

ACCS NURSING CONCEPT BASED CURRICULUM PROGRAM GUIDE

APRIL 16, 2018



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**Alabama Community College System
Nursing Program Mission/Philosophy
2016**

Mission - The mission of the nursing programs of the Alabama Community College System is to prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. We seek to provide full and equal access to opportunities for educational success to meet the community needs.

Philosophy - We believe that nursing is a dynamic profession, blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.

We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes. We believe in using educational methods that are current and supportive of students in the teaching and learning environment, with the presentation of information from simple to complex.

Nursing is guided by standards of practice and standards of professional performance. Standards reflect the values and priorities of the nursing profession. Therefore, we have integrated competencies from the Quality and Safety Education for Nurses (QSEN) and National League of Nursing (NLN) into our philosophy as part of our core values.

Competencies – NLN competencies for nursing are central to the conceptual framework. The related QSEN competencies for graduate nurses define the knowledge, skills and attitudes that the graduate nurse should possess to continuously improve the quality and safety of the healthcare systems within which they work. (QSEN)

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

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. (QSEN def)

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 patient within the family and community context. (NLN def)

Safety – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN def)

Informatics – Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. (QSEN def)

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. (NLN def)

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. (QSEN def)

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

Evidence-based practice – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (QSEN def)

Quality Improvement – 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. (QSEN def)

Conceptual Framework



The conceptual framework derived from the philosophy forms a basis for the organization and structure of the nursing curriculum. This framework serves as a guide for nursing instruction in the attainment of student learning outcomes.

The framework consists of concepts that encompass the qualities of a successful graduate nurse. NLN competencies were chosen because they specifically define the competencies of the graduate Associate Degree Nurse. QSEN competencies reflect current contemporary practice. Concepts interlace NLN and QSEN competencies to achieve the goal of providing graduate nurses with the tools needed to provide holistic care to in an ever changing health care delivery system. Each competency includes knowledge, skills and attitudes to serve as a basis for consistent performance expectations across academic and practice settings.

ACCS NURSING CONCEPT CURRICULUM BASED ON NCLEX TEST PLAN (2016)

Safe & Effective Care 32%	Health Promotion & Maintenance 9%	Psychosocial 9%	Physiological 50%
<p>Management of Care 20%</p> <p>Manager of Care</p> <ul style="list-style-type: none"> <i>Evidence Based Practice</i> <i>Leadership</i> <i>Assignment, Delegation, and Supervision</i> <i>Performance Improvement (QI)</i> <i>Concepts of Management</i> <i>Establishing Priorities</i> <i>Case Management and Referral</i> <i>Continuity of Care</i> <p>Professionalism</p> <ul style="list-style-type: none"> <i>Advocacy and Client Rights</i> <i>Advanced Directives and Informed Consent</i> <i>Clinical Judgment</i> <i>Ethical Practice</i> <i>Legal Rights and Responsibility</i> <i>Communication</i> <i>Collaboration</i> <i>Confidentiality</i> <p>Healthcare Delivery System</p> <ul style="list-style-type: none"> <i>Technology and Informatics</i> <i>Confidentiality and Information Security</i> 	<p>Health Promotion & Maintenance 9%</p> <p>Health Promotion</p> <ul style="list-style-type: none"> <i>Health Assessment and Screening</i> <i>Self-Care</i> <i>Health Promotion and Disease Prevention</i> <i>Teaching/Learning</i> <i>Lifestyle Choices</i> <i>High Risk Behaviors</i> <p>Growth & Development</p> <ul style="list-style-type: none"> <i>Aging Process</i> <i>Ante/Intra/Postpartum and Newborn Care</i> <i>Developmental Stages and Transitions</i> 	<p>Psychosocial 9%</p> <p>Psychosocial Well-being</p> <ul style="list-style-type: none"> <i>Mental Health Concepts</i> <i>Abuse/Neglect</i> <i>Behavioral Interventions</i> <i>Chemical & Other Dependencies and Substance Use Disorder</i> <i>Coping Mechanisms</i> <i>Crisis Intervention</i> <i>Cultural Awareness and Cultural Influences</i> <i>End of Life</i> <i>Organ Donation</i> <i>Family Dynamics</i> <i>Grief & Loss</i> <i>Religious and Spiritual Influences</i> <i>Stress Management</i> <i>Support Systems</i> <i>Therapeutic Communication and Environment</i> 	<p>Basic Care and Comfort 9%</p> <p>Functional Ability</p> <ul style="list-style-type: none"> <i>Assistive Devices</i> <i>Elimination</i> <i>Mobility and Immobility</i> <i>Non-Pharmacological Comfort Interventions</i> <i>Nutrition and Oral Hydration</i> <i>Personal Hygiene</i> <i>Rest & Sleep</i> <i>Sensory/Perceptual</i>

