PNC 101

Nursing Fundamentals for Practical Nursing

Approved: May 6, 2011

EFFECTIVE DATE: Fall 2011
**COURSE PACKAGE FORM**

<table>
<thead>
<tr>
<th>Team Leader and Members</th>
<th>Linda Riesdorph and Janet Byrd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of proposal to Curriculum Sub-committee:</td>
<td>May 6, 2011</td>
</tr>
<tr>
<td>Purpose:</td>
<td>_X__New   __Change   __ Retire</td>
</tr>
<tr>
<td>If this is a change, what is being changed? (Check ALL that apply)</td>
<td>___ Update Prefix ___ Title ___ Learning Units ___ Competencies ___ Format Change ___ Course Description ___ Course Number ___ Textbook ___ Credits ___ Prerequisite</td>
</tr>
<tr>
<td>Effective Semester/Year</td>
<td>Fall 20__11____</td>
</tr>
</tbody>
</table>

**COURSE INFORMATION**

<table>
<thead>
<tr>
<th>Prefix &amp; Number:</th>
<th>Title: Nursing Fundamentals for PN</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNC 101</td>
<td></td>
</tr>
</tbody>
</table>

Catalog Course Description:
This is an 8 credit course intended to provide the Practical Nursing Student a foundation of Practical Nursing fundamental concepts. The course emphasis will include: student development; caring and competency for patients and others throughout the life-span, critical thinking and communication skills, leadership/fellowship and management skills, legal and ethical issues within the nursing profession. Using the transitions “model”, Practical Nursing students will learn to provide caring and competent nursing care to patients undergoing situational and or health-illness transitions in well-defined practice settings while identifying the student nurse’s situational transition. Nutrition, pathophysiology, and professionalism are integrated.

<table>
<thead>
<tr>
<th>Credit Hours: 8</th>
<th>Lecture Hours: 4</th>
<th>Lab Hours: 12</th>
</tr>
</thead>
</table>

Prerequisite(s)
Admission to the Practical Nursing Program
HES 113 Medical Terminology (3)
HES 129 Allied Health Anatomy and Physiology (3)
OR
<table>
<thead>
<tr>
<th>Course Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Human Anatomy &amp; Physiology I (4) AND BIO 202 Human Anatomy &amp; Physiology (4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-requisite(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNC 120 Gerontology for the Practical Nurse (3) PNC 110 Pharmacology and Dosage Calculations for Practical Nurse (3)</td>
<td></td>
</tr>
</tbody>
</table>

Does this course need a separately scheduled lab component?  **Yes**  **No**

Does this course require additional fees?  If so, please explain.  **Yes**  **No**

Nurse fees are required to fund lab materials and staffing costs.

Is there a similar course in the course bank?  **Yes** (Please identify.)  **No**

Articulation:  Is this course or an equivalent offered at other two and four-year universities in Arizona?  **No**  **Yes** (Identify the college, subject, prefix, number and title: Any community college within AZ having a Practical Nursing Program)

**Writing Across the Curriculum Rationale:**

Mohave Community College firmly supports the idea that writing can be used to improve education; students who write in their respective content areas will learn more and retain what they learn better than those who don’t. Courses in the core curriculum have been identified as “Writing Across the Curriculum” courses.

**Minimum standards for the Writing Across the Curriculum component are:**

1. The writing assignments should total 1500 – 2000 words. For example, a single report which is 1500 words in length  
   **OR**  
   a series of essay questions and short papers (example: four 375-word assignments) which total 1500 words could meet the requirement.

2. The writing component will represent at least 10% of a student’s final grade in the course.

Is this course identified as a Writing Across the Curriculum course?  **Yes**  **No**  
(See addendum for writing rubrics)

**Intended Course Goals**

Educational goals are very general statements of the outcomes students will achieve after completing a course of study.

**By the end of the semester, students will be able to:**
1. Accountability: Describe professional, ethical, and legal standards within the Practical Nurse scope of practice

2. Caring: Identify components of physical, emotional, cultural, spiritual, and caring behaviors for self and others indicative of respect for human condition

3. Communication: Identify effective communication skills necessary to develop therapeutic relationships with patients, families, peers, faculty, and other members of the health care profession.

4. Clinical Competency: Identify the nursing process components and define evidence-based nursing principles required for implementation of safe and effective nursing care within the Practical Nurse scope of practice.

5. Critical Thinking: Define critical thinking processes and their relationship with the Practical Nurse scope of practice.

6. Culture: Discuss cultural bias and the impact on the health/illness continuum

7. Learning/Teaching: Identify the necessary skills to implement established teaching plans with the understanding of promoting, restoring, maintaining, and preventing illness for patients and families across the life span.

8. Management/Leadership: Define the Practical Nurse scope of practice fundamental management skills within the Practical Nurse scope of practice.

Course Competencies and Objectives
Course competencies are statements that clearly express what students will be able to do as a result of the course. Use specific measurable action verbs to express the performance expected.

By the end of the semester, students will be able to:

Competency 1 Discuss the importance of nursing foundation for today’s Practical Nurse
   Objective 1.1 Define Florence Nightingale’s contribution to nursing
   Objective 1.2 List three nursing theorists and their application to nursing practice
   Objective 1.3 Define nursing and list the levels of nursing education
   Objective 1.4 Identify members of the healthcare team
   Objective 1.5 Identify Practical Nurses level of responsibility
   Objective 1.6 Define evidence-based practice

Competency 2 Maintain standards of behavior expected of a Practical Nursing Student in the MCC Nursing Program
   Objective 2.1 Demonstrate responsibilities for own development and maintenance of nursing knowledge
   Objective 2.2 Demonstrate responsibilities for own words and actions (behaviors)
   Objective 2.3 Adhere to and demonstrate standards of academic integrity, honesty and maintenance of confidentiality
   Objective 2.4 Complete all course requirements
**Objective 2.5** Organize course materials
**Objective 2.6** Incorporate journal articles into written assignments
**Objective 2.7** Adhere to legal and ethical professional responsibilities within the student role as stated in the Nurse Practice Act
**Objective 2.8** Adhere to ANA Code of Ethics, Patient’s Bill of Rights, Resident’s Bill of Rights and Student Honor Code
**Objective 2.9** Respect patient’s right to dignity, privacy and honesty
**Objective 2.10** Discuss cultural bias and understand the relationship between Practical Nurse

**Student behavioral standards**
**Objective 2.11** Demonstrate awareness of own needs, strengths, and limitations
**Objective 2.12** Review test taking strategies to promote examination completion success
**Objective 2.13** Is punctual and dressed appropriately for the clinical and didactic learning experience

**Competency 3** Explain the components of the Healing Community Nursing Model (need source)
**Objective 3.1** Define transitions
**Objective 3.2** Distinguish between developmental, situational, health-illness and organizational transitions
**Objective 3.3** Define characteristics of both healthy and unhealthy transitions
**Objective 3.4** Explain the Healing Community Nursing Model
**Objective 3.5** Take three actions to promote health transitions for self
**Objective 3.6** List one example of each type of transition you (the student) has already experienced in life: developmental, situational, health-illness and organizational
**Objective 3.7** Practice behaviors that reflect healthy transitions
**Objective 3.8** Demonstrate a beginning understanding of transitions as applied to one’s self
**Objective 3.9** Describe physiological and psychosocial integrity
**Objective 3.10** Identify own progress in transition to role of the Practical Nursing student

