner)
4. Clinical Nursing Skills & Techniques (Potter)

***Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measure-ment
½	Introduction to class		ATI Student Orientation- under MY ATI > Learn tab Sign in on ATITesting.com (use 'Forgot username and password') Add products by using CDN number provided to you by your instructor.	
3	Nursing Today, Evidence-based practice, Compassionate Care, Communication, and Quality and Safety Education for Nursing (QSEN)	Barker: Ch. 1 P&P: Ch. 1, 24 Meiner: Ch. 1	Online Activity: Visit the ANA website (https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/) and review one aspect of the ANA's code of ethics to present	N/A

	<ol style="list-style-type: none"> 1. Discuss a variety of developmental theories and their underpinnings. 2. Discuss the influence of social, historical, political, and economic changes on nursing practices. 3. Discuss how advances in nursing science and evidence-based practice improve patient care. 4. Compare and contrast theories on caring. 5. Discuss the evidence about patients' perceptions of caring. 6. Discuss the relationship of compassion to caring. 7. Use the five levels of communication with patients. 8. Identify desired outcomes of nurse–health care team member relationships. 9. Demonstrate qualities, behaviors, and communication techniques of professional communication while interacting with patients. 10. Engage in effective communication techniques for older patients. 12. Offer alternative communication devices when appropriate to promote communication with patients who have impaired communication. 12. Discuss how the aging of society will affect the future of health care delivery. 13. Identify the electronic medical record as a source of patient and care management data. 	<p>ATI: Engage Fundamentals <u>Unit:</u> Nursing Practice <u>Lesson:</u> Nursing Foundations <u>Unit:</u> Foundational Concepts of Nursing Practice <u>Lessons:</u> Evidence-Based Practice and Patient-Centered Care <u>Unit:</u> Professional Nursing <u>Lessons:</u> Communication and Documentation</p>	<p>to the class. State the ANA position and any challenges you may face with that position.</p> <p>Discussion Topic: What is genomic information? How can genomics be used to improved patient care?</p> <p>Discussion Topic: Have you ever received health services and felt as if the provider did not care? What gave you that impression? Have you received health services and felt that the provider did care? What gave you that impression?</p> <p>Online Activity: Have students visit the ANA website (www.nursingworld.org), search for “caring,” and report at least two new facts on caring from the online articles.</p> <p>Discuss possible ways to respond to challenging communications situations</p> <p>Activity: Have students practice interviewing each other about any topic. Have them practice verbal pacing and matching and the use of an open body posture as a listener.</p>	
4	<p>Health Care Delivery System</p> <ol style="list-style-type: none"> 1. Explore how the knowledge of developmental theories can enhance the understanding of the group of people for whom compassionate care is shared. 2. Recognize the evolution of nursing theories. 3. Discuss the benefits of evidence-based practice. 4. Explain the relationship among evidence-based practice, research, and performance improvement. 	<p>Barker: Ch.2 P&P: Ch. 4, 5, 6 Meiner: Ch. 2</p> <p>ATI: Engage Fundamentals <u>Unit:</u> Health Care Systems <u>Lesson:</u> Health Promotion, Wellness, and</p>	<p>Discussion Topic: How will you incorporate evidence-based practice into your daily nursing routine? What resources or journals will you review regularly?</p> <p>Small Group Activity: Divide students into small groups and have each person in the group write a PICOT question, then have the students exchange questions and critique the format. As a group, discuss any problems the students encountered while writing questions.</p>	<p>Quiz on Week 1 content</p> <p>Watch the TEDx Talk “How to Manage Compassion Fatigue in Caregiving” by Patricia Smith on YouTube.com at (https://youtu.be/7keppA8XRas) Students should be prepared to</p>