<p>Safety and Infection Control 12%</p> <p>Safety</p> <ul style="list-style-type: none"> <i>Accident, Error, and Injury Prevention</i> <i>Ergonomics</i> <i>Handling Hazardous & Infectious Materials</i> <i>Home Safety</i> <i>Reporting of Incident, Event, Irregular Occurrence, or Variance</i> <i>Safe Use of Equipment</i> <i>Use of Restraints and Safety Devices</i> <i>Emergency Response and Security Plan</i> <i>Standard Precautions, Transmission-Based Precautions, Surgical Asepsis</i> <p>Immunity</p> <ul style="list-style-type: none"> <i>Inflammation</i> <i>Infection</i> 			<p>Pharmacological & Parenteral Therapies 15%</p> <p>Pharmacology</p> <ul style="list-style-type: none"> <i>Medication Administration</i> <i>Expected Actions and Outcomes</i> <i>Adverse Effects, Contraindications, Side Effects, and Interactions</i> <i>Blood & Blood Products</i> <i>Central Venous Access</i> <i>Dosage Calculation</i> <i>Pharmacological Pain Management</i> <i>Parenteral and Intravenous Therapies</i> <i>TPN</i>
			<p>Physiological Adaptation 14% & Reduction of Risk Potential 12%</p> <p>Gas Exchange</p> <ul style="list-style-type: none"> <i>Pathology/Alterations</i> <i>Hemodynamics</i> <p>Perfusion</p> <ul style="list-style-type: none"> <i>Pathology/Alterations</i> <i>Hemodynamics</i> <p>Cellular Regulation</p> <ul style="list-style-type: none"> <i>Pathology/Alterations</i>

			<i>Acid/Base</i> <i>Cancer/Tumors</i> Fluid & Electrolyte <i>Pathology/Alterations</i> <i>IV Therapy</i> Medical Emergencies <i>Pathology/Alterations</i>
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Meta-concepts are highlighted in gray

ACCS NURSING PHILOSOPHY AND CONCEPT CURRICULUM MAP

(Note there is some overlap of various concepts)

DEFINITIONS COMPETENCIES	DEFINITIONS META-CONCEPTS	ACCS CONCEPTS
<p style="text-align: center;">NLN COMPETENCY</p> <p>Human Flourishing Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p>	<p>Psychosocial Well-being The provision of nursing care that promotes and supports the emotional, mental, and social well-being of the client experiencing stressful events including acute and/or chronic mental illness.</p> <p>Growth and Development The knowledge of human development from a lower or simpler to a higher or more complex form, factors that influence growth and development, and what can be done to promote optimum growth and development,</p>	<p>NUR 112:</p> <ul style="list-style-type: none"> • Communication process • Establishing and maintaining therapeutic communication • Cultural variances in communication • Culture and diversity • End of life • Grief and loss • Mental health concepts <p>NUR 114:</p> <ul style="list-style-type: none"> • Mood disorders and affect <p>NUR 211:</p> <ul style="list-style-type: none"> • Psychosocial <p>NUR: 112:</p> <ul style="list-style-type: none"> • Health promotion (developmental assessment) <p>NUR 113: (Development discussed with each concept)</p> <p>NUR 114:</p> <ul style="list-style-type: none"> • Development
<p style="text-align: center;">QSEN COMPETENCY</p> <p>Patient-Centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate</p>	<p>Professionalism The display of competent and skillful behaviors aligned with strong morals and ethics, an optimistic attitude,</p>	<p>NUR 112:</p> <ul style="list-style-type: none"> • Community advocacy • Patient advocacy • Community ethics

