INTRODUCTION TO PROFESSIONAL NURSING

COURSE SYLLABUS

HYBRID

NUR 2000LHY

TABLE OF CONTENTS

GENERAL CLASS & COURSE INFORMATION

Course number: NUR 2000L   **Class Reference Number:** Multiple   **Term:** Fall 2012

Course title: Introduction to Professional Nursing   **Credit/Contact hours:** 1 Credit

Course Description: This course must be taken prior to entering the nursing program. This course is designed as a transitional course for the LPN, Paramedic or transfer student who is becoming a professional nurse. This course encompasses the area of role definition; providing/managing care of individuals and groups utilizing goal attainment to reach an optimum state of health and wellness.

Course Learning Outcomes: As a result of taking this course, the student will be able to:

1	Explain King's theory of Goal Attainment with Dossey's Principles of Holism as a theoretical framework for nursing practice.
2	Utilize the nursing process to demonstrate critical thinking in planning for and providing holistic nursing care to clients in relation to the human response patterns to health challenges as evidenced by completion of a Daily Holistic Assessment Tool (DHAT).
3	Demonstrate principles of therapeutic communication appropriate to clients, families, health team members, and professional nursing through completion of an Interpersonal Recording (IPR) videotaped interview with analysis employed techniques for effectiveness.
4	Demonstrate an understanding of the impact of human responses to health challenges in goal attainment by utilizing a comprehensive holistic assessment tool (CHAT) to assess an elder in the community.
5	Display components of professional/personal growth and life-long learning as evidenced by a class presentation utilizing the dynamic principles of Teaching/Learning.
6	Compare and contrast health as it relates to maintaining wellness of self, the individual and family in the ever-changing health care delivery system.
7	Analyze current wellness practices and create a plan for improvement applying the principles of nutrition, multiculturalism, and the influence of generational health practices, as evidenced by satisfactory completion of the wellness paper.
8	Articulate leadership expectations of the professional nurse.
9	Describe ethical and legal concepts relevant to the practice of professional nursing.

Course Outline for NUR2000LHY - INTRO PROFES NURSING

Class Schedule: Will be available on the first day of class and will be posted on the web site by the instructor.

PALM BEACH STATE
COLLEGE

Textbooks information: Textbooks are listed as Required and Recommended.

Required:
1. Wilkinson J & Treas, L. (2010) Fundamentals of Nursing, 2nd Ed. FA Davis ISBN 13-978-0-8036-2354-5
2. Skills Video: Fundamentals of Nursing ISBN 13-978-0-8036-2403-0
3. (2011) *Student Success for Health Professionals Made Incredibly Easy*.2nd Ed. Baltimore: Lippincott Williams & Wilkins. ISBN 10 1609137841 ISBN 13 978-1609137847
4. Ackley, Betty J. and Ladwig, Gail B.; Nursing Diagnosis Handbook: A Guide to Planning Care, 9th ed., 2008, Mosby, St. Louis, Missouri, ISBN 978-032307150-5
5. Palm Beach State College NUR 2000LHY Syllabus is posted online.
6. The Essential Nursing Resources Webpage is mandatory reading as published on assigned Blackboard course or component.

Recommended:
1. Smeltzer, S., et al., (2009) *Brunner & Suddarth's Textbook of Medical Surgical Nursing*, (12thed), Philadelphia:Lippincott,Williams, & Wilkins. ISBN-10: 1-58255-994-5 ISBN-13: 978-1-58255-994-0 (2 volume set)

2. Wilson, B. et. al. (2013) Pearson Nurse's Drug Guide ISBN 9780132964890

You may purchase your textbook(s) at any one of Palm Beach State College's campus bookstores or **online**.

The Electronic **Essential Nursing Resources** can be found online. A Video list is recommended & available in **MTIS** (Media Technology and Instructional Services) located on the first floor of the LLRC.

Web Content Information: This course has an Internet Component which is on the Weblink: https://palmbeachstate.blackboard.com

To pass the course, you must be able to access this web site.
It is the student's responsibility to have accessed this site no later than the semester start date. The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course. On-line students are not permitted to attend 'live lecture classes".

To login to the course web site:

User Name & Password: Use your PantherWeb logon information.
Your Palm Beach State College Student ID Number can be found on the back of your student ID card. If you do not have a student ID card, you can obtain one in the bookstore at Lake Worth campus. For obtaining a student ID card on other campuses, check with each campus directly.

What do I do if I forget my password or need assistance with Blackboard?
E-mail the Blackboard administrator. You can also email the Palm Beach State College **Student Help Desk** or contact them by phone at (561)868-4000. Be sure you have the following information available:

- your full name
- your Palm Beach State College Student ID number
- course with the reference number
- details of the assistance needed and any error messages

The **Student Help Desk Hours of Operation** are posted on the following web page:
On hours and days that the Help Desk is closed, the student may leave a voice message or an e-mail and the issue will be addressed the next business day.

"Netiquette Rule" requirements: Refer to the web site for network application. The faculty expectation is for student adherence to the same standards of behavior online that you follow in real life.

PROFESSOR'S CONTACT INFORMATION

Deborah Copeland, RN, MSN	**Leslie Kent MSN, RN, CEN**
Professor I	Professor I
AH 206 (561) 868-3431	AH201 (561) 868-3436
Lake Worth campus	Lake Worth campus
Email	**Email**
Faculty Office Hours are Posted on Faculty Web Pages and Outside Office	

CLASS REQUIREMENTS

Assignments: NUR 2000LHY will have 4 major papers; a presentation; a cumulative final exam; and a class participation grade.   See grading scale for details. All students are encouraged to participate fully in online activities. All readings, discussions, AV material, and posted files are testable material. In order to complete this course satisfactorily **all papers, presentations and exams must be completed.**

Late Assignment Policy: Assignments and presentations are due by the assigned deadlines as noted on the course schedule. Any exception to the deadline **must** be approved in **advance** by the instructor. Late papers will not have the opportunity to be redone if unsatisfactory.

Nursing Department Grading Scale and Policy

```
90 - 100     = A
83 -  89     = B
75 -  82     = C
Below 75     = F
```

PALM BEACH STATE
COLLEGE

The minimum score to pass the course is 75%.

Tests, Papers and Final Examination - Your course grade will be determined by the following:

Daily Holistic Assessment Tool (DHAT)	=	15%
Comprehensive Holistic Assessment Tool (CHAT)	=	15%
Interpersonal Recording (IPR)	=	10%
Wellness Assessment Paper	=	15%
Presentation of Issues of Professional Practice	=	15%
Final Exam	=	20%
Participation (Wellness; Discussion; Internet)	=	10%
Total		100%

Make-up Exam Policy: The final exam must be taken at the assigned time in AH 208. Any make-up exam must be approved in advance by the instructor.
Please see Nursing Handbook for standard Nursing policy related to Essay Make-up Exams.

DISTANCE LEARNING CLASS INFORMATION

This course is taken by attending a classroom on campus for 50% of the scheduled classes and via the Internet for the remaining scheduled classes.   Before you decide to take the course under these conditions, it is recommended that you:

- take the following assessments to determine if distance learning is best for you:
    1. Should I take a distance learning class?
    2. Do I have enough time to take a distance learning class?
    3. Do I have the technical skills and knowledge to learn online?
- read the Distance Learning Frequently Answered Questions page which include instructions for logging onto Blackboard, computer requirements, and basic computer skills students must have prior to enrolling a distance learning class.
- read the syllabus description below carefully.
- contact the professor by e-mail or by phone if you have any questions**.**

Computer Requirements
If you choose to take this course, you must have access to a computer that meets the basic computer requirements

Computer Competency Component: Each student will, to the satisfaction of the instructor, demonstrate a fundamental understanding of basic computer operations through various instructor-determined exercises and/or assignments. All assignments must be submitted as attachments via the Assignment Tool in .doc or .rtf format.

Specific Testing Requirements: The **Comprehensive Final Exam must be taken on campus** at the scheduled date and time in a designated Computer Testing Lab on the course assigned campus location.

SLC Computer Lab
If students do not have access to a computer at home, the SLC Computer Lab at a Palm Beach State College campus can be used to complete course assignments. Visit the **SLC Computer Lab** web page for location and hours.

IT IS RECOMMENDED THAT THE STUDENT TAKING THIS COURSE AS A *PURE INTERNET* COURSE <u>NOT</u> BE A NOVICE COMPUTER USER. THE STUDENT SHOULD KNOW HOW TO USE A MOUSE, NAVIGATE THE INTERNET, AND SEND/RECEIVE E-MAIL WITH ATTACHMENTS. VISIT THE FOLLOWING WEB PAGE FOR MORE INFORMATION REGARDING MINIMUM COMPUTER SKILLS STUDENTS MUST HAVE PRIOR TO ENROLLING IN AN ONLINE COURSE –   HTTPS://PALMBEACHSTATE.BLACKBOARD.COM

CLASS POLICIES AND METHODOLOGY

Attendance: Professors are required to take attendance. **Students are expected to access the course web site daily.** Students who are actively involved in their learning are more successful. Students are expected to complete all class work; scheduled tests; and participate in structured class discussions.

