

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 2023

**INTRODUCTION TO PROFESSIONAL
NURSING**

Fall 2009

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**ARKANSAS TECH UNIVERSITY
DEPARTMENT OF NURSING
COURSE OVERVIEW**

COURSE: NUR 2023

Title: INTRODUCTION TO PROFESSIONAL NURSING

CREDIT HOURS: Three (3)

CONTACT HOURS: 9 HOURS

PLACEMENT: Fall 2009

INSTRUCTOR: Carey Bosold
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Office Hours: Posted on bulletin board

CATALOG DESCRIPTION

A non-clinical three-hour sophomore course which introduces the student to selected basic concepts in professional nursing. Purpose of the course is to introduce nursing concepts to nursing majors prior to admission into the upper-division nursing program. The course focuses on nursing as a caring profession, nurse's roles and functions, ethics, standards, legal aspects, holism, wellness, health care delivery, communication, teaching/learning, critical thinking, and the nursing process. The Conceptual Framework and Philosophy of the ATU Department of Nursing will be explored.

REQUIRED TEXTBOOKS:

Taylor, C. Et. Al. (2008). Fundamentals of Nursing (6th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Taylor, C. Et. Al. (2008). Study Guide to Accompany Fundamentals of Nursing (6th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Buchholz (2006). Hemme's Med-Math (5th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

RECOMMENDED TEXTBOOKS:

Nugent, P. & Vitale, B. (2004). Test Success (4th Ed.). Philadelphia, PA: F.A. Davis

Medical Dictionary

JUSTIFICATION FOR THE COURSE:

A. RELATIONSHIP TO MISSION STATEMENT:

This course is basic to achieve the mission of the Department of Nursing. It relates to statements 1, 2, 3, 5, 6, and 7.

B. RELATIONSHIP TO PROGRAM OUTCOMES:

This course is basic to achieve program outcomes 1, 2, 3, 4 and 6 of the Nursing Program.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Identify major concepts in the ATU Department of Nursing Mission, Conceptual Framework and Philosophy.
2. Discuss the concept of nursing as a profession.
3. Discuss the concepts of caring, and comforting as they relate to nursing.
4. Discuss how the application of the Code of Ethics and ANA Standards of Practice assure safe and ethical care.
5. Discuss the legal implications of nursing.
6. Define the identified roles and functions of the nurse.
7. Discuss the principles of communication and teaching/learning.
8. Utilize the nursing process to develop a wellness care plan.
9. Discuss holism as it relates to man wellness and health promotion.
10. Discuss the many aspects of health care delivery.
11. Discuss how culture, ethnicity and spirituality impact on nursing care.
12. Apply mathematical concepts to the calculation of drug dosages.

Relationship to General Education Objectives:

This course contributes to objectives 1, 2, 4, 5, 7, 8, 9, 10.

EVALUATION/ASSESSMENT METHODS:

1. Grading Scale
 - A = 90-100
 - B = 80-89
 - C = 75-79
 - D = 68-74
 - F = 67 or below
2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. Any grade below 75% will not be rounded up.
3. A grade of "I" may be recorded for a student who has not completed all the requirements of a course because of illness or other circumstances beyond the student's control, provided work already completed is of passing quality. For all nursing courses "passing quality" is defined as a grade of 75% or above on previously completed work.
4. Test booklets and Scantron answer sheets will remain the property of the Department of Nursing. Any student failing to return either of these items after an exam will receive a "0" (zero) for that exam.
5. The course grade will be calculated using the following evaluation criteria:

Unit Test I	25%
Unit Test II	25%
Drug Calculation Test	20%
Comprehensive Final Exam	25%
Study Guide/Workbook	<u>5%</u>
	100%

*All Study guide assignments must be turned in prior to the start of each test.

CONDUCT OF THE COURSE

POLICIES

Tardy and Attendance Policy

Regular and timely attendance, in theory classes and practicum, is considered essential if students are to receive maximum benefit from the nursing courses. The Nursing Department has implemented a new policy, which we believe will discourage unnecessary tardiness and absences, but will not punish those conscientious students who must be absent from time to time for unavoidable reasons.