<p>and coordinated care based on respect for patient's preferences, values, and needs.</p>	<p>collaborative relationships, integrity, and equality of care.</p> <p>Coordinator/Manager of Care The promotion of achievement of client outcomes by providing and directing nursing care that protects clients and health care personnel.</p> <p>Functional Ability The assessment of the capacity for a client to perform activities; physical, social, and/or mental, reflecting the ability to live independently in the community and the implementation of treatments or interventions to improve performance.</p>	<ul style="list-style-type: none"> • Patient's rights • Ethical dilemmas <p>NUR 115:</p> <ul style="list-style-type: none"> • Role of practical nurse <p>NUR 211:</p> <ul style="list-style-type: none"> • Role of registered nurse <p>NUR 112:</p> <ul style="list-style-type: none"> • Care coordination <p>NUR 113:</p> <ul style="list-style-type: none"> • Perioperative nursing <p>NUR 115:</p> <ul style="list-style-type: none"> • PN coordinator/manager of care <p>NUR 211:</p> <ul style="list-style-type: none"> • RN manager of care <p>NUR 112:</p> <ul style="list-style-type: none"> • Activities of daily living • Mobility/immobility • Comfort <p>NUR 113:</p> <ul style="list-style-type: none"> • Mobility/immobility • Sensory perception <p>NUR 114:</p> <ul style="list-style-type: none"> • Sensory perception • Elimination
<p style="text-align: center;">NLN COMPETENCY</p> <p>Nursing Judgement Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and</p>	<p>Immunity Knowledge of the potential for organisms to cause disease, the response of the body to injury or abnormal stimulation, and the</p>	<p>NUR 113:</p> <ul style="list-style-type: none"> • Infection • Inflammation <p>NUR 114:</p> <ul style="list-style-type: none"> • Infection