> **ALL students are expected to attend all scheduled tests, classes, and clinical/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member.**

Electronic Device Use: The use of Hand-held devices that are iPOD capable are encouraged to facilitate downloadable information as learning strategies and study tools. Cell phones are prohibited in the campus Testing Centers.

Email Policy: All students have access to a college email account. It is the responsibility of the student to activate this account in order to be kept current with college, program and course information. College email should be checked daily. This course has email within the course. Course email should be used for all course-related communications with faculty.

Faculty will contact students via college and course email, so be certain to check these email accounts daily for any updates or changes to coursework.

Equipment & Supplies: Required text books; access to a computer with active Internet service; word processing and printing capabilities are essential to be successful in this class. Students are also required to have a Syllabus; pen; pencil; paper; and a CD/memory stick.

Professor's Expectations: Students will follow these Strategies for Success :

1   Read in advance and come to class prepared.
2   Attend all Classes
3   Utilize resources currently available:
      a. Media & Instructional Technology Services (MTIS)
      b. Student Learning Center (SLC), If reading comprehension is a problem for you – explore the
          resources in TC 210 such as: the video on how to read a textbook, and the bank of computer
          programs that cover Math, English, Reading, and Study Skills.
      c. Nursing Skills Lab
4   Study groups: form a group for serious study time. Make rules that all students must come
      prepared. This is not a social gathering.
5   Visual learners: Take notes & recopy notes. Take notes as you read your text and then merge the
      notes together!
6   Auditory learners: tape lectures; listen again, and discuss material with your peers.
7   Do not procrastinate when it comes to studying and/or reading.

8   Explore the reference text: *Test Success* by Nugent & Vitale. This book is an excellent guide on how to read test questions; how to choose the "best" answer; etc. Available in the Palm Beach State College bookstore. There is a copy on the 3rd floor of the LLRC, at the Reference Desk.

9   Look at the "big picture." Answer these questions:
* Do you have the commitment to succeed?
* How many hours are you working?
* What are your other life commitments?
* Are you neglecting your wellness plan?
* Have you studied effectively?
* Have you spent quality time with your loved ones?

10   Remember that the faculty is here to assist and support you. Please feel free to come to us for any further direction.
YOU CAN DO IT !!!

Methods of Instruction:

1	Selected reading	8	Student group work
2	Lectures	9	Journal Articles
3	Demonstrations	10	Study Guides
4	Discussions	11	Interactive Educational Activities
5	Audiovisuals	12	Internet – Blackboard Learning System
6	Interactive video software programs	13	Student Lead Presentation
7	Computer-Assisted Instruction	14	Critical Thinking Exercises

Classroom Strategies
- A.   Class Discussion
- B.   Media Presentations: Video, PowerPoint
- C.   Group Presentations/Case Scenarios
- D.   Critical Thinking Exercises

Evaluation Methods
- A.   Group/Individual Activities
- B.   Critical Thinking Assignments
- C.   Class Attendance/Participation
- D.   Periodic Exams, Final Examination

All students enrolled in a Nursing course must maintain compliance with the policies and procedures published in the Nursing Student Handbook in addition to those established for the general college population by Palm Beach State College.
Please refer to the following documents**:**
* Palm Beach State **College Student Handbook**:
* Palm Beach State College **Nursing Student Handbook**:
* **PantherWeb** Student Information:

COLLEGE POLICIES AND WEB INFORMATION

Academic Dishonesty
Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:
(1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions,

including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other that the student under whose name the work is submitted or performed, (5) Plagiarism.

Please refer to the **Palm Beach State College Student Handbook**

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

Computer Competency Component

Each student will, to the satisfaction of the professor, demonstrate a fundamental understanding of basic computer operations through various professor-determined exercises and/or assignments.

Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of **Disability Support Services** (DSS). It is the student's responsibility to contact **Disabled Student Services Advisors** and to submit appropriate documentation prior to receiving services.

Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

Palm Beach State College Websites of Interest

Withdrawal Policy for Individual Courses: It is the responsibility of the student to note the last day of withdrawal from class and to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

DEPARTMENT CONTACT INFORMATION

Kellie Bassell, MSN, EdS, RN
Nursing Program Director
AH 110 (561) 868-3412
Fax (561) 868-3452
Email

GETTING STARTED

1. Make sure you have all the computer system requirements as listed in the Computer Requirements section of this syllabus.

2. The professor will communicate with you through Blackboard or your PALM BEACH STATE COLLEGE-issued email address only.

3. Obtain course materials. The textbook(s) can be purchased at the PALM BEACH STATE COLLEGE campus bookstore or **online**.

4. Log onto the course web site **BlackBoard Learn - eLearning Campus**. Use your PantherWeb logon information.

5. Explore the different parts of the web page. Be sure you print the syllabus, course calendar, and assignment sheet so that you know what is expected of you during the semester.

6. Read the instructor's *Welcome* message on the discussion board and post a reply to it introducing yourself to the class.

7. Print the course worksheets and content outlines that follow this section of the syllabus.

8. Begin completing your assignments as listed on the course calendar and/or class schedule.

    Have fun!

Disclaimer
Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.

COURSE CONTENT OUTLINES

Course Syllabus – Hybrid

UNIT I: COURSE ORIENTATION

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The student will:
 	
1. Describe the purpose of and requirements for NUR 2000L.
 	
2. Describe the transition process into the role of the student.
	A. Orientation to course
	
	   1. General information
	
	   2. Learning Outcomes for course
	
	   3. Course requirements
	
	      a. Written assignments
	
	      b. Participation
		Required:
		
		Review NUR 2000L Syllabus
		
		Review Nursing Student Handbook
		
		Establish Student Portfolio
		
		Take Online Tour of Library
		
		Review Essential Nursing Resource Page
		
		Wellness Activity
		
		Class Discussion Topic: Role Transition
		
		Write Personal Definition of Nursing

PALM BEACH STATE
COLLEGE

UNIT II: INTRODUCTION TO PROFESSIONAL NURSING

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Compare and contrast the nursing profession as an art and as a science.
 	
2. Describe the historical evolution of nursing as a profession.
 	
3. Explain the role of theoretical frameworks as they apply to nursing as a profession.
 	
4. Identify the major concepts of King's Theory of Goal Attainment.
 	
5. Discuss methods of application for King's Theory of Goal Attainment for clients across the life span.
 	
6. Identify key concepts of holistic nursing practice methods for application across the life span.
 	
7. Describe trends in nursing education.
 	
8. Explain the basis for conducting research in nursing.
 	
9. Discuss the contributions of formal education and research in the development of nursing practice as a profession.
 	
10. Describe the five (5) concepts of the PALM BEACH STATE COLLEGE Nursing Conceptual Framework from a holistic wellness perspective.
 	
11. Utilize the five (5) concepts of the PALM BEACH STATE COLLEGE Nursing Conceptual Framework while applying the Nursing Process to health promotion, health maintenance, and disease prevention across the life span.
	A. Historical Overview
	   1. Societal influences in development of nursing practice
	   2. Contributors to nursing as a profession.
	   3. Impact of technological age on advancing nursing as a practice and profession.
	B. Theoretical Frameworks of Professional Nursing Practice
	   1. Role of theory in the professional practice of nursing.
	   2. Major contributors to development of nursing theory.
	     a. Imogene King's Theory of Goal Attainment
	     b. Dossey's Theoretical Approach to Holistic Nursing.
	   3. Palm Beach State College
	     a. Philosophy
	     b. Conceptual Framework
	     c. Overview of the 5 concepts
	       (1) The 5 concepts
	         (a) Oxygenation
	         (b) Cellular Integrity
	         (c) Regulation
	         (d) Mobility
	         (e) Perceptual/Sensory/Cognition
	       (2) Health Promotion, Health Maintenance, and Disease Prevention and their application to the 5 concepts across the life span.
	C. Nursing Education and Research
	   1. Role of formal education in the practice of nursing as a profession.
	     a. Methods of obtaining current nursing education.
	   2. Role of Research
	     a. Nursing Practice
	     b. Nursing as a Profession
		Required:
		
		Read Palm Beach State College Nursing Student Handbook
		
		   A. Review Palm Beach State College Curriculum, Framework
		
		Review Website:
		
		www.dosseydossey.com/barbara/default.html
		
		On Reserve (3rd Floor) Dossey: Core Curriculum for Holistic Nursing Chapters 9 & 10 - pp. 66-80
		
		Complete Wellness Activity

PALM BEACH STATE
COLLEGE

UNIT III: MAINTAINING WELLNESS

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The student will:
 	
1. Differentiate health, illness & wellness as they relate to health promotion and disease prevention.
 	
2. Discuss the nurse's role in Health Promotion
 	
3. Compare various models of health.
 	
4. Identify factors affecting health status, beliefs and practices.
 	
5. Describe factors affecting health care adherence
 	
6. Differentiate illness from disease and acute illness from chronic illness.
 	
7. Describe effects of illness on individuals' and family members' roles and functions.
 	
8. Distinguish the various services, which collectively make up the Health Care Delivery System (H.C.D.S.) and the role of the nurse therein.
 	