**Competency 4** Accurately obtain patient vital sign readings
**Objective 4.1** Describe Practical Nursing responsibilities in assessing vital signs
**Objective 4.2** Identify normal ranges for vital signs
**Objective 4.3** Identify body sites to obtain vital signs
**Objective 4.4** Correctly obtain equipment necessary to monitor vital signs
**Objective 4.5** Identify two scales used in measuring body temperature
**Objective 4.6** Compare and contrast shell vs. core temperature
**Objective 4.7** List four temperature sites and considerations for using each site
**Objective 4.8** Identify four types of thermometers and demonstrate correct methods and considerations for using each
**Objective 4.9** Obtain oral and axillary temperatures correctly on a lab partner using electronic thermometers
**Objective 4.10** Compare and contrast between fever and hyperthermia
**Objective 4.11** Obtain rectal temperatures correctly on a patient care mannequin
**Objective 4.12** Obtain radial, apical and brachial pulses correctly on several people
**Objective 4.13** Identify three characteristics the Practical Nurse should identify when obtaining a patient’s pulse
**Objective 4.14** List five common locations to obtain a patient’s pulse and techniques that may be used to evaluate
**Objective 4.15** Count respirations correctly on several people
**Objective 4.16** Identify and discuss four terms used to describe abnormal breathing patterns
Objective 4.17 Explain and contrast systolic and diastolic arterial pressure
Objective 4.18 Explain the difference between systolic and diastolic blood pressure readings
Objective 4.19 Discuss three factors that affect blood pressure
Objective 4.20 Discuss the importance of the physiologic data that can be determined from obtaining a blood pressure
Objective 4.21 Discuss physiologic components of blood pressure
Objective 4.22 Discuss factors that may influence blood pressure
Objective 4.23 Describe the five phases of Korotkoff sounds
Objective 4.24 Identify the required equipment to obtain a blood pressure
Objective 4.25 Correctly take blood pressure with accurate readings using mercury type, anaroid type, and electronic types of sphygmomanometers
Objective 4.26 Correctly obtain a blood pressure with accurate reading on several people while they are sitting, lying and standing
Objective 4.27 Correctly document vital signs on a vital signs charting sheet
Objective 4.28 Correctly place ECG electrodes on patient care mannequin and utilize ECG machine
Objective 4.29 Discuss evidence-based practice literature relative to vital signs

Competency 5 Correctly define and implement specific infection control precautions and procedures
Objective 5.1 Define infectious diseases
Objective 5.2 Compare and contrast infection and colonization
Objective 5.3 List and define the five stages in the course of an infectious disease
Objective 5.4 Define infection control measures
Objective 5.5 Describe and two major techniques of infection control
Objective 5.6 Identify situations in which hand washing is indicated
Objective 5.7 Demonstrate hand hygiene using the correct method
Objective 5.8 Identify situations the Practical Nurse will use standard precautions and transmission-based precautions
Objective 5.9 Identify the rationale for using airborne, droplet, and contact precautions
Objective 5.10 Describe and the purpose of personal protective equipment
Objective 5.11 Correctly identify, don, and remove personal protective equipment
Objective 5.12 Explain the rationale and steps to double-bagging contaminated contents
Objective 5.13 Discuss a minimum of two psychological problems patients with infectious disease process may develop
Objective 5.14 Discuss a minimum of three methods to prevent infections
Objective 5.15 Define any unique characteristics older adult patients may have in respect to an infectious disease process

Competency 6 Correctly define and implement asepsis standards
Objective 6.1 Describe and define microorganisms
Objective 6.2 Name a minimum of eight specific microorganisms
Objective 6.3 Explain the cycle of infection and its components
Objective 6.4 Describe the difference between nonpathogens and pathogens, resident and transient microorganisms, and aerobic and anaerobic microorganisms
Objective 6.5 List a minimum of two examples of microorganism adaptation
Objective 6.6 Define nosocomial infections
Objective 6.7 Differentiate between medical and surgical asepsis
Objective 6.8 List a minimum of three activities preformed by the Practical Nurse that
requires application of medical and or surgical asepsis concepts

Objective 6.9 Describe and implement personal protective equipment
Objective 6.10 Discuss and apply medical and surgical asepsis concepts
Objective 6.11 Correctly demonstrate a sterile and clean dressing changes on a patient care mannequin
Objective 6.12 State the purpose and use of isolation equipment
Objective 6.13 Apply and remove protective isolation garments correctly
Objective 6.14 List three techniques used for the sterilization process

Competency 7 Define the Practical Nurses role in the nursing process
Objective 7.1 List the seven characteristics of the nursing process
Objective 7.2 List the five steps of the nursing process and interpret each
Objective 7.3 Compare and contrast objective vs. subjective data
Objective 7.4 Compare and contrast nursing diagnosis vs. medical diagnosis
Objective 7.5 Identify areas the Practical Nurse can contribute to the assessment component of the nursing process
Objective 7.6 Identify areas the Practical Nurse can contribute to the development and care modification implementation of the nursing process
Objective 7.7 Identify areas the Practical Nurse can contribute and participate in to the evaluation component of the nursing process
Objective 7.8 Describe the important components of critical thinking in relationship to the nursing process
Objective 7.9 Discuss components of an effective learning/teaching environment
Objective 7.10 Describe the rational for priority setting
Objective 7.11 Compare and contrast goals vs. outcomes in relationship to the nursing process
Objective 7.12 Identify the need for short and long term goals
Objective 7.13 Identify the process for care plan documentation
Objective 7.14 Discuss possible outcomes when evaluating a care plan
Objective 7.15 Define concept mapping and possible designs

Competency 8 Accurately identify components of a patient physical assessments recognizing normal and abnormal findings, observing, recording, and reporting according to the Practical Nurse scope of practice
Objective 8.1 List four reasons for performing a patient physical assessment
Objective 8.2 Demonstrate the ability to observe, record, and report findings while providing patient care within the Practical Nurse scope of practice
Objective 8.3 Prepare the patient for a physical assessment
Objective 8.4 Identify equipment used when performing a basic physical assessment
Objective 8.5 Describe an appropriate physical assessment environment
Objective 8.6 State a minimum of three reasons for draping a patient during a physical assessment
Objective 8.7 Perform elements of gathering data during a basic physical assessment
Objective 8.8 Identify similarities of both a head-to-toe assessment and a body systems assessment
Objective 8.9 List two self-examinations adult patients should perform regularly
Objective 8.10 Correctly document data gathered during a basic physical assessment on charting forms
Objective 8.11 Recognize normal and abnormal physical assessment findings
Objective 8.12 Report abnormal physical assessment findings to faculty and assigned nursing personnel
Objective 8.13 Discuss the steps required in observations of lung sounds in the patient and begin to recognize normal vs. abnormal lung sounds
Objective 8.14 Discuss the steps required in observations of heart sounds in the patient and begin to recognize normal vs. common abnormal heart sounds
Objective 8.15 Discuss the importance of lower extremity edema and the criteria for estimating pitting edema
Objective 8.16 Identify and discuss physical changes that can occur due to aging
Objective 8.17 Discuss evidence-based practice literature relative to data gathered during a nursing physical assessment

