Foundations for Nursing Practice  
RNSG 1413-23001  
Brookhaven College  
Dallas County Community College District  
Spring 2013

General Information

College Name: Brookhaven College  
Division: Health & Human Services Division  
Semester/Term & Years: Spring 2013

Instructor Information

Instructor: Brenda Shupe RN, MS  
Contact Information: E-Mail: bshupe@dcccd.edu  
Office location: X1022  
Office phone: 972-860-4879  
Office Hours: Varied; Check office hours on door or call for appointment

Course Information

Course Number: RNSG 1413  
Section Number: 2001  
Credit Hours: 4 Hour  
Class Meeting Time: Wednesday 9:00 a.m. – 2:00 pm  
Course Title: Foundations for Nursing Practice

Course Description:

This course introduces the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision-making and critical thinking. The mechanisms of disease and the needs and problems that can arise are discussed and how the nursing process helps manage the patient through these issues. Emphasis is on knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.
Course Prerequisites:

ENGL 1301, CHEM 1405, BIOL 2401 or SCIT 1407, and PSYC 2301 with a minimum grade of “C.”
Admission to the Professional Nursing Program or Administrative approval.

Co-requisite:

RNSG 1462 and RNSG 1105.

Con-current:

Applied Human Anatomy and Physiology II or Anatomy and Physiology II, Nursing Pathophysiology, Dosage Calculations, and Developmental Psychology.

End of Course Outcomes:

The student will describe the role of the nurse in the delivery of healthcare, demonstrate knowledge of basic nursing skills in an ethical and legal framework, apply critical thinking in a systematic problem solving process, develop a comprehensive plan of care for adult clients with basic health care needs, recognize therapeutic communication concepts, demonstrating personal accountability and responsibility for safe nursing care.

Specifically by the end of the semester the student will be able to:

1) Describe the history of nursing.
2) Explain the concept of caring as it relates to the professional nursing practice.
3) Explain the roles and competencies of the associate degree nurse.
4) Describe the various health care delivery systems.
5) Identify common therapeutic modalities utilized to promote adaptation for holistic clients.
6) State the principles of health protection.
7) Describe therapeutic communication within the nurse-client relationship.
8) Demonstrate basic nursing physical/psychosocial/cultural/spiritual assessments.
9) Define the components of complementary and alternative healing modalities.
10) Describe the concepts of loss, grieving, and death.
11) Demonstrate the concepts of critical thinking and the nursing process.
12) Demonstrate knowledge of nursing documentation formats.
13) Define the concept of continuity of care within a variety of health care settings.
14) Define the concept of promoting physiologic health.
15) Explain the application of the nursing process relevant to fundamental concepts of nursing practice.
16) Discuss selected therapeutic nursing interventions essential to client care.
17) Explain selected theories of adult growth and development.
18) Explain the concepts of health, health promotion, and adaptation.
19) Explain the basic elements of teaching and learning.
20) Explain the basic ethical and legal concepts of nursing.
21) Describe basic principles of pharmacotherapy in the safe delivery of nursing care.
22) Describe beginning knowledge of leadership/management principles inherent in the practice of professional nursing.
23) Explain the need for continued personal and professional growth.
Teaching/Learning Activities:

Lecture
Group Discussion
Audio-Visual Aids
Computer-Assisted Instruction
Critical Thinking Exercises
Case Studies
Assigned and Self-Directed Readings
Self-Paced Learning Packets
Internet
Printed Handouts

- Required or Recommended Materials:

  - *Physical Assessment Exam And Health Assessment*
    - Author: Jarvis, Carolyn
    - Publisher: Elsevier

  - *Pharmacology: A Nursing Process Approach, 7th edition*
    - Authors: Joyce Kee, Evelyn Hayes, and Linda McCuistion
    - Publisher: Saunders/Elsevier

    - Authors: Audrey Berman, Shirlee Snyder, Barbara Kozier, and Glenora Erb
    - Publisher: Prentice Hall
    - ISBN-13:

  - *Manual of Diagnostic Tests, 3rd edition*
    - Authors: Pagana, Kathleen, and Pagana, Timothy
    - Publisher: Mosby/Elsevier

  - *Nursing Care Planning Guides, 7th edition*
    - Authors: Ulrich, Susan, and Canale, Suzanne
    - Publisher: Elsevier/Saunders

  - *Nursing Drug Handbook 2012 or 2013*
    - Author:
    - Publisher: Springhouse

  - *Pathology for Health Professions*
    - Authors: Barbara Gould
    - Publisher: Mosby/Elsevier
Evaluation Procedures:

The theory grade is a letter grade obtained by adding all unit exams and comprehensive final exam and dividing by the number of exams given in the course (e.g. 84.6 + 88.4 = 173 divided by 2 = 86.5). The final course grade will be rounded up if .5 or greater; (e.g. 86.5 would = 87, 77.9 = 78). No rounding will occur on unit exams or comprehensive final, only the final course grade. Every exam must be taken and no exam grade can be dropped. The actual number of the final course grade rounded is applied to the scale below to determine a letter grade:

- **A** = 100 – 90
- **B** = 89 – 81
- **C** = 80 – 76
- **D** = 75 – 65
- **F** = 64 and below

RNSG 1413 and RNSG 1462 are concurrent and co requisite courses. A failure in RNSG 1413 or RNSG 1462 will require repetition of the other concurrent and co requisite course. Each course will be grade separately. Students must successfully complete RNSG 1413, RNSG 1462, and RNSG 1105 with a average grade of 70 or above to progress to the next level.

Exams and Assignments:

There will be 5 unit exams and 1 comprehensive final. These 6 tests will have equal weight. Questions about the exam need to be expressed in writing accompanied by the rationale according to Kozier. Any student with a learning/testing problem or difficulty needs to inform the instructor so that provision can be made.
DO NOT DISCUSS TEST QUESTIONS WITH STUDENTS WHO HAVE NOT TAKEN THE EXAM. Do not congregate outside the testing center. It is not fair to you or the other students. Remember, ultimately you have to pass the NCLEX!