9. Identify major factors, which influence health care.
 	
10. Discuss current challenges in the H.C.D.S.
 	
11. List current trends & issues, which affect H.C.D.S.
	A. Health promotion and disease prevention throughout the life span.
	   1. Healthy people 2010 initiative
	   2. Nurse's role
	   3. Personal Wellness Plan
	B. Health, Wellness, Illness
	I. Concepts of health and well-being
	   1. Concepts of health and well-being
	     a) Health
	     b) Personal definitions of health
	     c) Wellness and well-being
	   2. Models of health and wellness
	   3. Variables influencing health status, beliefs, and practices
	     a) Internal variables
	     b) External variables
	   4. Health belief models
	     a) Health locus of control model
	   5. Health care adherence
	   6. Illness and disease
	     a) Illness behaviors
	     b) Effects of illness
		<u>**Required**</u>:
		
		Access Healthy People 2020 website.
		
		Complete Personal Wellness Assessment/Plan Paper
		
		Complete Discussion Topic: Wellness
		
		Complete Wellness Activity

UNIT IV: CRITICAL THINKING

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Discuss the skills and attitudes of critical thinking.
 	
2. Discuss the relationships among the nursing process, critical thinking, the problem solving process and the decision-making process.
	A. Critical Thinking
	  1. Skills in critical thinking
	  2. Attitudes that foster critical thinking
	    a. Independence of thought
	    b. Fair-mindedness
	    c. Insight into egocentricity and sociocentricity
	    d. Intellectual humility
	    e. Intellectual courage
	    f. Integrity
	    g. Perseverance
	    h. Confidence in reason
	    i. Curiosity
	  3. Standards of critical thinking
	  4. Applying critical thinking to nursing practice
	    a. Problem solving
	      1) Trial and error
	      2) Intuition
	      3) Research process and scientific/modified scientific method
	    b. Decision making
	  5. Developing critical-thinking attitudes and skills
	    a. Self-assessment
	    b. Tolerating dissonance and ambiguity
	    c. Seeking situations where good thinking is practiced
	    d. Creating environments that support critical thinking
		Required:
		
		Define Critical Thinking
		Complete Discussion Topic: Critical Thinking Example

UNIT V: NURSING PROCCESS

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The student will:
 	
1. Describe the nursing process.
 	
2. Differentiate between subjective & objective data during the assessment phase of nursing process.
 	
3. Discuss the unique characteristics of subjective data.
 	
4. Create nursing diagnoses for identified client needs.
 	
5. Describe the process of planning individualized nursing care.
 	
6. Compose correctly worded expected outcomes or goals.
 	
7. Discuss interventions included on a nursing care plan.
 	
8. Describe the implementation of a nursing care plan.
 	
9. Describe the evaluation of a nursing care plan.
 	
10. Utilize the five (5) concepts of the Palm Beach State College Nursing Conceptual Framework while applying the Nursing Process to health promotion, health maintenance and disease prevention across the lifespan.
	A. Nursing process
	  1. Definition and purposes
	  2. Phases of the process
	  3. Interrelatedness of phases
	B. The Significance of Nursing Process
	  1. Impact on nursing practice
	  2. Standard of care – JCAHO, facility review
	  3. Care plans, Standards of care, Critical pathways
	C. Assessment phase
	  1. Purpose of Assessment
	    a. Establish a database to identify overall state of health
	  2. Types of Assessment
	    a. Comprehensive (admission)
	    b. Focused – limited scope
	    c. Ongoing – recurring assessment for specific problems
	  3. Data Collection
	    a. Subjective – patient self-report
	    b. Objective – can be measured, compared to a norm
	    c. Other Sources – family, staff, medical records, literature
	  4. Methods of Data Collection
	    a. Observation
	    b. Interview
	    c. Health History
	    d. Physical Examination
	    e. Lab and Diagnostic Data
	  5. Data Organization
	    a. Functional Health Patterns
	    b. NANDA
		Required:
		
		Define Nursing process steps
		
		Define Nursing diagnosis
		
		Define NANDA
		
		Define Outcome Criteria
		
		Participate in Group discussion
		
		Complete Daily Holistic Assessment Tool (DHAT)
		
		Complete Comprehensive Holistic Assessment Tool (CHAT) with an elder
		
		Complete Self Directed Attitude Assessment of the Aging Process (SDAAAP).
		
		Learning Guide: Nursing Process
		
		Learning Guide: Physical Assessment

UNIT V: NURSING PROCESS (CONTINUED)

OBJECTIVES	CONTENT	LEARNING ACTIVITIES
	6. Assessment activities	
	a. Collection of data	
	b. Validation of data	
	D. Subjective data	
	1. Individual characteristics	
	2. Developmental	
	3. Personal, interpersonal & social system transactions	
	4. The interview process	
	E. Nursing diagnosis phase	
	1. Definition & purposes	
	2. Organization of assessment data	
	a. NANDA common language – improves communication and understanding of client problems	
	3. Analysis of data	
	a. (P) Problem	
	b. (E) Etiology	
	c. (S) Signs & symptoms	
	4. Statement of nursing diagnosis	
	a. Actual	
	b. Potential	
	5. Compare and Contrast Nursing and Medical Diagnoses	
	a. Methods of Documentation	
	1. Narrative	
	2. Problem-Oriented Medical Record	
	3. Computerized Charting	
	F. Planning phase	
	1. Priority setting	
	2. Goal-setting	
	a. Short term	
	b. Long term	
	3. Expected outcomes	
	a. Realistic & achievable	
	b. Measurable, observable & behavioral	
	c. Client – centered	
	d. Time designated	
	e. Mutually set	
	4. Planning nursing care	

UNIT V: NURSING PROCESS (CONTINUED)

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

	a. Priority setting
	b. Sources of interventions
	   1. Dependent
	   2. Independent
	   3. Interdependent
	c. Rationale for interventions
	d. Specificity of interventions
	G. The implementation phase
	  1. Action Phase – giving the care needed to affect the change in client condition
	  2. Types of Nursing Care Delivery Systems
	    a. Primary
	    b. Functional
	    c. Team
	  3. Roles within the health care team
	    a. Teamwork
	    b. Delegation
	H. The evaluation phase
	  1. Results are compared to outcome criteria from Planning Stage.
	    a. Positive – goal attainment
	    b. Partially met goals
	    c. Negative – unmet goals
	  2. Quality Assurance
	    a. Peer Review
	  3. Revision of Care Plan
	I. Documentation
	  1. Medical Records
	    a. Components used by nurse
	    b. Nurse's Progress Notes
	  2. Verbal Reporting	

UNIT V: TEACHING/LEARNING PROCESS

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The student will:
1. Describe key elements of the teaching-learning process.
2. Compare and contrast teaching-learning environments across the life span.
3. Identify the professional responsibilities of client teaching.
4. Integrate the application of the nursing process to the teaching-learning process.
5. Identify and apply guidelines for effective client teaching.
6. Discuss the implications of culture on the teaching-learning process.
7. Develop a teaching plan utilizing the nursing process.
	A. Teaching
	  1. Teaching clients and their families
	  2. Teaching in the community
	  3. Teaching health personnel
	B. Learning
	  1. Learning Theories
	    a. Behaviorism
	    b. Cognitivism
	    c. Humanism
	  2. Using Learning Theories
	  3. Factors affecting learning
	    a. Motivation
	    b. Readiness
	    c. Active involvement
	    d. Relevance
	    e. Feedback
	    f. Nonjudgmental support
	    g. Simple to complex
	    h. Repetition
	    i. Timing
	    j. Environment
	    k. Emotions
	    l. Physiologic events
	    m. Cultural aspects
	    n. Psychomotor ability
	C. Nurse as Educator
		Required:
		
		Teaching Plan on assigned Well Elder.
		
		Complete Self Learning Style Assessment

UNIT VI: COMMUNICATION

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Discuss key elements of therapeutic relationship.
 	
2. Discuss key elements of the communication process.
 	
3. Compare and contrast methods of communication.
 	
4. Describe the different types of communication and the impact of utilization.
 	
5. Recognize the professional nurse's role in and impact of utilizing the communication process.
 	
6. Identify types of crises and describe nurses' role in crisis intervention.
 	
7. Recognize key elements of psychological responses to physical illness.
 	
8. Identify the elements of assertive communication.
 	
9. Compare and contrast different documentation methods: source-oriented and problem-oriented medical records, PIE, focus charting, charting by exception, computerized records, and the case management model.
 	