	<p>5. Explain how Healthy People guides public health goals for Americans.</p> <p>6. Discuss the three levels of prevention.</p> <p>7. Define aging from biologic, sociologic, and psychological frameworks.</p>	<p><i>Disease Prevention</i></p>	<p>Online Activity: Have students visit www.healthypeople.gov, pick a topic (from the 2020 Topics & Objectives tab) and present (or write) a summary of the 2020 objectives for that topic.</p> <p>Activity: Have students describe their own definitions of health.</p>	<p>discuss what they learned in class.</p> <p>One page paper: Write a one-page paper (APA formatted) describing how evidence based practice is applied to a core measure on the unit you are on in the clinical setting.</p>
5	<p>Caring, Cultural Competence, Documentation, and Family Dynamics</p> <p>1. Discuss the role that caring plays in the nurse-patient relationship.</p> <p>2. Discuss the relationship of compassion to caring.</p> <p>3. Explain the concepts of cultural awareness, cultural knowledge, cultural skill, cultural encounter, and cultural desire in the cultural competence model.</p> <p>4. Describe social and cultural influences in health and illness.</p> <p>5. Describe health disparity and the social determinants that affect it.</p> <p>6. Explore why older adults are considered a vulnerable population, why this is legally significant, and the legal implications of such a designation.</p>	<p>P&P: Ch. 7, 9, 10</p> <p>Meiner: Ch. 3</p> <p>Potter: Ch. 4</p> <p>ATI Engage Fundamentals Unit: Psychosocial Concepts for Nursing Practice Lesson: Inclusion, Equity and Diversity</p>	<p>Online Activity: Have students visit the ANA website (www.nursingworld.org), search for “caring,” and report at least two new facts on caring from the online articles.</p> <p>Discussion Topic: What are the differences in care given with and without compassion?</p> <p>Interprofessional Activity: With which other professional might you need to collaborate in order to provide compassionate care to patients and families?</p> <p>Online activity: Visit the BRN website at www.rn.ca.gov Find the Business and Professions Code 2725 and begin to discuss the Scope of Practice of the Registered Nurse (independent, dependent, and interdependent care)</p> <p>ATI Video Case Studies: Cultural Diversity</p>	<p>Quiz on Week 2 content</p>
6	<p>Nursing Diagnosis, and Managing Patient Care</p> <p>1. Describe the diagnostic reasoning process.</p> <p>2. Describe the components of a nursing diagnostic statement.</p> <p>3. Explain the relationship of planning to nursing diagnosis.</p> <p>4. Explain the process of interprofessional collaboration.</p> <p>5. Explain the relationship between nursing interventions</p>	<p>P&P: Ch. 17, 18, 19, 20, 21</p> <p>ATI Engage Fundamentals Unit: Clinical Decision-Making Lesson: Clinical Judgment Process and Priority Setting Frameworks and</p>	<p>Discussion Topic: Why is it important to develop an accurate nursing diagnosis?</p> <p>Online Activity: Have students review the NANDA International website (https://nanda.org) and report on three things they learned that were new or interesting to them.</p> <p>Activity: Provide students with patient data and have students practice clustering the data. Interpret their findings as a group</p>	<p>Quiz on Week 3 content</p>

	<p>and nursing's scope of practice.</p> <p>6. Explain how a nurse balances organizational and patient priorities in time management.</p> <p>7. Explain the difference between evaluative measures and assessment.</p> <p>8. Discuss the process of determining the need to revise a plan of care.</p> <p>9. Differentiate among the types of nursing care delivery models.</p> <p>10. Discuss ways to prioritize patient care effectively.</p> <p>11. Identify the routine of safe patient medication administration by using two forms of patient identification.</p> <p>12. Examine the role of the nurse in the education of patients for medication use, action, contraindications, dosage and routes, adverse effects, interactions, and nursing considerations.</p> <p>13. List types of medications used for conditions of the skin.</p> <p>14. Explore the need to review laboratory and diagnostic tests for complete patient-centered assessment.</p>	<p><i>Managing Client Care</i></p> <p>Nurse Logic 2.0 <i>Nursing Concepts</i></p> <p>Dosage Calculations and Safe Medication Administration <i>Safe Dosage, Oral Medications</i></p>	<p>and select a nursing diagnosis from the diagnostic labeling system used by your school or agency.</p> <p>Discussion Topic: What would happen if nurses jumped to implementation of therapy without planning?</p> <p>Interprofessional Activity: Have students identify 10 examples of other provider (interdependent) interventions.</p> <p>On-line Activity: Have students review the nurse practice act at www.rn.ca.gov. Scroll to the Nursing Practice Act and then to Business and Profession Code 2725. What is interdependent practice?</p> <p>Activity: Provide students with a list of patients and tasks that need to be done. Students should place the tasks in the order that they should be accomplished and describe their organizational methods.</p> <p>Activity: Provide students with patient goals and have the students identify appropriate outcomes with indicators.</p> <p>Small Group Activity: Divide students into small groups and assign each group a patient who has unmet goals on evaluation. Have students identify the steps they would take to revise the plan of care.</p> <p><i>ATI Engage Fundamentals Faculty Resources> Clinical Judgment Case Studies with Concept Map Activities> Mobility</i></p> <p><i>ATI Video Case Studies: Adverse Reaction to Medications</i></p>	
7	<p>Caring for different age groups of patients and Critical Thinking</p> <p>1. Describe the characteristics of chronic illness.</p> <p>2. Describe the variation of physical limitations and emotional responses that patients with chronic illnesses frequently experience.</p>	<p>P&P: Ch. 8, 13, 14, 15</p> <p>Meiner: Ch 8</p> <p>ATI Engage Fundamentals Unit: <i>Foundational Concepts for Nursing Practice Lessons:</i></p>	<p>Discussion Topic: What is a chronic illness?</p> <p>Activity: Assign each student a chronic illness. Have students research the common cost of medications/treatment for that condition and come up an estimated yearly total cost to manage that condition.</p>	<p>Exam 1 (weeks 1-4)</p> <p>One page paper: Write a one-page paper (APA formatted) describing your interpretation of Business and Professions Code 2725. Describe</p>