Competency 9 Describe the role of the Practical Nurse in relationship to special examinations, specimen collection, and diagnostic tests
Objective 9.1 Describe the difference between an examination and test
Objective 9.2 List a minimum of six Practical Nurse responsibilities related to assisting with special examinations, specimen collection, and tests
Objective 9.3 Identify five commonly used positions during examinations or tests
Objective 9.4 Discuss important elements of informed consent for examinations and/or tests
Objective 9.5 Explain a pelvic examination and a PAP test
Objective 9.6 Explain and discuss the Practical Nurse role in the following procedures: sigmoidoscopy, paracentesis, lumbar puncture, throat culture, and blood glucose monitoring
Objective 9.7 Demonstrate proper collection of the following specimens: sterile specimens, clean catch urine, sterile urine collection, 24 hour urine, hemoccult, stool, and sputum
Objective 9.8 Discuss a minimum of three factors the Practical Nurse should consider prior to performing examinations, collecting specimens, or tests on an older adult
Objective 9.9 Discuss importance of intake and output collection, observation, recording, and reporting findings

Competencies 10 Safely and effectively assist patients with activities of daily living
Objective 10.1 Correctly complete a bed bath on a patient care mannequin which includes draping, using soap and water, changing of water, placing bedpan and urinal, back massage, and oral care
Objective 10.2 Correctly demonstrate procedures required to make an occupied, unoccupied, and a postoperative bed
Objective 10.3 Describe three advantages of towel or bag baths
Objective 10.4 Correctly identify and make three types of unoccupied beds: closed, open and surgical
Objective 10.5 Identify items required to perform oral care
Objective 10.6 Identify and discuss methods to prevent harm when providing oral care to an unconscious patient
Objective 10.7 Correctly provide perineal and perineal catheter care on male and female patient care mannequin
Objective 10.8 Correctly apply and remove an external condom catheter on a mannequin
Objective 10.9 Demonstrate safe shaving techniques
Objective 10.10 Correctly demonstrate use of toileting devices including bedpan
Objective 10.11 Discuss the use of anti-embolism stockings and accurately demonstrate measurements and application on a patient care mannequin
Objective 10.11 List structures, normal actions and functions of the skin
Objective 10.12 Describe different skin disorders, infections and conditions commonly affecting the skin and related assessment

Objective 10.13 Describe four principles of health promotion and recovery that guide skin care practices

Objective 10.14 Identify the priorities of scheduled hygiene care with consideration of patient’s culture

Objective 10.15 Describe assessments, prevention, and treatment of pressure ulcers relative to each stage

Objective 10.16 Performs basic nursing care competently at selected clinical sites

Competency 11 Define health, wellness, illness, and the concept of homeostasis

Objective 11.1 Discuss the World Health Organization (WHO) and their definition of health

Objective 11.2 Discuss the difference between values and beliefs and how they affect health and wellness

Objective 11.3 Define primary, secondary, and tertiary care

Objective 11.4 List the five levels of Maslow’s hierarchy of human needs

Objective 11.5 Describe the meaning of morbidity, mortality, acute, chronic, and terminal illnesses, primary and secondary illnesses, remission and exacerbation, hereditary, congenital, and idiopathic illnesses in relationship to homeostasis.

Objective 11.6 Discuss the main aspects of healthcare costs and healthcare policies

Objective 11.7 Define the role of the nursing team in health, wellness, illness, and homeostasis

Competency 12 Discuss the importance of communication with patients and other members of the healthcare team

Objective 12.1 Summarize the communication process and potential barriers

Objective 12.2 Describe the four roles nurses perform in nurse-patient relationships

Objective 12.3 Identify communication responsibilities of both the nurse and the patient within the nurse-patient relationship

Objective 12.4 Define the three phases of the nurse-patient relationship

Objective 12.5 Compare and contrast social communication and therapeutic verbal communication

Objective 12.6 Discuss the difference between nursing and caring acts

Objective 12.7 Define and list a minimum of five examples of therapeutic verbal communication

Objective 12.8 Define and list a minimum of five examples of nontherapeutic verbal communication

Objective 12.9 Describe the important relationship body language has on communication

Objective 12.10 Discuss communication zones and their cultural importance

Objective 12.11 Discuss awareness and respect for the uniqueness of patients and their situations

Objective 12.12 List a minimum of six examples of both positive and negative body language

Objective 12.13 Compare and contrast between task-related and affective touch

Objective 12.14 List a minimum of four situations when affective touch would be beneficial

Objective 12.15 Define the importance of ongoing communication with the interdisciplinary team, patient and family

Objective 12.16 Utilize effective communication techniques when relating with patients, staff, peers, and instructor

Objective 12.17 Discuss Gerontological considerations the Practical Nurses should recognize
Competency 13 Correctly define and demonstrate proper body mechanics while providing patient care

Objective 13.1 Describe importance of proper body mechanics
Objective 13.2 Identify characteristics of good posture in a standing, sitting, and lying position
Objective 13.3 Describe a minimum of three principles of correct body mechanics
Objective 13.4 Define ergonomics and the purpose
Objective 13.5 List a minimum of two examples of ergonomic recommendations in the workplace
Objective 13.6 Discuss the signs, symptoms, and implications of disuse syndrome
Objective 13.7 Describe how and why range-of-motion exercises are performed and correctly demonstrate on patient care mannequins
Objective 13.8 Describe a minimum of six common positions for patients
Objective 13.9 Identify a minimum of five positioning devices used for patient safety and comfort
Objective 13.10 Identify a minimum of three pressure-relieving devices and advantages of each
Objective 13.11 Discuss and properly use different types of transfer devices on patient care mannequins
Objective 13.12 Provide a minimum of five general guidelines for safe and effective patient transfer
Objective 13.13 Define guidelines for the use of restraints
Objective 13.14 Correctly apply several kinds of restraints to a lab partner
Objective 13.15 Identify alternatives to the use of restraints
Objective 13.16 Discuss a restraint-free environment and the rationale

Competency 14 Define and demonstrate the Practical Nurse’s role in providing safe and effective care to patients with mechanical immobilization needs

Objective 14.1 List a minimum of three purposes of mechanical immobilization
Objective 14.2 Identify rational and correctly demonstrate application of heat and cold therapy
Objective 14.3 Discuss the purpose of and demonstrate correct application of ace wraps
Objective 14.4 List a minimum of four types of splints and demonstrate application to patient care mannequins
Objective 14.5 Discuss the rational for a cast, the different types, and removal process
Objective 14.6 Describe and demonstrate a minimum of five nursing actions that are necessary to consider when providing care to patients with casts
Objective 14.7 Define tractions and list a minimum of three types
Objective 14.8 Identify seven principles that apply to maintaining effective traction
Objective 14.9 Describe the purpose for an external fixator
Objective 14.10 Identify the rationale and demonstrate external fixator pin site care

