***Course title, number, and Section:* Health Assessment NU 306-01**

***Credits*: 2**

***Course Description and Purpose:***

 A systems approach is utilized to provide the necessary foundation to accomplish health assessments with individuals. The nursing process is described as a method of gathering data, generating nursing diagnoses, formulating goals, planning nursing interventions, and evaluating outcomes . The purpose of the course is to both provide the student with the necessary knowledge to accomplish holistic assessments and to analyze assessment data through the nursing process.

The laboratory portion offers the student the opportunity to learn and to practice physical assessment techniques for examination.

***Pre-requisites***: Acceptance to BSN Program or permission of instructor

***Course Competencies:***

 (ANA Professional Standards of Care (SOC) & Standards of Professional Performance (SPP) identified following competency).

1.  Demonstrate an understanding of the wide range of skills and tools required to accomplish physical assessments on individuals across the lifespan.

     SOC: 1. Assessment

     SPP: 7 Quality of Practice, 9. Education, 14. Resource Utilization

2. As a provider of care, perform systematic focused assessments on individuals using the

     techniques of inspection, auscultation, percussion and palpation.

     SOC:1. Assessment

     SPP: 7. Quality of Practice

3.  Obtain and correctly document a physical exam.  Demonstrate proficient communication skills in all areas of data collection.

     SOC: 1. Assessment, 2. Diagnosis, 4. Planning

     SPP: 7. Quality of Practice, 12. Collaboration

4.  Distinguish findings that are within normal range from those that require intervention.

     SOC: 1. Assessment, 2. Diagnosis, 4. Planning

     SPP: 7 Quality of Practice, 12. Collaboration, 13. Research

5.  Apply the nursing process to formulate nursing diagnoses, goals, interventions and evaluation.

     SOC: 1. Assessment, 2. Diagnosis, 4. Planning, 5. Implementation, 6. Evaluation

     SPP:  7 Quality of Practice, 12. Collaboration, 13. Research, 14. Resource Utilization

6.  Develop and refine critical thinking skills to analyze data obtained during assessment for identification of the individual’s strengths, knowledge deficits and risk behaviors.

     SOC: 6. Evaluation

     SPP: 7. Quality of Practice, 12. Collaboration, 13. Research, 14. Resource Utilization

7.  Incorporate teaching interventions focusing on health promotion whenever appropriate.

     SOC: 1. Assessment, 2. Diagnosis, 3. Outcome Identification, 4. Planning, 5. Implementation

     SPP: 7. Quality of Practice, 9. Education

8.  Develop assessment skills and knowledge base to be further applied in subsequent nursing courses.

     SOC: 1. Assessment

     SPP: 7. Quality of Practice, 9. Education, 12. Collaboration

9.   Refine documentation skills in the reporting of assessment findings.  Develop descriptive

     language that most accurately reflects subtle variations among individuals.

SOC: Assessment, Diagnosis

SPP: Quality of Care, Collegiality, Collaboration

***Course Number*: NU 312**

***Course Title*: Pharmacotherapeutics in Nursing**

***Credits***: 3

***Course Description and Purpose:*** Medication therapy is complex and important in the fight against diseases.  The nurse's role in medication therapy is critical in providing safe and effective care to patients as well as in teaching people effective self care.  Nurses need a great deal of knowledge about medications to fulfill their role well, and it is the purpose of this course to help students begin to acquire knowledge about medications.

***Pre-requisites***: All preceding nursing courses; BIOL 312 (or co-req).

***Co-requisites:*** NU306, NU307, NU312, NU313, & NU332.

***Course Competencies:*** By the end of this course, the student will be able to:

1. Use the nursing process and informed caring framework in providing medication therapy to patients of all ages.

2. Describe the action, use, most common and any serious or life threatening adverse effects, and nursing implications including patient teaching for all classes of medications studied.

3. Discuss legal and ethical and professional role issues surrounding medication therapy.

***Professional Standards:*** ANA standards of Nursing Practice and Standards of Professional Performance

|  |  |
| --- | --- |
| **Standards of Practice** | **Standards of Professional Performance** |
| 1 | Assessment | 7 | Quality of Practice |
| 2 | Diagnosis | 8 | Practice Evaluation  |
| 3 | Outcome Identification | 9 | Education  |
| 4 | Planning | 10 | Collegiality |
| 5 | Implementation | 11 | Collaboration  |
| 5a | Coordination of Care | 12 | Ethics |
| 5b | Health Teaching and Health Promotion | 13 | Research |
| 5c | Consultation | 14 | Resource Utilization |
| 5d | Prescriptive Authority and Treatment | 15 | Leadership |
| 6 | Evaluation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **NU 312****Course Objective Competency** | **Student Activities** | **ANA Standards of Nursing Practice** | **ANA Standards of Professional Performance** |
| 1. | Use the nursing process and informed caring framework in providing medication therapy to patients of all ages. | Lecture, case studies, class discussions, DVDs/videos, iTunes | 1-4, 5A-B, 6 | 7-15 |
| 2. | Describe the action, use, most common and any serious or life threatening adverse effects, and nursing implications including patient teaching for all classes of medications studied. | Lecture, case studies, class discussions, DVDs/videos, iTunes | 1-4, 5A-B, 6 | 7-9, 11-14 |
| 3. | Discuss legal and ethical and professional role issues surrounding medication therapy. |  Lecture, case studies, class discussions, DVDs/videos, iTunes | 3, 4, 5A-B, 6 | 7-9, 12-15 |