10. Identify and discuss guidelines for effective recording that meets legal and ethical standards.
 	
11. Identify essential guidelines for reporting client data.
 	
12. Identify abbreviations and symbols commonly used for charting.
 	
13. Explain how various forms in the client are used to document steps of the nursing process (assessment, diagnosis, planning, implementation, and evaluation).
 	
14. Compare and contrast the documentation needed for clients in acute care, home health care, and long-term care settings.
	A. Therapeutic Relationship
	B. Communication Process
	   1. Components
	   2. Factors influencing
	C. Methods of Communication Process
	   1. Verbal
	   2. Nonverbal
	D. Types of Communication
	   1. Therapeutic
	     A. Elements of
	     B. Barriers to
	   2. Non-therapeutic
	E. Professional Responsibility
	   A. Patient Interactions
	   B. Interdisciplinary Interactions
	  F. Communication With Special Populations Crisis Intervention Physically Ill
	G. Medical Records
	   1. Components used by nurse
	   2. Nurse's Progress Notes
	     a. Methods of Documentation
	       (1) Narrative
	       (2) Problem-Oriented Medical Record
	       (3) PIE
	       (4) Focus
	       (5) Charting by exception
	       (6) Computerized Charting
	H. Verbal Reporting
	I. Interpersonal Process Recording (I.P.R.)
		Required:
		
		Review Therapeutic Communication, Videos (Located under Web links)
		
		   a. Basic Components of Communication
		
		   b. Opening, Questioning and Using Silence
		
		   c. Responding and Closing
		
		Discussion Topic: Communication
		
		Complete Interpersonal Process Recording (IPR) with one client.
		
		Learning Guide: Therapeutic Communication

UNIT VII: PROFESSIONALISM

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Identify the role of the professional nurse.
 	
2. Identify the scope of practice between LPN and RN in the Nurse Practice Act.
 	
3. Identify and discuss the responsibilities and accountability of the professional nurse in the practice setting.
 	
4. Discuss the responsibility of teaching by the RN.
 	
5. Describe the characteristics of tasks appropriate to delegate to unlicensed and licensed assistive personnel.
 	
6. List the five rights of delegation.
	A. Roles and Responsibilities
	   1. The role of the professional nurse includes application of the nursing process, advocacy for patients, and management of care.
	B. Legal and Ethical Issues
	   1. Read and discuss the Nurse Practice Act.
	   2. ANA Standards of Care
	   3. Legal Responsibilities of Students
	C. Personal Professional Growth
	   1. Discuss the scope of practice for the RN
	   2. Differentiate job from profession
	   3. Profession includes
	     a. Education
	     b. Theory
	     c. Service
	     d. Autonomy
	D. Accountability and Leadership
	E. Health Team Collaboration
	F. The Transition Process
	   1. Identifying personal goals
	   2. Overcoming barriers and fears
	   3. Strategies for success
	G. Political Action
	H. Delegation
	   1. Unlicensed Assistive Personnel
	   2. Licensed Assistive Personnel
	I. 5 Rights of Delegation
	   1. Right task
	   2. Right circumstances
	   3. Right person
	   4. Right direction and communication
	   5. Right supervision and evaluation
		Required:
		
		Discussion Topic: Compare definitions of Nursing from ANA and Board of Nursing
		
		Review Florida Nurse Practice Act.
		
		Wellness Activity
		
		Review Ethical Agreement sign and place in student portfolio.
		
		Complete Presentation on Professionalism topic.

UNIT VIII: ASPECTS OF HOLISTIC CARE

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Discuss how values, beliefs, culture, spirituality, sexuality, self-concept, and developmental stage affects the nurse/client relationship.
 	
2. Define and provide examples of the following culture, subculture, customs, beliefs, attitudes, and values.
 	
3. Discuss the impact of culture on health beliefs and health behaviors
 	
4. Demonstrate sensitivity to the cultures, values, and practices of others.
 	
5. Identify nursing strategies that offer culturally sensitive care.
	A. Cultural:
	  1. Concepts of Culture
	  2. Influence of Culture on health
	  3. Application to Nursing Care
	  4. World Religions & Health Implications
	  5. Transcultural Nursing
	  6. Vulnerable populations
	B. Spiritual:
	  1. Characteristics
	  2. Application of Nursing Care
	C. Sexuality:
	  1. Sexual Nature of Individuals
	  2. Human Sexual Response
	  3. Attitudes Toward Sexuality
	  4. Application to Nursing Care
	D. Self-Concept:
	  1. Identity, Body Image, Self-Esteem & Role Performance
	  2. Development of Self-Concept
	  3. Factors Affecting Self-Concept
	  4. Application to Nursing Care
	    E. Developmental Stage
	  1. Physiological, motor, psycho-social, cognitive, moral, spiritual
	F. Nursing Implications
		Required:
		
		Discussion: Personal cultural heritage and its impact on your life.
		
		View Video: Patient Diversity (Found under web links).
		
		Wellness Activity:
		
		Complete Self-Assessment of Sexual Knowledge and Attitudes - SASKA

UNIT IX: TRANSITION PROCESS

OBJECTIVES	CONTENT	LEARNING ACTIVITIES

The Student will:
 	
1. Describe the transition process into the role of the professional nurse.
 	
2. Discuss strategies for success.
	A. Transition to Role
	   1. Identifying personal goals
	   2. Overcoming barriers and fears
	   3. Strategies for Success
	   4. Time Management
		Required:
		
		Located under Web links:
		
		Review: Successful Note taking
		
		              Critical Thinking
		
		              Test taking with Professor Nightingale
		
		              Essential Nursing Resources Page
		
		Explore Student Learning Center at PALM BEACH STATE COLLEGE website.
		
		Discussion Topic: Role Transition
		
		Wellness Activity
		
		Develop 1 and 5 year professional goals

PALM BEACH STATE
COLLEGE

INTERNET RESOURCES FOR NURSING PROFESSIONALS

- Agency for Health Care Research and Quality: http://www.ahcpr.gov/

- American Academy of Hospice & Palliative Medicine: http://www.aahpm.org

- American Holistic Nursing Association: http://ahna.org

- American Journal of Nursing: http://www.nursingworld.org/ajn/

- American Medical Association: http://www.ama-assn.org/

- American Pain Society: http://www.ampainsoc.org

- ANA: http://www.ana.org

- Centers for Disease Control: http://www.cdc.gov/

- Florida Department of Health – Business and Professional Regulation: http://fcn.state.fl.us/dbpr/

- National Institutes of Health: http://www.health.nih.gov

- Hospice & Palliative Nurse's Association: http://www.HPNA.org

- Medscape: http://www.medscape.com/

- Nursing Center: http://www.nursingcenter.com/journals

- United States National Library of Medicine: http://www.nlm.nih.gov/

- Oncolink: http://www.oncolink.upenn.edu/

- American Association for the History of Nursing: http://www.aahn.org

GUIDELINES FOR WRITTEN ASSIGNMENTS

- Wellness Assessment
- DHAT
- CHAT
- IPR
- Presentation

CRITERIA FOR WELLNESS PAPER

Purpose: To deepen your understanding of health patterns as they relate to you and your family. The goals of this paper are to enhance your personal well being and nursing practice.

The paper is to be typed (word processed) and double-spaced, using APA format. Please include a reference page, as well as an Appendix for Internet Resource URL sites. Also include the Evaluation Form For Wellness Paper. There will be <u>6</u> parts to the paper. They are as follows:

1. Write a personal statement on "What being healthy means to me."

2. Describe your family's health patterns as follows:
    A. Place of birth
    B. Cultural background
    C. State of health
    D. Health care practices for your family including maternal and paternal grandparents, mother and father, yourself, spouse, children, siblings.
    E. What patterns emerge from the above?
    F. Discuss any concerns/issues you may have.
    G. Have you changed any of your health practices due to your family pattern?

3. Describe your own practices of health promotion/disease prevention (HP/DP) in the following areas:
    A. Physical activity and fitness.
    B. Nutrition - include cancer prevention strategies.
    C. Use of tobacco, alcohol and other drugs.
    D. Safety in home (abusive toxic substances/drug safety potential, guns secure).
        Safety in car (seatbelts, where children sit).
    E. Environment (lead, radon, allergens).
    F. Food.
    G. Stress reduction.
    H. STD's.
    I. Immunizations.
    J. SBE = Self Breast Exam, mammogram, pap, testicular exam, PSA, rectal.
    K. Physician (cholesterol, B/P, DM) assessments.
    L. Alternative Therapies
    M. Support.
    N. Other.

4. Develop your own long-term personal wellness plan using the nursing process. (This plan will be an active wellness plan throughout the nursing program.)

5. Do an Internet search to find at least 2 resources that would be valuable for you to use. Include a copy of these in the Appendix of your paper and the reference section of your paper. Be sure to have URL (Uniform Resource Locater) e.g. http://www.palmbeachstate.edu.

6. The reference page has to include at least 2 resources from book and/or professional journal along with 2 Internet search resources.