Competency 15 Identify and correctly demonstrate and safely use ambulatory aids

Objective 15.1 Discuss activities that prepare patients for ambulation
Objective 15.2 Discuss isometric exercises that strengthen upper and lower extremities
Objective 15.3 Provide the rationale for dangling a patient or using a tilt table
Objective 15.4 Identify two assistive devices, discuss the rationale for use, and correctly
| Objective 15.5 | Provide a minimum of three examples of ambulatory aids, discuss the rationale for use, and correctly demonstrate safe use |
| Objective 15.6 | Identify the most stable ambulatory aids |
| Objective 15.7 | Describe characteristics indicating a properly fitted crutches |
| Objective 15.8 | Describe four types of crutch-walking gaits |
| Objective 15.9 | Discuss the provide of a temporary prostatic limb and the required criteria prior to constructing a permanent prostatic limb |
| Objective 15.10 | Compare and contrast components of an above-the-knee and a below-the-knee prostatic limb |
| Objective 15.11 | Describe and demonstrate the safe and proper application of a prostatic limb on a patient care mannequin |
| Objective 15.12 | Describe age-related changes that affect the gait and ambulation of the older adult patient |

| Competency 16 | Define and safely demonstrate therapeutic exercise |
| Objective 16.1 | List a minimum of five benefits of regular exercise |
| Objective 16.2 | Describe fitness |
| Objective 16.3 | Describe factors that interfere with fitness and safety |
| Objective 16.4 | Identify a minimum of two methods of fitness testing |
| Objective 16.5 | Describe and demonstrate how to calculate a patient target heart rate |
| Objective 16.6 | Define a metabolic energy equivalent (MET) |
| Objective 16.7 | Compare and contrast fitness exercise and therapeutic exercise |
| Objective 16.8 | Compare and contrast isotonic exercise and isometric exercise and provide examples |
| Objective 16.9 | Compare and contrast active and passive exercise and provide examples |
| Objective 16.10 | Discuss methods to encourage older adult patient to become or stay physically active |

| Competency 17 | Define the role of the Practical Nurse in patient admission, discharge, transfer, and referrals in accordance with the Arizona State Board of Nursing Nurse Practice Act |
| Objective 17.1 | List the six major aspects involved with the admission process |
| Objective 17.2 | Discuss common psychosocial patient responses toward admission |
| Objective 17.3 | Correctly perform admission procedure with lab partner |
| Objective 17.4 | List the major steps involved in the discharge planning process |
| Objective 17.5 | Define the process of patient transfer to both a higher and lower level of care |
| Objective 17.6 | Identify important information necessary to continue continuity of patient care required on a patient transfer form |
| Objective 17.7 | Compare and contrast between transferring a patient and referring a patient |
| Objective 17.8 | Compare and discuss a Skilled Nursing Facility, Intermediate Care Facility, and Basic Care Facility |
| Objective 17.9 | Discuss community services available to patients throughout the lifespan |
| Objective 17.10 | Discuss the many nursing considerations when providing care to older patients |
| Objective 17.11 | Identify two factors that may contribute to an increased demand for home healthcare and long-term care |

| Competency 18 | Competently provide safe and effective nursing care to patients experiencing disruptions in oxygenation |
Objective 18.1 Compare and contrast ventilation and respiration
Objective 18.2 List the differences between external and internal respirations
Objective 18.3 Identify multiple factors that influence respiratory function
Objective 18.4 Identify two methods for assessing patient oxygenation status at the bedside
Objective 18.5 Describe the variations in respiration experienced by infant, pre-school child, school age child and older adult
Objective 18.6 List a minimum of five signs indicating inadequate oxygenation
Objective 18.7 Identify basic factors which the Practical Nurse should include in respiratory observations
Objective 18.8 Describe the purpose of diagnostic studies such as pulmonary function studies, thoracentesis, and arterial blood gases (ABG’s)
Objective 18.9 List five oxygen delivery methods
Objective 18.10 Identify common Practical Nursing strategies to promote respiratory function
Objective 18.11 Discuss the varied medications utilized in nebulizers and pertinent patient teaching to facilitate health promotion
Objective 18.12 Recognize signs and symptoms of respiratory distress
Objective 18.13 List safety interventions relative to oxygen use
Objective 18.14 Discuss common principles of oxygen use
Objective 18.15 Correctly apply nasal cannula and mask to patient care mannequin
Objective 18.16 Set liter flow correctly and as ordered to patient care mannequin
Objective 18.17 Differentiate air versus oxygen outlets
Objective 18.18 Correctly determine oxygen saturation utilizing pulse oximetry

Competency 19 Identify the role of the Practical Nurse in resuscitation concepts
Objective 19.1 Discuss why an airway obstruction can be life threatening
Objective 19.2 Define the signs and symptoms of airway obstruction
Objective 19.3 Discuss the appropriate actions of a Practical Nurse if a patient has a partial airway obstruction
Objective 19.4 Explain the Heimlich maneuver and correctly demonstrate on a patient care mannequin
Objective 19.5 Describe the steps to dislodge an object from the airway of an infant and correctly demonstrate on a patient care mannequin
Objective 19.6 Describe the steps for relieving an airway obstruction from the airway of an unconscious patient and demonstrate on a patient care mannequin
Objective 19.7 List the four steps in the Chain of Survival and provide the rationale for each step
Objective 19.8 Correctly and safely demonstrate CPR on a baby and adult patient care mannequin
Objective 19.9 Discuss the use of an automated external defibrillator
Objective 19.10 Discuss appropriateness of discontinuing resuscitation efforts
Objective 19.11 Discuss the do-not-resuscitate order

Competency 20 Safely and correctly administer medications according to agency policies and procedures and evidence-based nursing standards
Objective 20.1 Define the term medication
Objective 20.2 Describe the dimensional analysis technique in solving dosage problems.
Objective 20.3 Read and verbalize understanding of medication orders, including abbreviations, symbols and dosage conversions
Objective 20.4 Practice dosage calculations
Objective 20.5 Discuss the significance of accurate math calculation in the administration of medications

Objective 20.6 Correctly calculate oral drug dosages, using various equivalents

Objective 20.7 Utilize correct procedure in checking physician orders with Medication Administration Record (MAR) to verify the medication was ordered

Objective 20.8 Document medication administration correctly and include documentation of narcotics, refusal of medication and a wasted medication

Objective 20.9 Verbalize the 7 rights of medication administration and correctly demonstrate practice of them

Objective 20.10 Describe principles used to safely prepare and administer oral medications

Objective 20.11 Correctly pour and administer oral medication in both solid and liquid form

Objective 20.12 Insert a rectal suppository correctly into a patient care mannequin

Objective 20.13 Apply a topical medication and dermal patch to a patient care mannequin

