

Department:

Practical Nursing

Course Description:

This course provides an introduction to practical nursing and roles of the practical nurse as well as profession and client related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills are presented and an introduction to the nursing process provides the student with a framework for decision making.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Discuss the history of nursing, the role of the practical nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
2. Review the spectrum of health care settings across which client care is provided.
3. Describe the relationship of profession-related concepts to client care: relationship-centered care, inter-professional collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership.
4. Discuss concepts integral to the provision of safe, quality, relationship-centered care: nursing process, advocacy, cultural sensitivity, and communication.
5. Identify the nurse's role in supporting a client's physiologic needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, oxygenation, and comfort.
6. Describe the various elements of the nursing process and its relationship to clinical decision-making.
7. Identify the nurse's role in data collection as an integral part of the nursing process.
8. Describe basic data collection skills as they relate to a client's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure client safety.

Course Content:

- A. Nursing Role and Scope of Practice
 1. Define nursing and relate its current state to historical events and leaders.
 2. Differentiate between the various roles of contemporary nurses today.
 3. Review the different educational paths to professional nursing and their implications for career mobility and advancement.
 4. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
 5. Describe how state nurse practice acts define the legal and scope of nursing practice.
 6. Review an established code of ethics and its role in guiding nursing practice and

- ethical decision making.
7. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.
 8. Discuss the implications of client care in relation to HIPAA regulations in care delivery settings.
- B. Spectrum of Healthcare
1. Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.
 2. Define the terms health promotion and wellness and discuss the nurse's role in supporting client's movement towards optimal health.
 3. Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.
 4. Differentiate between the goals of acute and chronic care and examples of client conditions in each category.
 5. Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with patients undergoing rehabilitation.
 6. Compare and contrast palliative and hospice care and the role of the nurse in providing end-of-life care.
 7. Describe the various health care settings within which client care is delivered.
 8. Discuss the roles of state and federal governments in regulating health care agencies.
- C. Profession Related Concepts/Relationship-Centered Care
1. Discuss the meaning of relationship-centered care.
 2. Describe concepts of holistic health and nursing.
 3. Describe the concept of caring as a foundation for nursing practice.
 4. Review the professional skills inherent in providing relationship-centered care.
 5. Compare and contrast the concepts of spirituality and religion.
 6. Review the religious practices of selected religions and their relationship to health promotion and health care.
 7. Determine factors that contribute to spiritual distress and resulting manifestations.
 8. Review the nurses' role when caring for clients who are experiencing spiritual distress.
 9. Nursing process/Discuss the purpose of the nursing process and nurse's role in each step.
 10. Cultural sensitivity/Recognize the influence culture has on health, health practices, illness and caring patterns and verbalize cultural sensitivity and cultural competence and its relationship to nursing practice.
 11. Advocacy/Define advocacy in relationship to client's right to information, Client's Bill of Rights and the Self Determination Act and their association with the nurse's role as client advocate.
 12. Communication/Differentiate between nontherapeutic and therapeutic communication and how it is related to nursing care and documentation.
- D. Profession Related Concepts/Teamwork and Collaboration
1. Define the concept of inter-professional care.
 2. Describe the essential aspects of collaborative health care.
 3. Discuss the benefits of an inter-professional health care team providing client care.
- E. Profession Related Concepts/Evidence-Based Practice
1. Define the concept of evidence-based practice.
 2. Identify available resources for evidence-based nursing practice.
 3. Discuss how evidence-based practice provides optimum care for individuals and their families.
- F. Profession Related Concepts/Quality Improvement