**Extra Credit**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflection paper that demonstrates insight and thorough analysis of case. (One paper due; should demonstrate input from all members of clinical group).</td>
<td>2</td>
</tr>
<tr>
<td>Case demonstrates worst case scenario. (Students are to act out the worst case scenario).</td>
<td>2</td>
</tr>
<tr>
<td>Case demonstrates RN actions based on critical thinking. Students demonstrate intricacies of case study.</td>
<td>2</td>
</tr>
<tr>
<td>Two care plans: one priority and one collaborative.</td>
<td>2</td>
</tr>
<tr>
<td>Creativity and props. Acting is realistic. Students use clear voice and correct precise pronunciation of terms so that all audience members can hear presentation.</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Process is acted out. In other words, students must demonstrate nursing interventions on care plans.</td>
<td>2</td>
</tr>
</tbody>
</table>

Presentation should be between 20 – 30 minutes. Presentation will be during lunch break and start at 12. Please bring a sack lunch. Attendance will be monitored at that time for the class. If your clinical group is presenting, each student requires attendance. Failure to be in attendance, student will receive no extra credit points.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presentation Date</th>
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<tbody>
<tr>
<td>Communication/Stress/Spirituality</td>
<td>February 13</td>
</tr>
<tr>
<td>Oxygenation: Cardiac</td>
<td>March 6</td>
</tr>
<tr>
<td>Oxygenation: Respiratory</td>
<td>March 13</td>
</tr>
<tr>
<td>Pain</td>
<td>March 27</td>
</tr>
<tr>
<td>Activity and Mobility</td>
<td>April 3</td>
</tr>
<tr>
<td>Fluid and Electrolytes</td>
<td>April 10</td>
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</tbody>
</table>

**Attendance Policy:**

You are expected to attend all classes to meet course objectives. Attendance will be monitored. **Drop action will be taken if absent more than 10 percent of total class hours.**

**CLASSROOM ETIQUETE**

Teaching is a demanding profession, requiring concentration and cooperation between teacher and audience. Behaviors that seem innocent can be very disruptive to your instructor. Students are expected to exhibit professional behavior at all times. Below is an interesting “blog” from the Internet that I felt summarized my feelings regarding the saturation of technology. Permission was granted to reprint the blog.

**Technology and the Problem of Divided Attention**

In recent years the saturation of cell phones, text messaging, and laptops, combined with the broad availability of wireless in classrooms, has produced something I call **the problem of divided attention**. A March
25, 2008 article in the New York Times summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot do it. The brain has got to give up on one of the tasks in order to effectively accomplish the other. Hidden behind all the hype about multi-tasking, then, is this sad truth: it makes you slower and dumber. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly lovely people become unbelievably rude.

For both these reasons, then, turn off your cell phones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cell phone. Similarly, text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (quite publicly) to make a choice either to cease the texting or leave the classroom.

The overriding principle is to treat others, as you would expect to be treated yourself.

**Rules for Classroom Conduct and Behavior**

It is important that students are respectful towards instructors and fellow classmates, and that their behaviors not interfere with nor disrupt class activities. Therefore, students are expected to adhere to the following rules when attending class:

1. Plan to arrive to class on time and to stay for the entire class period (or until dismissed) because random arrivals and exits are disrespectful and distracting. Attend to personal needs before coming to class.

2. All cell phones and other electronic devices (e.g., pagers, iPods, iPads) must be turned off and hidden from view during class time. There is NO use of any electronic devices (e.g., cell phones, ipads, smartphones, laptops, etc) allowed during class and/or exams and other graded in-class assignments.

3. Students are responsible for what transpired if they miss a class. It is the student’s responsibility to contact a classmate to determine what was missed.

4. Talking and other disruptive behaviors are not permitted while class is in session.

5. It is the student’s responsibility to notify the instructor in advance of a need for accommodation of a disability that has been verified by the University.

6. Students should address faculty as "Professor" or "Dr." Calling faculty by their first names is not appropriate. (Mr., Ms., or Mrs. is also acceptable). You may call me Ms. Shupe or Professor.

**Academic Integrity**

In addition to the above conduct guidelines, students are expected to do original work for all course assignments, including exams. Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials. Students are expected to adhere to Brookhaven and the District policies regarding [Academic Integrity](#).

**Institutional Policies:**
**ADA Statement:** If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

**Religious Holidays:** Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

**Academic Dishonesty:** Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible audit. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. [https://www.dcccd.edu/catO506/ss/code.cfm](https://www.dcccd.edu/catO506/ss/code.cfm)

**Withdrawal Policy (with drop date):** If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s office by (semester’s drop date). Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**Repeating This Course:** Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any Dallas County Community Colleges since the Fall 2002 Semester.

**Financial Aid Statement:**

Effective Fall 2006, the DCCCD will introduce a new failing grade—a grade of “N” as a companion grade to the current failing grade of “F.” Federal rules require students who fail all classes within a semester/term because of lack of “participation” to repay their financial aid. The District has established two kinds of failing grades, one based upon poor academic performance (the traditional grade of “F”) and one based upon lack of “participation” (a new grade of “N”). However, it is important to know that both grades will be shown on a student’s transcript as a grade of “F.” The assignment of a grade of “N” or “F” is for administrative, record-keeping purposes to help determine when a student will/will not be required to repay federal financial aid; and if a faculty member determines that a student has failed the course, the faculty member assigns either a grade of “N” or “F” based upon the student’s performance AFTER the official drop date. If the student “participates” in the class AFTER the official drop date, the faculty member assigns a grade of “F.” “Participation” for this purpose only is defined as – Submits or completes an assignment after the official drop date, or – Attends at least one class after the official drop date. If a student has not demonstrated one of the above and the instructor determines that the student has failed the course, the student will be assigned a grade of “N” by the faculty member. In such a case, the student’s transcript will record the “N” grade as an “F.”

For more information please use the following link:

http://www.dcccd.edu/Current%20Students/Paying%20for%20College/Financial%20Aid/handouts/Pages/default.aspx

**Disclaimer Reserving Right to Change Syllabus:** The instructor reserves the right to amend this syllabus as necessary.

**Optional Classroom Policies:**
Testing Center: Cell phones and pagers are no longer allowed in the Testing Center.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

https://www1.dcccd.edu/coursedrops

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Scans Competencies
Brookhaven College SCANS* Statement
*Secretaries' Commission on Achieving

What Are SCANS Skills?
These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

Who Defined These Skills?
In 1989, the U. S. Departments of Labor and Education jointly surveyed U. S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS.