Objective 20.14 Verbalize administration of a sublingual medication and rationale

Objective 20.15 Administer ear and eye medications to a patient care mannequin

Objective 20.16 Discuss Practical Nursing responsibility, administration of, and rationale for controlled substances

Objective 20.17 Discuss the Practical Nurse role in and correctly demonstrate administrating of oral medications via enteral

Objective 20.18 Verbalize how to administer an inhaler medication

Objective 20.19 Discuss how topical medications are used and absorbed

Objective 20.20 Identify Practical Nursing principles when applying a skin patch

Objective 20.21 Describe the process and correctly demonstrate administration of eye and ear medications to an adult and child patient care mannequin

Objective 20.22 Compare and contrast sublingual and buccal medication administration

Objective 20.23 Discuss the rationale for vaginal and rectal medication administration and correctly demonstrate techniques on a patient care mannequin

Objective 20.24 Identify three parts of the syringe

Objective 20.25 List factors considered when choosing a syringe and needle

Objective 20.26 Discuss appropriate actions prior to combining two medications in one syringe

Objective 20.27 Identify four injection routes and the rationale for using each

Objective 20.28 Describe the technique for and correctly demonstrate intradermal, subcutaneous, and intramuscular injections

Objective 20.29 Withdraw medication from a vial correctly

Objective 20.30 Open an ampule and withdraw medication correctly

Objective 20.31 Draw up and mix medication from a vial and ampule correctly

Objective 20.32 Draw up and mix medication from a vial and Carpuject correctly

Objective 20.33 Draw up and mix medication from an ampule and Capujet correctly

Objective 20.34 Correctly administer IM and SQ injections on patient care mannequins

Objective 20.35 Obtain a medication history including routine, home, over-the-counter, herbal, vitamins, topicals, etc

Objective 20.36 Discuss the evaluation process as it is related to the administration of medications and the patient’s response

Objective 20.37 List specific legal/ethical interventions that would be appropriate for patients receiving medications

Objective 20.38 Explain the roles of pharmacokinetics and pharmacodynamics in medication administration

Objective 20.39 Explain the concepts of absorption, distribution, metabolism and excretion
as portions of the pharmacokinetic process in the body

Objective 20.40 Relate how routes of administration, absorption, distribution, metabolism and excretion determine drug clearance

Objective 20.41 Define half-life and minimum effective concentrations of drug levels
Objective 20.42 Explain the varied roles of drug receptors
Objective 20.43 Differentiate between the effects of the alpha and beta adrenergic receptors
Objective 20.44 Differentiate between additive, synergistic, potentiation and antagonistic effects of drugs
Objective 20.45 Determine patient related variables which affect a patient’s therapeutic drug regimen
Objective 20.46 Identify age-related considerations specific to medication administration with the geriatric patient
Objective 20.47 Discuss the process of pharmacokinetics in relation to life-span considerations and physiologic concerns
Objective 20.48 List the four main sources from which drugs are derived
Objective 20.49 Differentiate the major types of drug actions
Objective 20.50 Describe drug effects on body tissue
Objective 20.51 Differentiate physiologic versus therapeutic action of drugs
Objective 20.52 Define terms used to describe drug action
Objective 20.53 Analyze effects of medications a patient is receiving, including desired and toxic effects
Objective 20.54 Formulate a pharmacology administration care plan
Objective 20.55 Discuss appropriate Practical Nursing responsibilities and actions in the event of a medication error

Competency 21 Utilize knowledge of nutritional concepts to promote health and recovery in patients experiencing health-illness or situational transitions which threaten nutritional status

Objective 21.1 Define nutrition and malnutrition
Objective 21.2 Identify the function, significance and recommended daily percentage of each of the six classes of nutrients
Objective 21.3 List a minimum of five factors that influence nutritional needs of the patients
Objective 21.4 Discuss the purpose of the food pyramid, label each level of the food pyramid, and indicate how many servings a day should come from each food group
Objective 21.5 Describe nutritional information found on food labels
Objective 21.6 Define protein complementation
Objective 21.7 Identify four objective observations used to identify dietary risk factors for poor nutritional status and possible solutions
Objective 21.8 Discuss the importance of obtaining a diet history
Objective 21.9 Describe 24-hour recall, food diaries and diet history as methods of collecting dietary data
Objective 21.10 Identify nutritional implications of growth, development and culture.
Objective 21.11 Identify five signs of good nutritional status and five signs of poor nutritional status
Objective 21.12 Identify Practical Nursing interventions to resolve healthcare issues caused or affected by nutritional needs of the patient.
Objective 21.13 Describe anorexia nervosa and bulimia nervosa and the typical characteristics of individuals affected by them; also consider normal anorexia
Objective 21.14 List the six most common hospital diets
Objective 21.15 Consider the patient’s nutritional status as related to safe, effective care
environment, physiological integrity of the patient, psychosocial integrity of the patient, health promotion and maintenance

- Objective 21.16 Identify various foods with mineral content
- Objective 21.17 Identify various foods with fat-soluble vitamin content
- Objective 21.18 Identify various foods with water-soluble vitamin content
- Objective 21.19 Identify food sources for calcium, iron, protein and potassium.
- Objective 21.20 Define concepts utilized in teaching a patient about dietary changes
- Objective 21.21 Explore cultural differences regarding nutrition and apply to patient care
- Objective 21.22 List a minimum of six foods to avoid if a patient is seeking to reduce cholesterol level
- Objective 21.23 List a minimum of six foods to avoid if a patient has hypertension
- Objective 21.24 Differentiate between enteral and parenteral nutrition.
- Objective 21.25 Describe a nasogastric tube and gastrointestinal tube noting their advantages and disadvantages.
- Objective 21.26 Define obesity
- Objective 21.27 Describe the following types of diets, noting their nutritional value and give examples of food provided in each: clear liquid, full liquid, thickened liquid, soft, mechanical soft, low residue, high residue, acid-ash, alkaline ash, ADA, vegetarian, cardiac and sodium restricted diets
- Objective 21.28 Define the Practical Nurse’s responsibility for meeting patient’s nutritional needs
- Objective 21.29 Identify ways to meet the nutritional needs of a patient that is visually impaired or has dementia
- Objective 21.30 Describe and demonstrate feeding of a patient
- Objective 21.31 Describe and demonstrate administer tube feedings (nasogastric and gastrostomy) to patient care mannequin
- Objective 21.32 Identify aspects of nutrition that apply to the older adult patient

Competency 22 Recognize Practical Nursing implications of fluid and chemical balance