	<p>3. Define health promotion, health protection, and disease prevention.</p> <p>4. Describe common physiological changes of aging.</p> <p>5. Identify nursing interventions related to the physiological, cognitive, and psychosocial changes of aging.</p> <p>6. Describe the nature of clinical judgments in nursing practice.</p> <p>7. Explain how questioning promotes critical thinking.</p> <p>8. Describe approaches for developing critical thinking skills.</p> <p>9. Describe how information in the EMR can assist in decisions making.</p> <p>10. Review basic arithmetic for dosage calculations.</p> <p>11. Discuss safe and accurate medication administration processes.</p> <p>12. Evaluate the value of bar code scanning for safe medication administration.</p> <p>13. Discuss medications used for respiratory system conditions.</p> <p>14. Describe the absorption of inhaled medication.</p> <p>15. Examine laboratory and diagnostic tests related to the respiratory system.</p>	<p><i>Medication Administration and Safety</i></p> <p>Pharmacology Made Easy Module: <i>The Respiratory System</i></p> <p>Nurse Logic 2.0 <i>Knowledge and Clinical Judgment</i></p> <p>Skills Modules <i>Concepts of Medication Administration, Oral and Topical Medications, Oxygenation</i></p>	<p>Activity: Assign students a chronic illness and have them write a paragraph on how their own lives would be altered if they had the illness. Would they still be able to go to school? How would it impact their transportation choices, ADLs, jobs, or families?</p> <p>Discussion Topic: Why do older adults have altered presentation of illnesses?</p> <p>Online Activity: Have students locate and read an article on critical thinking in nursing by searching a database such as PubMed (https://www.ncbi.nlm.nih.gov/pubmed) or visiting your facility's library. Have students read the article and write a summary of what they learned.</p> <p>Video Case Studies: <i>Pharmacology Across the Lifespan</i></p>	<p>the independent and dependent care you can provide to your patient.</p>
8	<p>Ethics, Legal Implications in Nursing Practice, Patient Education, Informatics, and Documentation</p> <p>1. Define the principles and approaches commonly used in health care ethics discussions.</p> <p>2. Describe the difference between an ethical dilemma and moral distress. Define the standard of proof required to establish a nurse's negligence.</p> <p>3. Discuss examples of federal statutes that affect nursing practice.</p> <p>4. Explain what a nurse's witnessing of a patient's informed consent indicates.</p>	<p>P&P: Ch. 22, 23, 25, 26</p> <p>ATI Engage Fundamentals <u>Unit:</u> Professional Nursing <u>Lesson:</u> <i>Ethical and Legal Considerations and Client Education</i></p> <p>Dosage Calculations and Safe Medication Administration</p>	<p>Online Activity: Have students visit the ANA website and review the resources under Moral Courage/Distress and select one resource to review and summarize. (Available at: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/ethics-topics-and-articles/)</p> <p>Online Activity: Have students visit the BRN website at www.rn.ca.gov Once there look up CCR1443.5 and discuss the Standards of Competent Care.</p> <p>Small Group Activity: Give students 10 minutes to brainstorm (and write) all the opportunities to communicate with patients while</p>	<p>Quiz on Week 4 and 5 content</p>

	<p>5. Incorporate features of a helping relationship when interacting with patients.</p> <p>6. Identify opportunities to improve communication with patients while giving care.</p> <p>7. Identify the role of the nurse in patient education.</p> <p>8. Describe how to use the teach-back method during evaluation.</p> <p>9. Identify purposes of a health care record.</p> <p>10. Describe guidelines for quality documentation.</p> <p>11. Identify appropriate and inappropriate use of abbreviation(s) in health care documentation.</p> <p>12. Discuss the importance of cyber security for patient data in the EMR.</p> <p>13. Identify and practice different ways of calculating drug doses.</p> <p>14. Examine informed consent in medication administration.</p> <p>15. Discuss medications used for the cardiovascular systems conditions.</p> <p>15. Examine laboratory and diagnostic tests related to the cardiovascular system.</p>	<p><i>Toolkit > Common prescription abbreviations</i></p> <p>Pharmacology Made Easy</p> <p><i>The Cardiovascular System</i></p>	<p>giving care. Have one group read their final list, and the others add situations that the first group had missed.</p> <p>Discussion Topic: How does patient education enable informed consent?</p> <p>Small Group Activity: Divide students into small groups and have each group demonstrate patient teaching with teach back. Students who are not currently participating should be critiquing those who are.</p> <p>Discussion Topic: How is nursing documentation used?</p> <p>Activity: Provide students with a fictional health care record and ask students to identify all the ways in which the data could be used.</p> <p>Interprofessional Activity: Have students list as many types of professionals that might use the health care record as possible. Discuss how each profession might use the health care record.</p> <p>Discussion Topic: What are some of the ways that hospitals protect computer systems? As a student, can you share your patient's information with your classmates?</p> <p>Pharmacology Made Easy <i>Cardiovascular System Case Study- Students complete Active Learning Templates for the following:</i> <i>Medication- Digoxin + Furosemide</i> <i>System Disorder- Heart Failure</i> <i>Nursing Skill- Medication Administration</i></p>	
9	<p>Safety, Infection Control, Medication administration and CAM</p> <p>1. Discuss the key factor in patient-centered care that can improve patient safety.</p> <p>2. Discuss the vulnerable populations most at risk for threats to safety.</p> <p>3. Identify factors to assess before placing patients in physical restraints.</p>	<p>P&P: Ch. 27, 28, 31, 32</p> <p>Meiner: Ch. 11</p> <p>Potter: Ch. 14 (Falls and restraints)</p> <p>ATI: Engage Fundamentals <u>Unit:</u> Foundational Concepts of</p>	<p>Activity: Provide students with a list of patient care activities and have students identify the correct personal protective equipment to wear in each case.</p> <p>Activity: Have students list components of medical asepsis in one column and compare and contrast them with surgical asepsis in another.</p>	<p>Quiz on Week 6 content</p> <p>One page paper: Write a one-page paper (APA formatted) describing the importance of HIPPA and how you can protect your patient's privacy.</p>