7. Refer to the <u>Evaluation Form For Wellness Paper</u> for specific evaluated criteria.

EVALUATION FORM FOR WELLNESS PAPER

STUDENTS NAME:_____   DATE:_____

Actual Points	Possible Points	Focus

_____ _____ _____	3 8 <u>15</u> 26	I. Organization
		     A. Neatly typed
		     B. APA format
		     C. Spelling/grammar

_____ _____ _____ _____ _____	4 8 8 8 <u>4</u> 32	II. Body of Paper
		     A. Statement of "Meaning of Health"
		     B. Description of health care practices of 3 generations - including place of birth, cultural background, state of health
		     C. Analysis of family patterns
		     D. Discussion of concerns/issues
		     E. Discussion of any change in your own health care practices related to concerns/issues

_____ _____ _____ _____
 	
 _____ _____ _____ _____ _____
		III. Description of Health Promotion and Disease Prevention (Ensure)
		     A. Physical Activity/Fitness
		     B. Nutrition (vitamins/cancer prevention heart healthy strategies)
		     C. use of alcohol, tobacco, drugs
		     D. Safety
		        ► home
		           ● toxic substances/drugs
		           ● securing firearms
		           ● pool
		           ● abuse potential
		           ● safe sitters (child and elder)
		           ● working fire extinguishers
		           ● storm and fire emergency plans
		        ► car
		           ● car seats
		           ● where children sit
		           ● road rage
		        ► workplace
		           ● hazards
		     E. Environment
		        ► allergens
		        ► water supply
		     F. Food handling
		     G. Stress reduction
		     H. STD awareness
		     I. Immunizations
		     J. Cancer Screenings
		        ► self breast exam
		        ► testicular exam

_____		► pap smear
		► occult stool
		► rectal exam
		► skin/tongue lesions
_____		K. Yearly health care provider visits
		► B/P
		► H&H
		► cholesterol
_____		► blood sugars
		L. Use of alternative modalities - herbs, massage, yoga, acupuncture, tai chi, etc.
_____		M. Personal support system
	16	N. Other
_____ _____ _____ _____ _____	20	IV. Personal Wellness Plan A. One NANDA self-diagnosis B. Two goals (must be specific, measurable, realistic) C. Minimally five interventions D. Evaluation
_____	6	V. References and Internet Search A. Must minimally include 2 books and/or professional journal articles plus 2 Internet resources with copies of the first page identifying the URL site.
Total Actual Points _____	Total Possible Points **100** _____	75 points **are required for a passing grade of** SATISFACTORY.

Faculty Comments:

DAILY HOLISTIC ASSESSMENT TOOL
(DHAT)

PALM BEACH STATE
COLLEGE

GUIDELINES FOR DAILY HOLISTIC ASSESSMENT TOOL (DHAT)

Date of birth: Do not need to fill in

Culture Needs: Identify the ethnic background for your patient.

Admitting Diagnosis: Indicate what your patient was admitted for

Secondary Diagnosis: Underlying health history

Pathophysiology: List and define any medical history. Use a reference to define.

Health Challenges: Subjective - indicate what the patient said to you.
    Objective – indicate what you see or can measure

Circumference, birth weight, and gestational age: N/A.

Lifespan: Indicate whether patient is an adolescent, early adulthood, middle adulthood or later adulthood.

Stage of Growth and Development According to Erickson: Indicate the anticipated stage of growth and development.

Actual Stage of Growth and Development: Select one appropriate for the individual and explain why client is in this stage.

Family Rate/Issues: Identify roles that this individual takes on within the family and identify any issues that are currently present or created by this hospitalization.

Allergies: List food, drug, chemicals and/or environmental.

SENSORY/PERCEPTION/COGNITION

L.O.C.: Identify whether the patient is awake, alert, lethargic.

Pupils: Assess pupils reaction to light.

Level of Orientation: Check as appropriate for your patient.

Hearing Aid: Check if your patient has a hearing aid, which ear(s). Write no if your patient does not have one.

Hard of Hearing: Check item if patient is hard of hearing, if not, write no.

Glasses/Contacts: Circle item if patient has either one or both. If patient has neither write none.

Mood: Fill in appropriate blank with yes or no.

Substance Abuse: *Identify how many packs or number of cigarettes per day. If patient does not smoke, write none. "Rx drugs: Write in yes or no. *ETOH: write in yes or no. *Illicit drugs: write in yes or no. *Any yes answer should be followed up on back with further explanation and details.

History of abuse, memory & judgment/anxiety Level: Fill in the appropriate blank with yes or no.

MOBILITY

Activity Tolerance/Limitations: Identify any issues affecting mobility. Indicate how patient is tolerating activity.

Functional Ability: Indicate ability utilizing numbers.

Assistive Needs: Indicate ability utilizing numbers.

Fall Risk: Indicate yes or no.

OXYGENATION

Respirations
Pattern & Rate: Identify the pattern of response and rate. Examples: even, labored, rapid .

Breath Sounds: Identify sounds as well as location of your assessment, i.e., clear bilaterally, rales right base, rhonchi, crackles, wheezing.

Oxygen Therapy: What type of oxygen therapy and how many liters.

Oxygen Saturation: Indicate percent if assessed or state not assessed.

TX's: Respiratory treatments. If your patient is receiving treatment indicate what type and how often, otherwise write no.

CARDIOVASCULAR

Heart Sounds: Check that you heard normal heart sounds.

PMI: If in appropriate location, check yes.

Murmur: Did you hear a murmur? Indicate yes or no.

Pulse Deficit: check yes or no in appropriate space.

Apical Rate: Write in actual rate and circle either regular or irregular.

Fetal Heart Rate: N/A if patient is not pregnant.

Capillary Refill: Circle either brisk or slow and indicate the time in seconds for refill.

Homans: Indicate whether your patient has a positive or negative human sign on the right and left side.

Peripheral Pulses: Check your patients pedal pulses. Indicate whether they are present and the quality of the pulses.

CELLULAR INTEGRITY

Skin Temperature: Assess your patient and check appropriate area.

Edema: If present circle and indicate location in space. Mark no if not present.

Wound: Indicate whether your patient has a laceration, or abdominal incision.

Drainage/Discharge: Using the REEDA method, assess your patients wound, then answer questions appropriately. Indicate yes or no for drainage. ***Color:** indicate if present and what color. ***Odor:** indicate yes or no.

Site/Wound Care: Indicate what you are doing for the stated wound, i.e.; pericare, topicals, sitz bath.

REGULATION

Nutrition: Mark adequate or poor based on your assessment and the patient's nutritional status.

Therapeutic: Indicate type of diet.

Elimination Pattern: Indicate your patient's pattern and check appropriate box.

LBM: Indicate date of last BM.

Bowel Sounds: Circle presents or absent. Indicate location.

Urinary: Identify patients voiding pattern. State if catheter is present.

Fluid Restriction: Indicate yes or no.

Intake/Output: Record totals for your shift.

Formula/Type: N/A

Intravenous Fluid: Indicate type of fluid infusing and rate. Identify site location and if a Saline Lock or MAP is in place

PRIORITY NURSING DIAGNOSIS

A total of **three nursing diagnoses** will be identified with each DHAT. One should be a psychosocial issue. The student will develop 3 complete nursing plans of care to be submitted the next clinical day.

<u>Evaluation of Daily Holistic Assessment Tool (DHAT) & Care plan</u>

	<u>% Possible</u>	<u>% Earned</u>
Assessment	**10%**	**_____**
Med sheet(s)	**15%**	**_____**
Lab sheet(s)	**15%**	**_____**
Care Plan #1	**20%**	**_____**
Care Plan #2	**20%**	**_____**
Care Plan #3	**<u>20%</u>**	**_____**
TOTAL	100%	_____

Student Name: _____ Date: _____

Adult Daily Holistic Assessment Tool (DHAT)

Client Initials_____ Age _____ DOB _____ Gender _____ Date _____

WT _____ HT _____ Admission Date: _____ Allergies_____

Admission Diagnosis / Current Diagnosis:

_____

Secondary Diagnosis: _____

Pathophysiology (textbook reference): _____

_____

_____

Initial Assessment	Time:
Vital Signs	T _____ P _____ RR _____ B/P _____
Sensory / Perception / Cognition:	
LOC / Visual or auditory deficits	awake alert oriented asleep confused obtunded none specify: _____
Mood	appropriate depressed anxious angry euphoric labile
Behavior	cooperative uncooperative apprehensive agitated lethargic
Speech / Primary language	clear appropriate inappropriate aphasia impaired hearing Primary language: _____
Pupils	(L) _____mm brisk sluggish nonreactive (R) _____mm brisk sluggish nonreactive PERRLA
Pain	Score:_____ location: _____ description: _____ medicated Y* N
Growth & Development (Erikson) Stage	(Actual Stage) _____ AEB_____
* Alteration in S/P/C	none present R/T_____
Cellular Integrity:	
Skin temperature / moisture	warm cool cold dry moist diaphoretic
Color / turgor	pink pale cyanotic mottled jaundiced elastic tenting
Edema	none present location_____ pitting +1 +2 +3 +4
Mucous membranes	pink pale moist dry lesions
Rash / lesion / wound	none present site describe _____location_____
* Alteration in Skin Integrity	none present R/T _____
Oxygenation:	
--Respiratory: Effort	unlabored dyspneic nasal flaring abdominal stridor grunting retractions Regular irregular
Lung sounds	RUL_____ RML_____ RLL_____ LUL _____ LLL_____ Clear Decreased Absent Rales Rhonchi Wheezes

