



**ASSOCIATE DEGREE NURSING
CURRICULUM IMPROVEMENT
PROJECT
CURRICULUM NOTEBOOK**

June 2008

A Model of a Philosophy

Mission

The Associate Degree Nursing program supports the mission of the North Carolina Community College System and the mission of _____ Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing health-care needs of the service area and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-RN). The philosophy of the Associate Degree Nursing Program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the Associate Degree Nurse. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual.

The Associate Degree Nurse

The graduate of the Associate Degree Nursing program at _____ Community College is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The ADN prepared nurse's role is characterized by evidence-based clinical practice with the provision of care for individuals and families in structured settings. The ADN graduate demonstrates the competencies identified by the National League of Nursing (2000) and the Institute of Medicine (2004) to provide nursing care

Associate Degree Nursing Education

Nursing education at the associate degree level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. The curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, problem- and activity-centered learning. (Rachel, 2002)

It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning. The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system and nursing.

The Associate Degree nursing program at _____ Community College provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Through these educational experiences, students will have the opportunity to develop critical thinking and problem solving skills.

The Associate Degree Nursing Curriculum is based on learning theory rooted in neurobiology. Neuroscientists discovered that the brain develops circuitry and grows as a result of experience and learning. Learning is about making connections. Neurologists and cognitive scientists agree that humans build their minds by “constructing” mental structures and “hands-on” concrete application that connects and organizes information. Barkley, Cross & Major (2005)

Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the faculty of _____ Community College Associate Degree Nursing Program is to facilitate the student’s understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Conceptual Framework

The conceptual model provides a mental scaffold or framework to prepare learners for new instruction and motivates by making a meaningful connection for the learner. The learner must attain mastery of each part of the framework; the individual, the healthcare system and nursing in order to understand the complete curriculum. (Knowles, 2005). The domains of the individual, the healthcare system, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each these domains and learning occurs from simple to complex.

Definitions:

Individual

The faculty of _____ Community College believe that each individual is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All individuals have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to healthcare and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. In order to provide and manage care, nurses must view the individual at the center of any nursing activity.

Healthcare System

According to von Bertalanffy (1968) a system consists of the coming together of parts, the power comes from the energy of the interconnection and the way the parts come together. The community healthcare system is a macrosystem and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term care and Internet sites are microsystems that are connected by patients and information to improve health. (IOM, 2001)

Nursing

Nursing is a science and the art of integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process. Incorporating documented best practice, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death.

Environment

The individual is in constant interaction with a changing environment that consists of both internal and external forces that varies throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors.

Health

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual's needs for healthcare are determined by his/her position on the continuum. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death.

Quality of Life

Quality of life involves five domains including physical, functional, psychological, social, and spiritual well being. The individual's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius: Med-Surg Nursing 5th Ed p.5)

Achievement of Potential

Achievement of potential is the individual's growth toward attaining one's utmost ability and quality of life. It is based on the individual's choices, perceptions, personal goals, life experiences, and holistic health.

NLNAC Core Competencies

The eight core competencies outlined by the NLN are; professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. (NLN, 2000)

Institute of Medicine Competencies

The five core competencies identified by the IOM for healthcare providers are; patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. (IOM, 2005)

Berman, A. Snyder, S., Kozier, H., Erb. G.. (2008). Kozier & Erb's Fundamentals of Nursing: Concepts , Process and Practices, 8th Edition Prentice Hall, Upper Saddle Creek, NJ.

Ignatavicius: Med-Surg Nursing 5th Ed p.5

IOM, (2005)

Knowles, (2005)

NLN, .(2000)

Rachel, (2002)

EDUCATIONAL OUTCOMES

Upon completion of the Associate Degree Nursing Program, the graduate will upon licensure

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
8. Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

Curriculum Description

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Proposed

CURRICULUM STANDARD

Effective Term
Fall 2009
[2009*03]

Curriculum Program
Title
Concentration

Associate Degree Nursing

Code

A45xxx

(not applicable)

Curriculum Description

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

*Curriculum Requirements**

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

Proposed

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** *(if applicable)*. A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Associate Degree Nursing A45xxx

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	43 SHC	NR	NR
Required Courses: NUR 111 Intro to Health Concepts 8 SHC NUR 112 Health-Illness Concepts 5 SHC NUR 113 Family Health Concepts 5 SHC NUR 114 Holistic Health Concepts 5 SHC NUR 211 Health Care Concepts 5 SHC NUR 212 Health System Concepts 5 SHC NUR 213 Complex Health Concepts 10 SHC			
B. CONCENTRATION <i>(Not applicable)</i>			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> BIO, CIS, COE, CSC, HEA, HSC, NUR, PSY, and SOC <i>Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.</i>			

NURSING

NUR 111 Intro to Health Concepts	4	6	6	8
Prerequisites: None				
Corequisites: None				

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112: Health-Illness Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113: Family Health Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114: Holistic Health Concepts	3	0	6	5
--	---	---	---	---

Prerequisites: NUR 111
Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 211: Health Care Concepts 3 0 6 5
Prerequisites: NUR 111
Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212: Health System Concepts 3 0 6 5
Prerequisites: NUR 111
Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213: Complex Health Concepts 4 3 15 10
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-

wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

NURSING

NUR 111 Intro to Health Concepts	Class	Lab	Clinical	Credit
Prerequisites: None Corequisites: None	4	6	6	8

Course Description

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.

Learning Outcomes:

1. Articulate all concepts within the domain of the healthy individual.
2. Distinguish between the healthy individual within a changing internal and external environment and individuals with simple alterations in health.

Objective II: Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.

Learning Outcomes:

1. Receives an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals.
3. Competently perform holistic assessments, caring nursing interventions, and clinical decision-making.
4. Communicate professionally and effectively while providing care to individuals.
5. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to safely provide therapeutic care.
6. Facilitate the acquisition of knowledge and learning to enhance self-care for each individual.

7. Collaboratively manage care of the individuals.

Objective III: Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.

Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Fluid & Electrolytes	<ul style="list-style-type: none"> • Basic fluid balance • Basic electrolyte balance
2. Elimination	<ul style="list-style-type: none"> • Bladder incontinence & retention • Bowel incontinence, constipation, impaction • Urinary & GI assessment
3. Thermoregulation	<ul style="list-style-type: none"> • Hypothermia • Hyperthermia
4. Oxygenation	<ul style="list-style-type: none"> • Respiratory assessment
5. Perfusion	<ul style="list-style-type: none"> • Circulation assessment
6. Inflammation	<ul style="list-style-type: none"> • Inflammatory process
7. Tissue Integrity	<ul style="list-style-type: none"> • Contact Dermatitis • Pressure ulcers • Wound healing
8. Infection	<ul style="list-style-type: none"> • Nosocomial infection • UTI • Cellulitis • MRSA
9. Sensory/Perception	<ul style="list-style-type: none"> • Hearing Impairment • Sensory assessment
10. Mobility	<ul style="list-style-type: none"> • Body mechanics • Range of motion
11. Comfort	<ul style="list-style-type: none"> • Pain (acute & chronic) • Fatigue • Sleep-rest disorders
12. Stress & Coping	<ul style="list-style-type: none"> • Anxiety assessment
13. Grief & Loss	<ul style="list-style-type: none"> • Death & dying • Children's response to loss