	<p>4. Identify common treatable causes of falling in older adults.</p> <p>5. Discuss the various types of elder abuse.</p> <p>6. Explain the relationship between the infection chain and transmission of infection.</p> <p>7. Explain the difference between medical and surgical asepsis.</p> <p>8. Explain the rationale for Standard Precautions.</p> <p>9. Discuss nursing roles and responsibilities in medication administration, especially with the elderly population.</p> <p>10. Discuss the roles of the health care provider, pharmacist, and nurse in medication administration.</p> <p>11. Identify the seven rights of medication administration and apply them in clinical settings.</p> <p>12. Describe integrative health as applied to nursing practice.</p> <p>13. Describe the EMR safeguards during medication administration.</p> <p>14. Discuss medications used for the gastrointestinal system conditions.</p> <p>15. Examine laboratory and diagnostic tests related to the infectious process.</p>	<p>Nursing Practice Lesson: <i>Complementary and Integrative Health</i></p>	<p>Discussion Topic: What are standard precautions? What other kinds of precautions exist?</p> <p>Discussion Topic: What are nurses' responsibilities with respect to medications?</p> <p>Online Activity: Have students visit the FDA's MedWatch website (https://www.fda.gov/safety/) and review the resources available there.</p> <p>Interprofessional Collaboration: Have students write short scenarios depicting when a nurse should contact a pharmacist versus when to contact the health care provider.</p> <p>Activity: Provide students with patient information and a medication order and have the students identify if this is the right dose, right route and right indication for their patient. Discuss their results as a class.</p> <p>Video Case Studies: <i>Polypharmacy and Safe Dosage</i></p> <p>Discussion Topics: What are the reasons individuals choose complementary or alternative therapies? How can nurses include the patient's cultural/ethnic practices when using complementary and alternative therapies?</p>	
10	<p>Spiritual Care, Loss and Grief, and Stress and Coping</p> <p>1. Discuss the influence of spirituality on patients' health practices.</p> <p>2. Describe the relationship among faith, hope, and spiritual well-being.</p> <p>3. Explain the importance of providing compassionate care with patients to provide spiritual care.</p> <p>4. Identify a nurse's role when caring for patients who are experiencing loss, grief, or death.</p> <p>5. Identify ways to collaborate with family members and the</p>	<p>P&P: Ch. 35, 36, 37</p> <p>Meiner: Ch.29</p> <p>ATI Engage Fundamentals Unit: <i>Psychosocial Concepts for Nursing Practice Lesson: Grief and Stress and Coping and Stress and Coping Unit: Physiological</i></p>	<p>Discussion Topic: What are the differences between religion and spirituality? How does hope facilitate healing?</p> <p>Small group activity: Have students write a paragraph summarizing how cultural background affects spirituality.</p> <p>Activity: Have students perform a self-assessment of their own spirituality.</p> <p><i>ATI's Engage Fundamentals Clinical Judgment Case Studies with Concept Map Activities: End-of-Life Care Self-Reflection Activity: End-of-Life Care</i></p>	<p>Quiz on Week 7 content</p>

