

FINGER LAKES COMMUNITY COLLEGE

DEPARTMENT OF NURSING

Canandaigua, New York

PHILOSOPHY

ORGANIZING FRAMEWORK

OUTCOMES

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Philosophy of Nursing Program

The Nursing Program derives the broad outlines of its purpose and function from the philosophy and policies of Finger Lakes Community College. The philosophy of the Department of Nursing is consistent with the mission, vision, philosophy, and strategic goals of the College. The Nursing Program is committed to a humanistic approach to education for nursing attuned to the needs of the community, the times, and society. As a unit within the College, the Nursing Department shares responsibilities for all aspects of student life, including the development of standards for selection and graduation of students from the program. Since the College subscribes to an open admissions policy, the College shares responsibility for guiding students to a satisfactory level of academic achievement before matriculating into the nursing program.

Concept of Nursing:

Nursing is an art and science based on scientific knowledge, both biophysical and psychosocial. As an emerging autonomous discipline, nursing works collaboratively with all other health professionals to assist man as a unique individual in achieving optimal levels of wellness and in developing an awareness of environmental conditions conducive to community and social well-being.

Concept of Nursing Education:

We believe that nursing education as well as education in general is a continuing process which should result in the psychological and ethical development of the individual. Further, it leads to the development of behavior involving critical thinking, rational action, and ability to make evidence based judgments. Education aims at providing the individual with a better understanding of self and the cultural variability in society as well as a concern for promoting an improved quality of life. We believe further that educational preparation for associate degree nursing should take place in institutions whose primary aim is education. A balance between general and nursing education which incorporates social experiences, cultural activities, and technological advances is needed to provide for both personal and professional growth. We accept as a core value of our American culture that education should be an open-ended process and that access to educational opportunities is a right of every individual.

Concept of Learning Centered Environment:

We believe that individuals learn best in a culture that recognizes learning as central to everything we do. Since individuals have different learning styles, various methodologies to enhance learning are utilized. When learning experiences are planned to provide for continuity, logical sequence and increasing complexity, more meaningful learning occurs. We believe that teachers are facilitators of learning and learning is an active process on the part of the learner. Faculty foster a learning centered environment which provides opportunities for learning that guide, encourage, and inspire

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the student. The student-teacher interaction is viewed as a significant aspect of the learning process. We believe that feelings are real, always present, and relevant to learning and that learning is promoted by student feedback and student self-evaluation.

Role of the Associate Degree Nurse within the Scope of Nursing Practice:

Within the expanding scope and complexities of nursing, we recognize that there is an educational continuum of nursing preparation from associate degree to the doctorate. Graduates with the associate degree in nursing are recognized as the entry level registered nurse. They care for patients with common health needs in a variety of health care settings throughout the community. The scope of associate degree practice centers on patient care, is evidence based, and is defined through the eight core components identified by the National League for Nursing.

Faculty actively subscribe to a professional career ladder and encourage those wishing to further their education. The bachelor of science degree in nursing provides a depth and breadth focus on individuals, family, community, and leadership skills. The masters degree provides specialization, with research and theory development occurring mainly at the doctoral and post doctoral level of this educational continuum.

We prepare nurses at the associate degree level and subscribe to the scope of practice formulated by the National League for Nursing which identifies the following eight core components as an essential framework for Associate Degree Nursing.

Professional Behaviors: – Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for their own actions and behaviors, and practices nursing within legal, ethical and regulatory frameworks. Professional behaviors include a concern for others demonstrated by caring. The graduate values the profession of nursing and participates in ongoing professional development.

Communication: – Therapeutic communication is an interactive verbal and non-verbal process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills.

Assessment: – Assessment is the collection, analysis and syntheses of relevant data for the purpose of appraising the patient's health status. Comprehensive assessment provides a holistic view of the patient which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care. Assessment includes identification of available resources to meet patient needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize patient care. Ongoing assessment and reassessment are required to meet the patient's changing needs.