- Objective 22.1 Identify the five components of body fluid
- Objective 22.2 Describe the five physiologic transport mechanisms for distributing fluid and its constituents and the effect each have on maintaining body fluid balance
- Objective 22.3 Define the following terms: isotonic, intracellular, extracellular, solutes, electrolytes, non-electrolytes, cation and anion.
- Objective 22.4 Discuss factors which affect fluid shifts relative to body compartment.
- Objective 22.5 Explain principles of osmosis, diffusion, active transport and filtration.
- Objective 22.6 Discuss conditions that predispose patients to fluid imbalances
- Objective 22.7 Identify observations that indicate a fluid imbalance
- Objective 22.8 Describe a minimum of three methods used to maintain or restore fluid volume and reduce fluid volume
- Objective 22.9 Discuss the need for intravenous fluid administration
- Objective 22.10 Discuss methods of delivering intravenous fluids and the necessary equipment
- Objective 22.11 List a minimum of six potential complications that can occur as a result of intravenous fluid administration
- Objective 22.12 Explain parenteral nutrition and the Practical Nurse’s role
- Objective 22.13 Describe Practical Nurse observations when providing care to patients with intravenous access sites recognizing a normal and abnormal IV site
<table>
<thead>
<tr>
<th>Objective 22.14</th>
<th>Accurately and completely document intake and output</th>
</tr>
</thead>
</table>

**Competency 23** Correctly change an intravenous site dressing within a time frame of 10-minutes
- Objective 23.1 Maintain asepsis while cleaning site and changing dressing with correct technique.
- Objective 23.2 Stabilize cannula while cleaning and dressing site maintaining asepsis
- Objective 23.3 Re-label sterile dressing
- Objective 23.4 Observe patient, record procedure, and report findings

**Competency 24** Discontinue an intravenous infusion correctly within a time frame of 5-minutes.
- Objective 24.1 Assess intravenous site
- Objective 24.2 Pull catheter or needle straight out of vein
- Objective 24.3 Confirm catheter is intact
- Objective 24.4 Apply pressure until bleeding stops. Apply sterile dressing to area
- Objective 24.5 Observe patient, record procedure, and report findings

**Competency 25** Define and correctly demonstrate the Practical Nurse’s role in providing safe and effective preoperative patient care
- Objective 25.1 Define perioperative care
- Objective 25.2 Identify a minimum of three phases of perioperative care
- Objective 25.3 Compare and contrast inpatient and outpatient surgery
- Objective 25.4 Define laser surgery and discuss a minimum of four advantages
- Objective 25.5 Discuss the rationale and methods for donating blood prior to a surgical procedure
- Objective 25.6 Discuss and correctly demonstrate a minimum of four major activities the Practical Nurse performs immediately before surgery for all patients
- Objective 25.7 Discuss a minimum of three topics addressed in perioperative teaching plans
- Objective 25.8 Explain the rationale of antiembolism stockings and correctly demonstrate safe application to patient care mannequin
- Objective 25.9 Discuss three methods of hair-removal prior to a surgical procedure
- Objective 25.10 List a minimum of five items verified on the preoperative checklist
- Objective 25.11 Describe the Practical Nurse role in providing care to the postoperative patient
- Objective 25.12 Describe common postoperative complaints
- Objective 25.13 Discuss the importance of the postoperative patient turning, coughing, and deep breathing regularly
- Objective 25.14 Discuss the use of a pneumatic compression device and the rationale
- Objective 25.15 Compare and contrast surgical care of the older patient population vs. care of other age groups

**Competency 26** Interpret laws and ethics within the Practical Nurse scope of practice
- Objective 26.1 List six types of laws
- Objective 26.2 Discuss the purpose and role of the Arizona State Board of Nursing
- Objective 26.3 Discuss the purpose of the Nurse Practice Act
- Objective 26.4 Compare and contrast an intentional tort vs. unintentional tort
- Objective 26.5 Describe the difference between negligence and malpractice
<table>
<thead>
<tr>
<th>Objective 26.6</th>
<th>Discuss aspects of the Patient’s Bill of Rights and the Resident’s Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 26.7</td>
<td>List the nine components of the ANA code for nurses</td>
</tr>
<tr>
<td>Objective 26.8</td>
<td>Discuss the components of the NAPNES standards for Practical Nurses</td>
</tr>
<tr>
<td>Objective 26.9</td>
<td>Define the term ethics</td>
</tr>
<tr>
<td>Objective 26.10</td>
<td>Discuss the six ethical principles that apply to healthcare</td>
</tr>
<tr>
<td>Objective 26.11</td>
<td>Discuss the value of an ethics committee</td>
</tr>
<tr>
<td>Objective 26.12</td>
<td>List the six common nursing ethical issues</td>
</tr>
</tbody>
</table>

Competency 27 
Describe the importance of recording and reporting information when providing care to patients

<table>
<thead>
<tr>
<th>Objective 27.1</th>
<th>Define the purpose and use of the patients medical records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 27.2</td>
<td>Discuss the purpose and implication of the Health Insurance Portability and Accountability Act (HIPAA)</td>
</tr>
<tr>
<td>Objective 27.3</td>
<td>Compare and contrast source-oriented and problem-oriented medical records</td>
</tr>
<tr>
<td>Objective 27.4</td>
<td>Correlate and discuss the varied documentation systems and forms</td>
</tr>
<tr>
<td>Objective 27.5</td>
<td>Identify the meaning of commonly used abbreviations</td>
</tr>
<tr>
<td>Objective 27.6</td>
<td>Demonstrate appropriate use of approved nursing abbreviations</td>
</tr>
<tr>
<td>Objective 27.7</td>
<td>List three examples of documentation errors and the effect they may have on the patient, nurse, or facility</td>
</tr>
<tr>
<td>Objective 27.8</td>
<td>List and describe current charting methods</td>
</tr>
<tr>
<td>Objective 27.9</td>
<td>Discuss the content and focus of nursing documentation within the Practical Nurse scope of practice</td>
</tr>
</tbody>
</table>

Objective 27.10 Explain and demonstrate conversion of traditional time to military time

Objective 27.11 Identify a minimum of four forms of written communication

Objective 27.12 Explain why the ability to obtain and interpret information and utilize technology are essential for safe patient care

Objective 27.13 Demonstrate ability to produce appropriate and accurate written and oral communication at selected clinical sites

Objective 27.14 List a minimum of five methods the healthcare team exchanges patient information other than the medical record

Competency 28 
Identify safety precautions in caring for patients

<table>
<thead>
<tr>
<th>Objective 28.1</th>
<th>Provide examples of common injuries that predominates during each development stage (infancy through older adulthood)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 28.2</td>
<td>Discuss a minimum of six possible safety hazards in the environment</td>
</tr>
<tr>
<td>Objective 28.3</td>
<td>Identify fire, electrical and radiation safety guidelines</td>
</tr>
<tr>
<td>Objective 28.4</td>
<td>Utilize interventions to prevent falls</td>
</tr>
<tr>
<td>Objective 28.5</td>
<td>Describe indications for using each class of fire extinguishers</td>
</tr>
<tr>
<td>Objective 28.6</td>
<td>Discuss measures to prevent burns</td>
</tr>
<tr>
<td>Objective 28.7</td>
<td>List a minimum of three common causes of asphyxiation</td>
</tr>
<tr>
<td>Objective 28.8</td>
<td>Identify risk factors regarding poisons relative to toddlers and the elderly</td>
</tr>
<tr>
<td>Objective 28.9</td>
<td>List a minimum of six common substances associated with accidental poisonings</td>
</tr>
<tr>
<td>Objective 28.10</td>
<td>Discuss susceptibility for electrical shock and prevention</td>
</tr>
<tr>
<td>Objective 28.11</td>
<td>Discuss factors that make older patients more prone to falls</td>
</tr>
<tr>
<td>Objective 28.12</td>
<td>Outline a healthcare agency’s disaster plan for both internal and external disasters</td>
</tr>
<tr>
<td>Objective 28.13</td>
<td>Identify nursing actions that promote a safe environment.</td>
</tr>
<tr>
<td>Objective 28.14</td>
<td>Identify two safety risks for each age group.</td>
</tr>
</tbody>
</table>
Objective 28.15 Recognize effects, untoward effects and contraindications of heat and cold applications
Objective 28.16 Identify safety guidelines for applying heat and cold