<p>that promote the health of patients within the family and community context.</p>	<p>protection of clients and health care personnel from communicable diseases.</p> <p>Psychosocial Well-being The provision of nursing care that promotes and supports the emotional, mental, and social well-being of the client experiencing stressful events including acute and/or chronic mental illness.</p> <p>Coordinator/Manager of Care The promotion of achievement of client outcomes by providing and directing nursing care that protects clients and health care personnel.</p> <p>Functional Ability The assessment of the capacity for a client to perform activities; physical, social, and/or mental, reflecting the ability to live independently in the community and the implementation of treatments or interventions to improve performance.</p>	<ul style="list-style-type: none"> • Inflammation <p>NUR 211:</p> <ul style="list-style-type: none"> • Immunity <p>NUR 112:</p> <ul style="list-style-type: none"> • Mental health concepts <p>NUR 114:</p> <ul style="list-style-type: none"> • Mood disorders and affect <p>NUR 211:</p> <ul style="list-style-type: none"> • Psychosocial <p>NUR 112:</p> <ul style="list-style-type: none"> • Critical thinking • Prioritization of care • Nursing process • Quality improvement • Standards of care <p>NUR 115:</p> <ul style="list-style-type: none"> • PN coordinator/manager of care <p>NUR 112:</p> <ul style="list-style-type: none"> • Mobility/immobility • Comfort • Elimination • Nutritional status <p>NUR 113:</p> <ul style="list-style-type: none"> • Tissue integrity • Nutrition • Elimination • Mobility/immobility • Sensory Perception
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<p style="text-align: center;">QSEN COMPETENCY</p> <p>Informatics Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p> <p>Safety Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p>Pharmacology The study of therapeutic agents, their chemistry, actions, and uses as well as the responsible provision of drug therapy for the purpose of achieving positive outcomes that improve clients' quality of life.</p> <p>Healthcare Delivery System A system for the delivery of health care associated with quality, efficiency, care delivery coordination, and cost effectiveness.</p> <p>Safety The protection of clients and health care personnel from health and environmental hazards.</p>	<p>NUR 114:</p> <ul style="list-style-type: none"> • Sensory perception • Elimination <p>NUR 112:</p> <ul style="list-style-type: none"> • Medications (except IV) <p>NUR 113:</p> <ul style="list-style-type: none"> • Medications (IV therapy) <p>NUR 114: (Pharmacology discussed with each concept)</p> <p>NUR 211:</p> <ul style="list-style-type: none"> • Medications (Advanced IV therapy) <p>NUR 112:</p> <ul style="list-style-type: none"> • Documentation • Informatics • Health policy • Institutional policies and procedures • Historical nursing perspectives • Trends in the nursing profession <p>NUR 112:</p> <ul style="list-style-type: none"> • Environmental safety • Injury and illness prevention (infection control) • National Patient Safety Goals • Error prevention • Core Measures <p>NUR 211:</p> <ul style="list-style-type: none"> • Safety
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	<p>Gas Exchange The promotion of optimum exchange of oxygen and carbon dioxide through cellular and metabolic reactions including the monitoring of the movement of blood and the pressures exerted in the veins, arteries, and chambers of the heart.</p> <p>Perfusion The promotion of optimum flow of blood or other fluids through blood vessels with the purpose of supplying nutrients and oxygen to organs or tissues, removing cellular waste, and inclusion of implementation of therapeutic measures used to enhance flow, volume, or removal of waste.</p> <p>Cellular Regulation The promotion of achievement for homeostasis including growth and replication rates of cells and proper acid/base balance.</p>	<ul style="list-style-type: none"> • Health promotion/disease prevention <p>NUR 114:</p> <ul style="list-style-type: none"> • Sexuality <p>NUR 112:</p> <ul style="list-style-type: none"> • Oxygenation <p>NUR 113:</p> <ul style="list-style-type: none"> • Oxygenation <p>NUR 211:</p> <ul style="list-style-type: none"> • Gas exchange <p>NUR 113:</p> <ul style="list-style-type: none"> • Perfusion <p>NUR 114:</p> <ul style="list-style-type: none"> • Perfusion <p>NUR 113:</p> <ul style="list-style-type: none"> • Cellular regulation • Acid/base balance <p>NUR 114:</p> <ul style="list-style-type: none"> • Cellular regulation <p>NUR 211:</p> <ul style="list-style-type: none"> • Cellular regulation
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	<p>Fluid and Electrolyte Balance The maintenance of homeostasis through regulation of fluids by osmotic and hydrostatic pressures, select membrane permeability, and electrolyte balance.</p> <p>Functional Ability The assessment of the capacity for a client to perform activities; physical, social, and/or mental, reflecting the ability to live independently in the community and the implementation of treatments or interventions to improve performance.</p>	<p>NUR 113:</p> <ul style="list-style-type: none"> • Fluid/electrolyte balance <p>NUR 211:</p> <ul style="list-style-type: none"> • Fluid/electrolyte balance <p>NUR 112:</p> <ul style="list-style-type: none"> • Functional ability • Mobility/immobility • Comfort <p>NUR 113:</p> <ul style="list-style-type: none"> • Mobility/immobility <p>NUR 114:</p> <ul style="list-style-type: none"> • Sensory perception • Elimination
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ACCS Nursing Concept Based Curriculum (Feb 17, 2016)	Theory Credit Hours	Weekly Theory Contact Hours	Lab Credit Hours	Weekly Lab Contact Hours	Clinical Credit Hours	Weekly Clinical Contact Hours	Total Credit Hours	Weekly Total Contact Hours
First Semester								
NUR 112 - Fundamentals Concepts of Nursing	4	4	2	6	1	3	7	13
MTH 100 (or Higher)	3	3	0	0	0	0	3	3
BIO 201 - A&P I	3	3	1	2	0	0	4	5
Total	10	10	3	8	1	3	14	21
Second Semester								
NUR 113 - Nursing Concepts I	4	4	1	3	3	9	8	16
ENG 101 - English	3	3	0	0	0	0	3	3
PSY 210 - Human Growth and Development	3	3	0	0	0	0	3	3
BIO 202 A&P II	3	3	1	2	0	0	4	5
Total	13	13	2	5	3	9	18	27
Third Semester								
NUR 114 - Nursing Concepts II	5	5	0	0	3	9	8	14
NUR 115 - Evidence Based Clinical Reasoning	1	1	0	0	1	3	2	4
SPH 106 or 107 - Speech	3	3	0	0	0	0	3	3
Total	9	9	0	0	4	12	13	21
Fourth Semester								
NUR 211 - Advanced Nursing Concepts	4	4	0	0	3	9	7	13
BIO 220 - General Microbiology	2	2	2	4	0	0	4	6
Total	6	6	2	4	3	9	11	19
Fifth Semester								
NUR 221 - Advanced Evidence Based Clinical Reasoning	3	3	0	0	4	12	7	15
HUM (Ethics preferred)	3	3	0	0	0	0	3	3
Total	6	6	0	0	4	12	10	18
Program Total	44	44	7	17	15	45	66	106