Tardy Policy

(If chronic lateness becomes a problem, the following policy will be activated.)

The class doors will be *closed* at the beginning of class. Students may not walk into class late. If a student does walk in late, he or she will be asked to step out into the hallway and wait until a class break. If a quiz is given at the beginning of the class, the student will miss the points given for that class period (if he or she is not in class when the quiz is handed out). If a quiz or take-home test is given to students later during the class when the student is present, the student may receive those points. Take home quizzes must be turned in at the beginning of class to receive credit (turned in by the student, not someone else).

If handouts or lecture outlines are given to students at the beginning of class, and the student is not present to receive these, the instructor is not obligated to give a copy to the student.

An instructor may, at his/her discretion, decide to allow a tardy or absent student to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department before class to inform the instructor that he or she will be late or absent. This is at the instructor's discretion only and he or she is not obligated to change the rules in this case. The student will not be allowed to enter class late until a class break, even if he or she calls first.

Students are responsible for obtaining any missed information *after* class. To disrupt the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

The student is responsible for verbally notifying the instructor and agency if he or she will be late for clinical experience. Excessive tardiness will be reflected on the student's clinical evaluation.

Attendance Policy

As professionals, we must be responsible for our own learning experiences. To make the most of all educational opportunities is your responsibility. This is a mark of professionalism. Attendance in class reflects your dedication and the value you place on your chosen profession. We, the faculty, expect you to attend ALL CLASSES AND PRACTICUM EXPERIENCES.

The student is responsible for notifying the instructor and clinical agency prior to any absence from a clinical experience. Failure to notify the instructor and clinical agency prior to an absence will not only be reflected in the student's grade, but will also result in a clinical incident and could result in failure of the course!

Missed Exams

On the first day back to class, the student should be prepared to take the make-up exam. The student must be responsible for contacting the instructor on the first day back to class to make this arrangement. Failure to do so could result in a "0" grade for the test. The makeup exam may be an alternate test with some essay/discussion questions. For those students who have a test on the same day as clinical, that student cannot take the test on the day that he or she has missed the clinical experience.

Missed Practicum

Specific requirements will be stated in the syllabus for each course. For clinical rotations, an absence will result in a make-up assignment. Make-up assignments will equal the number of clinical hours missed. Assignments may vary with instructor. Failure to make up clinical assignments will result in failure of the course. The student is responsible for contacting the instructor regarding make-up assignments on the first day back to clinical.

DRESS AND BEHAVIOR:

1. The dress code of the Department of Nursing is the same as that of Arkansas Tech University. The nursing student is expected to dress appropriately while attending class.
2. Drinking, eating, and using any form of tobacco are not allowed in the Audiovisual/Computer Lab.(Dean 211). Drinking and eating is permitted in the classroom (Dean 215) provided that those who eat/drink clean as needed.
3. Dean Hall is a designated tobacco free area.

WRITTEN WORK:

All written work must be the student's own product. Written work will be presented in an acceptable format: written in ink, or typed when indicated. **Assignments written in pencil, or paper torn from a notebook having ragged edges, will not be accepted.** All assignments are due at the beginning of class on the designated day, unless otherwise indicated by the instructor.

A-V MATERIALS:

Students are responsible for viewing all assigned films and completing computer assisted instruction programs. Evaluations will be completed and submitted to the Learning Resource Coordinator. The objective of this evaluation is to assist in selection of the assigned, or new learning materials based on student input.

TEACHER ROLE: Demonstrator, Planner, Evaluator, Facilitator, Role Model, Supporter, and Ongoing Learner

STUDENT ROLE: Communicator, Collaborator

TEACHING - LEARNING STRATEGIES:

Lecture and Discussion.
Computer Assisted Instruction,
Audiovisual materials
Written assignments.
Group Activities.