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Clinical Decision-Making: – Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the patient and services toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

Caring Interventions: – Caring interventions are those nurse behaviors and actions that assist the patient in meeting needs. These interventions are based on knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, and nursing research. Caring is the “being with” and “doing for” that assists the patient to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person centered. Caring creates an environment of hope and trust, where patient choices related to cultural values, beliefs and lifestyle are respected.

Teaching and Learning: – Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the patient, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and to change behavior.

Collaboration: - Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the patient, significant support person(s), peers, across healthcare settings. The nurse functions as advocate, liaison, coordinator and colleague as participants work together to meet patient needs, and move the patient toward a positive outcome. Collaboration requires consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect.

Managing Care: - Managing care is the effective use of human, physical, financial and technological resources to meet patient needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses this process to assist the patient to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to assess resources.*

*Report of Task Force for Revision of A.D.N. Competencies, NLN, June 1999

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The practice for graduates of associate degree nursing programs is characterized by:

- critical thinking, evidence-based clinical competence, accountability and commitment to the value of caring
- the ability to address the acute and chronic health care needs of the aging population
- a collaborative approach to individual patients and their relationship within their families, groups and communities
- the use of the nursing process as the basis for decisions
- the ability to care for patients across the life span, with emphasis on adults who have health needs and require assistance to maintain or restore their optimum states of health or support to die with dignity
- the preparation in both acute and long-term care settings where policies and procedures are specified and guidance is available
- the cognitive, psychomotor and affective abilities necessary to make sound nursing decisions and practice competently
- the provision and coordination of care for a group of patients who have health care needs
- the possession of the knowledge and skills necessary to make decisions regarding priorities of care, to delegate some aspects of nursing care and direct others, to efficiently use time and resources, and to know when to seek assistance
- a commitment to professional growth, continuous learning and self-development
- an understanding of ethical standards and legal framework
- the responsibility of ensuring high standards of nursing practice

Organizing Framework

Our organizing structure is an eclectic model. The three major concepts at the core of this model are:

MAN HEALTH NURSING

MAN

Man is the center of interacting forces in his environment that serve to shape his past, present, and future. In this environment, man operates as an open system which is impacted by genetic and stress factors. These internal and external factors may influence man positively and/or negatively. As an integral part of his environment, man interacts as he strives to maintain dynamic equilibrium. While man is a unique individual, his family, friends, community, society, and culture influence his lifestyle, education, work, and recreation. As man grows and develops throughout life, he strives to meet his inherent need for self-actualization.

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HEALTH

Man's state of health is holistic in nature and consists of physical, psychological, social, and spiritual equilibrium which is ever-changing. His degree of health places him on a continuum from high-level wellness to severe illness where death may be imminent. The goal of health care is to educate, motivate, and thereby promote positive behavior in man in order to enhance personal wellness. In the event of illness, an attempt is made to bring man to his highest level of wellness within his individual potential.

NURSING

Nursing is the art and process of synthesizing the base of knowledge from the physical and social sciences and nursing science in diagnosing and treating human responses to actual or potential health problems. The associate degree nurse functions as a manager and provider of care, utilizing teaching and communication skills. The decision to enter the discipline of nursing should involve a commitment to provide quality patient care in collaboration with other health professionals. Cultivation of the personal qualities of being sensitive, caring, nonjudgmental, and empathetic is critical to the art of nursing. Communication and technical skills, as well as cultural sensitivity, are integral components required to implement the nursing process. The nursing process is understood to include the gathering of data, assessment, planning, implementation, and evaluation of patient care. Since the diagnosis and treatment of human responses are dependent upon the ever-growing/changing base of knowledge from physical and social and nursing sciences, the nurse is responsible for continued learning.

In summary, we feel man is in a dynamic state of equilibrium, influenced by internal and external factors. Internal factors include his changing individual physiological and psychological states. External factors include the influences of society and the environment. The interaction of these factors creates circumstances in which man exists in varying states of biological, societal, and environmental equilibrium which determines the levels of health. Nursing assists man to maintain and/or restore these balances as the internal and external factors change. In order to function as this balancing force, the nurse must acquire knowledge of self, man as an individual, man in his environment, and the art and science of nursing.