Academic & Nursing Theory Contact Hours	660
Academic & Nursing Lab Contact Hours	255
Nursing Clinical Contact Hours	675
Total Program Contact Hours	1590

Practical Nursing Credit Hours:

Nursing 25

Practical Nursing Contact Hours:

Nursing Theory 210 Academic Theory 270

Academic 20
Total 45
Total Contact Hours for Practical Nursing

Nursing Lab	135	Academic Lab	60
Nursing Clinical	360		
	1035		

Associate Degree Credit Hours:

Nursing 39
Academic 27
Total 66
Total Contact Hours for Associate Degree Nursing

Associate Degree Contact Hours:

Nursing Theory	315	Academic Theory	345
Nursing Lab	135	Academic Lab	120
Nursing Clinical	675		
	1590		

ACCS NURSING PROGRAM CONCEPT BASED CURRICULUM

	Concept Distribution Across the Curriculum												
SEMESTER	1			2			3				4		Transition
Concept Biophysical													
Course Number	112T	112L	112C	113T	113L	113C	114T	114C	115T	115C	211T	211C	221
1. Cellular Regulation				X			X				X		
2. Comfort	X												
3. Elimination	X												
4. Fluid/Electrolyte											X		
5. Functional Ability				X			X						
6. Gas Exchange	X			X									
7. Growth & Development							X						
8. Health, Wellness & illness	X												
9. Immunity	X			X			X				X		
10. Intracranial Regulation											X		
11. Medical Emergency							X				X		
12. Mobility	X												
13. Nutrition	X												
14. Perfusion				X			X				X		
15. Pharmacology	X			X									
16. Reproduction											X		
17. Safety & Infection Control	X			X									
18. Sensory Perception											X		

ACCS NURSING PROGRAM CONCEPT BASED CURRICULUM

SEMESTER	1			2			3				4		Transition
Concept Psychosocial													
Course Number	112T	112L	112C	113T	113L	113C	114T	114C	115T	115C	211T	211C	221
1. Cognition	X												
2. Psychosocial Well-Being	X						X						
3. Culture & Diversity	X												
4. Human Develop.	X						X						
5. Violence											X		
Concepts Professional													
1. Clinical Decision Making	X								X				X
2. Communication	X								X				X
3. Health Promotion	X						X		X				X
4. Professionalism	X								X		X		X
Concepts Healthcare System													
1. Ethics & Legal	X												
2. Evidence-Based Practice	X								X				X
3. Healthcare Organization.	X								X		X		X
4. Health Policy	X								X				X
5. Health Inform. Tech	X								X				X
6. Managing Care	X								X		X		X
7. Advocacy/Accountability	X								X				X
8. Culture of Safety	X								X				X