Competency 29 Describe teaching-learning principles in the nurse-patient relationship
Objective 29.1 Describe the teaching-learning domain
Objective 29.2 Explain how to implement an established patient teaching plan as directed by a Registered Nurse or Physician
Objective 29.3 Name a minimum of six different teaching strategies to promote learning
Objective 29.4 Discuss methods to ensure patients suffering from sensory deficits receive sufficient information
Objective 29.5 Identify own learning needs and styles
Objective 29.6 Explain what should be included in the documentation of the teaching-learning process
Objective 29.7 List three methods to evaluate learning
Objective 29.8 Discuss a minimum of three age-related categories of learners
Objective 29.9 Identify the impact of culture and developmental phases on patient education
Objective 29.10 Identify key nursing implications when teaching elderly patients.
Objective 29.11 Name four factors which affect patient learning.
Objective 29.12 Identify a minimum of four areas nurses must observe prior to patient teaching

Competency 30 Safely and effectively apply Practical Nursing skills when managing patient’s pain
Objective 30.1 Identify the four phases in the pain process
Objective 30.2 Explain pain perception, pain threshold, and pain tolerance
Objective 30.3 Discuss how endogenous opioids reduce pain transmission
Objective 30.4 Describe a minimum of four types of pain and the difference between each
Objective 30.5 Identify a minimum of three characteristics of both acute and chronic pain
Objective 30.6 Discuss the importance of pain observation and the basic components
Objective 30.7 Describe and correctly use the four common pain scale assessment tools
Objective 30.8 Identify appropriate times the Practical Nurse should perform a pain evaluation and document the findings
Objective 30.9 Discuss the pain process and the use of pain medication based on age and culture
Objective 30.10 Identify four physiologic methods to manage pain
Objective 30.11 List a minimum of three categories of pain medication used to manage pain alone and in combination
Objective 30.12 Describe two surgical procedures used to treat pain when uncontrolled by other pain management options
Objective 30.13 Discuss a minimum of three nondrug and nonsurgical methods of pain control
Objective 30.14 Identify most common reasons patients may request frequent doses of pain-relieving medications
Objective 30.15 Define addiction and the implications it has on pain management
Objective 30.16 Describe placebo and the basis of its positive effects

Competency 31 Define culture and ethnicity and the affect of both on healthcare and the health/illness continuum
**Objective 31.1** Describe the differences between culture, race, and ethnicity
**Objective 31.2** Discuss factors that influence one’s perception of others as individuals
**Objective 31.3** Define subculture and discuss the major subcultures
**Objective 31.4** Define cultural sensitivity and main characteristics
**Objective 31.5** Review common cultural health beliefs and practices and the affect on homeostasis
**Objective 31.6** Define culturally sensitive nursing concepts in relationship to the Practical Nursing scope of practice
**Objective 31.7** Discuss at least five ways to provide cultural sensitive nursing care within the Practical Nursing scope of practice

**Competency 32** Identify factors influencing comfort, rest, and sleep regarding age and culture-related differences
**Objective 32.1** Define comfort, rest, and sleep
**Objective 32.2** Describe Practical Nursing interventions which promote comfort, rest, and sleep in the patient’s environment
**Objective 32.3** List a minimum of three benefits of sleep
**Objective 32.4** Describe a minimum of five functions of sleep
**Objective 32.5** Describe at least three stages of sleep and the differences
**Objective 32.6** List average amount of sleep required for varied age groups
**Objective 32.7** Identify a minimum of ten factors which influence sleep
**Objective 32.8** Discuss two Practical Nursing measures that promote relaxation
**Objective 32.9** Validate three physical findings that either confirms that a patient is getting sufficient rest or validate the existence of a sleep disturbance
**Objective 32.10** Define insomnia, hypersomnia, narcolepsy, sleep apnea, parasomnia, and sleep deprivation
**Objective 32.11** Describe a minimum of four sleep disorders
**Objective 32.12** Describe what happens in each stage of sleep
**Objective 32.13** Describe key evaluations used to determine common sleep disorders
**Objective 32.14** Differentiate between sedative and hypnotic medications
**Objective 32.15** Discuss the nursing process as it relates to nursing care of patients receiving sedatives/hypnotics
**Objective 32.16** Define characteristics of sleep for the older adult patients

**Competency 33** Define the Practical Nurses role in providing end-of-life care for patients and families
**Objective 33.1** Define terminal illness and end-of-life care
**Objective 33.2** Discuss the five stages of dying and the Practical Nurses role for each
**Objective 33.3** Define respite care
**Objective 33.4** Discuss the philosophy of hospice care and the Practical Nurse role
**Objective 33.5** Discuss a minimum of five aspects of end-of-life care
**Objective 33.6** Describe the signs of multiple organ failure
**Objective 33.7** Discuss the organ donation process and the Practical Nurses role
**Objective 33.8** Identify a minimum of three components of postmortem care including cultural preferences
**Objective 33.9** Discuss the grieving process and the Practical Nurses role
**Objective 33.10** Describe the signs that indicate a person is resolving their grief
### Teacher’s Guide

#### Course Textbook, Materials and Equipment

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author(s)</td>
<td>Barbara K. Timby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher</td>
<td>Wolters Kluwer Health/Lippincott Williams &amp; Wilkins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Software/Equipment</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author(s)</td>
<td>Barbara K. Timby</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publisher</td>
<td>Wolters Kluwer Health/Lippincott Williams &amp; Wilkins</td>
<td></td>
</tr>
</tbody>
</table>

#### Textbook Costs

Please indicate how much the textbook would cost if purchased through Barnes & Noble:

<table>
<thead>
<tr>
<th>Modality</th>
<th>On-ground</th>
<th>On-line</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Assessments

<table>
<thead>
<tr>
<th>Description of Possible Course Assessments (Essays, multiple choice, etc.)</th>
<th>Four 50 Question Multiple Choice Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One 100 Question Multiple Choice Final Exam</td>
</tr>
<tr>
<td></td>
<td>Short Paper Assignments and Nursing Care Plan</td>
</tr>
<tr>
<td></td>
<td>Clinical Performance is Pass/Fail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams standardized for this course?</th>
<th>Are exams required by the department?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> Midterm</td>
<td><em>X</em> Yes _No</td>
</tr>
<tr>
<td><em>X</em> Final</td>
<td>If Yes, please specify:</td>
</tr>
<tr>
<td>__ Other (Please specify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where can faculty members locate or access the required standardized exams for this course? (Contact Person and Location)</th>
<th>Faculty member Director of PN Program Director of Nursing Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: NCK – Academic Chair Office</td>
<td></td>
</tr>
</tbody>
</table>