Brookhaven/Mountain View College Students and SCANS
Brookhaven College Nursing program at Mountain View is committed to the preparation of our students for success in the workplace. Courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree, or transfer program), a student will have the opportunity to master all SCANS competencies.

SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(1) Manage Time</td>
<td>(1) Work on Teams</td>
<td>(1) Acquire/ Evaluate data</td>
<td>(1) Work in social systems</td>
<td>(1) Select equipment/tools</td>
</tr>
<tr>
<td>(2) Manage Money</td>
<td>(2) Teach others</td>
<td>(2) Organize and maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
</tr>
</tbody>
</table>
### SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>2a. Basic Skills</th>
<th>2b. Thinking Skills</th>
<th>2c. Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>(2) Writing</td>
<td>(2) Decision making</td>
<td>(2) Self-esteem</td>
</tr>
<tr>
<td>(3) Arithmetic/Mathematics</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
</tr>
<tr>
<td>(4) Speaking</td>
<td>(4) Seeing things in the mind's eye</td>
<td>(4) Self-management</td>
</tr>
<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
</tr>
<tr>
<td>(6) Knowing how to learn</td>
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</tr>
</tbody>
</table>

### SCANS COMPETENCY

<table>
<thead>
<tr>
<th>SCANS COMPETENCY</th>
<th>LEARNING OUTCOMES</th>
<th>EVALUATIVE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>Performance will be measured by:</td>
<td></td>
</tr>
<tr>
<td>2a(1)</td>
<td>Describe the history of nursing.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1) 2b(4) 2a</td>
<td>Discuss the concept of caring to individuals and families of multicultural backgrounds as it relates to the professional nursing practice.</td>
<td>Written exam</td>
</tr>
<tr>
<td>(1), 2b(6)</td>
<td>Explain the roles and competencies of the professional associate degree nurse.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1), 2b(6)</td>
<td>Discuss various health care delivery systems.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1) 2b(4) (6)</td>
<td>Identify common therapeutic modalities utilized to promote adaptation for holistic clients.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1) 2b(4) (6)</td>
<td>Discuss principles of health protection.</td>
<td>Written exam</td>
</tr>
<tr>
<td>1b(6), 2a(4), 2c(2-3)</td>
<td>Describe therapeutic communication within the nurse-client relationship.</td>
<td>Written exam</td>
</tr>
<tr>
<td>1a(1-6), 1b(3)(6)</td>
<td>Demonstrate basic nursing physical/psychosocial/cultural/spiritual assessments.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1), 2b(1)</td>
<td>Discuss the components of complementary and alternative healing modalities.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1) (4-5), 2c(2)(5)</td>
<td>Discuss the concepts of loss, grieving and death.</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1-2), 2b(1-6)</td>
<td>Examine the concepts of critical thinking and the nursing process.</td>
<td>Written exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>LEARNING OUTCOMES</th>
<th>EVALUATIVE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>Performance will be measured by:</td>
<td></td>
</tr>
<tr>
<td>1c(4), 2a (1-2)</td>
<td>Discuss nursing documentation formats</td>
<td>Written exam</td>
</tr>
<tr>
<td>2a(1) 2b(6)</td>
<td>Examine the concept of continuity of care within a variety of health care settings.</td>
<td>Written exam</td>
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<tr>
<td><strong>1a(1-6), 2a(1), 2b(6)</strong> 1a</td>
<td>Discuss the concept of promoting physiologic health.</td>
<td>Written exam</td>
</tr>
<tr>
<td><strong>(1-6), 2a(1), 2b(6) 1a(1-6), 2a(1), 2b(6) 2a(1)</strong></td>
<td>Discuss the application of the nursing process relevant to fundamental concepts of nursing practice.</td>
<td>Written exam</td>
</tr>
<tr>
<td><strong>2a(1)</strong></td>
<td>Demonstrate selected therapeutic nursing interventions essential to client care.</td>
<td>Written exam</td>
</tr>
<tr>
<td><strong>1b(2), 2a(1)(4)</strong></td>
<td>Examine selected theories of adult growth and development.</td>
<td>Written exam, clinical check offs</td>
</tr>
<tr>
<td><strong>2c (1-6)</strong></td>
<td>Examine concepts of health, health promotion, and adaptation.</td>
<td>Written exam</td>
</tr>
<tr>
<td><strong>2c (1, 4, 5)</strong></td>
<td>Examine the basic elements of teaching Written exam and learning.</td>
<td>Written exam</td>
</tr>
<tr>
<td></td>
<td>Examine basic ethical and legal concepts of nursing.</td>
<td>Written exam</td>
</tr>
<tr>
<td></td>
<td>Recognize the need for continued personal and professional growth.</td>
<td>Written exam</td>
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</table>
ORIENTATION TO BROOKHAVEN COLLEGE NURSING PRACTICE

CONTENT

I. Orientation to the Associate Degree Nursing Program
   A. Mission
   B. Course syllabus
   C. Line of communication

II. Learning resources
   A. Nursing skills lab
   B. Hospital/community agencies
   C. Computer lab
   D. Library
   E. Internet/eCampus

III. Policies/Procedures
   A. Student code of conduct
   B. Attendance policy
   C. Honesty policy
   D. Inclement weather policy
   E. Readmission policy
   F. Liability insurance
   G. Accident/injury
   H. Grievance policy
   I. Incident reports
   J. Licensure by examination
   K. Progress records
   L. Standard precautions
   M. Drug screening
   N. Background check
   O. CPR certification
   P. Dress code

IV. Student Participation
   A. Teaching/learning strategies
   B. Preparation/participation
   C. Test anxiety

BEHAVIORAL OBJECTIVES

1. Discuss the mission, program design, program outcomes, and level objectives for the Brookhaven College Nursing Program.