1. Define the concept of quality improvement.
 2. Discuss the role of the nurse in identifying patient concerns related to quality care.
- G. Profession Related Concepts/Safety
1. Define the concept of client safety.
 2. Discuss personal and environmental factors that impair a client's ability to protect themselves from injury.
 3. Review interventions that can assist in reducing risk of client injury (properly identifying client, performing a fall risk assessment, communicating client information to appropriate team member).
 4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.
 5. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the client.
 6. Review the National Client Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.
 7. Relate the importance of knowing the location and purpose of the MSDS Manual.
 8. Describe the RACE acronym and its use as a guide for action during a fire.
- H. Profession Related Concepts/Informatics
1. Define the concept of informatics.
 2. Describe the uses of computers in nursing education and practice.
 3. Discuss the computer skills and computer applications necessary for monitoring and documenting client information.
 4. Discuss how to access online library resources.
 5. Review criteria that must be met for online resources and websites to be considered credible resources.
 6. Demonstrate how to cite resources using recommended form and style.
- I. Profession Related Concepts/Client Education
1. Define the concept of client education.
 2. Identify the role of the nurse in relation to client education.
 3. Describe the three domains of learning.
 4. Review basic principles of learning.
 5. Discuss how to identify educational needs of clients.
- J. Profession Related Concepts/Professionalism
1. Define the concept of professionalism and its relationship to nursing practice.
 2. List professional behaviors that are consistent with those of a nurse.
 3. Discuss the relationship of ethical and legal practice to the role of nurses.
 4. Compare and contrast accountability and responsibility.
- K. Profession Related Concepts/Leadership
1. Define the concept of leadership.
 2. Explore the leadership skills of organization, time management, and priority setting.
- L. Client Related Concepts/Rest and Sleep
1. Review the role played by rest and sleep in maintaining good physical and mental health.
 2. Discuss the effect that lack of sleep has on a client's physical and mental health.
 3. Discuss developmental variations in sleep patterns.
 4. Describe the functions, physiology, and stages of sleep.
 5. Identify conditions that interfere with a client's rest and sleep pattern.
 6. Recognize the characteristics of common sleep disorders.
 7. Review nursing interventions that can help improve a client's quality of rest and sleep.
- M. Client Related Concepts/Sensory perception

1. Review the role played by sensory perception in maintaining good physical health.
 2. Describe the anatomical and physiological components of the sensory-perceptual process.
 3. Discuss factors that affect a client's sensory perceptual processes (vision loss; hearing loss).
 4. Identify conditions that interfere with a client's ability to process sensory input.
 5. Differentiate between sensory deficits, overload, and deprivation.
 6. Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes.
- N. Client Related Concepts/Documentation
1. Describe the significance of nursing documentation as a written form of communication.
 2. Discuss the use of technology in the communication process.
 3. Identify the purpose and various elements of the client record.
 4. Review the legal parameters that guide documentation and the maintenance of client records.
 5. Review proper guidelines for effective documentation.
 6. Apply principles of effective documentation to an actual or simulated client record.
 7. Describe proper documentation techniques that support accurate, thorough, and timely charting.
- O. Client Related Concepts/Hygiene
1. Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.
 2. Describe conditions and activities that place clients at risk for altered skin integrity.
 3. Discuss hygienic practices that support healthy skin integrity.
 4. Discuss the effect that cultural practices and developmental stage has on hygiene practices.
 5. Determine a client's need for assistance with hygiene-related care.
 6. Describe the procedures for providing hygiene-related care in a safe, comfortable environment.
 7. Describe proper techniques that support client hygiene.
 8. List common areas for pressure ulcers.
 9. Describe how to assess for early signs of pressure ulcers when providing hygiene-related care.
 10. Differentiate between the 4 stages of pressure ulcers.
- P. Client Related Concepts/Activity and Exercise
1. Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.
 2. Relate the effect exercise has on proper functioning of body systems and activity tolerance.
 3. Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.
 4. Discuss the effect lack of movement has on bones, muscles, and joints.
 5. Discuss the effect developmental stage has on bones, muscles, and joints.
 6. Describe proper techniques that support client mobility and prevent complications of immobility.
- Q. Client Related Concepts/Infection Control
1. Compare and contrast the various elements of the chain of infection.
 2. Review the anatomical and physiological barriers that protect an individual against infections.
 3. Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.