DRUG CALCULATION TEST REQUIREMENTS:

The required Drug Calculation Test will consist of fifty items. The score for the test will be used as a unit test score in calculating the course grade for NUR 2023.

Before practicing in the clinical setting (in NUR 3404) each student must demonstrate competence in the area of medication calculations by successfully passing the ATU Nursing Department Drug Calculation Test with a score of 100 percent. This requirement must be validated by: (a) earning a 100% score on the Drug Calculations Test NUR 2023 the summer immediately prior to enrolling in NUR 3404, and (b) earning a 100% score on the Drug Calculation Test within the first two weeks of classes in NUR 3404, Practicum I. The student will be allowed to take this test a total of three times (including the first attempt in NUR 2023). Failure to score 100% on the third attempt will result in failure of NUR 3404.

INSTRUCTIONAL RESOURCES:

Auto-tutorial materials, including computer software, are available for student use in both the Audiovisual/Computer Laboratory (Dean 211). When appropriate selected books are on reserve in Pendergraft Library.

Students who fail to turn in completed clinical packets on the first day of Theories and Concepts I will be dropped from Theories and Concepts I and Practicum.

AUDIOVISUAL HOLDINGS

RECOMMENDED AUDIO-VISUALS

TX 0275 Communications: The Process
TX 0276 Communications: Nurse Patient Relationship
HSC 2707 Therapeutic vs. Nontherapeutic Communication - 3/4" VT
MS 3202 Nursing Process: Introduction to Nursing Diag. - CAI
MS 3203 Nursing Process: Components of Assessment - CAI
MS 3204 Nursing Process: Planning Goals and Objectives - CAI
MS 3205 Nursing Process: Plan Implementation - CAI
MS 3206 Nursing Process: Goal Evaluation - CAI
McGH 0600 "I'm Such A Bother" - VHS
McGH 0601 "I'd Rather Wear My Own Pajamas" - VHS
McGH 0602 "They Don't Hear What I Say" - VHS
McGH 0603 "Do You Know Dr. Jones?" - VHS
McGH 0604 "If I Was Sure I Could Manage" - VHS
MISC 2855 Florence Nightingale - VHS

Legend

CAI - Computer Assisted Instruction
VHS - Video Home System

AUDIOVISUAL MATERIALS FOR USE THROUGHOUT PROGRAM

MISC 2801 Managing Your Time - AUDIO CASSETTE
MISC 2832 Speed Reader II - CAI (Apple)
MISC 2850 Speed Reading Tutor - CAI (A)
CSG 3500-3502- Medical Terminology - PT I,II,III. - CAI (Zenith)

NURSESEARCH (CINAHL) - 1984 TO PRESENT. To be used to find material for papers, class presentations etc. A computer program which gives the users very rapid and comprehensive access to the equivalent of the Cumulative Index to Nursing & Allied Health Literature (CINAHL) This program along with other databases is available in the ATU Web Site via the Pendergraft library.

TOPICAL OUTLINE

NUR 2023

INTRODUCTION TO PROFESSIONAL NURSING

- I. Introduction to Professional Nursing
 - A. Mission, Philosophy and Conceptual Framework
 - B. Nursing as a Caring Profession
 - C. Nurses' Roles and Functions
 - D. Values, Ethics, Standards and Advocacy
 - E. Legal Aspects
 - F. Drug Dosage Calculations

- II. Nursing Process
 - A. Communication
 - B. Teaching-Learning
 - C. Critical Thinking
 - D. The Nursing Process

- III. Holism, Wellness, Health Promotion
 - A. Holism
 - B. Wellness/Health Promotion
 - C. Health Care Delivery
 - D. Life Cycle Adaptation/Health Promotion

NUR 2023 Introduction to Professional Nursing

UNIT I - Introduction to Professional Nursing

FOCUS: A. Mission, Philosophy and Conceptual Framework - ATU

OBJECTIVES

On completion of this focus, the student should be able to:

1. Set personal goals and establish a plan to meet the requirements of this course.
2. Describe the nursing students' responsibility in the learning process.
3. Discuss the Mission of ATU's Department of Nursing
4. Discuss the Philosophy of ATU's Department of Nursing.
5. Describe the Conceptual Framework identifying the concepts within the ATU nursing program.