2. Utilize nursing course syllabus/textbooks as a guide to meeting the course objectives.

3. Describe and utilize correct lines of communication at Brookhaven College.

4. Utilize resources and materials from the college to meet specific course objectives.

5. Abide by the required policies/procedures of Brookhaven College Nursing Program.

6. Describe strategies and activities that contribute to student success.

7. Accept responsibility for active participation in the learning process.
UNIT ONE, INTRODUCTION TO NURSING PRACTICE
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413

CONTENT

I. Profession of nursing
   A. Historical perspective
   B. Definition of nursing
   C. Criteria of a profession
   D. Types of nursing knowledge
   E. Nursing theories
   F. Nursing organizations

II. Roles of nurses
   A. Provider of care
   B. Coordinator of care
   C. Member of a profession

III. Nursing education
   A. Entry-level programs
   B. Graduate education – advanced roles
   C. Continuing education (CEUs)

IV. Factors affecting nursing practice
   A. Regulations for nursing practice
      i. Nursing practice acts
      ii. Standards of nursing
      iii. Agency policies/procedures
   B. Settings for nursing practice
   C. Continuum of care
   D. Working with others, e.g. nurses, peers
   E. Professional ethics
      i. Personal values
      ii. Values clarification
      iii. Ethical decision-making process
      iv. Ethical dilemmas
      v. Code of Ethics
      vi. Patient “Bill of Rights”
   F. Legal issues
      i. Malpractice/negligence
      ii. Libel/slander
      iii. Assault/battery
      iv. False imprisonment
      v. Accountability
      vi. Current licensure
      vii. Student accountability
      viii. Current health care issues
   G. Transcultural nursing

BEHAVIORAL OBJECTIVES

1. Discuss the historical development of nursing as a profession.
2. Identify common themes in definitions of nursing.
3. Identify the essential aspects of the profession of nursing.
4. Define the types of nursing knowledge.
5. Discuss the role of nursing theories in directing nursing practice.
6. Explain the functions of the national professional nursing organizations.
7. Describe the roles of professional nurses.
8. Compare and contrast the varying levels of nursing educational preparations for the practice of nursing.
9. Discuss the benefits of mandatory continuing education activities throughout the nursing career.
10. Identify legal and professional guidelines for the practice of nursing, including the Texas Board of Nursing: Nursing Practice Act and Rules and Regulations.
11. Discuss legal implications of delegation.
12. Discuss how the nurse delegates tasks to unlicensed assistive personnel.
13. Compare the varied settings for current nursing practice.
14. Discuss the concept of continuum of care.
15. Verbalize beginning understanding of how to work cooperatively with others.
16. Discuss the influence of values on personal and group ethical standards.
17. Describe how a process of values clarification aids the individual in setting ethical standards.
18. Identify factors which affect ethical decision making.
19. Describe the ethical decision-making processes including sup-porting principles.
20. Recognize nursing practice that is consistent with the Code of Ethics for nursing.
21. Describe nursing practice that is consistent with the patient “Bill of Rights.”
22. Define general legal terms in nursing practice.
23. Discuss legal issues influencing the professional practice of nursing.
24. Identify the legal parameters and responsibilities of the nurse when working with clients and their families, physicians, employers, unlicensed assistive personnel, and nurse colleagues.
25. Identify the legal issues for nursing related to the following: Good Samaritan acts, Self-Determination Act, American Disabilities Act, Informed Consent, Forseeability, Accountability, Peer Review, Occurrence/variance reports, Do Not Resuscitate, Standards of Nursing Practice, Euthanasia, HIPAA
26. Identify examples of legal and ethical issues in current nursing practice.
27. Describe the concept of cultural nursing.
UNIT TWO, PROVIDER OF CARE
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413

CONTENT

I. Nursing process
   A. Definition
   B. Nursing process as decision-making method
   C. Other decision-making processes
   D. Benefits

II. Steps of nursing process
   A. Assessment
   B. Nursing diagnoses
   C. Planning
   D. Implementing
   E. Evaluation of care
   F. Care plan revision

III. Critical thinking

IV. Clinical pathways

V. Documentation
   A. The legal record
   B. Confidentiality
   C. Acute-care settings, long term-care, home care
   D. Chart audit
   E. Verbal reports

VI. Staff organizational systems

VII. Cost containment/ resource management

BEHAVIORAL OBJECTIVES

1. Define nursing process
2. Differentiate trial-and-error, nursing process, and scientific methods as decision making processes.
3. Discuss the benefits for the use of the nursing process in providing nursing care.
4. Describe the activities included in the assessment stage of the nursing process.
5. Identify techniques to help elicit individual/family cooperation during data collection.
6. Define nursing diagnosis.
7. Analyze data to formulate a nursing diagnosis.
8. Compare/contrast nursing diagnosis with the medical diagnosis.
9. Identify components of nursing diagnosis.
10. Identify common errors in diagnostic reasoning in formulating nursing diagnoses.
11. Prioritize nursing diagnoses using appropriate criteria.
12. Discuss collaboration with health care team members when planning client care.
13. Clarify individual’s family’s role in the planning of client care.
14. Identify steps in writing goal statements, expected outcomes, and nursing orders with scientific rationales from nursing diagnoses statements.
15. Differentiate among dependent, interdependent, and independent nursing actions.
16. Recognize rationale statements which support choices for nursing actions.
17. Write evaluation statements based on achievement of goals and expected outcomes.
18. Identify various critical thinking skills, characteristics, and attitudes which are useful in the nursing process.
19. Describe use of and how nurses modify clinical/care pathways.
20. Identify guidelines for effective documentation of nursing care as it reflects the nursing process.
21. Identify the legal guidelines for charting.
22. Describe the use of charting for quality assurance and reimbursement.
23. Discuss the purpose for and content included in the change-of-staff/assignment report.
25. Discuss the necessity of cost containment in the delivery of nursing care.
UNIT THREE, COMMUNICATION
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413

CONTENT

I. Basic characteristics of communication
   A. Theories and principles
   B. Modes
   C. Influencing factors
   D. Social vs. therapeutic communication
   E. Listening skills/active listening

II. Therapeutic/helping relationship
   A. Definition
   B. Principles
   C. Caring and empathy
   D. Therapeutic techniques
   E. Assertive communication
   F. Barriers/blocks
   G. Assessment of communication
   H. Communication techniques used to collect data
      i. Impaired verbal communication
      ii. Chronic low self-esteem
   J. Nursing intervention
   K. Evaluation
   L. Adaptations for the elderly client
   M. Client teaching