Student Name: _____ Date:_____

O₂ therapy / O₂ saturation	⃞none ⃞O₂ therapy _____ lpm / % ⃞NC ⃞Mask ⃞Oxyhood saturation level _____%
Cough / Respiratory Treatments	⃞nonproductive ⃞productive_____ tx's _____
* Impaired Gas Exchange	none present R/T_____
--Cardiovascular: Apical	⃞regular ⃞irregular ⃞S1 ⃞S2 ⃞PMI ⃞Murmur
Extremities: Capillary refill / peripheral pulses	< > _____seconds {0 – 3} R/L brachial _____ R/L radial _____ R/L dorsal pedalis _____ R/L posterior tibial _____ other_____
Monitors	none specify:_____O₂ saturation ⃞cardiorespiratory ⃞other_____ ⃞alarm parameters verified and on
*Alteration in tissue perfusion	none present R/T _____
Regulation:	
Abdomen / LBM Diet _____	⃞soft ⃞firm ⃞rigid ⃞distended ⃞round ⃞flat ⃞tenderness / LBM _____ ⃞continent ⃞incontinent
Bowel sounds	RLQ ___ RUQ ___ LUQ ___ LLQ ___ + present -absent ++hyperactive +/-hypoactive
NG / GT	none specify _____
*Alteration in nutrition	none present R/T_____ size ___ ⃞gravity ⃞suction
GU	⃞no problems ⃞foley ⃞dysuria ⃞hematuria ⃞frequency ⃞continent ⃞incontinent LMP_____
Intravenous Fluids	⃞none specify/solution & rate _____
* Alteration in elimination	⃞none For shift: total in _____ total out _____⃞present R/T _____
Mobility:	
Muscle tone / strength / Range Of Motion	⃞strength equal bilaterally UE and LE ⃞weakness (specify) _____ ⃞Full Range Of Motion ⃞limitations: _____
Gait / fall risk	⃞steady ⃞unsteady ⃞pre-ambulatory ⃞paralysis /describe_____
Functional ability	⃞independent ⃞total assistance ⃞requires assistance (explain)_____
Casts / Assistance devices	none specify _____
*Alteration in Mobility	none present R/T _____
* for abnormal findings, see additional notes	
SN signature:	

STATE AND PRIORITIZE 3 NURSING DIAGNOSES

_____

_____

_____

_____

_____

_____

PALM BEACH STATE
COLLEGE

Student Name: _____ Date: _____

NURSES NOTES:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SN Signature

LAB WORK AND DIAGNOSTIC TESTS

TEST	RESULTS	NORMALS	DATES	REASON FOR TEST	NURSING SIGNIFICANCE

MEDICATION SHEET

PATIENT ALLERGIES DATE: **STUDENT:**

TRADE/GENERIC NAME CLASSIFICATION	SPECIFIC INDICATIONS/ REASON GIVEN TO YOUR CLIENT	MECHANISM OF ACTION	PATIENT DOSE/ROUTE/SAFE DOSAGE RANGE (AGE SPECIFIC)	MAJOR SIDE EFFECTS	DRUG/DRUG OR DRUG/DIET INTERACTIONS AND CONTRAINDICATIONS	CLIENT SPECIFIC NURSING IMPLICATIONS
TRADE: **GENERIC:** **CLASSIFICATION:**						
TRADE: **GENERIC:** **CLASSIFICATION:**						
TRADE: **GENERIC:** **CLASSIFICATION:**						

PALM BEACH STATE
COLLEGE

CLIENT INITIALS: __ DATE: __ NURSING DIAGNOSIS: _____ RT: _____ AEB: _____	**NURSING CARE PLAN** **PRIORITY CONCEPT:** ☐ Oxy ☐ Reg ☐ Cell Integ ☐ Mob ☐ S/P/C	**HUMAN PATTERN:** ☐ Exchanging ☐ Valuing ☐ Perceiving ☐ Communicating ☐ Choosing ☐ Knowing ☐ Relating ☐ Moving ☐ Feeling

Assessment	Planning Goal Desired Outcome (Specific/Measurable)	Implementation Nursing Interventions	Rationale Reason for Interventions	Evaluation	Goal Met?*	
Pertinent Data:	Patient Will:	Nurse Will:	Why:	What Happened:	Yes	No
Subjective: (What did client say – use direct quotations) Objective: (What did you see/hear/smell/feel – list findings)						

*If the client goal was/was not met briefly describe why and what steps would be taken next:

COMPREHENSIVE HOLISTIC ASSESSMENT TOOL (CHAT)

FOCUS: THE WELL ELDER

STUDENT CLINICAL EXPERIENCE USING THE
COMPREHENSIVE HOLISTIC ASSESSMENT TOOL (CHAT) WITH A ELDER

General Guidelines:
1. Follow an individual who is 65 years of age or older.

2. Make a visit(s) lasting 60 minutes utilizing guidelines related to a specified area of focus.

3. Summarize the visit using the "Summary of Visit with Elder" form.

4. Contact faculty for problems that arise or whenever assistance is needed.

5. Develop a teaching plan based on your nursing health history.

Preparation Activities:
1. Review on Head to Toe Physical Assessment for obtaining a nursing health history.

2. Self-assessment on own time.
   A. How would you describe you health?
   B. Where do you place yourself on the wellness-illness continuum?
   C. How do you promote wellness in yourself?
   D. Is there anything that interferes with you being healthy?

Student Learning Experience:
1. Conduct and record a nursing health history using the Palm Beach State College Nursing Comprehensive Holistic Assessment Tool. (C.H.A.T.) Remember to include completed Daily Holistic Assessment Tool.

2. Complete Nutritional Assessment.

3. Prepare a teaching plan based on the elders learning needs.

4. Develop two nursing care plans.

Learning Guides:
Palm Beach State College Comprehensive Holistic Assessment Tool (C.H.A.T.)
Teaching Care Plan

Discussion Guidelines:
1. How does your elder perceive his/her health?

2. How do you perceive your elder's health?

3. Where do you think your elder is on the wellness-illness continuum?

4. Identify factors that promote wellness in your elder.

5. Identify anything that interferes with your elder's health and well-being.

THE AGED FAMILY DEVELOPMENTAL TASKS

The following developmental tasks are to be achieved by the aging couple as a family as well as by the aging person alone:

1. Decide where and how to live out the remaining years.

2. Continue a supportive, close, warm relationship with the spouse or significant other, including a satisfying sexual relationship.

3. Find a satisfactory home or living arrangement and establish a safe, comfortable household routine to fit health and economic status.

4. Adjust living standards to retirement income; supplement retirement income if possible with remunerative activity.

5. Maintain maximum level of health; care of self physically and emotionally by getting regular health examinations and needed medical or dental care, eating an adequate diet, and maintaining personal hygiene.

6. Maintain contact with children, grandchildren, and other living relatives, finding emotional satisfaction with them.

7. Maintain interest in people outside the family, and in social, civic, and political responsibility.

8. Pursue new interests and maintain former activities in order to gain status, recognition, and a feeling of being needed.

9. Find meaning in life after retirement and in facing inevitable illness and death of oneself and spouse as well as other loved ones.