Implementation of Organizing Structure

In implementing the organizing structure, sub concepts support our major concepts of MAN, HEALTH, and NURSING.

Maslow's needs and developmental tasks are identified in relation to man. Course content is organized around Maslow's needs. At all times the patient's developmental stage is considered when using the nursing process.

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Health is presented as a wellness-illness continuum, focusing on commonly occurring health problems going from the simple to the complex.

Nursing is presented using the eight core components identified in 1999 by the National League for Nursing. These components serve as the framework for Associate Degree Nursing.

The following diagram represents the relationship of the sub concepts to the major concepts:

CONCEPTS	Man	Health	Nursing
SUB CONCEPTS	Maslow's Needs Developmental Tasks	Wellness-Illness Continuum	8 Core Components: Professional Behaviors Communication Assessment Clinical Decision Making Caring Interventions Teaching Collaboration Managing Care

The organizing framework reflects the philosophy of the nursing program by emphasizing man as a unique individual within the context of family, community, and society. Man can meet his needs and achieve his developmental tasks when he is at his optimal level of wellness. Nursing is directed toward assisting man in achieving this optimal level of wellness. The educational outcomes incorporate the eight core components of nursing and are the culmination of progressive levels of achievement throughout the program.

The three major concepts of man, health, and nursing as well as the four sub concepts of Maslow's needs, developmental tasks, wellness-illness continuum, and the eight core components of associate degree nursing have been identified and applied to increasingly complex health problems in each semester as reflected in course objectives.

DEFINITIONS

CONCEPT: A basic idea of a notion about something. The "something" can be almost anything - a single object, a group of objects or a particular situation.

CULTURE: The totality of socially transmitted behavior patterns, arts, beliefs, values, customs, lifeways, and all other products of human work and thought characteristics of a population of people that guides their worldview and decision making. These patterns may be explicit or implicit, are primarily learned and transmitted within the family, and are shared by the majority of the culture. (Purnell, L. PhD, RN 2008)

CULTURAL AWARENESS: Having more to do with an appreciation of the external signs of diversity such as the arts, music, dress, and physical characteristics.

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CULTURAL COMPETENCE: Having an awareness of one's own existence, sensations, thoughts, and environment without letting them have an undue influence on those from other backgrounds. (Purnell, L. PhD, RN 2008)

CULTURAL DIVERSITY: Representing a variety of different cultures. (Purnell, L. PhD, RN 2008)

CULTURAL SENSITIVITY: Having to do with personal attitudes and not saying things that may be offensive to someone from a cultural or ethnic background different from the health-care provider's background. (Purnell, L. PhD, RN 2008)

DEVELOPMENTAL TASK: A competency, learning or skill which an individual must accomplish at a particular time in life in order to develop appropriately and ensure successful subsequent development.

DYNAMIC EQUILIBRIUM: Always changing, in attempting to maintain balance.

ECLECTIC: Selecting what appears to be best in various doctrines, methods or styles; composed of elements drawn from various sources.

EVIDENCE-BASED PRACTICE: Practice that relies on information generated from results of scientific research.

HEALTH: A dynamic, ever-changing state, achieved only if a person can successfully adapt to changing situations in his internal and external environments.

HIGH LEVEL WELLNESS: The highest level of wellness that is possible within physical and psychological limitations. Halbert L. Dunn, MD defines high level wellness as "an integrated method of functioning which is oriented toward the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning."

ILLNESS: An unhealthy condition of mind or body - "unhealthy".

MAN: Refers to all humankind regardless of gender.

MASLOW'S NEEDS: (Abraham Maslow's Hierarchy of Needs) A classification of well-being. Needs vary greatly in the degree to which they are necessary for survival and are classified according to their relative urgency. Lower level needs must be met before attention is given to higher level needs.

NURSING COMPONENTS: Professional Behaviors, Communication, Assessment, Clinical Decision-Making, Caring Interventions, Teaching and Learning, Collaboration and Managing Care, as established by NLN (January 1999).

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PATIENT: A person who uses the professional services of another to meet health needs.

SUB CONCEPT: Recurring ideas or concepts which span the curriculum, increasing in depth and strength as a student progresses in the program.