	<p>interprofessional team to provide palliative care.</p> <p>6. Discuss the importance of end-of-life care planning.</p> <p>7. Describe care of the body after death.</p> <p>8. Identify the effects that compassion fatigue can have in the health care workplace.</p> <p>9. Describe stress-management techniques beneficial for coping with stress.</p> <p>10. Discuss how stress in the workplace affects nurses.</p> <p>11. Examine laboratory and diagnostic tests related to stress.</p>	<p>Concepts for Nursing Practice Lesson: End-of-Life Care</p>	<p>Online Activity: Have students access the Nursing Code of Ethics (http://www.nursingworld.org/codeofethics), review one area in detail, and report on how it relates to loss, death, and grief.</p> <p>Interprofessional Activity: With which other providers might you need to collaborate to provide palliative care to a patient?</p> <p>Review documentation of end-of-life care, and explain organ-and-tissue donation, autopsy, and postmortem care.</p> <p>Discussion Topic: What is compassion fatigue? How can it lead to lateral violence? Watch the TEDx Talk “How to Manage Compassion Fatigue in Caregiving” by Patricia Smith on YouTube.com at (https://youtu.be/7keppA8XRas) Be prepared to discuss what you learned in class.</p>	
11	<p>Self-Concept, Sexuality, Activity and Exercise, and Immobility</p> <p>1. Discuss factors that influence the components of self-concept and self-esteem.</p> <p>2. Examine cultural considerations that affect self-concept and self-esteem.</p> <p>3. Identify personal attitudes, beliefs, and biases related to sexuality.</p> <p>4. Discuss a nurse’s role in maintaining or enhancing a patient’s sexual health.</p> <p>5. Describe the importance of exercise and activity for maintaining and promoting health.</p> <p>6. Discuss the importance of minimal or no-lift policies for patients and health care providers.</p> <p>7. Discuss physiological and pathological influences on mobility.</p> <p>8. Discuss a nurse’s role in the prevention of deep vein thrombosis in patients with reduced mobility.</p> <p>9. Discuss medications used for male and female</p>	<p>P&P: Ch. 33, 34, 38, 39</p> <p>ATI Engage Fundamentals Unit: Foundational Concepts of Nursing Practice Lesson: Mobility</p> <p>Skills Modules Mobility</p>	<p>Discussion Topic: What shapes your self-concept?</p> <p>Activity: Have students list statements that a patient could make that would indicate negative perceptions regarding health status.</p> <p>Discussion Topic: Privileged information</p> <p>Discussion Topic: How will you become comfortable discussing sexuality with patients who have a different sexual orientation than you?</p> <p>Activity: Have students find the life policy at the clinical site they are assigned to.</p> <p>Discussion Topic: What effects do gravity and friction have on the body? What can you do to avoid shear when lifting and moving patients with impaired mobility?</p> <p>Discussion Topic: Ask students to share their previous experiences (themselves or caring for others) with immobility and how they regained strength and mobility.</p>	<p>Exam 2 (weeks 5-8)</p> <p>One page paper: Write a one page paper (APA format) on three self-care activities you currently or plan to perform to help with stress.</p>

	<p>reproductive system conditions.</p> <p>10. Examine laboratory and diagnostic tests related to female and male reproduction.</p>			
12	<p>Hygiene, Oxygenation, Fluid, Electrolyte and Acid-Base, and Sleep</p> <p>1. Describe factors that influence personal hygiene practices.</p> <p>2. Discuss conditions that place patients at risk for impaired skin integrity.</p> <p>3. Describe how hygiene care for the older adult differs from that for the younger patient.</p> <p>4. Discuss how to adapt hygiene care for a patient who is cognitively impaired.</p> <p>5. Describe the effect of a patient's level of health, age, lifestyle, and environment on oxygenation.</p> <p>6. Describe how to assess for the risk factors affecting a patient's oxygenation.</p> <p>7. Describe purpose and procedures for measuring and recording daily weights and fluid intake and output.</p> <p>8. Compare and contrast the sleep requirements of different age-groups.</p> <p>9. Identify factors that normally promote and disrupt sleep.</p> <p>10. Discuss medications used for oxygenation and neurological system conditions.</p> <p>11. Examine laboratory and diagnostic tests related to oxygenation and neurological systems.</p>	<p>P&P: Ch. 40, 41, 42, 43</p> <p>Meiner: Ch. 12 and pg. 561 and 562</p> <p>ATI Engage Fundamentals <u>Unit:</u> Physiological Concepts for Nursing Practice Lessons: <i>Comfort, Rest and Sleep; Gas Exchange and Oxygenation; and Hygiene</i></p> <p>Skills Modules: <i>Oxygen Therapy, Personal Hygiene</i></p>	<p>Discussion Topic: What are some ways to determine a patient's personal preferences about hygiene practices? How does a patient's developmental stage affect hygiene?</p> <p>Discussion Topics: What are some guidelines for providing any type of bath?</p> <p>What are some oxygenation changes in older adults? What cardiovascular assessment findings are normal in aging individuals?</p> <p>Health Promotion Online Activity/Discussion: Have students visit the Agency for Healthcare Research and Quality website (www.ahrq.gov) and review the section "Smoking Cessation Evidence and Resources". Students should write a summary of what they learned and how they can apply it to their own nursing practice.</p> <p>Discussion Topic: What sources of fluid intake and output are less noticeable than others?</p> <p>Discussion Topic: Why doesn't alcohol, a CNS depressant, improve sleep? How does night work and how do rotating work shifts affect a person's quality and quantity of sleep? (Ask students to share their own experiences if they have worked at night.)</p>	<p>Quiz on Weeks 8 & 9 content</p>
13	<p>Pain, Nutrition, Urinary Elimination, and Bowel Elimination</p> <p>1. List the characteristics used to differentiate categories of pain.</p> <p>2. Explain how cultural factors influence the pain experience.</p> <p>3. Demonstrate how to assess a patient experiencing pain.</p> <p>4. Discuss the major methods of nutritional assessment.</p>	<p>P&P: Ch. 44, 45, 46, 47</p> <p>ATI Engage Fundamentals: <u>Unit:</u> Physiological Concepts for Nursing Practice</p>	<p>Discussion Topic: Why is it important to distinguish persistent noncancer pain from cancer pain?</p> <p>Activity: Provide students with patient information and have students indicate whether each patient's pain is acute or chronic and list any other defining characteristics.</p> <p>Discussion Topic: How can nurses' assumptions about patients in pain</p>	<p>Quiz on Week 10 content</p> <p>One page paper: Discuss your experience at the Ridley-Tree Wound Clinic. APA Format required.</p>