	<ul style="list-style-type: none"> • Elder's response to loss
14. Cognition	<ul style="list-style-type: none"> • Confusion
15. Self	<ul style="list-style-type: none"> • Self-esteem, identity, self-perception & body image
16. Family	<ul style="list-style-type: none"> • Family dynamics • Family structure and roles • Family response to health promotion • Family response to health alterations
17. Diversity	<ul style="list-style-type: none"> • Vulnerable populations • Age • Gender • Race • Abilities • Individual life experiences • Sexual orientation
18. Culture	<ul style="list-style-type: none"> • Multi-culturalism • Values • Beliefs • Religion
19. Spiritual	<ul style="list-style-type: none"> • Spiritual Health • Spiritual well-being • Spirituality • Religion • Higher Consciousness • Morality • Spiritual distress
20. Health, Wellness, & Illness	<ul style="list-style-type: none"> • Consumer education • Focus on individual health, wellness, & illness • Adjustment to health & illness • Wellness/Illness continuum • Health beliefs • Physical fitness • Exercise • Oral health • Nutrition screening • Normal sleep and rest patterns • Consumer education • Life style choices • Self-management • Alternative therapies • Hospitalized individual
CONCEPTS R/T NURSING	EXEMPLARS
1. Communication	<ul style="list-style-type: none"> • Communication • Reporting/recording • Documentation (i.e. S-BAR) • Assertive communication

	<ul style="list-style-type: none"> Group process (stages; role of a participant in group process)
2. Assessment	<ul style="list-style-type: none"> Holistic health assessment across the life span Assessing normal Assessing abnormal
3. Clinical Decision Making	<ul style="list-style-type: none"> Nursing Process
4. Caring Intervention	<ul style="list-style-type: none"> Caregiver skills development Holistic physical assessment including VS Medication administration Starting an IV All CNA I skills Foley catheterization Enemas Sterile technique NG Tubes G Tubes Mobility techniques Personal hygiene Wound care: ostomy, surgical, pressure Naso-pharyngeal/oral suctioning
5. Teaching & Learning	<ul style="list-style-type: none"> Teaching learning process
6. Collaboration	<ul style="list-style-type: none"> Interdisciplinary teams Chain of command
7. Managing Care	<ul style="list-style-type: none"> Cost effective care
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	<ul style="list-style-type: none"> Standard precautions National Patient Safety Goals “Hands off” communication Injury/illness prevention Environmental safety
2. Advocacy	<ul style="list-style-type: none"> Protector Protecting vulnerable populations
3. Legal Issues	<ul style="list-style-type: none"> Nursing Practice Act Obligation to report HIPAA Advance directives
4. Health Policy	<ul style="list-style-type: none"> Regulatory agencies (OSHA, licensure, DHHS, DHSR, CMS) Accrediting bodies (TJC)
5. Health Care Systems	<ul style="list-style-type: none"> Access to healthcare Diagnostic related grouping (DRG) Primary, secondary, tertiary care Nursing care delivery systems
6. Ethics	<ul style="list-style-type: none"> ANA Code of Ethics Ethical principles

	<ul style="list-style-type: none"> • Patient rights
7. Accountability	<ul style="list-style-type: none"> • Competence
8. Evidence-based Practice	<ul style="list-style-type: none"> • Individual preference • Introduction to best practice
9. Quality Improvement	<ul style="list-style-type: none"> • Sentinel events • Reporting
10. Informatics	<ul style="list-style-type: none"> • Computers in health organizations

- **Bolded Exemplars that must be included**

NURSING

NUR 112: Health-Illness Concepts	Class	Lab	Clinical	Credit
Prerequisites: NUR 111 Corequisites: None	3	0	6	5

Course Description

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

1. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.

Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.

5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Fluid & Electrolytes	<ul style="list-style-type: none"> • F/E Imbalance • Hypovolemia
2. Acid Base	<ul style="list-style-type: none"> • Acid-Base • Respiratory & metabolic alkalosis • Respiratory & metabolic acidosis
3. Metabolism	<ul style="list-style-type: none"> • Diabetes • Obesity • Thyroid Disease
4. Cellular Regulation	<ul style="list-style-type: none"> • Cancer (overview to include principles of cancer therapy, radiation; rehab-reconstruction; chemo) • Anemia • Anticipatory grieving
5. Oxygenation	<ul style="list-style-type: none"> • COPD • Asthma • RSV
6. Inflammation	<ul style="list-style-type: none"> • Appendicitis (perioperative care)
7. Infection	<ul style="list-style-type: none"> • Pneumonia • Influenza
8. Stress & Coping	<ul style="list-style-type: none"> • Phobias • Panic Disorder • Generalized Anxiety Disorder • Crisis (maturational, situational)
9. Grief & Loss	<ul style="list-style-type: none"> • Anticipatory grieving
10. Health, Wellness, & Illness	<ul style="list-style-type: none"> • Consumer Education

	<ul style="list-style-type: none"> • Focus on individual, family, & community health, wellness, & illness • Alternative therapies
CONCEPTS R/T NURSING	EXEMPLARS
1. Communication	<ul style="list-style-type: none"> • Therapeutic communication
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development • <i>Blood transfusions</i> • <i>Trach care (suctioning)</i> • <i>Central lines</i> • <i>Chest tubes</i> • <i>IV medications</i>
3. Teaching & Learning	<ul style="list-style-type: none"> • Patient Educator
4. Managing Care	<ul style="list-style-type: none"> • Care Coordination • Prioritizing individual care
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	National Patient Safety Goals
2. Legal Issues	<ul style="list-style-type: none"> • Criminal law • Civil law
3. Health Policy	<ul style="list-style-type: none"> • Professional organizations
4. Quality Improvement	<ul style="list-style-type: none"> • Quality improvement cycle: Plan-do-study-act • Benchmarking
5. Informatics	<ul style="list-style-type: none"> • Computer based reminder systems • Individual information at point of care • Clinical decision support systems

- **Bolded Exemplars that must be included**

NURSING

	Class	Lab	Clinical	Credit
NUR 113: Family Health Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				

Course Description

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

5. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
6. Differentiate between the healthy individual and those individuals experiencing alterations in health.
7. Detect changes within the internal and external environment of the individual with these alterations.
8. Correlate diagnostic tests and procedures with the identified alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.

Learning Outcomes:

7. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
8. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
9. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
10. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
11. Develop a teaching plan for individuals incorporating teaching and learning principles.

12. Collaboratively manage care of the individual with alterations in health.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

6. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
7. Employ information technology to support clinical decision-making.
8. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
9. Advocate, protect, and support the individual's rights and interests.
10. Accept accountability for behavior, actions and judgments.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Thermoregulation	<ul style="list-style-type: none"> • R/T Newborn
2. Oxygenation	<ul style="list-style-type: none"> • Sudden Infant Death Syndrome
3. Sexuality	<ul style="list-style-type: none"> • Family planning & preconception counseling • Menopause • Sexually transmitted diseases • Menstrual dysfunction
4. Reproduction	<ul style="list-style-type: none"> • Antepartum care • Newborn care • Intrapartum care • Postpartum care • Prematurity • Placenta abruption • Placenta previa
5. Infection	<ul style="list-style-type: none"> • Conjunctivitis • Otitis Media
6. Grief and Loss	<ul style="list-style-type: none"> • Perinatal loss
7. Mood & Affect	<ul style="list-style-type: none"> • Postpartum depression
8. Behavior	<ul style="list-style-type: none"> • Prenatal substance exposure (recreational & OTC drugs)
9. Development	<ul style="list-style-type: none"> • ADHD • Autism • Failure to thrive • Cerebral palsy
10. Family	<ul style="list-style-type: none"> • Family response to health promotion

11. Health, Wellness, & Illness	<ul style="list-style-type: none"> • Consumer education (focus on individual, family, and community health wellness, & illness) • Immunization • Alternative therapies
CONCEPTS R/T NURSING	EXEMPLARS
1. Communication	<ul style="list-style-type: none"> • Family communication
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development
3. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual/family care
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	<ul style="list-style-type: none"> • Responsible sexual behavior • Anticipatory guidance • National Patient Safety Goals

- **Bolded Exemplars that must be included**

NURSING

NUR 114: Holistic Health Concepts	Class	Lab	Clinical	Credit
Prerequisites: NUR 111	3	0	6	5
Corequisites: None				

Course Description

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

1. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.

Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.