***Course Number*: NU 313: Section 7001**

***Course Title*: Professional Role Development I: Provider of Care**

***Credits***: 4 credits

***Course Description and Purpose:***

Investigate the roles and responsibilities of the professional nurse as Provider of Care to individuals. Professional standards of practice, principles of evidence-based practice, and the program philosophy are introduced. Fundamental skill development and use of technology in providing nursing care are emphasized. Theory and supervised lab is provided to develop competency in basic psychomotor and theoretical nursing skills needed to care for clients in acute, sub-acute, chronic and community-based nursing health care facilities.

***Course Competencies:***

*Nursing Arts & Science*

1. Describe and demonstrate basic psychomotor skills specific to the role of provider of care.
2. Utilize theoretical knowledge when performing psychomotor skills.
3. Verbalize specific rationale for each critical element of procedure being performed.
4. Utilize medical terminology in professional communication.
5. Describe and practice accurate documentation of nursing care.
6. Identify healthcare technology and informatics applications appropriate to the care of the individual.
7. Explore teaching-learning strategies appropriate to care of the individual.
8. Explore the dimensions of therapeutic and inter-professional communication.

*Nursing Role: Provider of Care*

1. Explore professional values and standards as the foundation for ethical and legal nursing practice.
2. Describe and practice using the nursing process to plan care for diverse individuals across the lifespan.
3. Explore the BSN program philosophy/framework as it applies to the practice of nursing.
4. Investigate concepts of evidence-based practice and critical thinking in classroom and laboratory settings.
5. Identify characteristics of the individual that influence the plan of care.
6. Apply research-based knowledge from nursing and the sciences as the basis for practice.

***Professional Standards:***

American Association for Collegiate Nursing (AACN Essentials)

American Nursing Association (ANA Standards)

|  |  |  |
| --- | --- | --- |
| **Competency** | **Standard** | **Student Activities** |
| Describe and demonstrate basic psychomotor skills specific to the role of provider of care. | **AACN Essential IV**:Technology within the practice as a generalist nurse**AACN Essential IX:** Generalist nursing practice**ANA 5:** Implementation  | Skills List completionSkills testingDemonstrated use of equipment and safety precautionsLab assignments |
| Utilize theoretical knowledge when performing psychomotor skills | **AACN Essential IX**: Generalist nursing practice**ANA 5:** Implementation  | Lab assignmentsSkills demonstrationIndependent lab case studies |
| Verbalize specific rationale for each critical element of procedure being performed | **ANA 5:** Implementation  | Skills demonstration and testingIndependent lab case studies |
| Utilize medical terminology in professional communication | **ANA Essential IX:** Generalist nursing practice | Documentation practice |
| Describe and practice accurate documentation of nursing care. | **AACN Essential IV**:Information management within the practice as a generalist nurse**ANA 4**: Planning **ANA 6**: Evaluation  | Charting exercisesLab assignmentsCare planning structureIndependent lab case studies |
| Identify healthcare technology and informatics applications appropriate to the care of the individual. | **AACN Essential IV**:Technology within the practice as a generalist nurse**AACN Essential IX**: Generalist nursing practice**ANA 4**: Planning  | Use of technology to demonstrate patient careComputerized documentation exercisesUse of online resources to research nursing interventionsUse of *Virtual IV* simulator |
| Explore teaching-learning strategies appropriate to care of the individual | **AACN Essential IX:** Generalist nursing practice**ANA 1:** Assessment **ANA 5b:** Implementation **ANA 6**: Evaluation | Practice assessing teaching-learning strategies Lab assignmentsIndependent lab case studies |
| Explore dimensions of therapeutic, intrapersonal and inter-professional communication | **AACN Essential VI:** Interprofessional communication and collaboration**ANA 1**: Assessment**ANA 4:** Planning**ANA 6**: Evaluation | Lab assignmentsLab and lecture case studiesSkills demonstration |

