NURS 2510  Semester 4 Theory
Common Course Outline

Course Information
Description: This course provides the student with the opportunity to synthesize learning from previous semesters into the holistic care of patients with complex needs experiencing crisis or end of life. The impact of an individual's illness on families and communities will be addressed. Nursing roles in addition to direct caregiver will be explored including advocacy, educator, manager. (Prerequisites: NURS 2450, BIOL 270, COMM 130)

Career Cluster: Health Science Technology
Instructional Level: Associate Degree
Total Credits: 2.00
Total Hours: 32.00

Types of Instruction
Instruction Type: Hybrid
Credits/Hours: 2/32

Pre/Corequisites
Prerequisite: NURS 2450, BIOL 270, COMM 130

Institutional Core Competencies
1. Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.
2. Civic knowledge and engagement- local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."
3. Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.
4. Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.
5. Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the
student and others.

6  Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

7  Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.

8  Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

Program Student Learning Outcomes

1  Human Flourishing - Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

2  Nursing Judgment - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

3  Professional Identity - Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

4  Spirit of Inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

External Standards

Title QSEN

Sponsoring Organization Quality and Safety Education for Nurses

Target Standards

Informatics. “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.”

Patient-centered Care. “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.”

Teamwork and Collaboration. “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.”

Evidence-based Practice (EBP). “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”

Quality Improvement (QI). “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.”

Safety. “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.”

Course Competencies

1  Exhibit Professional Identity of the RN within the community.

Learning Objectives

Discuss the expectations for Professional nurses in the workplace.

Develop a plan for on-going professional development (CEU's, additional degrees, conferences, specialty certification)
Advocate for nursing, healthcare and patient concerns in political arena (ANA, MNA, voting)
Serve as a volunteer in your community (Mn Responds, Red Cross, schools)

2 **Incorporate leadership skills within the staff RN role.**

**Learning Objectives**
Incorporate role of communicator in the nursing process.
Analyze differences in communication style preferences among patients, families and members of the health care team.
Compare and contrast responsibility, authority, and accountability as they apply to delegation.
Examine Nursing roles in assuring coordination, integration and continuity of care.
Describe the nature of change and innovation in a complex environment.

3 **Apply teaching / learning theory into a lesson for patients, peers or other adults.**

**Learning Objectives**
Assess learners - learning styles, motivation, knowledge base
Plan learning objectives
Develop a plan to deliver content - (lecture, activity)
Evaluate learners progress towards learning objective.

4 **Explain the RN role within interdisciplinary teams.**

**Learning Objectives**
Outline the characteristics of team dynamics related specifically to team roles, interaction, terms of engagement, and stages of team action.
Describe examples of the impact of team functioning on safety and quality of care.
Define the role of the professional nurse as team leader and the unique skills necessary to make team leadership a basic expectation of the professional role.
Enumerate the stages of the team process and the leadership skill capacity necessary to facilitate, coordinate, and integrate team action.

5 **Use the Quality Improvement process to improve patient care.**

**Learning Objectives**
Practice using Quality Improvement Process to improve nursing practice - Root cause analysis, fishbone, brainstorming, etc..
Compare and contrast CQI process (PDCA) with nursing process.
Describe approaches for changing processes of care.
Discuss how nursing utilizes QI and evidence based practice together.

6 **Incorporate nursing judgment in the management and care of complex clients.**

**Learning Objectives**
Integrate understanding of multiple dimensions of patient-centered care: patient family preferences, values; coordination and integration of care; information, communication, and education; physical comfort and emotional support; involvement of family and friends; transition and continuity
Examine nursing roles in assuring the coordination, integration, and continuity of care.
Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care.

7 **Investigate the organizational structures of health care settings used to support nurses and patient care.**

**Learning Objectives**
Compare and contrast key organizational theories.
Evaluate the scope of practice of health care team members
Explore models of care delivery utilized by nurses
Apply the process for analyzing an organization.
Acknowledge own potential to contribute to effective team functioning.
Examine strategies for improving systems to support team functioning
Value the influence of system solutions in achieving effective team functioning

**SCC Accessibility Statement**
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html