BEHAVIORAL OBJECTIVES

1. Discuss theories and principles of communication.
2. Describe factors which influence the communication process.
3. Describe factors which influence the communication process.
4. Compare and contrast helping communication and social communication.
5. Discuss the listening skills necessary to be an effective communicator.
7. Discuss principles of therapeutic relationship.
8. Discuss various techniques of therapeutic communication.
9. Describe the elements of caring and empathy necessary for a helping relationship.
10. Describe assertive communication.
11. Discuss barriers to effective communication.
12. Discuss interviewing techniques used to help secure an accurate and complete data collection.
13. Identify possible nursing diagnoses and expected outcomes/criteria for ineffective communication.
14. Describe nursing interventions to enhance the communication process.
15. Evaluate the effectiveness of various communication techniques.
16. Discuss specific adaptations necessary to maintain communication with the aging client.
17. Determine teaching needs of clients with problems related to ineffective communication.
## UNIT FOUR, HEALTH PROMOTION/DISEASE PREVENTION
### FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413

### CONTENT

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### II. Application of nursing process

| A. Nursing diagnoses | 16. Identify nursing diagnoses and outcome criteria for individuals experiencing problems of knowledge deficit. |
| i. Health-seeking behavior (specify) | 17. Identify factors that hinder the learning process. |
| ii. Anxiety | 18. Describe appropriate teaching methods and teaching aids for a variety of client situation. |
| iii. Ineffective individual coping | 19. Compare and contrast the steps of the teaching process with the nursing process. |

### III. The nurse as teacher

| A. Health teaching | 14. Identify nursing diagnoses, goals, and outcome criteria related to health maintenance, anxiety, and impaired coping. |
| B. Example of nursing diagnosis: Knowledge deficit | 15. Discuss the role of individual/family teaching in health maintenance. |
| C. Learning readiness | 16. Identify nursing diagnoses and outcome criteria for individuals experiencing problems of knowledge deficit. |
| D. Domains of learning | 17. Identify factors that hinder the learning process. |
| E. Teaching strategies | 18. Describe appropriate teaching methods and teaching aids for a variety of client situation. |
| F. Nursing process vs. teaching process | 19. Compare and contrast the steps of the teaching process with the nursing process. |
| G. Planning client teaching | |
UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Promotion of Biologic and Physical Safety, Part 1A–Promotion of Biologic Safety

CONTENT

I. Promotion of biologic safety – effects of impaired biologic safety
   A. Infection chain
   B. Body’s natural defense against organism
   C. Modes of transmission
   D. Risk factors
II. Application of the nursing process
   A. Assessment
   B. Examples of nursing diagnoses
      i. Risk for infection
      ii. Risk for altered body temperature
      iii. Social isolation
   C. Outcome criteria
   D. Nursing interventions
   E. Teaching needs
   F. Evaluation of care
   G. Adaptations for the elderly client

BEHAVIORAL OBJECTIVES

1. Apply the concept of the infection chain to client situations.
2. Describe the body’s defense against microorganisms.
3. Discuss risk factors for acquiring infection.
4. Describe ways to promote biologic safety.
5. Describe assessment parameters related to biologic safety.
6. Discuss nursing diagnoses and outcome criteria for clients experiencing problems related to biologic safety.
7. Describe nursing interventions to prevent the spread of microorganisms.
8. Determine teaching needs that include discharge planning for clients with alterations in biologic safety.
9. Discuss specific adaptations necessary to maintain biologic safety.

UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Promotion of Biologic and Physical Safety, Part 1B–Promotion of Physical Safety

CONTENT

I. Promotion of physical safety
   A. Factors affecting safety
   B. Clients at risk
   C. Application of nursing process
   D. Assessment
   E. Examples of nursing diagnoses
      i. Risk for injury
      ii. Risk for trauma
      iii. Risk for aspiration
   F. Outcome criteria
   G. Nursing interventions
   H. Evaluation
   I. Teaching needs
   J. Adaptations for the elderly client

BEHAVIORAL OBJECTIVES

1. Discuss factors affecting safety.
2. Describe assessment parameters related to physical safety.
3. Identify common safety hazards in the home.
4. Discuss nursing diagnoses and outcome criteria for clients experiencing impaired physical safety.
5. Describe nursing interventions to prevent common hazards to physical safety.
6. Discuss criteria for applying restraints.
7. Identify legal guidelines for restraining clients.
8. Determine teaching needs that include discharge planning for clients with alterations necessary to maintain physical safety.
9. Discuss specific adaptations necessary to maintain physical safety.
CONTENT

I. Promotion of sensory and cognition
II. Physiological components of the sensory/perceptual process
III. Application of the nursing process
   A. Components of the health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Sensory/perceptual alterations
      ii. Social isolation
      iii. Altered thought process
      iv. Impaired home maintenance
      v. Acute confusion
      vi. Chronic confusion
   D. Nursing interventions
   E. Evaluations of care
   F. Adaptations for the elderly client
   G. Assessment and treatment for eye/ear disorders
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss ways to promote sensory perception and cognition.
2. Describe the physiological components of the sensory/perceptual process.
3. Identify information to obtain in a health history for a client with problems related to sensory perception and cognition.
4. Describe assessment parameters related to sensory perception and cognition.
5. Differentiate confusion, delirium, and dementia.
6. Discuss nursing diagnoses and outcome criteria for clients experiencing problems of sensory perception and cognition.
7. Describe nursing interventions to prevent and treat problems of sensory perception and cognition.
8. Evaluate client responses related to selected diagnoses affecting sensory perception and cognition.
9. Discuss specific adaptations necessary to promote sensory perception and cognition in the elderly.
10. Discuss assessment and treatment of macular degeneration, retinal tear/detachment, glaucoma, and cataracts, including medications.
11. Determine teaching needs that will include discharge planning for clients with an alteration in cognition.
UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 3–Promotion of Oxygenation

CONTENT

I. Tissue perfusion
   A. Hematologic
   B. Pulmonary
   C. Cardiovascular

II. Alterations in oxygenation: heart failure, anemia, myocardial infarction, deep vein thrombosis, hemorrhage, stroke

III. Promotion of oxygenation

IV. Application of the nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Ineffective airway clearance
      ii. Ineffective breathing pattern
      iii. Impaired gas exchange
      iv. Altered tissue perfusion
   D. Pharmacologic nursing interventions
   E. Non-pharmacologic nursing interventions
   F. Evaluation of care
   G. Adaptations for the elderly client
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Apply anatomy and physiology to the concept of tissue perfusion.
2. Identify selected disease processes that affect oxygenation patterns.
3. Describe the effects of impaired oxygenation on body systems.
4. Describe ways to promote healthy oxygenation.
5. Identify information to obtain in a health history for a client with problems related to oxygenation.
6. Describe assessment parameters related to oxygenation.
7. Discuss the use of pulse oximetry in detection of hypoxia.
8. Discuss nursing diagnoses and outcome criteria for clients experiencing problems of oxygenation.
9. Describe various oxygen delivery systems.
10. Discuss care of the client with oxygen therapy.
11. Evaluate client response related to selected nursing diagnoses affecting oxygenation.
12. Discuss specific adaptations necessary to maintain good oxygenation.
13. Determine teaching needs and discharge planning for clients with alterations in oxygenation.

UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 4—Promotion of Skin Integrity and Wound Healing

CONTENT

I. Promotion of skin integrity and wound healing
   A. Terminology
   B. Risk factors
   C. Physiology of wound healing

II. Application of the nursing process
   A. Components of the health history
   B. Assessment parameters of skin integrity
   C. Examples of nursing diagnoses
      i. Risk for impaired skin integrity
      ii. Risk for infection
      iii. Self-care deficit
   D. Non-pharmacologic nursing interventions
      i. Types of dressings
   E. Pharmacologic interventions
   F. Evaluation of care
   G. Adaptations for the elderly client
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Use terms that describe the integumentary system.
2. Describe risk factors for impaired skin integrity.
3. Discuss ways to promote health skin and wound healing.
4. Describe types of wounds and the wound healing process.
5. Identify factors that affect wound healing.
6. Differentiate the pathology for clients with decubitus ulcers and lower extremity ulcers.
7. Identify information to obtain in a health history for a client with problems related to impaired wound healing.
8. Describe assessment parameters related to impaired skin integrity and wound healing including wound dressings.
9. Discuss nursing diagnoses and outcome criteria for clients experiencing problems of impaired skin integrity.
10. Describe nursing interventions to prevent and treat problems of skin integrity.
11. Evaluate client responses related to selected nursing diagnoses affecting impaired skin integrity.
12. Discuss specific adaptations necessary to maintain good skin integrity.
13. Determine teaching needs that include discharge planning for clients with alterations in skin integrity.
UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 5—Promotion of Comfort

CONTENT

I. Promotion of comfort
   A. Nature of pain
   B. Physiology and theories of pain
   C. Cultural impact
   D. Age impact

II. Application of nursing process
   A. Components of health history
   B. Pain assessment
   C. Examples of nursing diagnoses
      i. Pain
      ii. Chronic pain
      iii. Alteration in comfort
   D. Pharmacologic nursing interventions
   E. Non-pharmacologic nursing interventions
   F. Evaluation of care
   G. Adaptations for maintaining comfort in the elderly client
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss nature and types of pain.
2. Describe the effects of alterations in pain on body systems.
3. Describe the influence of culture on pain.
4. Discuss the influence of age on pain.
5. Discuss ways to promote comfort.
6. Identify information to obtain in a health history for a client with problems related to alterations in comfort.
7. Describe assessment parameters related to alterations in comfort.
8. Discuss nursing diagnoses and outcome criteria for clients with alterations in comfort.
9. Describe nursing interventions, including medications, to prevent or relieve alterations in comfort. Include principles of pain management.
10. Evaluate client response related to selected nursing diagnoses.
11. Discuss specific adaptations necessary to maintain comfort.
12. Determine with problems related to alteration in comfort.

UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 6—Promotion of Rest and Sleep

CONTENT

I. Promotion of rest and sleep
   A. Normal physiology of sleep
   B. Effects of sleep and rest on body systems

II. Application of nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Sleep pattern disturbance (type)
   D. Pharmacological nursing interventions
   E. Non-pharmacologic nursing interventions
   F. Evaluation of care
   G. Adaptations for the elderly client
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss sleep cycle and types of sleep.
2. Describe benefits of rest and sleep on body systems.
3. Identify information to be obtained in a health history for a client with problems related to rest and sleep.
4. Describe assessment parameters related to rest and sleep.
5. Identify the effects of pain as an interfering factor on rest and sleep.
6. Describe common sleeping disorders.
7. Discuss nursing diagnoses and outcome criteria for patients with problems related to rest and sleep.
8. Describe nursing interventions, including medications, necessary to promote rest and sleep.
9. Evaluate client response related to selected nursing diagnoses affecting rest and sleep.
10. Discuss specific adaptations necessary to maintain rest and sleep.
11. Determine teaching needs and discharge planning for a client with problems related to rest and sleep.
UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 7–Promotion of Activity and Mobility

CONTENT

I. Promotion and activity and mobility effects of immobility and exercise on body systems
II. Application of the nursing process
   A. Components of health history
   B. Assessment parameters – physical exam
   C. Examples of nursing diagnosis
      i. Activity intolerance
      ii. Risk for activity intolerance
      iii. Impaired physical mobility
   D. Nursing interventions
   E. Evaluation of care
   F. Adaptations for the elderly client
   G. Teaching needs

BEHAVIORAL OBJECTIVES

1. Describe the therapeutic effect of bed rest.
2. Describe benefits of exercise on body systems.
3. Identify information to obtain in a health history for a client with problems related to immobility.
4. List the complications of immobility.
5. Discuss assessment parameters related to activity and immobility.
6. Discuss nursing diagnoses and outcome criteria for clients with immobility.
7. Describe nursing interventions to prevent complications of immobility.
8. Evaluate client responses related to selected nursing diagnoses involving problems.
9. Discuss specific adaptations necessary to maintain mobility.
10. Determine teaching needs and discharge planning for clients with immobility.