WELLNESS-ILLNESS CONTINUUM: A scale along which a person may be at high level wellness at the upper end or at an intermediate point of low level wellness, minor illness, or severe illness until death at the opposite end.

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Department of Nursing

Goals and Program Outcomes

The goals of the Department of Nursing at Finger Lakes Community College are as follows:

1. To prepare nurses who apply theoretical knowledge and skills necessary for giving direct nursing care to patients with predictable, commonly occurring health problems in structured settings within a broad diverse geographic area.
2. To respond to the needs of the community, times, and society by providing opportunities in nursing for students having diverse cultural and/or educational backgrounds.
3. To prepare graduates who are life-long learners, and to provide a liberal arts and nursing foundation for persons planning to pursue a baccalaureate in nursing.
4. To develop in students all of the 11 Competencies identified by Finger Lakes Community College as outcomes of a liberal education

Upon completion of this program graduates are prepared to practice nursing by applying the Associate Degree Nursing Core Components and Competencies identified by NLN in 1999.

Professional Behaviors: Upon Completion of the associate degree nursing program the graduate will:

- Practice within the ethical, legal and regulatory frameworks of using and standards of professional nursing practice.
- Report unsafe practices of health care providers using appropriate channels of communication
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Use standards of nursing practice to perform and evaluate patient care.
- Advocate for patient rights.
- Maintain organizational and patient confidentiality.
- Practice within the parameters of individual knowledge and experience.
- Participate as a member of professional organizations.
- Serve as a positive role model within healthcare settings and the community at large.
- Recognize the impact of economic, political, social and demographic forces on the delivery of healthcare.
- Participate in lifelong learning.
- Develop and implement a plan to meet self-learning needs.
- Delineate and maintain appropriate professional boundaries in the nurse-patient relationship

Communication:

- Utilize therapeutic communication skills when interacting with patients and significant support person(s).
- Communicate relevant, accurate and complete information in a concise and clear manner.
- Report and document assessments, interventions and progress toward patient outcomes.
- Protect confidential information.
- Utilize information technology to support and communicate the planning and provision of patient care.
- Utilize appropriate channels of communication to achieve positive patient outcomes.

Assessment:

- Assess the interaction patterns of the individual patient, or significant support person(s).
- Assess the developmental, emotional, cultural, religious and spiritual influences on the patient's health status.
- Assess the patient's health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment.
- Assess patient and significant support person(s) for learning strengths, capabilities, barriers and educational needs.
- Assess the environment for factors that may impact the patient's health status.
- Assess the strengths, resources and needs of patients within the context of their community.

Clinical Decision Making:

- Make clinical judgment and management decisions to ensure accurate and safe care.
- Analyze and utilize assessment and reassessment data to plan care.
- Evaluate the effectiveness of care provided in meeting patient outcomes.
- Modify patient care as indicated by the evaluation of outcomes.
- Participate in problem identification and data collection for research, quality control or improvement processes to meet patient outcomes.
- Use evidence-base information, collected electronically or through other means to support clinical decision-making.

Caring Interventions:

- Protect and promote the patient's dignity.
- Identify and honor the emotional, cultural, religious and spiritual influences on the patient's health.
- Demonstrate caring behavior towards the patient, significant support person(s), peers and other members of the healthcare team.
- Provide accurate and safe nursing care in diverse settings.
- Implement the prescribed care regimen within the legal and ethical and regulatory framework of nursing practice.
- Perform nursing skills competently
- Provide a safe physical and psychosocial environment.

Caring Interventions: (continued)

- Assist the patient and significant support person(s) to cope with and adapt to stressful events and changes in health status.
- Assist the patient to achieve optimum comfort and functioning.
- Prepare the patient and significant support person(s) when making healthcare and end of life decisions.
- Adapt care in consideration of the patient's values, customs, culture and/or habits.