5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Elimination	<ul style="list-style-type: none"> • BPH • Kidney Stones
2. Intracranial Regulation	<ul style="list-style-type: none"> • Seizures
3. Cellular Regulation	<ul style="list-style-type: none"> • Colon cancer • Prostate cancer
4. Perfusion	<ul style="list-style-type: none"> • Arteriosclerosis • Angina • High cholesterol • HTN • Heart failure • DVT • Pulmonary embolism • Peripheral vascular disease
5. Sexuality	<ul style="list-style-type: none"> • Erectile dysfunction
6. Inflammation	<ul style="list-style-type: none"> • Gall bladder disease • Nephritis • Inflammatory bowel disease • Peptic ulcer
7. Sensory/Perception	<ul style="list-style-type: none"> • Cataracts • Glaucoma • Eye injuries • Macular degeneration • Peripheral neuropathy
8. Stress & Coping	<ul style="list-style-type: none"> • Obsessive-compulsive disorder

9. Mood & Affect	<ul style="list-style-type: none"> • Bipolar disorder • Depression
10. Cognition	<ul style="list-style-type: none"> • Schizophrenia • Alzheimer's disease/Dementia • Delirium
11. Self	<ul style="list-style-type: none"> • Eating disorders • Personality disorders
12. Violence	<ul style="list-style-type: none"> • Suicide
13. Health, Wellness, & Illness	<ul style="list-style-type: none"> • Consumer education • Focus on individual, family, & community health, wellness, & illness • Alternative therapies
CONCEPTS R/T NURSING	EXEMPLARS
1. Professional Behaviors	<ul style="list-style-type: none"> • Leadership principles
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development
3. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual care
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	<ul style="list-style-type: none"> • National Patient Safety Goals

- **Bolded Exemplars that must be included**

NURSING

	Class	Lab	Clinical	Credit
NUR 211: Health Care Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				

Course Description

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

5. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
6. Differentiate between the healthy individual and those individuals experiencing alterations in health.
7. Detect changes within the internal and external environment of the individual with these alterations.
8. Correlate diagnostic tests and procedures with the identified alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.

Learning Outcomes:

7. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
8. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
9. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
10. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.

11. Develop a teaching plan for individuals incorporating teaching and learning principles.
12. Collaboratively manage care of the individual with alterations in health.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

6. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
7. Employ information technology to support clinical decision-making.
8. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
9. Advocate, protect, and support the individual's rights and interests.
10. Accept accountability for behavior, actions and judgments.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Metabolism	<ul style="list-style-type: none"> • Osteoporosis
2. Intracranial Regulation	<ul style="list-style-type: none"> • Increased Intracranial Pressure
3. Thermoregulation	<ul style="list-style-type: none"> • Thermoregulation r/t aging process
4. Cellular Regulation	<ul style="list-style-type: none"> • Leukemia • Skin cancer • Breast Cancer • Lung Cancer • Sickle Cell Anemia
5. Perfusion	<ul style="list-style-type: none"> • Stroke
6. Infection	<ul style="list-style-type: none"> • Tuberculosis
7. Immunity	<ul style="list-style-type: none"> • Rheumatoid Arthritis • HIV/AIDS • Hypersensitivity • Lupus
8. Mobility	<ul style="list-style-type: none"> • Fractures • Hip Fractures • Osteoarthritis • Parkinson's Disease • Back problems • Multiple Sclerosis
9. Comfort	<ul style="list-style-type: none"> • Fibromyalgia • Alternative therapies for chronic pain • End of life care
10. Behavior	<ul style="list-style-type: none"> • Assaultive behaviors

	<ul style="list-style-type: none"> • Addiction • Nicotine use • Alcohol Abuse • Substance Abuse
11. Health, Wellness, Illness	<ul style="list-style-type: none"> • Consumer Education • Focus on individual family, community health, wellness, and illness • Alternative therapies
CONCEPTS R/T THE NURSING	EXEMPLARS
1. Clinical Decision Making	<ul style="list-style-type: none"> • Problem solving • Decision making • Critical thinking
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development
3. Collaboration	<ul style="list-style-type: none"> • Conflict resolution
4. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual care
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	<ul style="list-style-type: none"> • National Patient Safety Goals

- **Bolded Exemplars that must be included**

NURSING

	Class	Lab	Clinical	Credit
NUR 212: Health System Concepts	3	0	6	5
Prerequisites: NUR 111				
Corequisites: None				

Course Description

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

9. Examine the pathophysiology, prevalence and clinical course of individuals with specific alterations in health.
10. Differentiate between the healthy individual and those individuals experiencing alterations in health.
11. Detect changes within the internal and external environment of the individual with these alterations.
12. Correlate diagnostic tests and procedures with the identified alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.

Learning Outcomes:

13. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
14. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
15. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
16. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.

17. Develop a teaching plan for individuals incorporating teaching and learning principles.
18. Collaboratively manage care of the individual with alterations in health.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

11. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
12. Employ information technology to support clinical decision-making.
13. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
14. Advocate, protect, and support the individual’s rights and interests.
15. Accept accountability for behavior, actions and judgments.
16. Develop a plan for continued professional growth and development.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Grief and Loss	<ul style="list-style-type: none"> • Situational loss
2. Mood & Affect	<ul style="list-style-type: none"> • Situational depression
3. Violence	<ul style="list-style-type: none"> • Assault • Elder Abuse • Child Abuse • Sexual Abuse • Rape-Trauma Syndrome • Intimate Partner Abuse
4. Health, Wellness, Illness	<ul style="list-style-type: none"> • Consumer Education • Focus on regional and state and national health, wellness, and illness • Alternative therapies
CONCEPTS R/T THE NURSING	EXEMPLARS
1. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development
2. Collaboration	<ul style="list-style-type: none"> • Case management • Management theories
3. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual care
CONCEPTS R/T HEALTHCARE	EXEMPLARS

1. Safety	<ul style="list-style-type: none"> • National Patient Safety Goals
2. Advocacy	<ul style="list-style-type: none"> • Advocacy
3. Legal Issues	<ul style="list-style-type: none"> • Whistle blowing • Obligation to report • Risk management
4. Health Policy	<ul style="list-style-type: none"> • Types of Reimbursement (Medicare, Medicaid, Private)
5. Health Care Systems	<ul style="list-style-type: none"> • Allocation of resources • Resource utilization
6. Ethics	<ul style="list-style-type: none"> • Ethical dilemmas
7. Accountability	<ul style="list-style-type: none"> • Professional development
8. Evidence-based Practice	<ul style="list-style-type: none"> • Community preferences

- **Bolded Exemplars that must be included**

NURSING

	Class	Lab	Clinical	Credit
NUR 213: Complex Health Concepts	4	3	15	10

Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
Corequisites: None

Course Description

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Course Objectives

Objective I: Upon completion of the course, the learner will be able to assimilate all concepts within the domain of the individual related to complex alterations in health.

Learning Outcomes:

1. Correlate the inter-relationships of complex pathophysiologies, and the clinical course of individuals.
2. Incorporate knowledge of the concepts of the holistic individual and the inter-play of these concepts in the promotion of health, wellness and illness.
3. Distinguish internal and external environmental factors that impact the health and well-being of individuals.

Objective II: Upon completion of this course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals with complex alterations in health.

Learning Outcomes:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Assimilate all concepts within the domain of nursing to provide safe, therapeutic nursing care to individuals.
3. Manage healthcare for individuals using cost effective nursing strategies, quality improvement processes, and current technologies.
4. Communicate professionally and effectively with the interdisciplinary healthcare team while advocating for the therapeutic care of all individuals.
5. Develop a teaching plan for individuals, and /or the nursing team, incorporating teaching and learning principles.

Objective III: Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals with complex alterations in health.

Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Apply principles of emergency preparedness to safely navigate the care of individuals in the healthcare system.
3. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
4. Employ mechanisms of quality improvement, cost effective nursing strategies, and current technologies within the healthcare system.
5. Collaborate with the interdisciplinary healthcare team, to advocate for positive individual and organizational outcomes.