10. Work out a significant philosophy of life, finding comfort in a philosophy or religion.

11. Adjust to the death of spouse and other loved ones.

<u>EVALUATION OF COMPREHENSIVE HOLISTIC ASSESSMENT TOOL (CHAT)</u>

	<u>% Possible</u>	<u>% Earned</u>
CHAT form	10%	_____
Nutritional forms	10%	_____
Med sheet(s)	10%	_____
Lab sheet(s)	10%	_____
Care Plan #1	20%	_____
Care Plan #2	20%	_____
Teaching Plan	<u>20%</u>	_____
TOTAL	100%	_____

Student Name: _____   Date: _____

Admission Assessment: Comprehensive Holistic Assessment Tool (CHAT)

Client Initials: _____ DOB: _____ Age: _____ Wt: _____

Diagnosis: _____
**attach daily assessment

Patient Admission Information:

I. PERCEPTUAL / SENSORY / COGNITION

Communicating: *pattern involving sending messages*

Name preferred: _____ Sex: _____ Age: _____ Date: _____

Informant: Patient Parent Spouse Other _____ Admitted from: Home ED OR Other _____

At time of interview patient is: alert appropriate relaxed agitated anxious tearful sleepy other _____

Primary language: _____ Interpreter needed: _____

Relating: *pattern involving established bonds*

Role: *marital status, children, parents, siblings*: _____

Significant others / Primary caregiver: _____

Lives with: _____

Recent changes in family: No   if Yes, explain: _____

History of physical / sexual / emotional abuse: _____ Do you feel safe at home? _____

Are you in a relationship in which you or your child have been hurt or threatened? _____

In the past year, has someone close to you hit, kicked, punched, slapped, or shoved you or your child? _____

_____

Occupation / Educational experience: _____

Patient / parent concern related to role responsibilities (school, work, financial, caregiver): _____

_____

Socialization / support systems: _____

Valuing: *pattern involving spiritual growth*

Religious preference: _____ Spiritual needs: _____

Cultural preferences / needs: _____

Knowing: *pattern involving the means associated with information*

Medical History:

Chief complaint: _____

_____

_____

Previous / Ongoing Health problems (symptoms, length of illness, treatment) _____

_____

_____

Previous Hospitalizations / Surgery _____

_____

_____

Immunizations: Up to date   Needs _____

PALM BEACH STATE
COLLEGE

Student Name: _____ Date: _____

Infectious Disease Exposure: None   Chicken Pox   Rubella   Measles   Mumps   TB   Hepatitis

List all medications in use (prescription, OTC, herbals) – see attached medication sheet

List all allergies (medications, food, environment and reaction)

Medication / Food / Environment	Reaction

Risk factors: (smoking, family history, etc.): _____

_____

Substance use: Alcohol *(type)* _____drinks/day   Cigarettes:

_____per day

Illicit drug use: _____   Rx drug use: _____

Perception / Knowledge of Health / Illness: _____

_____

Readiness to learn (ready, willing, and able): _____

Comprehension: Ability to grasp concepts and respond to questions: HIGH   MEDIUM   LOW

Motivational Level: asks questions   eager to learn   anxious   uninterested   uncooperative   disinterested

denies need for education

Memory: No problem   Limited short term memory   Limited long term memory

Learning Barriers: None   Language   Cultural / Religious   Emotional   Hearing   Vision   Dexterity

Describe: _____

Feeling: *pattern involving the subjective awareness of information*

Comfort / Pain: *(Is patient in pain? Chronic? Acute? What methods relieve pain, provide comfort?)*: _____

_____

Emotional Integrity: (lonely, sad, depressed, angry, joy): _____

Perceiving: *pattern involving the reception of information:*

Sensory Perception: *(Able to receive information via all senses? Deficits noted?)*: _____

_____

Visual: _____   Contacts: _____   Eyeglasses: _____

Hearing: _____   Earaches: _____   Hearing Aids: _____

Choosing: *pattern involving the selection of alternatives*

Coping / Stress Management Measures: _____

_____

Support systems: _____

_____

PALM BEACH STATE
COLLEGE

II. MOBILITY

Moving: *pattern involving activity*

See daily assessment for physical assessment component

Functional ability: *(independent, if not specify deficits and needs):* _____

_____

Assistive devices required: _____

Orthopedic equipment: _____

Physical Therapy: _____

Age related hazards of mobility: _____

Fall Risk: _____

Recreation / Play: _____

Self care: _____

III. OXYGENATION

See daily assessment for physical assessment component

Home nebulizer / O_2 / CR monitor: _____

IV. CELLULAR INTEGRITY

See daily assessment for physical assessment component

Skin integrity risk factors: none   obesity   incontinent urine/feces   emaciated   immobility   prematurity   altered LOC

altered sensation   breakdown present   Home treatment plan: _____

V. REGULATION

Exchanging: *pattern involving mutual giving and receiving*

See daily assessment for physical assessment component

Recent weight loss or gain: _____

Therapeutic diet: _____   Dietary restrictions: _____

Suck quality: _____   Loose teeth: _____   Dentures: _____   Problems: _____

Sleep patterns: _____

Sexually active: _____   Sexual preference: _____   Birth Control: _____   Problems: _____

LMP: _____   Menarche (age): _____   Menopause (age): _____   BSE: _____   Difficulties: _____

Reproductive History: # of pregnancies: _____   # of births: _____   # of living children: _____   Problems: ___

Testes: _____   TSE: _____   Circumcised: _____   Problems: _____

Additional Comments: _____

_____

_____

_____

_____

Student Name: _____ Date: _____

Discharge Plan: _____

_____

_____

_____

_____

Course Syllabus – Hybrid

SUMMARY OF VISIT WITH ELDER

Due:_____

Your Name: _____   No. of Visits:_____

Place of meeting: _____

Time: _____

Elder's age: _____   Sex: _____

1. How does your elder describe his/her health?

2. How do you perceive your elder's health?

3. Identify factors that promote wellness in your elder.

4. Identify anything that interferes with your elder's health and well-being.

PALM BEACH STATE
COLLEGE

NUTRITION SCREENING TOOL

Height: _____ Weight: _____ Ideal Body Weight: _____ Weight 6 mo. ago: _____

How many teeth: _____ Status: _____

Date last dental exam: _____ Dentures: _____ Partial: _____Complete: _____

Fit: _____

Chewing problems:

Swallowing problems:

Appetite:

Use of Vitamins/Mineral Supp.:

Use of Laxatives:

Use of Alcohol:

Does individual have any health problems that affect his/her ability to eat or drink?

Does individual have any problems that affect his/her ability to prepare food?

How does individual get to the store to buy groceries?
    (Identify problems with transportation, mobility, ability to carry grocery bags, etc.)

Does individual have access to:
    running water   yes _____   no _____
    refrigeration   yes _____   no _____
    cooking facilities   yes _____   no _____

24-Hour Diet Recall

"I would like you to tell me everything you ate and drank from the time you got up in the morning until you went to bed at night and what you ate during the night. Include snacks and drinks of all kinds."
  (Record amount and type of food or drink and time taken.)

Was the 24-hour nutritional intake unusual in any way?
  Yes _____   No ____

If yes, describe how it was unusual.

COMMUNITY RESOURCES
NUTRITION

Resource List:

TEACHING PLAN

Include at least one problem on the next page.

1. State a knowledge deficit that currently applies to your elder.

2. List an objective related to your elder's knowledge deficit.

3. Describe how you will meet the above objective.

4. Discuss your teaching plan with your clinical group in post conference.

PALM BEACH STATE
COLLEGE

TEACHING CARE PLAN

KNOWLEDGE DEFICIT/ LEARNING NEED	GOAL AND PLAN FOR TEACHING	EVALUATION
	Goal: **Plan:**	

LEARNING GUIDE
SELF-DIRECTED ATTITUDE ASSESSMENT OF THE AGING PROCESS (SDAAAP)*

1.   A person can be considered old when:

     _____

2.   Words that society uses to describe the elderly are:

     _____

3.   Growing old means:

     _____

4.   Seeing an old person make me feel:

     _____

5.   The best thing about getting old is:

     _____

6.   The worst thing abut getting old is:

     _____

7.   How many elders do you personally know?

     _____

8.   What influence have they (see #7) had on you?

     _____

9.   Why is "getting old" an issue today?

     _____

10. Most elderly live in

     _____

11. Economically, older people are:

    _____

12. Socially older people are:

    _____

13. Culturally the elderly are:

    _____

14. The spiritual needs of the elderly are:

    _____

15. Health-wise older people are:

    _____

16. Mentally older people are:

    _____

17. Sexually older people are:

    _____

18. What will your greatest challenge as a health care professional be regarding care of the elderly?

    _____

19. What are your own personal goals regarding your aging process?

    _____

LEARNING STYLE ASSESSMENT

Learning Styles:

1. **Auditory Learner**
   This student learns from hearing words spoken. When reading, this student vocalizes, moves the lips or throat while reading. In essence reads to self as striving to understand new material. This student is better able to understand and remember words or facts by hearing. Lectures will be particularly effective as well as audiotapes, rote oral practice and group discussions.

2. **Visual Learner**
   This student learns well from seeing words in books, on the chalkboard, charts, movies, videotapes, etc. This student may even write down words that are given, orally, in order to learn by seeing them on paper. This learner will remember and use information better if given a chance to read it.

3. **Kinestetic Learner**
   This student learns best by experience and a combination of stimuli. The manipulation of material along with sight and sound, will make a big difference to this student. He/She will seek to handle, touch, and work with what is to be learned. This student can write fluent essays, care plans and good answers on tests to show what has been learned. He/She may feel less comfortable, perhaps even stupid, when asked to give oral answers. Thoughts are better organized on paper than when given orally. This student will benefit by the opportunity to write reports, keep notebooks and journals for credit, and take written tests for evaluation. This learner will seek to take copious notes and will perform better during evaluations if allowed to write or demonstrate procedures, rather than explain them orally.

Additional Learning Types

Social Learner
This student strives to study with at least one other student and will not get as much accomplished when studying alone. Others' opinions and preferences are valued. Group interaction for this student increases learning and later recognition of facts. This student is very social in class.