4. Discuss the etiology of nosocomial infections.
 5. Differentiate between medical and surgical asepsis.
 6. Relate principles of asepsis and their application to client care.
 7. Differentiate between standard precautions and various types of isolation precautions.
 8. Review nursing interventions that can protect a client against infections.
 9. Describe proper techniques that support infection control.
- R. Client Related Concepts/Elimination
1. Review the role played by elimination in maintaining good physical health.
 2. Describe the process of urine and feces production and subsequent elimination patterns.
 3. Differentiate between normal and abnormal elimination patterns (constipation, bowel incontinence, urinary retention, urinary incontinence).
 4. Discuss developmental and other factors that affect a client's elimination status.
 5. Identify conditions that interfere with a client's normal elimination patterns.
 6. Compare and contrast normal and abnormal characteristics of urine and feces.
 7. Identify diagnostic tests related to elimination and the nurse's role in obtaining specimens.
 8. Review nursing interventions that can facilitate or maintain a client's elimination patterns.
 9. Discuss proper techniques that support a client's elimination needs.
- S. Client Related Concepts/Oxygenation
1. Review the role played by oxygenation in maintaining good physical health.
 2. Describe the process of oxygenation.
 3. Differentiate between normal and abnormal respiratory patterns
 4. Discuss developmental and other factors that affect a client's oxygenation status.
 5. Identify diagnostic tests related to oxygenation.
 6. Review nursing interventions that facilitate or maintain adequate oxygenation.
 7. Describe proper techniques that support a client's oxygenation status.
- T. Client Related Concepts/Nutrition
1. Describe proper techniques that support a client's nutrition needs.
 2. Review the role played by nutrition in maintaining good physical health.
 3. Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.
 4. Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.
 5. Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.
 6. Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.
 7. Identify norms for body weight and BMI based on established standards.
 8. Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.
 9. Differentiate between various alternative and therapeutic diets.
 10. Review nursing interventions that can assist clients in meeting their nutritional needs.
- U. Client Related Concepts/Comfort/Pain
1. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
 2. Review theories related to the physiology of pain.
 3. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.

4. Differentiate between the various types and characteristics of pain.
 5. Determine a client's need for pain relief using established subjective tools and objective data.
 6. Evaluate efficacy of pain relief method used by follow up with pain rating post-administration.
 7. Review pharmacologic and non-pharmacologic nursing interventions that can assist clients in managing their pain.
 8. Review alternative and complementary methods of pain relief that clients may consider (acupressure, acupuncture, biofeedback).
 9. Describe proper techniques that support a client's comfort needs.
- V. Client Related Concepts/Body Mechanics and Ergonomics
1. Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.
 2. Identify assistive devices that can be used when moving clients to aid in the prevention of injury.
 3. Examine the relationship between using good body mechanics and preventing injuries.
 4. Discuss appropriate interventions to take to minimize injury to client and self during a client fall.
 5. Describe proper body mechanics and ergonomics when positioning, moving, lifting and ambulating clients.
- W. Client Related Concepts/Nursing Process
1. Identify the steps of the nursing process.
 2. Differentiate between subjective and objective data and various data collection methods.
 3. Review the use of the nursing process as a tool for planning client care.
 4. Review potential and actual client problems related to a plan of care.
 5. Apply principles of the nursing process to the client record.
- X. Client Related Concepts/Focused Assessment
1. Describe the purpose of assessment when providing client care.
 2. Review assessment techniques when collecting data in a focused manner.
 3. Use culturally sensitive, therapeutic communication when interviewing the client regarding their health history and current reason for seeking health care.
 4. Discuss interventions that will foster a therapeutic, caring nurse-client relationship.
 5. Identify findings that are outside the expected range for each body system.
 6. Use appropriate terminology when documenting assessment findings.
 7. Describe proper assessment techniques on clients.

Learning Assessments:

Competencies may be evaluated by multiple measures, including quizzes, exams, papers, article reviews, on-line tutorials, and projects.

Grading Scale:

A	94-100%
B	87-93%
C	80-86%
D	73 – 79% Unsatisfactory
F	0-72%

Students must pass each nursing course with a **minimum** grade of 80%.

Instructional Materials:

Textbooks: Burton, M., Smith, D. & Ludwig, L. (2019). *Fundamentals of Nursing Care: Concepts, Connections & Skills* (3rd ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0803669062

Burton, M. & Smith, D. (2019). *Study Guide Fundamentals of Nursing Care: Concepts, Connections & Skills* (3rd ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0803669079

Doenges, M. & Moorhouse, M. (2019). *Nursing Diagnosis Manual* (6th ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0803676770

VanLeewen, A. & Bladh, M. (2019). *Davis's Comprehensive Manual of Laboratory & Diagnostic Tests with Nursing Implications* (8th ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0803674950

On-Line Resources:

ATI Complete Package

EHR TUTOR: Student Nurse Electronic Health Record System

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).