	<p>5. Discuss how to implement diet counseling and patient teaching in relation to patient expectations.</p> <p>6. Identify factors that commonly impact urinary elimination.</p> <p>7. Interpret features of normal and abnormal urine.</p> <p>8. Discuss nursing care measures required for patients with an intestinal diversion.</p> <p>9. Describe nursing procedures related to bowel elimination.</p> <p>10. Discuss how the EMR tracks and trends vital signs and intake and output measurements.</p> <p>10. Explain how critical thinking is important in providing care to patients with alterations in bladder and bowel elimination.</p> <p>11. Discuss the multiple steps involved in calculating pediatric medications.</p> <p>12. Examine laboratory and diagnostic tests related to the GU/GI systems, Pain, and nutrition.</p>	<p>Lessons: <i>Pain, Nutrition, Elimination</i></p> <p>Unit: <i>Foundational Concepts of Nursing Practice</i></p> <p>Lesson: <i>Vital Signs</i></p> <p>Skills Modules: <i>Pain Management, Nutrition, Bowel Elimination, Urinary Elimination</i></p> <p>Dosage Calculations and Safe Medication Administration: <i>Pediatric Medications</i></p>	<p>seriously limit their ability to offer pain relief?</p> <p>Small Group Activity: Divide students into small groups and have them practice pain assessment on each other using one of the pain assessment tools in the textbook. Students who are not actively participating as nurse or patient should critique those who are.</p> <p>Discussion Topic: What impact does culture have on food intake?</p> <p>Skills Modules Virtual Scenarios: <i>Vital Signs and Nutrition</i></p> <p>Dosage Calculations and Safe Medication Administration: <i>Case Study Pediatric Ear Infection/Dehydration</i></p> <p>Small Group Activity: Divide students into small groups to practice taking diet histories from each other. Students who are not actively participating as nurse or patient should be critiquing those who are.</p> <p>Discussion Topic: Why is it important to ask the patient about his or her food preferences?</p> <p>Discussion Topic: What are the physical and emotional consequences of failure of the urinary system? What are the three main characteristics of urine? What is peristalsis? What causes constipation or diarrhea? How can a diet history aid in nursing interventions for altered bowel elimination?</p>	
14	<p>Skin Integrity and wound care and Sensory Alterations</p> <p>1. Discuss the risk factors that contribute to pressure injury formation.</p> <p>2. Describe the pressure injury staging system.</p> <p>3. Discuss the normal process of wound healing.</p> <p>4. Describe the differences between nursing care of acute and chronic wounds.</p> <p>5. Discuss factors influencing sensory function.</p>	<p>P&P: Ch. 48, 49</p> <p>Meiner: Ch. 17</p> <p>ATI Engage Fundamentals</p> <p>Unit: <i>Physiological Concepts for Nursing Practice</i></p> <p>Lessons: <i>Tissue Integrity and Sensory Perception</i></p>	<p>Discussion Topic: How does compromised skin integrity allow pathogens to enter the body? : Why are nutritional status, protein status, and hemoglobin measurement important to wound healing? What are the different types of wound drainage and what does each indicate? What is the psychosocial impact of wounds?</p> <p>Online Activity: Have students review the Revised National Pressure Ulcer Advisory Panel Pressure Injury Staging System: Revised Pressure Injury Staging</p>	<p>Quiz on Week 11 content</p>

	<p>6. Examine laboratory and diagnostic tests related to the senses and wounds.</p> <p>7. Discuss how sensory function affects an individual's level of wellness.</p> <p>8. Design strategies to maintain a safe environment for patients with altered sensation.</p> <p>9. Examine the importance of listening to patients about their routine medications when hospitalized.</p>	<p>Skills Modules: <i>Wound Care</i></p>	<p>System (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5098472/) and report on why the system was revised and how the changes improve identification of pressure injury stages.</p> <p>Discussion Topic: What are some of the components that make up assessment of the sensory system? What are some assessment questions for sensory impairment? What are some ways to engage a patient's family in planning for care?</p>	
15	Comprehensive Final Exam			
16	Course Wrap-up, shared meal in Santa Barbara			

Grading Rubric One page papers (25pts)

Evidence-based practice and quality care

Write a one-page paper (APA formatted) describing how evidence based practice is applied to a core measure on the unit you are on in the clinical setting. Provide at least 2 current and relevant peer-reviewed resources.