LEARNING ACTIVITIES

Required Reading: Mission of ATU Nursing Program (Appendix A)
Philosophy of ATU Nursing Program (Appendix B)
Conceptual Framework of ATU Nursing Program (Appendix C)

Written Assignment: Write your personal philosophy and philosophy of nursing. (See Calendar for due date)

NUR2023 Introduction to Professional Nursing
UNIT I - Introduction to Professional Nursing
FOCUS: B. Nursing as a Caring Profession

OBJECTIVES

On completion of this focus, the student should be able to:

1. Discuss the historical background of nursing.
2. Discuss the societal influences on Nursing.
3. Identify the recipients of nursing.
4. Discuss the scope of nursing.
5. Relate the characteristics of a profession to nursing as a profession.
6. Describe existing professional organizations that facilitate the progress of nursing.
7. Perceive oneself as a professional person in the early stages of professional development.
8. Describe the different types of educational programs for nurses.
9. Discuss the importance of continuing education.
10. Identify the ways the nurse can participate in research activities.
11. Discuss ways to protect the rights of human subjects of research.
12. Describe how to critique research reports.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 1
Workbook Chapter 1, pp. 3-7

NUR 2023 Introduction to Professional Nursing

UNIT I - Introduction to Professional Nursing

FOCUS: C. Nurses' Roles and Functions

OBJECTIVES

On completion of this focus the student should be able to:

1. Discuss the concept of role and the roles and functions of a nurse.
2. Explore the major roles and functions of the nurse identified in ATU's conceptual framework.
3. Differentiate between dependent, interdependent, and independent nursing functions.
4. Explain the role of the nurse in a variety of health care settings.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 5
Workbook Ch. 5, pp. 24-27 (No critical thinking)

NUR 2023 Introduction to Professional Nursing
UNIT I - Introduction to Professional Nursing
FOCUS: D. Values, Ethics, Standards and Advocacy

OBJECTIVES

On completion of this focus, the student should be able to:

1. Explain how cognitive development, values, moral frameworks and codes of ethics affect moral decisions.
2. Discuss the essential values of the professional nurse.
3. Discuss how nurses can use knowledge of values transmission and values clarification to facilitate the ethical decision making of clients.
4. Examine the moral principals that are a basis for ethical decisions.
5. Discuss the ANA Code of Ethics, Standards of Clinical Nursing Practice, and Standards of Professional Practice.
6. Describe how the ANA Code of Ethics, Standards of Clinical Nursing Practice and Standards of Professional Practice insure quality in nursing practice.
7. Utilize the Code of Ethics, Standards of Clinical Nursing Practice, and Standards of Professional Practice to determine solutions to ethical problems.
8. Discuss specific ethical issues most frequently encountered by nurses.
9. Discuss ways nurses can be patient advocates.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 6
Workbook Ch. 6, pp. 29-33 (No critical thinking)

NUR 2023 Introduction to Professional Nursing
UNIT I - Introduction to Professional Nursing
FOCUS: E. Legal Aspects

OBJECTIVES

On completion of this focus, the student should be able to:

1. Discuss the categories of laws that affect nurses.
2. Describe the legal and professional regulation of nursing practice.
3. Discuss how each type of credentialing protects the standards of the nursing profession.
4. Analyze the legal roles, rights, and responsibilities of the nurse.
5. Discuss selected legal aspects of nursing practice.
6. Discuss the areas of potential liability for nurses.
7. Describe the legal protections in nursing practice.
8. Explain the purpose of incident reports.
9. Describe the legal responsibilities of students.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 7
Workbook Ch. 7, pp 35-39

NUR 2023 Introduction to Professional Nursing
UNIT I - Introduction to Professional Nursing
FOCUS: F. Drug Dosage Calculations

OBJECTIVES

On completion of this focus the student should be able to:

1. List the correct sequence of steps used in the ratio/proportion methods of calculating a medication dosage.
2. Utilize the equivalent measures of the metric, apothecary and household measures to calculate dosages.
3. Calculate the correct dosage of any given medication when provided with appropriate prerequisite information.