UNIT FIVE PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 8–Promotion of Nutrition

CONTENT

I. Promotion of nutrition
   A. Nutritional components
   B. Effects of malnutrition on body systems
II. Application of the nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Altered nutrition: less than body requirements
      ii. Altered nutrition: more than body requirements
      iii. Risk for altered nutrition: more than body requirements
   D. Pharmacologic nursing interventions
   E. Non-pharmacologic nursing interventions
   F. Evaluation of care
   G. Adaptations for the elderly client
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss major nutritional components.
2. Identify the nutritional components necessary for health.
3. Describe the effects of malnutrition on body systems.
4. Identify information to obtain in a health history for a client with problems related to nutrition.
5. Describe assessment parameters related to nutrition.
6. Discuss nursing diagnoses and outcome criteria for clients experiencing problems with nutrition.
7. Discuss the effects of age/culture/religious practice on eating habits.
8. Describe nursing interventions, including medications, to prevent and treat problems of nutrition.
10. Discuss specific adaptations needed to maintain good nutritional status.
11. Determine teaching needs and discharge planning for clients with alterations in nutrition.
UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 9–Promotion of Fluid and Electrolyte Balance

CONTENT

I. Promotion of fluid and electrolyte imbalance
   A. Physiology of normal fluid and electrolyte balance
   B. Alterations in fluid and electrolyte balance

II. Application of nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Fluid volume deficit
      ii. Risk for fluid volume deficit
      iii. Fluid volume excess
   D. Nursing interventions
   E. Evaluation of care
   F. Adaptations for the elderly client
   G. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss ways to promote a balance in fluid and electrolytes.
2. Describe the effects of imbalance of fluid and electrolytes on body systems.
3. Identify information to obtain in a health history for a client with problems related to fluid and electrolyte balance.
4. Describe assessment parameters related to fluid and electrolytes.
5. Discuss nursing diagnoses and to outcome criteria for clients experiencing problems of fluid and electrolytes.
6. Describe nursing interventions to prevent and treat problems of fluid and electrolyte balance.
7. Evaluate client response related to selected nursing diagnoses.
8. Discuss specific adaptations necessary to maintain good fluid and electrolyte balance.
9. Determine teaching needs and discharge planning for clients with alterations in fluid and electrolytes.

UNIT FIVE, PROMOTION OF PHYSIOLOGICAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 10–Promotion of Gastrointestinal Elimination

CONTENT

I. Promotion of gastrointestinal elimination
   A. Physiology of defecation
   B. Fecal incontinence

II. Application of the nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Bowel incontinence
      ii. Constipation
      iii. Colonic constipation
      iv. Perceived constipation
      v. Diarrhea
      vi. Fluid volume deficit, high risk for
   D. Pharmacologic nursing interventions
   E. Non-pharmacologic nursing interventions
   F. Evaluation of care
   G. Adaptations across life span
   H. Teaching needs

BEHAVIORAL OBJECTIVES

1. Describe the physiology of defecation.
2. Describe causes of fecal incontinence.
3. Discuss ways to promote healthy gastrointestinal elimination.
4. Identify information to obtain in a health history for a client with problems related to gastrointestinal elimination.
5. Describe assessment parameters related to gastrointestinal elimination.
6. Discuss nursing diagnoses and outcome criteria for clients experiencing problems of gastrointestinal elimination.
7. Describe nursing interventions, including pharmacological, to prevent and treat problems of defecation.
8. Evaluate client response related to selected nursing diagnoses affecting gastrointestinal elimination.
9. Discuss specific adaptations necessary to maintain healthy gastrointestinal elimination patterns.
10. Determine teaching needs and discharge planning for clients with alterations in gastrointestinal elimination.
CONTENT

I. Promotion of urinary elimination
   A. Physiology of urinary elimination
   B. Urinary incontinence – incidence and prevalence
   C. Urinary retention
   D. Urinary diversion

II. Application of the nursing process
   A. Components of health history
   B. Assessment parameters
   C. Examples of nursing diagnoses
      i. Incontinence (functional, reflex, stress, total, urge)
      ii. Altered urinary elimination
      iii. Urinary retention
   D. Nursing interventions
   E. Evaluation of care
   F. Adaptations for the elderly client
   G. Teaching needs

BEHAVIORAL OBJECTIVES

1. Describe the physiology of urinary elimination.
2. Describe incidence and prevalence of urinary incontinence.
3. Describe risk factors and causes of urinary incontinence and retention.
4. Discuss ways to promote healthy urinary elimination.
5. Identify information to obtain in a health history for a client with problems related to urinary elimination.
6. Describe assessment parameters related to urinary elimination.
7. Discuss nursing diagnoses and outcome criteria for clients experiencing problems of urinary elimination.
8. Describe nursing interventions, including pharmacological, to prevent and treat problems of urination.
10. Discuss specific adaptations necessary to maintain healthy urinary elimination patterns.
11. Determine teaching needs and discharge planning for clients with alterations in urinary elimination.

CONTENT

I. Promotion of healthy self-concept characteristics of healthy self-concept

II. Application of the nursing process
   A. Assessment parameters
   B. Examples of nursing diagnoses
      i. Body image disturbance
      ii. Altered role performance
      iii. Self-esteem disturbance
   C. Nursing interventions
   D. Evaluation of care
   E. Adaptations for the elderly client
   F. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss ways to promote a healthy self-concept.
2. Describe components of a healthy self-concept.
3. List behaviors that could indicate an alteration in self-concept.
4. Discuss ways of assessing self-concept in individuals.
5. Discuss nursing diagnoses and outcome criteria for individuals with impaired self-concept.
6. Describe nursing interventions to promote self-concept.
8. Discuss specific adaptations necessary to maintain a healthy self-concept.
9. Determine teaching needs for an individual with an altered self-concept.
UNIT SIX, PROMOTION OF PSYCHOSOCIAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 2–Promotion of Healthy Family

CONTENT

I. Promotion of a healthy family; Roles and functions
II. Application of nursing process
   A. Assessment parameters for families
   B. Examples of nursing diagnoses
      i. Altered family process
      ii. Family coping: potential for growth
      iii. Ineffective family coping: disabling
      iv. Ineffective family coping: compromised
      v. Caregiver role strain
   C. Nursing interventions
   D. Evaluation of care
   E. Adaptations for the elderly client
   F. Teaching needs
   G. Assessment of culture in individuals and families

BEHAVIORAL OBJECTIVES

1. Describe the roles and functions of a healthy family.
2. Describe components of a family assessment.
3. List behaviors that could indicate an alteration in self-concept.
4. Discuss nursing interventions to promote healthy family functioning.
5. Evaluate client response related to selected nursing diagnoses.
6. Discuss specific adaptations necessary to maintain healthy family functioning.
7. Determine teaching needs for families who are at risk for optimum function.
8. Discuss the basic aspects of a cultural assessment.