Teaching and Learning:

- Develop an individualized teaching plan based on assessed needs.
- Provide the patient and significant support person(s) with the information to make choices regarding health.
- Teach the patient and significant support person(s) the information and skills needed to achieve the desired learning outcomes.
- Evaluate the progress of the patient and significant support person(s) toward achievement of the identified learning outcomes.
- Modify the teaching plan based on evaluation of progress toward meeting the learning outcomes.
- Provide assistive personnel with relevant instruction to support achievement of patient outcomes.

Collaboration:

- Coordinate the decision making process with the patient, significant support person(s), and other members of the healthcare team.
- Work cooperatively with others to achieve patient and organizational outcomes.
- Collaborate with the patient, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.
- Interact creatively and openly with others to solve problems to achieve patient goals and outcomes.
- Collaborate to bring about fair solutions that balance differing needs, values and motivations, for the purpose of achieving positive patient outcomes.

Managing Care:

- Prioritize patient care.
- Coordinate the implementation of an individualized plan of care for patients and significant support person(s).
- Facilitate the continuity of care within and across healthcare settings.
- Delegate aspects of patient care to qualified assistive personnel.
- Adapt provision of patient care to changing healthcare settings and management systems.
- Assist the patient and significant support person(s) to access available resources and services.
- Implement nursing strategies to provide cost effective care.
- Demonstrate competence with current technologies.

MAJOR CONCEPTS*

MAN HEALTH NURSING

SEMESTER COURSE CONTENT

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
← PHILOSOPHY	ORGANIZING STRUCTURE	→			
A. MAN Developmental Tasks Maslow's Needs	Growth/development applied to medical/surgical theory.	Growth/development applied to medical/surgical theory.	Growth/development applied to pregnancy and newborn.	Growth/development applied to abnormal mental development.	Student/professional transitions. Self-actualization
B. HEALTH Wellness/Illness Continuum	Alterations in health/illness as a human experience.	→	Concepts of maternal child health care.	Concepts of psychiatric mental health.	Health care delivery.
C. NURSING Core Components and Competencies - Professional Behaviors - Communication - Assessment - Clinical Decision Making - Caring Interventions - Teaching & Learning - Collaboration - Managing Care	Nursing process utilized in presentation of theory and application of Core Components and Competencies	→			Focus on Core Components and Competencies of the Associate Degree Nurse

*Taught all at one time in its entirety and used every semester.

MAJOR CONCEPT: MAN

*SUBCONCEPTS: MASLOW'S NEEDS
DEVELOPMENTAL TASKS

SEMESTER COURSE CONTENT

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
<p>A. DEVELOPMENTAL TASKS</p> <p>Overview</p> <p>In depth:</p> <p>A. Preschool B. Middle-aged C. Elderly</p>	<p>In depth:</p> <p>- 1-3 years - School aged 6-8, 9-11 - Young adult</p>	<p>In depth:</p> <p>- Infancy (1 mo. – 1 year) - Adolescent 12-18</p>	<p>In depth:</p> <p>- Neonate - Developmental tasks of pregnancy</p>	<p>Abnormal growth and development</p>	<p>Student/professional transition</p>
<p>B. MASLOW'S NEEDS</p> <p>Maslow's hierarchy of needs.</p>	<p>Prioritize.</p>				

MAJOR CONCEPT: HEALTH

SUBCONCEPTS*: WELLNESS/ILLNESS CONTINUUM

SEMESTER COURSE CONTENT

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
WELLNESS/ILLNESS CONTINUUM	Concepts of	Concepts of 101 on expanding knowledge base	Concepts of	Concepts of	Health care delivery
Concept of Health	- levels of health care	—————→	- pregnancy as a state of wellness	- interrelatedness of physical and mental health	- economics
Stages of Illness	- causes and prevention of disease	—————→	-interrelatedness of illness and the reproductive cycle	- prevention and intervention in mental disorder	- health care settings and providers
Health Agencies	- patterns of response to illness	—————→	- interrelatedness of health and sexuality	- levels of health care related to mental disorders	- biomedical legal/ethical issues
Health Care Personnel	- causes of illness and death	—————→	- wellness/illness continuum in the neonate	- causative theories of mental disorders	
	- health care trends	—————→		- patterns of response to mental disorders	
		Environmental crises.			