|  |  |  |
| --- | --- | --- |
| **Competency** | **Standard** | **Student Activities** |
| Explore professional values and standards as the foundation for ethical and legal nursing | **AACN Essential V**: Healthcare policy, regulatory environment**AACN Essential VIII**: Professionalism and Professional Values**ANA 1:** Assessment | APA Paper: RN as Provider of Care |
| Describe and practice using the nursing process to plan care for diverse individuals across the lifespan | **AACN IX:** Generalist nursing practice**ANA 1-6:** Assessment, Diagnosis, Outcomes identification, Planning, Implementation, Evaluation | Lab assignmentsCare plan production and implementationLab and lecture case studies |
| Explore the BSN program philosophy/framework as it applies to the practice of nursing | **AACN Essential II**: Organizational and systems leadership**ANA 1**: Assessment**ANA 4**: Planning | Integration of BSN program philosophy into weekly lab assignmentsAPA Paper: RN as Provider of Care |
| Investigate concepts of evidence-based practice and critical thinking in classroom and laboratory settings | **AACN Essential III:** Scholarship for evidence-based practice**ANA 1:** Assessment**ANA 3**: Outcomes identification**ANA 6**: Evaluation | Lab assignmentsSkills demonstrationLab and lecture case studies |
| Identify characteristics of the individual that influence the plan of care | **AACN IX:** Generalist nursing practice**ANA 1:** Assessment | Lab assignmentsLab and lecture case studies |
| Apply research-based knowledge from nursing and the sciences as the basis for practice | **AACN Essential III**: Evidence-based practice**ANA 5**: Implementation **ANA** 6: Evaluation | RN as Provider of Care  |

**Course Number: NU 325**

**Course Title: NU325 Alterations in Health I**

Credits: 3

Course Description and Purpose: Provides the student with a comprehensive theoretical foundation for the management of clients across the lifespan who experience alterations in health. The course builds on knowledge from the biological support courses to examine health problems within the context of medical and nursing sciences. Skills in critical thinking are developed for application to the nursing process as a provider of care.

Pre-requisites: Acceptance to BSN Program or permission of instructor

Co-requisites: NU306, NU312, NU313, & NU332

Course Competencies:

1. Review the pathophysiological basis for health care problems experienced by individuals across the lifespan (ANA Standards of Nursing Practice: 1-15).

2. Learn cognitive and conceptual knowledge about alterations in health (ANA Standards of Nursing Practice: 1-10, &13).

3. Develop knowledge of therapeutic nursing and collaborative interventions required to produce safe and effective care of individual clients (ANA Standards of Practice 1-7, 10, & 11).

4. Apply the nursing process to individual health conditions using critical thinking skills for defining optimal patient outcomes (ANA Standards of Practice 1- 7, 12, & 15).

5. Analyze biological, psychosocial, cultural, and generational factors in the formulation of therapeutic nursing interventions (ANA Standards of Practice 1- 7, 11, & 14).

 6. Explore patient education appropriate in the provision of nursing care (ANA Standards of Practice: 1-6, & 8).

7. Examine the use of research findings and technology for improved patient care (ANA Standards of Practice: 1-6 &13).

8. Compare and contrast health settings and the influence on nursing care (ANA Standards of Practice: 1- 7 & 14).

9. Explore traditional and complementary interventions for clients (ANA Standards of Practice: 1 - 7, 8, 11, 12 & 13).

10. Adopt professional standards which define the competencies, roles and values necessary for assuming the role of the professional nurse. (ANA Standards of Practice: 1-7 & 15).

***Course Number*: NU 332**

***Course Title*: Practicum: Alterations in Health I**

***Credits***: 5 credits

***Course Description and Purpose:*** The professional nurse role of provider of care is practiced in a variety of settings with individuals across the lifespan. Integrates basic skill performance, the application of the nursing process, critical thinking and teaching skills to clients experiencing alterations in health. Written and verbal communication within the healthcare team and to patients is emphasized.

***Course Competencies:***

1. Provide safe and appropriate nursing care as a provider of care to diverse clients in a variety of settings.
2. Demonstrate the performance of appropriate basic skills using skills-specific critical elements for patient and nurse safety.
3. Apply the nursing process to the care of clients across the lifespan who are experiencing alterations in health.
4. Apply critical thinking in the formulation of an individualized plan of care using bio/psycho/social knowledge.
5. Develop diagnosis specific collaborative and nursing interventions for clients through use of standardized concepts of care.
6. Organize care according to systematic and procedural methodologies.
7. Apply teaching strategies in the provision of care.
8. Utilize research findings and new technology to provide and improve patient care.
9. Communicate effectively with clients and members of the healthcare team.
10. Practice accurate and concise written documentation of client problems, assessments, interventions, and evaluations for communication throughout the healthcare team.
11. Adopt professional standards which define the competencies, roles and values necessary for assuming the role of the provider of care.