Course Topics

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS
1. Fluid and Electrolytes	<ul style="list-style-type: none"> • Acute Renal Failure • Chronic Renal Failure
2. Metabolism	<ul style="list-style-type: none"> • Liver Disease
3. Thermoregulation	<ul style="list-style-type: none"> • Thermoregulation r/t multi-system injury or failure
4. Oxygenation	<ul style="list-style-type: none"> • Acute Respiratory Distress Syndrome
5. Perfusion	<ul style="list-style-type: none"> • Life Threatening Dysrhythmias • Shock (Cardiogenic & Septic) • Cardiomyopathy • MI • Pregnancy Induced Hypertension • DIC • Ventricular Septal Defect
6. Tissue Integrity	<ul style="list-style-type: none"> • Burns
7. Infection	<ul style="list-style-type: none"> • Septicemia
8. Mobility	<ul style="list-style-type: none"> • Spinal Cord Injury
9. Stress and Coping	<ul style="list-style-type: none"> • Post-Traumatic Stress Disorder
10. Family	<ul style="list-style-type: none"> • Family response to critical alterations • Community support
11. Violence	<ul style="list-style-type: none"> • Homicide • Unintentional injury & trauma (MVA)
12. Health, Wellness, Illness	<ul style="list-style-type: none"> • Consumer Education • Focus on global community health, wellness, and illness • Alternative therapies

CONCEPTS R/T NURSING	EXEMPLARS
1. Professional Behaviors	13. Commitment to profession 14. Work ethics
2. Caring Intervention	15. Caregiver skills development
3. Teaching & Learning	16. Staff education (teaching unlicensed assistive personnel) 17. Mentor
4. Collaboration	18. Interdisciplinary Communication
5. Managing Care	19. Prioritizing individual care and groups 20. Delegation
CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	21. National Patient Safety Goals
2. Health Care Systems	22. Emergency preparedness (Disasters, Triage, Bioterrorism, First response)
3. Quality Improvement	23. Quality improvement cycle 24. Root cause analysis 25. Breach in care

- **Bolded Exemplars that must be included**

CONCEPTS & EXEMPLARS

LEGEND:

LEGEND:

Bold-Literature Supported

Ж-Most Common Conditions

‡-Most Common ER Visits

Ω- Most Common Causes of Death

IHI-Institute for Healthcare Improvement

TJC- The Joint Commission

∑- Most Common Office-based Visits

M- Chronic Disease Management

E- Emergency Room Admissions

O- Office Based Physician Visits

A- Adult P- Pediatrics

C – National Center for Health Statistics

N – National Institute of Mental Health

+ - Chronic Disease Prevention from the CDC

^ - Leading Causes of Death in NC

HP – Healthy People 2010

IOM – Institute of Medicine

CDC – Center for Disease Control

NCLEX TP – NCLEX Test Plan

INDIVIDUAL

Category	Concept	Definition	Exemplar/Topic
Biophysical	Fluid & Electrolyte	Processes that regulate the balance of water and electrolytes and conditions that contributes to imbalances.	<ul style="list-style-type: none"> • Acute Renal Failure^{HP} • Chronic Renal Failure^{HP} • Basic Fluid Balance • Fluid balance • Basic Electrolyte Balance • Electrolyte Balance • Shock
	Acid Base	Regulation of acidity and alkalinity in body fluids and conditions that contribute to imbalances.	<ul style="list-style-type: none"> • Respiratory & Metabolic Alkalosis • Respiratory/Metabolic Acidosis
	Elimination	The secretion and excretion of body wastes from the kidneys and intestines and their alterations.	<ul style="list-style-type: none"> • Bladder: Incontinence & Retention • Bowel: Incontinence, Constipation & Impaction • Kidney stones • Benign Prostate Hypertrophy
	Metabolism	All physical and chemical changes that take place to sustain life and conditions that contribute to imbalances.	<ul style="list-style-type: none"> • Diabetes^{IOM, HP} • Liver disease^{CDC} • Obesity^{HP} • Thyroid Disease • Osteoporosis
	Intracranial Regulation	Processes that impact intracranial compensation and adaptive neurological	<ul style="list-style-type: none"> • Seizures • Increased Intracranial Pressure

		function.	
	Thermo-regulation	Factors that regulate body temperature.	<ul style="list-style-type: none"> • Hypothermia • Hyperthermia
	Cellular Regulation	Reproduction, proliferation, & alteration of cellular growth.	<ul style="list-style-type: none"> • Cancer^(A), IOM, CDC, HP • Leukemia^(P) (A) • Anemia • Sickle Cell Anemia^(P) • Breast Cancer • Colon Cancer • Lung Cancer • Prostate Cancer • Skin Cancer
	Oxygenation	Mechanisms that facilitate or impair the body's ability to supply oxygen to the blood.	<ul style="list-style-type: none"> • Chronic Obstructive Pulmonary Disease^{HP, CDC, IOM} • Asthma^{IOM, HP, CDC} • Sudden Infant Death Syndrome CDC • Acute Respiratory Distress Syndrome • Respiratory Syncytial Virus (RSV)
	Perfusion	Mechanisms that facilitate or impair circulation of blood through tissue.	<ul style="list-style-type: none"> • Arteriosclerosis^{HP} • Heart Failure^{HP, CDC} • Angina^{IOM, CDC} • High Cholesterol^{IOM} • MI^{HP, IOM, CDC} • Stroke^{HP, IOM, CDC} • HTN^{IOM, CDC} • Pregnancy Induced Hypertension^{HP} • Ventricular Septal Defect^{(P), CDC} • DVT • Life Threatening Dysrhythmias • Shock • Peripheral Vascular Disease • Disseminated intravascular coagulation (DIC) • Cardiomyopathy • Pulmonary Embolism
	Sexuality	The sum of the physical, functional, and	<ul style="list-style-type: none"> • Family Planning & preconception counseling^{HP}

		psychological attributes that are expressed by one's gender identity and sexual behavior, whether or not related to the sex organs or to procreation. Mosby Dictionary p. 1091, 3rd Edition	<ul style="list-style-type: none"> • Sexually Transmitted Diseases ^{HP} • Menstrual dysfunction • Menopause • Erectile dysfunction
	Reproduction	The process of conception, gestation and childbirth	<ul style="list-style-type: none"> • Antepartum Care ^{HP} • Prematurity ^{HP} • Newborn Care ^{HP} • Intrapartum Care • Postpartum Care • Placenta Abruptio • Placenta Previa
	Inflammation	The physiologic response to injury, infection, or allergens.	<ul style="list-style-type: none"> • Gall Bladder Disease ^{HP} • Appendicitis • Peptic Ulcer • Nephritis • Inflammatory Bowel Disease
	Tissue Integrity	Mechanisms that facilitate or impair skin and mucous membrane intactness.	<ul style="list-style-type: none"> • Contact Dermatitis • Pressure ulcers • Wound healing • Burns
	Infection	The invasion of body tissue by microorganisms with the potential to cause illness or disease.	<ul style="list-style-type: none"> • Pneumonia ^{CDC} • Otitis Media • Influenza • Nosocomial Infections • UTI • Conjunctivitis • Septicemia • Tuberculosis • Cellulitis • MRSA
	Immunity	The natural or induced resistance to infection and conditions associated with impaired response.	<ul style="list-style-type: none"> • HIV/AIDS ^{IOM, HP, CDC} • Rheumatoid Arthritis ^{HP, IOM} • Hypersensitivity • Lupus
	Sensory/ Perception	Receiving and interpreting stimuli from the environment & utilizing the sense organs and factors contributing to	<ul style="list-style-type: none"> • Hearing Impairment ^{HP} • Cataracts ^{HP} • Peripheral neuropathy • Glaucoma