MAJOR CONCEPT: NURSING

SUBCONCEPTS: NURSING CORE COMPONENTS AND COMPETENCIES

SEMESTER COURSE CONTENT

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
PROFESSIONAL BEHAVIORS					
Legal Framework for Practice	→				
Patient Bill of Rights	→				Legal process and responsibilities for professional licensure.
Legal Aspects Related to Content	→				Professional responsibility for Continuing Education
Application of ANA Code of Ethics to nursing and patient care.	→				Professional responsibility in ethical dilemmas.
Trends in Nursing and Health Care	→				
Introduction to Nursing Organizations			Ethical dilemmas of reproduction and sexuality for patient and nurse. Recognition and reporting of child abuse.	Ethical dilemmas of the mentally ill and their care.	In depth comparisons of nursing organizations

MAJOR CONCEPT: NURSING

SUBCONCEPTS: NURSING CORE COMPONENTS AND COMPETENCIES

SEMESTER COURSE CONTENT

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
<p>COMMUNICATION</p> <p>Communication Process</p> <p>Therapeutic Communication Process</p> <p>Techniques include:</p> <ul style="list-style-type: none"> - Restatement - Giving information - Accepting - Giving Recognition - Giving Broad Openings - Seeking Clarification 	<p>Therapeutic communication process:</p> <p>Techniques include:</p> <ul style="list-style-type: none"> - Offering general leads - Making observations - Using silence - Offering self - Placing the event in time/sequence 	<p>Therapeutic communication process.</p> <p>Techniques include:</p> <ul style="list-style-type: none"> - Encouraging description of perceptions - Verbalizing the implied - Encouraging evaluation - Seeking consensual validation - Exploring - Reflecting 	<p>Therapeutic communication with mother and significant others.</p> <p>Techniques include any used from NUR 100, 101, 202, and 204.</p> <ul style="list-style-type: none"> - Encouraging description 	<p>Therapeutic communication with psychiatric patients.</p> <ul style="list-style-type: none"> - Encouraging comparison - Focusing - Presenting reality - Voicing doubt - Attempting to translate into feelings - Suggesting collaboration - Summarizing - Encouraging formulation of a plan of action 	<p>Job related interview techniques.</p>
<p>Application of Information Technology</p>					→
<p>ASSESSMENT/CARING INTERVENTIONS & CLINICAL DECISION MAKING</p>					
<p>Assessment Interview</p>					→
<p>Documentation of Nursing Care</p>					→
<p>Nursing Process as a Theory</p>	<p>Nursing process theory emphasizing assessment, nursing measures/ Interventions, patient goals and evaluation.</p>			<p>Nurse-patient relationship therapy.</p>	→

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
<p>Nursing Process and Caring Interventions applied to patients with Simple Problems Related to Maslow's Needs</p> <ul style="list-style-type: none"> - Rest/Sleep - Safety - Hygiene - Elimination - Comfort - Activity - Circulation/Respiration - Nutrition - Psychosocial 	<p>Nursing process and Caring Interventions applied to patients coping with problems of:</p> <ul style="list-style-type: none"> - Illness, injury, and death - Oxygenation, respiration, circulation - Nutrition, metabolism - Elimination - Motor/sensory (see outline for specific problems) 	<p>Nursing process and Caring Interventions applied to patients coping with problems of:</p> <ul style="list-style-type: none"> - Motor/neuro sensory - Oxygenation, respiration, circulation - Nutrition, metabolism - Elimination - Applied to common gynecological problems - Catastrophic and/or terminal illness and injury (see outline for specific problems) 	<p>Nursing process and Caring Interventions applied to antepartal, intrapartal, postpartal patients, neonates, and to individuals and their sexuality (see outline for specific problems)</p>	<p>Nursing process and Caring Interventions applied to patients with psychiatric disorders:</p> <ul style="list-style-type: none"> - Schizophrenic - Delusional - Affective - Anxiety - Psychophysiological - Somatoform - Dissociative - Personality - Substance abuse - Cognitive (see outline for specific problems) 	
Pharmacological Concept	Pharmacology as applied to med-surg patients	Pharmacology as applied to med-surg patients	Pharmacology as applied to maternal/child patients	Pharmacology as applied to psychiatric patients	
<p>Cultural Influences and Diversity</p> <p>-Identify and respect cultural influences on the patient's health</p>	Define cultural influences on the patient's health	Provide/demonstrate culturally competent and culturally sensitive care to the med-surg patient	Provide/demonstrate culturally competent and culturally sensitive care to the maternal-child population	Provide/demonstrate culturally competent and culturally sensitive care to the psychiatric patient	Discuss nurses' role as advocates for cultural diversity.
Community Resources					
TEACHING AND LEARNING	Principles of teaching/learning				
Basic Health Knowledge Deficits	Patient education as related to health problems	→	Patient education related to care of newborn, mother, and family during reproductive cycle	Patient education related to mental health/illness disorders	D/N/A
Introduction to Collaborative Process					
Use of the Collaborative Process					
Use of Technology					