UNIT SIX, PROMOTION OF PSYCHOSOCIAL HEALTH
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413
Part 3–Promotion of Healthy Sexuality

CONTENT

I. Promotion of healthy sexuality: characteristics of sexual health
II. Application of the nursing process
   A. Assessment parameters of sexual health, including health history
   B. Examples of nursing diagnoses
      i. Sexual dysfunction
      ii. Altered sexuality patterns
   C. Nursing interventions
   D. Evaluation of care
   E. Adaptations for maintenance of healthy sexuality
   F. Teaching needs

BEHAVIORAL OBJECTIVES

1. Discuss the concept of sexuality.
2. Describe components of a healthy sexuality.
3. Discuss ways of assessing sexuality in individuals, including questions to ask in a health history.
4. Identify nursing diagnoses and outcome criteria for individuals with sexual dysfunction.
5. Describe nursing interventions to promote healthy sexuality.
6. Evaluate nursing care related to selected nursing diagnoses.
7. Discuss specific adaptations necessary to maintain healthy sexuality.
8. Determine teaching needs for individuals with sexual dysfunction.
### UNIT SIX, PROMOTION OF PSYCHOSOCIAL HEALTH
**FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413**

**Part 4–Understanding and Acceptance of Loss and Grieving**

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A. Characteristics of loss and grieving  
B. Selected frameworks |
| II. Application of the nursing process  
A. Assessment parameters  
B. Examples of nursing diagnoses  
i. Grieving  
ii. Anticipatory grieving  
iii. Dysfunctional grieving |
| G. Care of the dying client (physical and emotional) |
| 1. Describe selected frameworks essential to the understanding of loss and grieving.  
2. Discuss ways to promote healthy grieving.  
3. List behaviors that could indicate an alteration in the grieving process.  
4. Discuss ways of assessing stages of loss and grief in individuals and families.  
5. Discuss nursing diagnoses and outcome criteria for individuals and families.  
6. Describe nursing interventions to promote healthy grieving in individuals.  
7. Evaluate client response related to selected nursing diagnoses affecting loss.  
8. Discuss specific adaptations necessary to promote normal grieving.  
9. Determine teaching needs for individuals who are experiencing loss.  
10. Discuss care of the dying client  
11. Discuss postmortem care. |

### UNIT SIX, PROMOTION OF PSYCHOSOCIAL HEALTH
**FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413**

**Part 5–Promotion of Spirituality**

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A. Ways to promote spiritual health  
B. Characteristics of spiritual well-being |
| II. Application of the nursing process  
A. Assessment parameters  
B. Examples of nursing diagnoses  
i. Spiritual distress  
ii. Spiritual well-being, potential for enhanced |
| C. Nursing interventions  
D. Evaluation of care  
E. Adaptations for the elderly client  
F. Teaching needs |
| 1. Define spirituality.  
2. List behaviors that indicate a lack of spiritual well-being.  
3. Discuss ways of assessing spirituality in individuals.  
4. Discuss nursing diagnoses and outcome criteria for individuals with an alteration in spiritual well-being.  
5. Describe the nursing role to support spiritual well-being.  
6. Evaluate client response related to selected nursing diagnoses affecting spiritual well-being, including the need for consulting a chaplain.  
7. Discuss specific adaptations necessary to maintain spiritual well-being.  
8. Determine teaching needs for an individual with an alteration in spiritual well-being.  
9. Describe the role of the nurse in faith communities (parish nursing). |
UNIT SEVEN, PROMOTION OF PHYSIOLOGICAL/PSYCHOLOGICAL HEALTH 
DURING THE PREOPERATIVE EXPERIENCE 
FOUNDATIONS FOR NURSING PRACTICE, RNSG 1413

CONTENT

I. Health promotion- Preoperative period
   A. Client interview
   B. Health assessment
   C. Physical examination
   D. Psychosocial data
   E. Pre-op check list
   F. Pre-op teaching
   G. Lab values
   H. Pre-op meds
   I. Intravenous therapy

II. Intraoperative period
   A. Role of the circulating nurse
   B. Role of the scrub nurse
   C. Collaborative management of surgical team
   D. Stages and types of anesthesia

III. Postoperative Period
   A. Assessment
   B. Diagnostic/laboratory data
   C. Nursing diagnoses – Examples
      i. Anxiety
      ii. Pain
      iii. Nausea and vomiting
      iv. Risk for infection
      v. Ineffective airway clearance
      vi. Constipation
      vii. Fluid volume deficit
      viii. Risk for injury
      ix. Altered urinary elimination
      x. Altered bowel elimination
   D. Goals/outcome criteria
   E. Common postoperative problems
   F. Process of wound healing
   G. Fluid and electrolyte imbalance
   H. Emotional disturbances
   I. Pharmacological nursing interventions
   J. Non-pharmacological nursing interventions
   K. Preventive care
      i. Postoperative complications: respiratory, cardiac, GI, GU, wound L Ethical/legal issues
   M. Discharge planning/home management
   N. Documentation
   O. Evaluation of care

BEHAVIORAL OBJECTIVES

1. Describe the role of the nurse in health promotion of the client during the preoperative surgical experience (hospital and day surgery).
2. Define assessment parameters appropriate for determining the status of a preoperative client.
3. Discuss pharmacologic needs including classification, use, action, side effects, and nursing implications of the drugs used in the intraoperative period.
4. Identify the purpose and nursing responsibilities for intravenous fluid therapies listed in the content column.
5. Discuss anesthesia including stages, types, and nursing implications.
6. Describe the role of the nurse during the intraoperative surgical experience.
7. Identify purpose, nursing responsibilities, and significance of results of the various procedures/tests used for the assessment of the perioperative client.
8. Identify selected nursing diagnoses appropriate for the perioperative client.
9. Discuss goals and outcome criteria for the perioperative client.
10. Development a plan of care for prevention and management of a postoperative client with the condition/disorders listed in the content column.
11. Identify purpose for intravenous fluid therapies listed in the content column.
12. Discuss the care of the perioperative client in prevention of post-op complications.
13. Discuss ethical/legal implications concerning the perioperative client.
14. Discuss discharge planning and home management of perioperative clients.
15. Define assessment parameters appropriate for determining the status of a postoperative client.