		impaired response.	<ul style="list-style-type: none"> • Eye injuries • Macular Degeneration
	Mobility	Mechanisms that facilitate or impair a person's ability to move.	<ul style="list-style-type: none"> • Hip fractures ‡ • Osteoarthritis ^{HP, IOM} • Parkinson's Disease ^{CDC} • Back problems ^{HP, IOM} • Spinal Cord Injury • Fractures • Multiple Sclerosis
	Comfort	An experience of emotional, spiritual, psychological and physical well-being.	<ul style="list-style-type: none"> • Pain: Acute & Chronic • Sleep-rest disorders • Fibromyalgia • Fatigue • End of Life Care
Psychological	Stress and Coping	The body's attempt to return to homeostasis following a physiological response to disequilibrium. (Townsend)	<ul style="list-style-type: none"> • Phobias ^{N, HP} • Panic Disorder ^{N, HP} • Post-Traumatic Stress Disorder ^{N, HP} • Obsessive-Compulsive Disorder ^{N, HP} • Generalized Anxiety Disorder ^{N, HP} • Anxiety • Crisis
	Grief and Loss	A series of intense & psychological responses that occur following a loss, with a goal of returning to homeostasis. (Delaune & Ladner)	<ul style="list-style-type: none"> • Anticipatory grieving • Death and dying • Perinatal loss • Children's response to loss • Elder's response to loss • Situational loss
	Mood & Affect	Mechanisms that influence the emotional state of an individual	<ul style="list-style-type: none"> • Depressive disorders including post partum depression ^{N, IOM, E, O, HP} • Bipolar Disorder ^{N, HP}
	Cognition	Mental operations that relate to logic, awareness, intellect, memory, language, and reasoning powers (Townsend)	<ul style="list-style-type: none"> • Schizophrenia ^{N, HP} • Alzheimer's disease/ Dementia ^{D, N, C, HP, CDC} • Delirium • Confusion
	Behaviors	Compulsive, problematic patterns of behavior	<ul style="list-style-type: none"> • Addiction ^{HP} • Nicotine Use ^{HP, IOM, †}

		resulting in psychological and/or physiological dependence.	<ul style="list-style-type: none"> • Substance abuse ^{HP} • Prenatal substance exposure ^{HP} • Alcohol abuse ^{HP} • Assaultive behaviors
Developmental		The sequential of cognitive, physical, emotional, psychosocial, and spiritual milestones.	<ul style="list-style-type: none"> • Autism ^N • ADHD -Attention Deficit Hyperactivity Disorder ^N • Failure to Thrive • Cerebral Palsy
Social functioning	Self	The sum of mind and body that constitutes the identity of a person. (Taber's) Distortion may lead to psychosocial and physical manifestations	<ul style="list-style-type: none"> • Eating Disorders ^{HP,N,IOM,CDC} • Personality Disorders • Self-esteem, identity, self-perception & body image
	Family	A system that seeks to maintain balance and functions as a unit. Thus if one event affects one family member all other members are affected (Delaune & Ladner)	<ul style="list-style-type: none"> • Family Dynamics • Family Structure and Roles • Family response to health promotion • Family responses to health alterations • Community Support
	Diversity	Refers to the individual's variation both to innate and acquired characteristics such as: age, gender, race, abilities, individual life experiences, and sexual orientation (Kelly-Heidenthal,2003)	<ul style="list-style-type: none"> • Vulnerable Populations • Age • Gender • Race • Abilities • Individual life experiences • Sexual orientation
	Culture	Comparative study and analysis of different cultures and subcultures in the world with respect to their caring behavior, nursing, care and health-illness values, beliefs, and patterns of behavior (Kelly-Heidenthal, 2003)	<ul style="list-style-type: none"> • Multiculturalism • Values, beliefs • Religion
Spiritual		An experience or feeling of being alive, purposeful, and fulfilled with the	<ul style="list-style-type: none"> • Spiritual Health • Spiritual Wellbeing • Spirituality

		ability to make sense of life circumstances, beliefs about the universe, feelings of transcendence, joy, hopefulness and love. Kozier & Erb p. 1043, Carson and Arnold, Mental Health Nursing, The Nurse Patient Journey, 1996, Edition p. 164	<ul style="list-style-type: none"> • Religion • Higher Consciousness • Morality • Spiritual Distress
	Violence	Communication or behaviors which threatens or demonstrates harm to self or others	<ul style="list-style-type: none"> • Suicide ^{D, HP,C, N, CDC} • Assault/Homicide ^{C, CDC, HP} • Elder Abuse ^{HP} • Intimate Partner Abuse ^{HP} • Child Abuse ^{HP} • Sexual Abuse ^{HP} • Rape-Trauma Syndrome ^{HP} • Unintentional Injury (MVA)
	Health, Wellness and Illness	<u>Health</u> is a dynamic state of being or experience in which the developmental and behavioral potential of an individual is realized to the fullest extent possible and may occur in the presence or absence of disease or injury." ANA Social Policy Statement, 1980, p. 5; 2004. p. 48	<ul style="list-style-type: none"> • Self-Management ^{IOM} • Adjustment to health & illness
		<u>Wellness</u> is a dynamic state of well-being to include self-responsibility and daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and most importantly the whole, being the individual. p. 296, Kozier, Erb Fundamentals of Nursing Concepts, Process, and Practice 8th Edition.	<ul style="list-style-type: none"> • Physical Fitness ^{HP} • Exercise ^{HP} • Oral Health ^{HP} • Nutrition ^{HP} • Consumer Education ^{HP} • Screening ^{IOM} • Immunization ^{HP,IOM} • Life Style Choices • Normal Rest and Sleep Patterns • Wellness/Illness Continuum • Health Beliefs (Individual, cultural) • Alternative therapies • Hospitalized Individual
		<u>Illness</u> is a highly personal	

		state in which the person's physical, emotional, intellectual, social, developmental, or spiritual functioning is thought to be diminished. p. 305, Kozier, Erb Fundamentals of Nursing Concepts, Process, and Practice, 8th Edition.	
--	--	---	--

NURSING

	Professional Behaviors	Professional behaviors are characterized by a commitment to the profession of nursing. The student adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development. NLN Core Competencies, 2000	<ul style="list-style-type: none"> • Leadership principles • Commitment to Profession • Work ethics
	Communication	Interactive process of exchange of information that may occur verbally, nonverbally or through information technology.	<ul style="list-style-type: none"> • Therapeutic Communication ^{NCLEX^{TP}} • Group Process • Documentation • Reporting • Assertive Communication
	Assessment	A holistic, systematic, and continuous collection, analysis, and synthesis of relevant data for the purpose of appraising the individual's health status. NLN Core Competencies 2000	<ul style="list-style-type: none"> • Holistic health assessment across the life span • Assessing normal • Assessing abnormal

	Clinical Decision Making	Careful deliberate use of reasoned analysis for decision making and problem solving to improve outcomes.	<ul style="list-style-type: none"> • Problem-solving • Decision-making • Nursing Process • Critical Thinking
	Caring Interventions	<p>Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices related to cultural values, beliefs, and lifestyles are respected. (Educational Competencies for Graduates of ADN Programs: NLN 2000)</p>	<ul style="list-style-type: none"> • Caregiver skills development • <u>NUR 111 Skills</u> • <i>Holistic physical assessment including Vital signs</i> • <i>Medication administration</i> • <i>Starting an IV</i> • <i>All CNA I skills</i> • <i>Foley catheterization</i> • <i>Enemas</i> • <i>Sterile technique</i> • <i>NG tubes</i> • <i>G tubes</i> • <i>Mobility techniques</i> • <i>Personal hygiene</i> • <i>Wound care: ostomy, surgical, pressure</i> • <i>Naso-pharyngeal/oral suctioning</i> • <u>NUR 112 Skills</u> • <i>Blood transfusions</i> • <i>Trach care (suctioning)</i> • <i>Central lines</i> • <i>Chest tubes</i> • <i>IV medications</i> • <i>Refer to core competencies of the NLN</i>
	Teaching & Learning	Facilitator/facilitation of the acquisition of knowledge through learning.	<ul style="list-style-type: none"> • Patient Educator^{HP} • Mentor • Staff education
	Collaboration	Participation in an interdisciplinary health care team to promote safe, effective care and positive client outcomes.	<ul style="list-style-type: none"> • Chain of Command • Conflict Resolution • Interdisciplinary Communication • Interdisciplinary teams • Case management • Management Theories
	Managing Care	Integration of resources focusing on coordination of client care and supervision	<ul style="list-style-type: none"> • Care Coordination^{IOM} • Delegation • Cost effective care