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
MANAGING CARE					
Health Care Setting					Nursing management styles
	Coordinator role				Nursing and health team resources
<i>Delivery of Patient Care</i>	Organization of patient care	Prioritization of patient care			
	Hospital & Community resources				
COLLABORATION					
Utilization of Nursing Team Resources					Principles and legal issues related to delegation
	Community resources				
Communication with health team members, community agencies, and significant others					

How Program Addresses the Finger Lakes Community College's Eleven Learning Outcomes

Professional Competency

The student will be prepared to perform the professional competencies for each of the eight components established by the NLN:

Professional Behaviors, Communication, Assessment,
Clinical Decision-Making, Caring Intervention, Teaching and Learning,
Collaboration and Managing Care

Nursing 100, 101, 202, 203, 204, and 215 directly address the outcomes of professional competencies from simple to increasingly complex theory, skills, and behaviors.

Ethics and Values

The student will identify his/her own personal values and will recognize ethical dilemmas, utilize value systems, and apply problem-solving techniques which will enable him/her to practice within the legal and ethical frameworks of nursing.

Nursing 100, 101, 202, 203, 204, and 215 directly address the outcomes of Ethics and Values in Nursing both in the theory and/or clinical components while the Social Science requirements further develop these appreciations. The Humanities elective may enhance these competencies.

Writing

The student will be able to write accurately, clearly, concisely, and effectively. The student will be able to use a variety of formats including charting, care plans, teaching plans, formal papers, reports, and resumes.

All courses in the Nursing sequence address the outcomes of writing. English 101 helps to prepare students for these expectations.

Oral Communication

The student will communicate therapeutically/effectively with individual patients and families across the life span. The student will communicate clearly, accurately, and professionally with members of the health care team as well as individuals, groups, and families.

All courses in the Nursing sequence address the goals of oral communication.

Reading

The student will read and comprehend college level texts, professional journals, and relevant clinical data.

All courses in the Nursing sequence address the goal of reading. All curricular requirements further enhance this competency.

Problem-Solving

The student will use the nursing process (a method of assessment, analysis, planning, implementation, and evaluation of data) to manage patient care and promote health in acute, long-term care and community settings.

All nursing courses address the outcomes of problem-solving. All science courses enhance problem-solving and critical thinking skills.

Math

The student will demonstrate competency with medication dosage calculation at the level of 90% on each Math of Medications exam during the freshman year and will achieve 100% during the sophomore year.

All clinical courses in the nursing sequence include Math calculations.

Computer Literacy

The student will be able to use computers to access information and input data.
The student will be able to prepare reports utilizing a computer, technology.

All courses in the nursing sequence address these outcomes.

Information Resources

Students will be able to seek information from a variety of sources including the use of technology, internet, library search procedures, and human resources.

Courses throughout the curriculum address these outcomes.

Citizenship

The student will recognize the responsibilities of self as a member of one's community and the profession of nursing.

Courses in the Social Sciences as well as those in the Nursing sequence address these outcomes.

Global Concerns

The student will learn to relate in a culture that will become increasingly multifaceted and where global concerns will be more evident.

Courses in the Social Sciences as well as all courses in the Nursing sequence address these outcomes.

**Assignments reflective of the application of the Eleven Learning Outcomes within the courses in the Nursing Program are presented in the following matrix.

DEPARTMENT OF NURSING

ASSIGNMENTS/ACTIVITIES REFLECTIVE OF ELEVEN OUTCOMES

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
← MISSION 10	CONVICTIONS				→
<u>Writing</u> Care Plans Charting/Documentation Therapeutic Communication Assignment G & D Comparison Adult Day Program Summary	Community Agency Paper Mini Care Plans Operating Room Report Home Health Assessment	Teaching Plans Pediatric Project Patient Referral VNS Report	Case Study Independent Study Guides (three) Pamphlet/brochure	Weekly Log Case Study	Resumes Letters to Employers Personal Philosophy of Nursing Letter to legislator Position paper
<u>Oral Communication</u> Communication with Patients/Families/Health Care team Therapeutic Communication Pre/Postconferences	Community Agency Oral Presentation Principles of Teaching/Learning Team Leader Presentation Patient Hand Off	Pediatric Oral Report Taping Report Delegation Assignment	Shift Report Classroom presentation of Human Sexuality	Patient Summary Report	Seminar Discussions Oral Presentations Mock Job Interview Participation in discussion, ie. online learning

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
← MISSION 10	CONVICTIONS →				
<u>Information Resources</u> Library CAI Assignments Academic Support Center Angel Learning Network Internet	Community Agency Report Pediatric Project Teaching Plan	Pediatric Project Teaching Plan	Human Sexuality Presentation	Case Study Community Agency Report	Internet Assignment Research Health Trends Topics for Reports/discussions
<u>Reading</u> Textbook and/or Journal Assignments Class Material Clinical Data	}				
<u>Math</u> Math of Medication Exam (90%) Math Questions on Each Exam Clinical Application of Math	→ → →	Math of Medication Exam (100%)	Exit Medication Competency with Calculations Written Mat Assignment (100%)	Exit Medication Competency with Calculations → →	
<u>Problem-Solving (Critical Thinking)</u> Nursing Process Theory and Application Clinical Simulation CAI M Postconference Collaborative Group	} → → Team Leader Role Identifying priority needs	→ Delegation Assignment → Prioritizing & organizing	Coordination Human Sexuality Presentation	→ → Log Case Study	Nursing Management Styles Ethical Dilemma Problem-solving

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
← MISSION 10	CONVICTIONS →				
<u>Ethics/Values</u> Legal Framework for Practice ANA Code of Ethics Professional Responsibilities Patient Bill of Rights Ethical/Legal Considerations Applied to Patient Care Issues	} _____ _____ _____		Child Abuse Reporting Laws		Nursing Philosophy Professional Licensure Professional Trends
<u>Computer Literacy</u> CAI Assignments Angel Learning Network Access Patient Computer Information System in some/all clinical areas	Agency Report _____ _____	Pediatric Project	Informational Health Pamphlet Developed with Inclusion of Identified Web Sites Child Abuse Credentialing	Case Study _____ _____	Resumé <i>and Cover letter</i>
<u>Citizenship</u> Nursing Club Introduction to Professional Organizations Volunteerism	_____ _____ _____			_____ _____	_____ _____

NUR 100	NUR 101	NUR 202	NUR 203	NUR 204	NUR 215
<p>← MISSION 10</p>	<p>CONVICTIONS →</p>				
<p><u>Global Concerns</u> Ethnic, Cultural & Religious Issues as Applied to Content, ie., Therapeutic Communi- cation Assignment Assessments Care Plans Growth & Development Community/Home Health</p>	<p>→</p>	<p>Teaching Care Plan</p>	<p>→ Human Sexuality Presentations</p>	<p>→</p>	<p>Transcultural Nursing Class Discussions & Presentations</p>
<p><u>Professional Competence</u> Program Terminal Outcomes NLN ADN Components and Competencies</p> <p>Skill Competencies Clinical Contract & Evaluation</p>	<p>→</p>			<p>→</p>	<p>→</p>