Solitary Learner
This student gets more work done alone and thinks best and remembers more when learning alone. This student cares more for his/her own opinions than for the ideas of others. This student should be encouraged to go to the library to study.

Orally Dependent Learner
This student can easily tell you what 95% has been mastered. This student speaks fluently, comfortably, and seems able to say what he/she means. This student may know more than paper/pencil tests show. The student is probably not shy about giving reports or talking to the instructor or classmates. The muscular coordination involved in writing may be difficult for this student. Organizing and putting thoughts on paper may be a slow and tedious task. As a result, written work may appear carelessly done or incomplete.

CRITICAL THINKING EXERCISES

What would you do if......	
The learner was profoundly deaf and used sign language?	
The learner was confused. You are to instruct her on the importance of tapering a medication as part of her discharge-teaching plan?	
The learner spoke only a foreign language?	
The learner was fourteen years old?	
The learner was an infant and the mother spoke broken English?	
The learner had motor aphasia, but his receptive aphasia was intact?	
The learner could not read?	
Delegation: Is there any area of teaching a client that can be delegated to unlicensed assistive personnel?	

INTERPERSONAL PROCESS RECORDING
(IPR)

PALM BEACH STATE
COLLEGE

GUIDELINES FOR WRITING AN INTERPERSONAL PROCESS RECORDING

OBJECTIVES:

1. This IPR is to focus on an actual interaction between student nurse and a patient or the patient's significant other during the clinical experience.

2. An IPR is an opportunity for the nurse to evaluate the effectiveness of therapeutic communication skills. This is not a patient teaching or data gathering exercise. Therefore, the focus of this exercise is Therapeutic Communication.

GENERAL INSTRUCTIONS:

1. **The introduction** is to be typed in <u>narrative</u> format. The introduction is an essential part of the IPR in order to acquaint the reader with the setting, and circumstances in which the interaction took place. This should include the client's facial expression, voice quality, appropriateness of dress and grooming and room environment. Refer to Criteria and Evaluation Tool for IPR for content.

2. **The body of the IPR** (client verbatim – nurse verbatim section), is to be written in the 5-column format found in the syllabus or at the Palm Beach State College Nursing website. Make copies of the format as needed. Verbatim statements of the nurse and the client during the interaction should be documented. Time lapses and silences should be noted, as well as the length of the silence. This section is to be written in an objective fashion, without any interpretations on the part of the student. Refer to Criteria and Evaluation Tool for IPR for directions. The body of the IPR must include at least six responses between client and nurse. A "response" is client and student each talk once. Minimally the client and student must each speak six times.

3. **Non-verbal behavior** of nurse and client section is to be used for recording communication and behavior that is not verbalized. Significant gestures, facial expressions, body postures, tones of voice, eye contact, etc., should be noted – both the client's and the nurse's. For example, it should be recorded that the voice dropped to a whisper when he spoke about his mother's death. Examples of behavioral "clues" to anxiety should be included.

4. **Interpretation of interaction** section includes your ideas as to what was going on – in a dynamic sense – during the interaction. How did you perceive the client to feel? How did you feel? You should also not any associative looseness and/or flight of ideas, as well as disorders of thinking that were present and defense mechanisms that were employed by the nurse or client. Any shifts in the conversation made by either the client or the nurse should be noted.

   Your interpretations should be supported with theoretical knowledge. You should include the phases of the interaction.

5. **Alternative responses** section is one of the most important parts of the IPR and is heavily weighted in terms of evaluation. This section provides the student with an opportunity to look back on the interaction and to formulate responses that might have been more effective than the one used. Although the interaction itself may have been ineffective in achieving the stated goal, it can still be a learning experience, and be a guide for future interactions.

   Each alternative response should be accompanied by a rationale (either theoretical or your own logic) as to why it might promote more effective communication. **Every student response must have an alternate or it will be returned to be redone.**

6. **The summary** of the IPR is to be typed in <u>narrative</u> form and should relate to the initial goal identified. The student should include the strengths and weaknesses of the interaction as well as writing objectives for client care based on his/her interpretation. The student should include objectives for his or her own improvement. The participation of both the nurse and the client should be evaluated. References should be cited in a bibliography. Refer to Criteria and Evaluation Tool for IPR for content.

7. **Bibliography** - Any references used should be footnoted and a bibliography attached. Correct APA bibliographical form must be used.

8. Credit will be deducted for spelling and grammatical errors. Any paper which does not meet the requirements will be returned to the student to be redone.

9. Criteria and Evaluation tool must be submitted with the paper for the instructor to mark for grading.

CRITERIA AND EVALUATION TOOL FOR
INTERPERSONAL PROCESS RECORDING (IPR)

NAME:_____

Satisfactory	Unsatisfactory	
		1. Introduction includes:
		A. Date of interaction
		B. Duration of interaction
		C. Description of location where interaction took place
		D. Client's initials, age, gender
		E. Client's personal, interpersonal and social strengths and weaknesses.
		F. Admitting diagnosis and other pertinent medical diagnoses
		G. Initial goal of interaction. State any changes as interaction occurred.
		2. Body of IPR includes:
		A. Exact verbal statements of client and nurse. (At least six responses between client and nurse.)
		B. Non-verbal communications of client and nurse include: affect, speech quality, observations of body language, personal space.
		C. All verbal and nonverbal communications of the client and nurse are analyzed (interpreted) using appropriate terminology.
		D. State alternate communication techniques for each of the nurse's actual responses utilizing a variety of communication skills.
		E. State rationale for alternate responses.
		3. Summary statements includes:
		A. Whether objectives were met, if not, why not.
		B. Evaluate your therapeutic communication techniques in this interaction.

Satisfactory	Unsatisfactory	
		C. Identify what you learned regarding the clients personal, interpersonal and social systems.
		D. Identify therapeutic communication techniques that you perceive will be helpful for you to use in future interactions.
		E. Assess and identify your personal or interpersonal strengths and weaknesses.
		F. State interactions you plan to utilize to address these needs.
		4. Bibliography of at least two resources used to interpret/analyze interaction and to acquire therapeutic communication techniques.
		5. Submitted on time.
		6. Used appropriate format for introduction, body of IPR with five-column format and summary.

Comments:

BODY OF INTERPERSONAL PROCESS RECORDING (IPR)

Patient Verbatim	Nurse Verbatim	Non-verbal behaviors of nurse and patient	Interpretation of interaction with use of appropriate terminology	Alternate responses with rationale (what you could have said & why)

Patient Verbatim	Nurse Verbatim	Non-verbal behaviors of nurse and patient	Interpretation of interaction with use of appropriate terminology	Alternate responses with rationale (what you could have said & why)

Patient Verbatim	Nurse Verbatim	Non-verbal behaviors of nurse and patient	Interpretation of interaction with use of appropriate terminology	Alternate responses with rationale (what you could have said & why)

Patient Verbatim	Nurse Verbatim	Non-verbal behaviors of nurse and patient	Interpretation of interaction with use of appropriate terminology	Alternate responses with rationale (what you could have said & why)

Patient Verbatim	Nurse Verbatim	Non-verbal behaviors of nurse and patient	Interpretation of interaction with use of appropriate terminology	Alternate responses with rationale (what you could have said & why)

PRESENTATION

PALM BEACH STATE
COLLEGE

GUIDELINES FOR PRESENTATION

The Presentation is designed to address professional aspects of nursing.

The presentation is worth a maximum total of 15% of the course grade. Depending upon class size, this may either be done as a group activity or done alone. If there is a group, each student in the group will sign a form (Group Participation Form), which indicates participation and contribution.

The topic should address issues of professional nursing. Some ideas are listed below. By all means, feel free to choose a topic not listed, but have it cleared with the instructor before proceeding with your research.

Professionalism

Membership in professional organizations, ethics in nursing, legal aspects of nursing, professional behavior and presentation in the workplace

Career options

Hospice nursing, travel nursing, advanced practice nursing, trauma nursing, etc.

Diversity in nursing

Men in nursing, ethnic diversity in nursing, generational differences among nurses

Workforce issues

The shortage of nurses, ADN versus BSN as entry level to practice, staffing ratios

Include 5 references from the Internet, and from other sources, which will support your information.

For those in the on-campus class:

Dress in a professional manner, as you are speaking to the group. Don't be nervous, these are your peers who you have become familiar with all semester. Remember to speak to the audience, not the presentation up on the screen.

PALM BEACH STATE
COLLEGE

EVALUATION FORM

The Presentation is worth a maximum total of 15% of the course grade. Each student who participates in the group will receive the same percentage total.

Criteria:	Possible Percentage	Actual Percentage:
The topic addressed a professional aspect of nursing	10%	____
The presentation delivery was professional	25%	____
The presentation used creativity and was interesting.	25%	____
The presenter(s) demonstrated knowledge of the topic.	25%	____
There were 5 references using APA format.	10%	____
A copy of the presentation was submitted to the instructor	5%	____
Total:	100%	____

Comments: