COURSE OUTLINE OF RECORD

Number: NURS G131  TITLE: Professional Nursing 1

ORIGINATOR: Barbara Miyadi  EFF TERM: Fall 2017
FORMERLY KNOWN AS: Professional Nursing
DATE OF OUTLINE/REVIEW: 11-15-2016
ISSUES 1
CROSS LISTED COURSE: TOP NO: 1230.10

Semester Units: 1.0
HRS LEC: 18.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 18.0
STUDY NON-CONTACT HRS RECOMMENDED: 36.0

CATALOG DESCRIPTION:
This course introduces the students to the role of the professional nurse, therapeutic communication, healthcare delivery systems, and healthcare teams. The students will develop a beginning understanding of the nursing process and the QSEN competencies as the framework to clinical judgment

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:
- NURS G130: Health and Illness 1

ADVISORIES:

ASSIGNED DISCIPLINES:
Nursing

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]  LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: C
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Nursing- Registered Nurse(Associate in Science)
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Describe the role of the professional nurse as a member of the healthcare team.
2. Identify the components of the SBAR model as a healthcare communication tool.
3. Compare common healthcare settings and their regulatory process.
4. Differentiate the steps of the nursing process as a tool (or framework) for nursing care.
COURSE OBJECTIVES:
1. Compare and contrast the roles, functions, and perspectives of the nurse professional as a patient advocate with other care professionals on the healthcare team. (cSLO 1)
2. Demonstrate the components of the SBAR model as a healthcare communication tool. (cSLO 2)
3. Discuss quality improvement systematic approach in improving patient outcomes. (cSLO 4)
4. Identify common healthcare settings and their regulatory process. (cSLO 3)
5. Discuss the steps of the nursing process as a tool for the implementation of nursing care. (cSLO 4)

COURSE CONTENT:

LECTURE CONTENT:

I. Overarching standards that will be addressed in each concept:

A. Patient-centered Care: Utilizing the nursing process to provide compassionate culturally sensitive care that is based on the physiological psychological sociological spiritual and cultural needs preferences and values of the patient.

B. Safety and Quality Improvement (QI): The minimization of risk factors that could cause harm while promoting quality care and maintaining a secure environment for patients self and others in order to improve health care services and better meet the needs of patients.

C. Nursing Judgment/Evidence Based Practice (EBP): The use of current knowledge from research and other credible sources in consideration of the nurse’s clinical expertise and patient preferences to make nursing clinical judgments and provide patient family and community centered care.

D. Teamwork and Collaboration: The delivery of patient care in partnership with nursing and interdisciplinary teams to achieve continuity of care and promote patient outcomes.

E. Informatics and Technology: The use of information and technology as a communication and data gathering tool that supports clinical decision making and safe scientifically based nursing practice.

F. Professional Identity: The adherence to legal ethical and professional standards of practice to provide nursing care for patients across the lifespan.

II. Concepts and Exemplars

A. Professionalism: Commitment to the profession of nursing which involves adherence to standards of nursing practice, accountability for actions and behaviors and nursing practice within legal, ethical and regulatory frameworks.
   1. Professional responsibilities of the nurse.
   2. Role of the registered nurse.

B. Legal Issues: Rights, responsibilities and scope of nursing practice as defined by the California Nurse Practice Act, regulations and laws.
   1. California Nurse Practice Act
   2. Health Insurance Portability and Accountability Act

C. Clinical decision making: Ability to think in a systematic and logical manner: used for clinical judgment and decision-making that insures safe nursing practice and quality care.
   1. Nursing Process
   2. Concept Mapping
D. **Collaboration/Communication**: Ability to apply the concepts of communication and therapeutic interaction in building and maintaining relationships with patients, families, groups and other members of the health care team.

1. Therapeutic communication
2. Interdisciplinary communication

E. **Informatics/Technology**: Using technology to communicate, find information, store information and support quality improvement activities.

1. Documentation
2. Electronic medical record

F. **Caring**: The essence of nursing. An altruistic philosophy of moral and ethical commitment aimed at the protection, promotion and preservation of human dignity and diversity.

1. Caring behaviors
2. Cultural awareness

G. **Leadership**: Personal traits necessary to plan, organize, motivate and manage a group of people and resources.

1. Leadership traits
2. Leadership styles

H. **Advocacy**: Doing for the patient what they would do for themselves if they were able. Ensures that the patient’s rights are honored within the health care system.

1. Patient’s rights
2. Advance directives

I. **Evidence-based Practice**: The application of the best evidence from well-designed studies combined with patient preferences, ethical principles, individual values and nursing expertise.

1. Evidence based practice
2. Healthy People 2020

J. **Quality Improvement**: A systematic approach to the development of systems changes to improve patient outcomes, prevent errors and improve performance.

1. Quality improvement process
2. Medication safety

K. **Ethics**: A system of moral principles or standards based on professional nursing practice, individual and cultural values that guide the nurse in therapeutic nursing relationships and action.

1. Ethical principles
2. American Nursing Association Code of Ethics

L. **Health Care Delivery**: Collaboration for the delivery of resources in order to ensure access to healthcare for all.
METHODS OF INSTRUCTION:

A. Lecture:

B. A/V Two Way Interactive:

C. Text – One Way:

D. WWW – Simultaneous Interaction:

INSTRUCTIONAL TECHNIQUES:

Case studies

Concept maps

Group teaching presentation

Critical thinking exercises

COURSE ASSIGNMENTS:

Reading Assignments

Reading assignments from required textbooks and on-line resources.

Out-of-class Assignments

Reading assignments.

Viewing on-line videos, internet searches, and use of professional databases to research evidence-based articles.

Outside assignments may include, but not limited to nursing lectures or in-services offered by local healthcare facilities, independent exercises and community activities.

Writing Assignments

Writing assignments reflecting the objectives listed may include, but not limited to:

care plans
concept mapping
short essays, and/or professional papers
critical thinking exercises
special project presentations
review of relevant legal articles and scenarios
and reflection journals.

METHODS OF STUDENT EVALUATION:

Short Quizzes
Written Assignments
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations

Demonstration of Critical Thinking:

At the end of the course the student will be able to:

Compare common healthcare settings and their regulatory processes; describe the role of the professional nurse as a member of the healthcare team; differentiate the steps in the nursing process and use QSEN competencies as tools to guiding the delivery of nursing care; and demonstrate the
components of the SBAR model as a healthcare communication tool.

Required Writing, Problem Solving, Skills Demonstration:

Writing assignments may includeWriting assignments reflecting the objectives listed and may include, but not limited to care plans, concept mapping, short essays, and/or professional papers, concpet mapping, critical thinking exercises, special project presentations, short essays and/or professionaly written papers.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Software:

Other:

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials
Services

Comments:

Attachments:

Attached Files