		of nurses in the delivery of quality care. (Zerwekh, J. Claborn, J.)	<ul style="list-style-type: none"> • Prioritizing Individual Care
HEALTHCARE			
	Safety	A practice that ensures protection from harm or injury. To be safe, care must be seamless, supporting the nurse's ability to link the interdisciplinary healthcare team and technologies to perform as a unified whole. Crossing the Quality Chasm Shaping the future of Health, IOM	<ul style="list-style-type: none"> • National Patient Safety Goals TJC • "Hand off" communication TJC • Injury/Illness Prevention HP • Environmental Safety HP • Anticipatory Guidance HP (developmental safety, and health issues) • Responsible Sexual Behavior HP • Standard Precautions
	Advocacy	Protecting, supporting and intervening on behalf of the individual's rights and interests; Establishing a trusting relationship, and respecting the individual's right to make their own choices	<ul style="list-style-type: none"> • Protector • Protecting Vulnerable Populations
	Legal Issues	Rights, responsibilities and scope of nursing practice as defined by the state Nursing Practice Acts, as well public and civil laws.	<ul style="list-style-type: none"> • Nursing Practice Act • Criminal Law • Civil Law • Whistle Blowing • Obligation to report • Risk management • Advance Directives • HIPAA
	Health Policy	Decisions by government bodies and professional organizations aimed at directing and influencing actions and decisions of organizations and individuals within the health care system.	<ul style="list-style-type: none"> • Regulatory agencies (OSHA, licensure, DHHS, DHR) • Types of Reimbursement (Medicare, Medicaid, Private) • Professional organizations • Accrediting bodies (TJC)

	Healthcare Systems	Methods of healthcare delivery management and coordination.	<ul style="list-style-type: none"> • Access to healthcare HP • Diagnostic Related Grouping (DRG) • Primary, secondary, tertiary care • Emergency preparedness • Allocation of resources • Resource utilization • Nursing care delivery systems
	Ethics	A system of moral principles or standards governing relationships that is based on professional nursing beliefs and values. (Taber's Dictionary, Carroll, Nursing Leadership)	<ul style="list-style-type: none"> • ANA Code of Ethics • Ethical dilemmas • Ethical principles • Patient Rights
	Accountability	Responsibility by health-care professionals for their own actions and judgment	<ul style="list-style-type: none"> • Competence • Professional development
	Evidence-based Practice	Integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible. (Teaching IOM, 2003a, p. 4)	<ul style="list-style-type: none"> • Best Practices • Individual Preferences • Develop a question
	Quality Improvement	Systematic processes to measure client outcomes, identify hazards and errors, and develop changes to improve client care.	<ul style="list-style-type: none"> • Sentinel events • Reporting • Benchmarking • Quality Improvement Cycle: Plan-Do-Study- Act • Root Cause Analysis • Breach in Care

	Informatics	“Communicate, manage knowledge, mitigate error, and support decision making using information technology.” (Teaching IOM, 2003a, p.4)	<ul style="list-style-type: none">• Computers in health organizations• Computer based reminder systems• Individual information at point of care• Clinical decision support systems
--	-------------	---	---

NUR 111: INTRO TO HEALTH CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
21. Fluid & Electrolytes	<ul style="list-style-type: none"> • Basic fluid balance • Basic electrolyte balance 	•
22. Elimination	<ul style="list-style-type: none"> • Bladder incontinence & retention • Bowel incontinence, constipation, impaction • Urinary & GI assessment 	• ✓
23. Thermoregulation	<ul style="list-style-type: none"> • Hypothermia • Hyperthermia 	•
24. Oxygenation	<ul style="list-style-type: none"> • Respiratory assessment 	• ✓
25. Perfusion	<ul style="list-style-type: none"> • Circulation assessment 	• ✓
26. Inflammation	<ul style="list-style-type: none"> • Inflammatory process 	• ✓
27. Tissue Integrity	<ul style="list-style-type: none"> • Contact Dermatitis • Pressure ulcers • Wound healing 	• ✓
28. Infection	<ul style="list-style-type: none"> • Nosocomial infection • UTI • Cellulitis • MRSA 	• ✓
29. Sensory/Perception	<ul style="list-style-type: none"> • Hearing Impairment • Sensory assessment 	• ✓
30. Mobility	<ul style="list-style-type: none"> • Body mechanics • Range of motion 	•
31. Comfort	<ul style="list-style-type: none"> • Pain (acute & chronic) • Fatigue • Sleep-rest disorders 	• ✓
32. Stress & Coping	<ul style="list-style-type: none"> • Anxiety assessment 	•
33. Grief & Loss	<ul style="list-style-type: none"> • Death & dying • Children's response to loss • Elder's response to loss 	• ✓
34. Cognition	<ul style="list-style-type: none"> • Confusion 	• ✓
35. Self	<ul style="list-style-type: none"> • Self-esteem, identity, self-perception & body image 	• ✓
36. Family	<ul style="list-style-type: none"> • Family dynamics • Family structure and roles • Family response to health promotion • Family response to health alterations 	• ✓
37. Diversity	<ul style="list-style-type: none"> • Vulnerable populations • Age • Gender • Race • Abilities • Individual life experiences • Sexual orientation 	• ✓
38. Culture	<ul style="list-style-type: none"> • Multi-culturalism • Values • Beliefs • Religion 	•

39. Spiritual	<ul style="list-style-type: none"> • Spiritual Health • Spiritual well-being • Spirituality • Religion • Higher Consciousness • Morality • Spiritual distress 	• ✓
40. Health, Wellness, & Illness	<ul style="list-style-type: none"> • Consumer education • Focus on individual health, wellness, & illness • Adjustment to health & illness • Wellness/Illness continuum • Health beliefs • Physical fitness • Exercise • Oral health • Nutrition screening • Normal sleep and rest patterns • Consumer education • Life style choices • Self-management • Alternative therapies • Hospitalized individual 	• ✓
CONCEPTS R/T THE NURSING	EXEMPLARS	
8. Communication	<ul style="list-style-type: none"> • Communication • Reporting/recording • Documentation (i.e. S-BAR) • Assertive communication • Group process (stages; role of a participant in group process) 	• ✓
9. Assessment	<ul style="list-style-type: none"> • Holistic health assessment across the life span • Assessing normal • Assessing abnormal 	• ✓
10. Clinical Decision Making	<ul style="list-style-type: none"> • Nursing Process 	• ✓
11. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development • Holistic physical assessment including VS • Medication administration • Starting an IV • All CNA I skills • Foley catheterization • Enemas • Sterile technique • NG Tubes • G Tubes • Mobility techniques • Personal hygiene • Wound care: ostomy, surgical, 	• ✓

	<ul style="list-style-type: none"> <i>pressure</i> <i>Naso-pharyngeal/oral suctioning</i> 	
12. Teaching & Learning	<ul style="list-style-type: none"> Teaching learning process 	<ul style="list-style-type: none"> ✓
13. Collaboration	<ul style="list-style-type: none"> Interdisciplinary teams Chain of command 	<ul style="list-style-type: none"> ✓
14. Managing Care	<ul style="list-style-type: none"> Cost effective care 	<ul style="list-style-type: none"> ✓
CONCEPTS R/T HEALTHCARE	EXEMPLARS	
11. Safety	<ul style="list-style-type: none"> Standard precautions National Patient Safety Goals “Hands off” communication Injury/illness prevention Environmental safety 	<ul style="list-style-type: none"> ✓
12. Advocacy	<ul style="list-style-type: none"> Protector Protecting vulnerable populations 	<ul style="list-style-type: none"> ✓
13. Legal Issues	<ul style="list-style-type: none"> Nursing Practice Act Obligation to report HIPAA Advance directives 	<ul style="list-style-type: none"> ✓
14. Health Policy	<ul style="list-style-type: none"> Regulatory agencies (OSHA, licensure, DHHS, DHSR, CMS) Accrediting bodies (TJC) 	<ul style="list-style-type: none">
15. Health Care Systems	<ul style="list-style-type: none"> Access to healthcare Diagnostic related grouping (DRG) Primary, secondary, tertiary care Nursing care delivery systems 	<ul style="list-style-type: none"> ✓
16. Ethics	<ul style="list-style-type: none"> ANA Code of Ethics Ethical principles Patient rights 	<ul style="list-style-type: none"> ✓
17. Accountability	<ul style="list-style-type: none"> Competence 	<ul style="list-style-type: none"> ✓
18. Evidence-based Practice	<ul style="list-style-type: none"> Individual preference Introduction to best practice 	<ul style="list-style-type: none"> ✓
19. Quality Improvement	<ul style="list-style-type: none"> Sentinel events Reporting 	<ul style="list-style-type: none"> ✓
20. Informatics	<ul style="list-style-type: none"> Computers in health organizations 	<ul style="list-style-type: none"> ✓

- Bolded Exemplars that must be included**

NUR 112: HEALTH-ILLNESS CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
11. Fluid & Electrolytes	<ul style="list-style-type: none"> F/E Imbalance Hypovolemia 	•
12. Acid Base	<ul style="list-style-type: none"> Acid-Base Respiratory & metabolic alkalosis Respiratory & metabolic acidosis 	• ✓
13. Metabolism	<ul style="list-style-type: none"> Diabetes Obesity Thyroid Disease 	• ✓
14. Cellular Regulation	<ul style="list-style-type: none"> Cancer (overview to include principles of cancer therapy, radiation; rehab-reconstruction; chemo) Anemia Anticipatory grieving 	•
15. Oxygenation	<ul style="list-style-type: none"> COPD Asthma RSV 	• ✓
16. Inflammation	<ul style="list-style-type: none"> Appendicitis (peri-op care) 	• ✓
17. Infection	<ul style="list-style-type: none"> Pneumonia Influenza 	• ✓
18. Stress & Coping	<ul style="list-style-type: none"> Phobias Panic Disorder Generalized Anxiety Disorder Crisis (maturational, situational) 	• ✓
19. Grief & Loss	<ul style="list-style-type: none"> Anticipatory grieving 	• ✓
20. Health, Wellness, & Illness	<ul style="list-style-type: none"> Consumer Education Focus on individual, family, & community health, wellness, & illness Alternative therapies 	• ✓
CONCEPTS R/T THE NURSING	EXEMPLARS	
5. Communication	<ul style="list-style-type: none"> Therapeutic communication 	• ✓
6. Caring Intervention	<ul style="list-style-type: none"> Caregiver skills development Blood transfusions Trach care (suctioning) Central lines Chest tubes IV medications 	•
7. Teaching & Learning	<ul style="list-style-type: none"> Patient Educator 	• ✓
8. Managing Care	<ul style="list-style-type: none"> Care Coordination Prioritizing individual care 	•
CONCEPTS R/T HEALTHCARE	EXEMPLARS	

6. Safety	National Patient Safety Goals	
7. Legal Issues	<ul style="list-style-type: none"> • Criminal law • Civil law 	• ✓
8. Health Policy	<ul style="list-style-type: none"> • Professional organizations 	•
9. Quality Improvement	<ul style="list-style-type: none"> • Quality improvement cycle: Plan-do-study-act • Benchmarking 	•
10. Informatics	<ul style="list-style-type: none"> • Computer based reminder systems • Individual information at point of care • Clinical decision support systems 	• ✓

- **Bolded Exemplars that must be included**

NUR 113: FAMILY HEALTH CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
26. Thermoregulation	<ul style="list-style-type: none"> R/T Newborn 	<ul style="list-style-type: none">
27. Oxygenation	<ul style="list-style-type: none"> Sudden Infant Death Syndrome 	<ul style="list-style-type: none"> ✓
28. Sexuality	<ul style="list-style-type: none"> Family planning & preconception counseling Menopause Sexually transmitted diseases Menstrual dysfunction 	<ul style="list-style-type: none"> ✓
29. Reproduction	<ul style="list-style-type: none"> Antepartum care Newborn care Intrapartum care Postpartum care Prematurity Placenta abruption Placenta previa 	<ul style="list-style-type: none"> ✓
30. Infection	<ul style="list-style-type: none"> Conjunctivitis Otitis Media 	<ul style="list-style-type: none">
31. Grief and Loss	<ul style="list-style-type: none"> Perinatal loss 	<ul style="list-style-type: none"> ✓
32. Mood & Affect	<ul style="list-style-type: none"> Postpartum depression 	<ul style="list-style-type: none">
33. Behavior	<ul style="list-style-type: none"> Prenatal substance exposure (recreational & OTC drugs) 	<ul style="list-style-type: none"> ✓
34. Development	<ul style="list-style-type: none"> ADHD Autism Failure to thrive Cerebral palsy 	<ul style="list-style-type: none"> ✓
35. Family	<ul style="list-style-type: none"> Family response to health promotion 	<ul style="list-style-type: none"> ✓
36. Health, Wellness, & Illness	<ul style="list-style-type: none"> Consumer education (focus on individual, family, and community health wellness, & illness) Immunization Alternative therapies 	<ul style="list-style-type: none"> ✓
CONCEPTS R/T THE NURSING	EXEMPLARS	
4. Communication	<ul style="list-style-type: none"> Family communication 	<ul style="list-style-type: none"> ✓
5. Caring Intervention	<ul style="list-style-type: none"> Caregiver skills development 	<ul style="list-style-type: none">
6. Managing Care	<ul style="list-style-type: none"> Prioritizing individual/family care 	<ul style="list-style-type: none">
CONCEPTS R/T HEALTHCARE	EXEMPLARS	
2. Safety	<ul style="list-style-type: none"> Responsible sexual behavior Anticipatory guidance National patient safety goals 	<ul style="list-style-type: none">

- **Bolded Exemplars that must be included**

NUR 114: ACUTE HEALTH CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
14. Elimination	<ul style="list-style-type: none"> BPH Kidney Stones 	•
15. Intracranial Regulation	<ul style="list-style-type: none"> Seizures 	• ✓
16. Cellular Regulation	<ul style="list-style-type: none"> Colon cancer Prostate cancer 	• ✓
17. Perfusion	<ul style="list-style-type: none"> Arteriosclerosis Angina High cholesterol HTN Heart failure DVT Pulmonary embolism Peripheral vascular disease 	• ✓
18. Sexuality	<ul style="list-style-type: none"> Erectile dysfunction 	•
19. Inflammation	<ul style="list-style-type: none"> Gall bladder disease Nephritis Inflammatory bowel disease Peptic ulcer 	•
20. Sensory/Perception	<ul style="list-style-type: none"> Cataracts Glaucoma Eye injuries Macular degeneration Peripheral neuropathy 	• ✓
21. Stress & Coping	<ul style="list-style-type: none"> Obsessive-compulsive disorder 	•
22. Mood & Affect	<ul style="list-style-type: none"> Bipolar disorder Depression 	•
23. Cognition	<ul style="list-style-type: none"> Schizophrenia Alzheimer's disease/Dementia Delirium 	• ✓
24. Self	<ul style="list-style-type: none"> Eating disorders Personality disorders 	• ✓
25. Violence	<ul style="list-style-type: none"> Suicide 	• ✓
26. Health, Wellness, & Illness	<ul style="list-style-type: none"> Consumer education Focus on individual, family, & community health, wellness, & illness Alternative therapies 	• ✓
CONCEPTS R/T THE NURSING	EXEMPLARS	
4. Professional Behaviors	<ul style="list-style-type: none"> Leadership principles 	• ✓
5. Caring Intervention	<ul style="list-style-type: none"> Caregiver skills development 	•
6. Managing Care	<ul style="list-style-type: none"> Prioritizing individual care 	•
CONCEPTS R/T	EXEMPLARS	