LEARNING ACTIVITIES

Required Reading: Buchholz
Chapters 1-3, 5-10

Create a simulated "Test-taking environment" and complete the Drug Dosage Calculation Practice Test within one hour.

NUR 2023 Introduction to Professional Nursing

UNIT II - Nursing Process

FOCUS: A. Communication

OBJECTIVES

On completion of this focus, the student should be able to:

1. Discuss caring as the essence of nursing.
2. Discuss comforting as a characteristic unique to nursing.
3. Define communication.
4. Discuss the components needed for the communication process and the influences on those components.
5. Discuss verbal and nonverbal communication.
6. Identify how specific factors influence communication.
7. Relate communication to the nursing process.
8. Discuss the characteristics, goals, and phases of a helping relationship.
9. Analyze the factors that promote effective communication.
10. Describe the blocks to communication.
11. Discuss specific effective communication techniques.
12. Analyze the components needed to develop therapeutic communication skills.
13. Identify how effective communication facilitates group process.
14. Identify the types and purposes of groups.
15. Discuss the roles of group members.
16. Compare effective and ineffective groups.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 21
Workbook Ch. 21, pp. 125-131 (No critical thinking)

NUR 2023 Introduction to Professional Nursing

UNIT II - Nursing Process

FOCUS: B. Teacher/Counselor

OBJECTIVES

On completion of this focus, the student should be able to:

1. Identify the attributes of learning.
2. Describe the application of learning theories.
3. Identify the factors that facilitate and inhibit learning.
4. Explain the factors involved in assessing the client's learning needs.
5. Discuss the importance of a specific diagnosis of the client's learning needs and priorities.
6. Demonstrate the ability to write specific measurable objectives for the learner.
7. Identify various teaching strategies.
8. Discuss the implementation and evaluation of the teaching-learning experience.
9. Discuss the guidelines for transcultural teaching.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 22
Workbook Ch. 22, pp.133-138 (No critical thinking)

NUR 2023 Introduction to Professional Nursing

UNIT II - Nursing Process

FOCUS: C. Critical Thinking

OBJECTIVES

On completion of this focus, the student should be able to:

1. Examine why critical thinking is a major component of nursing.
2. Discuss the characteristics, skills and attitudes of critical thinking.
3. Identify the Components of critical thinking.
4. Apply critical thinking to nursing practice.
5. Explain how the development of critical thinking attitudes and skills are essential to nursing practice.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 11
Workbook Ch. 11, pp. 61-65 (No critical thinking)

NUR 2023 Introduction to Professional Nursing

UNIT II - Nursing Process

FOCUS: D. The Nursing Process

OBJECTIVES

On completion of this focus, the student should be able to:

1. Identify the five steps of the nursing process.
2. Explain the processes vital to obtaining a complete, accurate, factual, and relevant assessment.
3. Discuss the processes needed to formulate, validate and prioritize nursing diagnoses.
4. Compare nursing diagnoses, medical diagnoses and collaborative problems.
5. Explain the processes vital to writing the plan of care.
6. Discuss the importance of including the client and significant others when setting priorities, developing goals and objectives and formulating the plan of action.
7. Explain the need to base the plan of action on scientific rationale.
8. Describe the processes required to implement the plan of care.
9. Differentiate among independent and collaborative nursing interventions.
10. Discuss the processes needed to complete the evaluative component of the nursing process.
11. Discuss the importance of input from the client, significant others and health care team.
12. Describe the circular nature of the nursing process.
13. Discuss the role of the nursing process in providing quality assurance.
14. Discuss the importance of ongoing self-evaluation.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 12-16
Workbook Ch. 12 (67-71)
13 (72-77)
14 (78-83)
15 (85-88)
16 (90-93)