Criteria	Levels of achievement				Assigned points
	5 points	3-4 points	1-2 points	0 points	
Identifies quality core metric through introduction of paper	Comprehensive discussion about core metric on specific unit that guides the writing of the paper.	Well written discussion including most of the elements of the quality core metric and specific unit so reader can draw on data to guide the paper.	Basic discussion of the quality core metric leaving several areas out including specific unit and drawing little guidance for writing the paper.	Basic discussion of quality with no relevant information to draw from for writing the paper.	/5
Defines evidence-based practice (EBP) and how it is used to provide care to patients to decrease risk of adverse reactions to care.	Provides comprehensive discussion of EPB and uses examples of EBP best practices for identifying and meeting core metrics.	Describes the basics of EBP, and mentions some of the best practices in meeting core metrics.	Provides a brief definition of EBP but doesn't provide examples of best practices for meeting core metrics.	Mentions EBP but omits definition, best practices or connection to core metrics.	/5
Discusses the role of the registered nurse in meeting the core metric	Provides a comprehensive discussion on the role of the registered nurse	Discusses some aspects of the role of the registered nurse in details	Basic information given about the role of the registered	Basic information about the nurses role but no	/5

(adequate time in daily routine, good documentation, delegation of tasks, follow-up).	in meeting the core metric.	about routine, delegation and time management.	nurse but doesn't connect all aspects of the role to meeting the core metric.	connection to the core metric.	
Identifies barriers to meeting the core metric on this unit (age of patients, socioeconomic status of patients, nutritional status of patients, access to care, family support, adequate staffing, etc.).	Provides a comprehensive discussion on the barriers to meeting core metric including solutions to meeting the core metric.	Discusses the barriers to meeting core metrics but doesn't provide solutions to the challenges.	Provides basic information about the barriers and insignificant suggestion of solutions to the challenges.	Mentions some barriers but not all and not evidence of solutions for the challenges.	/5
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	APA correctly used throughout paper. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/5

Total points _____

Grading Rubric One page papers (25pts)

Nurse Practice Act

Write a one-page paper (APA formatted) describing your interpretation of Business and Professions Code 2725. Describe the independent, dependent, and interdependent care you can provide to your patient and whether you need a healthcare provider's order for your care. Provide at least 2 current and relevant peer-reviewed resources.

Criteria	Levels of achievement				Assigned points
	5 points	3-4 points	1-2 points	0 points	
Locates BPC2725 on California BRN website and informs the reader about its origin and framework.	Able to find regulation on website. Comprehensive discussion what the Nurse Practice Act and the laws and regulation that frame the care registered nurses can provide to patients.	Able to find regulation on website. Well written discussion including most of the elements of the origin of the regulation.	Able to find regulation on website and provides basic discussion of the origin of the regulation.	Unable to find regulation on the website. Uses other resources to explain the care nurses can provide.	/5
Differentiates between dependent, independent, and interdependent care registered nurses can provide to patients.	Provides comprehensive discussion of the three levels of care registered nurses can provide.	Describes the basics of each level of care registered nurses can provide.	Provides a brief definition of each level of care but omits what the registered nurse can provide.	Unable to differentiate between the levels of care and what the registered nurse is able to provide to patients.	/5

Discusses the need for healthcare provider orders in the care of patients. Identifies providers as physicians, podiatrist, dentist, clinical psychologist, and nurse practitioner.	Provides a comprehensive discussion on the role of the healthcare provider identifying who a healthcare provider is and if orders are needed for each specific level of care.	Discusses some aspects of the role of the healthcare provides but omits some of the roles or if orders are needed for each level of care.	Basic information given about the role of the healthcare provider and only lists some of the providers. Omits if orders are needed for each level of care.	Basic information about the nurses ability to give care, omits the correct providers needed for each level or if orders are needed or not for each level.	/5
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling).	APA correctly used throughout paper.	Generally acceptable with some minor mistakes.	Multiple mistakes in APA format.	APA format is not used correctly or at all.	/5
Resources used: within 5 years, scholarly peer reviewed journals	Citations and references are formatted correctly, resources are within 5 year, and from peer reviewed journals.	50% of citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	50% citations and references are formatted correctly, resources are greater than 5 years and not peer reviewed journals.	Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/5

Total points _____

Grading Rubric One page papers (25pts)

Patient Privacy and HIPPA Compliance

Write a one-page paper (APA formatted) describing the importance of HIPPA (what was the reason for the law, the Privacy Rule, elements of the protected health information, consequence of noncompliance) and how you can protect your patient’s privacy. Provide at least 2 current and relevant peer-reviewed resources.

Criteria	Levels of achievement				Assigned points
	5 points	3-4 points	1-2 points	0 points	
Describe the history and implementation of HIPPA	Comprehensive discussion on the history of HIPPA.	Summarizes the history of HIPPA, omits some important points.	Brief discussion about HIPPA, however omits most of the important points.	Basic discussion of HIPPA with no relevant information to draw from for writing the paper.	/5
Elements of protected health information (PHI)	Detailed discussion on the elements of PHI including cyber security	Discusses most of the elements of PHI, some information included on cyber security.	Brief discussion with less than half of the elements of PHI, omits information on cyber security	Basic discussion of PHI with no relevant information to draw from for writing the paper.	/5
Consequence of HIPPA noncompliance	Detailed discussion on the consequence of not providing privacy for patient information.	Identifies the consequence of HIPPA noncompliance but leaves out important information.	Brief discussion on consequence of HIPPA noncompliance.	Basic discussion of HIPPA noncompliance with no relevant information to draw from for	/5

				writing the paper.	
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling).	APA correctly used throughout paper.	Generally acceptable but some minor mistakes.	Multiple mistakes in APA format.	APA format is not used correctly or at all.	/5
Resources used: within 5 years, scholarly peer reviewed journals	Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	50% of citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	50% citations and references are formatted correctly, resources are greater than 5 years and not peer reviewed journals.	Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/5