HEALTHCARE		
2. Safety	• National patient safety goals	•

- **Bolded Exemplars that must be included**

NUR 211: HEALTH CARE CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
1. Metabolism	<ul style="list-style-type: none"> • Osteoporosis 	<ul style="list-style-type: none"> • ✓
2. Intracranial Regulation	<ul style="list-style-type: none"> • Increased Intracranial Pressure 	<ul style="list-style-type: none"> • ✓
3. Thermoregulation	<ul style="list-style-type: none"> • Thermoregulation r/t aging process 	<ul style="list-style-type: none"> •
4. Cellular Regulation	<ul style="list-style-type: none"> • Leukemia • Skin cancer • Breast Cancer • Lung Cancer • Sickle Cell Anemia 	<ul style="list-style-type: none"> • ✓
5. Perfusion	<ul style="list-style-type: none"> • Stroke 	<ul style="list-style-type: none"> •
6. Infection	<ul style="list-style-type: none"> • Tuberculosis 	<ul style="list-style-type: none"> • ✓
7. Immunity	<ul style="list-style-type: none"> • Rheumatoid Arthritis • HIV/AIDS • Hypersensitivity • Lupus 	<ul style="list-style-type: none"> • ✓
8. Mobility	<ul style="list-style-type: none"> • Fractures • Hip Fractures • Osteoarthritis • Parkinson's Disease • Back problems • Multiple Sclerosis 	<ul style="list-style-type: none"> • ✓
9. Comfort	<ul style="list-style-type: none"> • Fibromyalgia • Alternative therapies for chronic pain • End of life care 	<ul style="list-style-type: none"> •
10. Behavior	<ul style="list-style-type: none"> • Assaultive behaviors • Addiction • Nicotine use • Alcohol Abuse • Substance Abuse 	<ul style="list-style-type: none"> • ✓
11. Health, Wellness, Illness	<ul style="list-style-type: none"> • Consumer Education • Focus on individual family, community health, wellness, and illness • Alternative therapies 	<ul style="list-style-type: none"> •
CONCEPTS R/T THE NURSING	EXEMPLARS	
1. Clinical Decision Making	<ul style="list-style-type: none"> • Problem solving • Decision making • Critical thinking 	<ul style="list-style-type: none"> •
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development 	<ul style="list-style-type: none"> •
3. Collaboration	<ul style="list-style-type: none"> • Conflict resolution 	<ul style="list-style-type: none"> •
4. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual care 	<ul style="list-style-type: none"> •
CONCEPTS R/T HEALTHCARE	EXEMPLARS	
1. Safety	<ul style="list-style-type: none"> • National Patient Safety Goals 	<ul style="list-style-type: none"> •

- **Bolded Exemplars that must be included**

NUR 212: HEALTH SYSTEM CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
1. Grief and Loss	<ul style="list-style-type: none"> Situational loss 	<ul style="list-style-type: none"> ✓
2. Mood & Affect	<ul style="list-style-type: none"> Situational depression 	<ul style="list-style-type: none">
3. Violence	<ul style="list-style-type: none"> Assault Elder Abuse Child Abuse Sexual Abuse Rape-Trauma Syndrome Intimate Partner Abuse 	<ul style="list-style-type: none"> ✓
4. Health, Wellness, Illness	<ul style="list-style-type: none"> Consumer Education Focus on regional and state and national health, wellness, and illness Alternative therapies 	<ul style="list-style-type: none"> ✓
CONCEPTS R/T THE NURSING	EXEMPLARS	
1. Caring Intervention	<ul style="list-style-type: none"> Caregiver skills development 	<ul style="list-style-type: none">
2. Collaboration	<ul style="list-style-type: none"> Case management Management theories 	<ul style="list-style-type: none"> ✓
3. Managing Care	<ul style="list-style-type: none"> Prioritizing individual care 	<ul style="list-style-type: none"> ✓
CONCEPTS R/T HEALTHCARE	EXEMPLARS	
1. Safety	<ul style="list-style-type: none"> National Patient Safety Goals 	<ul style="list-style-type: none">
2. Advocacy	<ul style="list-style-type: none"> Advocacy 	<ul style="list-style-type: none"> ✓
3. Legal Issues	<ul style="list-style-type: none"> Whistle blowing Obligation to report Risk management 	<ul style="list-style-type: none">
4. Health Policy	<ul style="list-style-type: none"> Types of Reimbursement (Medicare, Medicaid, Private) 	<ul style="list-style-type: none">
5. Health Care Systems	<ul style="list-style-type: none"> Allocation of resources Resource utilization 	<ul style="list-style-type: none"> ✓
6. Ethics	<ul style="list-style-type: none"> Ethical dilemmas 	<ul style="list-style-type: none"> ✓
7. Accountability	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> ✓
8. Evidence-based Practice	<ul style="list-style-type: none"> Community preferences 	<ul style="list-style-type: none">

- Bolded Exemplars that must be included**

NUR 213: COMPLEX HEALTH CONCEPTS

CONCEPTS R/T THE INDIVIDUAL	EXEMPLARS	MODULES
1. Fluid and Electrolytes	<ul style="list-style-type: none"> • Acute Renal Failure • Chronic Renal Failure 	• ✓
2. Metabolism	<ul style="list-style-type: none"> • Liver Disease 	• ✓
3. Thermoregulation	<ul style="list-style-type: none"> • Thermoregulation r/t multi-system injury or failure 	•
4. Oxygenation	<ul style="list-style-type: none"> • Acute Respiratory Distress Syndrome 	• ✓
5. Perfusion	<ul style="list-style-type: none"> • Life Threatening Dysrhythmias • Shock (Cardiogenic & Septic) • Cardiomyopathy • MI • Pregnancy Induced Hypertension • DIC • Ventricular Septal Defect 	• ✓
6. Tissue Integrity	<ul style="list-style-type: none"> • Burns 	• ✓
7. Infection	<ul style="list-style-type: none"> • Septicemia 	• ✓
8. Mobility	<ul style="list-style-type: none"> • Spinal Cord Injury 	• ✓
9. Stress and Coping	<ul style="list-style-type: none"> • Post-Traumatic Stress Disorder 	•
10. Family	<ul style="list-style-type: none"> • Family response to critical alterations • Community support 	• ✓
11. Violence	<ul style="list-style-type: none"> • Homicide • Unintentional injury & trauma (MVA) 	• ✓
37. Health, Wellness, Illness	<ul style="list-style-type: none"> • Consumer Education • Focus on global community health, wellness, and illness • Alternative therapies 	•
CONCEPTS R/T THE NURSING	EXEMPLARS	
1. Professional Behaviors	<ul style="list-style-type: none"> • Commitment to profession • Work ethics 	•
2. Caring Intervention	<ul style="list-style-type: none"> • Caregiver skills development 	
3. Teaching & Learning	<ul style="list-style-type: none"> • Staff education (teaching unlicensed assistive personnel) • Mentor 	• ✓
4. Collaboration	<ul style="list-style-type: none"> • Interdisciplinary Communication 	•
5. Managing Care	<ul style="list-style-type: none"> • Prioritizing individual care and groups • Delegation 	•
CONCEPTS R/T HEALTHCARE	EXEMPLARS	
1. Safety	<ul style="list-style-type: none"> • National Patient Safety Goals 	•
2. Health Care Systems	<ul style="list-style-type: none"> • Emergency preparedness (Disasters, Triage, Bioterrorism, First response) 	• ✓

3. Quality Improvement	<ul style="list-style-type: none">• Quality improvement cycle• Root cause analysis• Breach in care	<ul style="list-style-type: none">• ✓
------------------------	--	---

- **Bolded Exemplars that must be included**