NUR 2023 Introduction to Professional Nursing

UNIT III - Holism, Wellness, Health Promotion

FOCUS: A. Holism

OBJECTIVES

On completion of this focus, the student should be able to:

1. Explain the relationship of individually and holism to nursing care.
2. Explain how the needs and developmental theories effect the deliverance of holistic care to individuals and families.
3. Identify the roles, functions and types of families.
4. Discuss the elements of the family assessment guide.
5. Discuss the concepts of culture.
6. Examine the aspects of culturally sensitive care.
7. Identify selected cultural parameters for nursing.
8. Discuss ways to provide culturally competent care.
9. Compare the concepts of spirituality and religion.
10. Identify the characteristics of spiritual well being and spiritual distress.
11. Discuss religious practices that affect nursing care.
12. Discuss ways to support religious practice in health care settings.
13. Explain various healing modalities that are considered nontraditional.
14. Identify nursing interventions related to various healing modalities.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapters 2,3,28,36
Workbook Ch. 2 (9-12)
3 (14-17)
28 (177-180)
36 (235-239)

OBJECTIVES

On completion of this focus, the student should be able to:

1. Discuss the changing definitions of wellness, health, and illness.
2. Compare the models of health and illness.
3. Examine the factors affecting health status, beliefs, and practices.
4. Determine the importance of identifying risk factors when promoting health.
5. Define acute and chronic illness.

Discuss illness behaviors.

Identify the effects of illness.

Compare the levels of preventive care.

Define health promotion.

Identify the types of health promotion.

Identify the sites for health promotion.

Discuss Pender's health promotion model.

Examine the stages of health behavior change.

Apply the nursing process to health promotion.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapter 4
Workbook Ch. 4, pp.19-33

NUR 2023 Introduction to Professional Nursing

UNIT III - Holism, Wellness, Health Promotion

FOCUS: C. Health Care Delivery

OBJECTIVES

On completion of this focus, the student should be able to:

- Discuss the types of health care.
- Describe the purpose of the Patient Bill of Rights.
- Compare the types of health care settings and the types of care delivered in each.
- Identify the roles of the providers of health care.
- Discuss the factors affecting health care delivery.
- Examine the contemporary frameworks for care.
- Identify the models for the delivery of nursing.
- Determine how health care economics have effected the quality of care.
- Debate whether healthcare is a right or a privilege.
- Discuss the concept of community based nursing.
- Identify the competencies required for the community based care.
- Discuss the concept of collaborative health care.
- Discuss the aspects of continuity of care.
- Define home health care.
- Compare the characteristics of home health nursing to those of institutionalized nursing care.
- Describe the types of home health agencies, including reimbursement and referral sources.
- Identify the roles of the home health nurse.
- Discuss the selected dimensions of home health nursing including safety features, infection control and caregiver support.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapters 8-10
Workbook Ch. 8 (43-47)
9 (49-52)
10 (54-57)

NUR 2023: Introduction to Professional Nursing
UNIT III: MAN AND THE LIFE CYCLE
FOCUS: D. Life Cycle Adaptation/Health Promotion

OBJECTIVES

On completion of this focus the student should be able to:

1. Compare and contrast selected theories of personality development.
2. Discuss the physiologic, cognitive and psychosocial development of each age group.
3. Identify the common health problems for each age group.
4. Discuss the nurses' role in health promotion throughout the life cycle.
5. Discuss bio-psycho-social, culture, spiritual, and environmental aspects of the mature adult.
6. Identify changes in the mature adult and their implications for nursing care and health promotion.
7. Discuss common misconceptions concerning the aged.
8. Recognize how the nurses' attitudes and values affect the delivery of holistic care of the aging.
9. Discuss how wellness can be promoted at each stage of the life cycle.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone
Chapters 18-20
Workbook Ch. 18 (105-110)
19 (112-117)
20 (119-122)