Total points_____

Clinical syllabus

Faculty: TBD

Clinical Site: Long-term care setting with one day out-rotation to Ridley Tree Wound Clinic

Faculty: TBD

Phone: TBD

Email: TBD

Office hours: TBD

Clinical objectives:

1. List the components of a wholistic patient assessment in the geriatric patient with chronic conditions.
2. Discuss the importance of developing a trusting relationship with your patient in a short time frame.
3. Practice a systematic head to toe physical assessment in the skills and simulation labs with the goal of completion in less than ten minutes.
4. With the assistance of faculty, construct a nursing diagnosis using the five steps of the Nursing Process.
5. Assess the biopsychosocial, religious, and cultural needs and preferences of each patient during the patient interview discussing how these can be integrated into patient-centered, compassionate care.

Clinical Skill Schedule:

1. Psychology for Nursing & Healthcare Professionals (Barker)
2. Fundamental of Nursing (P&P)
3. Gerontologic Nursing (Meiner)
4. Clinical Nursing Skills & Techniques (Potter)
5. ATI: skills videos

Week in semester	Skill/Evaluation	Reading Assignment Bring Skills text and Nursing Bag to Skills Lab
3 9:00-15:30	The history and physical interview, handwashing, and PPE Vital Signs, Hygiene, Safety	P&P 1, 3, 9 Potter: 2, 4, 5 , 14, 16, 18, 19 and pg. 392-397

	Skills Lab	Meiner 13
4 9:00-15:30	The history and physical interview, handwashing, and PPE Vital Signs, Hygiene, Safety Skills Lab	P&P 1, 3, 9 Potter: 2, 4, 5, 14, 16, 18, 19 and pg. 392-397 Meiner 13
5 9:00-15:30	The history and physical interview, handwashing, and PPE Vital Signs, Hygiene, Safety Skills Lab	P&P 1, 3, 9 Potter: 2, 4, 5, 14, 16, 18, 19 and pg. 392-397 Meiner 13
6 9:00-15:30	Activity and Mobility, Family Support Skills Lab	Potter: 11, 12, 13, 19, pg. 108-109 Meiner 1, 2, and pg. 96, 160-170
7 9:00-15:30	Specimen Collection, Nutrition Oxygenation, Elimination (urinary) Elimination (bowel) Skills Lab	P&P 7, 31, 32, 33 Meiner 3, 7 Potter: 23, 24, 25, 34
8 9:00-15:30	Specimen Collection, Nutrition Oxygenation, Elimination (urinary) Elimination (bowel) Skills Lab	P&P 7, 31, 32, 33 Meiner 3, 7 Potter: 23, 24, 25, 34
9	Dressings and Wound Care Skills Lab	Potter: 39, 40, 41, 42
10 8:00-15:00	Dressings and Wound Care Skills Lab	Potter: 39, 40, 41, 42
11 8:00-12:00 (12 students) 12:00-16:00 (12 students)	Skills Lab-practice	Skills stations: Vital signs Elimination-catheters Respiratory-O2/suctioning, trach care PPE
12 8:00-10:00 (8 students) or 10:30-12:30 (8 students)	Skills Lab-practice	Skills stations: Wound Care NG Tube insertion Transferring patient from bed to chair Bed bath Linen Change

Or 13:00-15:00 (8 students)		Sterile Gloves
13 8:00-10:00am	Skills lab simulation with standardized patients	Pair students together to care for one elderly patient with CVA (stroke) and left sided weakness (hemiparesis) -Introduction and vital signs -Set up for breakfast, face and teeth care -Set up for bath, assist if needed. -Head to toe assessment -Transfer to chair -Linen change -Transfer back to bed -ROM -Debrief with instruction and patient Need: 4 older adult standardized patients with script for CVA with right side hemiparesis.
10:30-12:30	Skills lab simulation with standardized patients	
13:00-15:00	Skills lab simulation with standardized patients	
14 6:45-15:00	Long-term care setting Casa Dorinda Buena Vista	Pre-conference 6:45-7:00 Lunch 11:00-11:30 Post-conference 14:00-15:00 Listen to report Pairs from simulation will work together to care for one patient. Interview, assessment, basic care: bathing, meals, I/O, vital signs
15 6:45-15:00	Long-term care setting Casa Dorinda Buena Vista	Pre-conference 6:45-7:00 Lunch 11:00-11:30 Post-conference 14:00-15:00 Listen to report Each student takes one patient and completes interview, full head to toe assessment, vital signs in am and noon, documentation. One physical nursing diagnosis.
16	Wrap-Up, Clinical evaluations	

The clinical evaluation tool is used during the clinical experience in the skills/simulation lab and clinical setting. Please review all components of the evaluation tool and understand you will be evaluated in all competencies at midterm and in the final weeks of the clinical course.