**Student Outcomes:** Identify the general education goals for student learning that is a component of this course.
<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively.</td>
<td>Exams, class discussion, demonstrations, and presentations</td>
</tr>
<tr>
<td>a. Read and comprehend at a college level.</td>
<td>X</td>
</tr>
<tr>
<td>b. Write effectively in a college setting.</td>
<td>X</td>
</tr>
<tr>
<td>2. Demonstrate effective quantitative reasoning and problem solving skills.</td>
<td>Exams, written assignments, and ATI assessments Short Paper Assignments and Nursing Care Plan</td>
</tr>
<tr>
<td>3. Demonstrate effective qualitative reasoning skills.</td>
<td>Exams, written assignments, and ATI assessments Short Paper Assignments and Nursing Care Plan</td>
</tr>
<tr>
<td>4. Apply effective methods of inquiry.</td>
<td>Exams, class discussion, demonstrations, and presentations Short Paper Assignments and Nursing Care Plan</td>
</tr>
<tr>
<td>a. Generate research paper by gathering information from varied sources, analyzing data and organizing information into a coherent structure.</td>
<td>X</td>
</tr>
<tr>
<td>b. Employ the scientific method.</td>
<td>X</td>
</tr>
<tr>
<td>5. Demonstrate sensitivity to diversity</td>
<td>Cultural aspects of Practical Nursing Fundamentals</td>
</tr>
<tr>
<td>a. Experience the creative products of humanity.</td>
<td>X</td>
</tr>
<tr>
<td>b. Describe alternate historical, cultural, global perspectives.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Learning Units**

A learning unit is a set of teaching activities and study materials that focuses on a topic and is used to meet the competencies and objectives intended for that topic.

<table>
<thead>
<tr>
<th>Learning Unit Topic 1: Nursing Foundation; Vital Signs</th>
<th>Competency: 1, 2, 3, and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: Objective 1.1 to 1.6; 2.1 to 2.13; 3.1 to 3.10, and 4.1 to 4.29</td>
<td></td>
</tr>
<tr>
<td>Chapters: 1, 2, 3, and 12</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 2: Infection Control; Asepsis</th>
<th>Competency: 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: 5.1 to 5.15 and 6.1 to 6.14</td>
<td></td>
</tr>
<tr>
<td>Chapters: 22 and 10</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 3: Nursing Process</th>
<th>Competency: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: 7.1 to 7.15</td>
<td></td>
</tr>
<tr>
<td>Chapter: 2</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
<tr>
<td>Learning Unit Topic 4: Special Tests and Examinations; Physical Assessment</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Competency: 9 and 8</td>
<td></td>
</tr>
<tr>
<td>Objectives: 9.1 to 9.9 and 8.1 to 8.17</td>
<td></td>
</tr>
<tr>
<td>Chapters: 14 and 13</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 5: Activities of Daily Living</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 10</td>
<td></td>
</tr>
<tr>
<td>Objectives: 10.1 to 10.16</td>
<td></td>
</tr>
<tr>
<td>Chapters: 17</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 6: Homeostasis; Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 11 and 12</td>
<td></td>
</tr>
<tr>
<td>Objectives: 11.1 to 11.7 and 12.1 to 12.17</td>
<td></td>
</tr>
<tr>
<td>Chapters: 5 and 7</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 7: Body Mechanics; Immobilization; Ambulation Devices; Therapeutic Exercise</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 13, 14, 15, and 16</td>
<td></td>
</tr>
<tr>
<td>Objectives: 13.1 to 13.16; 14.1 to 14.10; 15.1 to 15.12; and 16.1 to 16.10</td>
<td></td>
</tr>
<tr>
<td>Chapters: 23; 25; 26; and 24</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 8: Admission, Discharge, Transfer, and Referrals; Airway Management; and Resuscitation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 17; 18; and 19</td>
<td></td>
</tr>
<tr>
<td>Objectives: 17.1 to 17.11; 18.1 to 18.18; and 19.1 to 19.11</td>
<td></td>
</tr>
<tr>
<td>Chapters: 11; 36; and 37</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 9: Medication Administration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 20</td>
<td></td>
</tr>
<tr>
<td>Objectives: 20.1 to 20.55</td>
<td></td>
</tr>
<tr>
<td>Chapters: 32, 33, and 34</td>
<td></td>
</tr>
<tr>
<td>Activities/Assignments: Complete assigned readings, assignments, and review specific ATI chapters</td>
<td></td>
</tr>
<tr>
<td>Laboratory Activities:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Unit Topic 10: Nutrition and Fluid; Chemical Balance and Intravenous Hydration; IV Site Care; and IV Discontinuation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 21; 22; 23; and 24</td>
<td></td>
</tr>
<tr>
<td>Objectives: 21.1 to 21.32; 22.1 to 22.14; 23.1 to 23.4; and 24.1 to 24.5</td>
<td></td>
</tr>
<tr>
<td>Chapters: 15 and 16</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Unit Topic 11: Preoperative Care; Law and Ethics; and Recording and Reporting
- **Competency**: 25, 26, and 27
  - **Objectives**: 25.1 to 25.15; 26.1 to 26.12; and 27.1 to 27.14
- **Chapters**: 27, 3, and 9
- **Activities/ Assignments**: Complete assigned readings, assignments, and review specific ATI chapters

### Laboratory Activities:

### Learning Unit Topic 12: Patient Safety; Patient Teaching Overview; and Pain Management
- **Competency**: 28, 29, and 30
  - **Objectives**: 28.1 to 28.16; 29.1 to 29.12; and 30.1 to 30.16
- **Chapters**: 19, 8, and 20
- **Activities/ Assignments**: Complete assigned readings, assignments, and review specific ATI chapters

### Laboratory Activities:

### Learning Unit Topic 13: Culture and Ethnicity Overview; Comfort, Rest, and Sleep
- **Competency**: 31 and 32
  - **Objectives**: 31.1 to 31.7 and 32.1 to 32.16
- **Chapters**: 20 and 18
- **Activities/ Assignments**: Complete assigned readings, assignments, and review specific ATI chapters

### Laboratory Activities:

### Learning Unit Topic 14: End-Of-Life Care
- **Competency**: 33
  - **Objectives**: 33.1 to 33.10
- **Chapters**: 38
- **Activities/ Assignments**: Complete assigned readings, assignments, and review specific ATI chapters

### Laboratory Activities:

### Learning Unit Topic 15: Final Examination
- **Competency**: All
  - **Objectives**: All
- **Chapters**: All
- **Activities/ Assignments**: Review all assigned readings, review all assignments, and review all ATI chapters

### Laboratory Activities: