South Central College

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. 6 credits of electives from MTC Goal areas 2, 4, 6, 9, or 10 must be taken concurrently if they have not previously been completed. Prerequisite: Nurs 2410, Nurs 2450, Biol 270, Comm 130. CoRequisite: Nurs 2450.

Instructional Level
Associate Degree

Total Credits 2.00

Total Hours 32.00

Types of Instruction

Instruction Type
Online-classroom.

Credits 2

Pre/Corequisites

Prerequisite NURS 2410

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 Core Competencies

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.

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 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
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.