**Alabama Community College System
Nursing Program Outcomes**

1. Performance on Licensure Exam

The most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

2. Program Completion

Each program will determine program completion rate based on the program demographics. Program completion is defined as the percentage of students admitted who graduate in no more than 150% of the time of the stated program length beginning with the first required nursing course as delineated below:

AAS in Nursing – seven semesters (eight semesters for part-time tract)
AAS in Mobility LPN/Paramedic with NUR 209 – four semesters
AAS in Mobility LPN/Paramedic without NUR 209 – three semesters
PN Certificate – four semesters

3. Job Placement

Each program will determine the job placement rate based on the program's demographics. Job Placement is defined as the Percentage of graduates employed in a position for which a nursing program prepared them.

4. Graduate and Employer Surveys

Graduate and employer surveys are not mandated. Programs may continue to use the surveys as additional tools for assessing and evaluating program outcomes.

ACCS Concept Based Curriculum
End-of-Program Student Learning Outcomes/Graduate Competencies

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies

Human Flourishing

Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team (NLN, 2010).

Patient-Centered Care

Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families (QSEN, 2012).

Nursing Judgement

Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context (NLN, 2010).

Informatics

Incorporate information and technology within own scope of practice to support safe processes of care (QSEN, 2012).

Safety

Demonstrate the effective use of strategies to reduce risk of harm to self or others (QSEN, 2012).

Professional identity

Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing (NLN, 2014).

Teamwork and Collaboration

Function competently within own scope of practice as a member of the health care team (QSEN, 2012).

Spirit of Inquiry

By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN, 2014).

Quality Improvement

Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (QSEN, 2012).

Evidence-Based Practice

Implement evidence-based practice in the provision of individualized health care (QSEN, 2012).

Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings (NLN, 2010).

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 (QSEN, 2012).

Nursing Judgement

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010).

Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2012).

Safety

Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2012).

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 (NLN, 2010).

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 (QSEN, 2012).

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 (NLN, 2010).

Quality Improvement

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 (QSEN, 2012).

Evidence-Based Practice

Integrate best evidence-based practice with clinical expertise, patient/family preferences, and values for delivery of optimal health care (QSEN, 2012).



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 112

Fundamental Concepts of Nursing

Plan of Instruction

COURSE DESCRIPTION

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: healthcare delivery systems, professionalism, health promotion, psychosocial well-being, functional ability, gas exchange, safety, pharmacology, and coordinator/manager of care.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	4	60	Basic concepts of nursing
Lab	2	90	Applied concepts lab
Clinical	1	45	Experiential/supervised learning activities. (Suggested 22.5 acute care and 22.5 long-term care)
Total	7	13 contact hours per week	

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab, clinical, and preceptorship hours are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- Admission to the program

CO-REQUISITE COURSES

- BIO 201 – Human Anatomy and Physiology I
- MTH 100 or higher

COURSE OUTCOMES

Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the practical and registered nurse.

Module A – Nursing Domain							
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA			
NLN Graduate competencies <ul style="list-style-type: none"> Professional identify Human flourishing Spirit of inquiry Nursing Judgment 	<ul style="list-style-type: none"> Exemplify concepts inherent to the nursing domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> Professionalism Health Promotion Psychosocial Well-being Functional Ability Pharmacology Healthcare Delivery System Coordinator/Manager of Care 	<ul style="list-style-type: none"> Identify professional behaviors for nurses. Describe competencies associated with NLN and QSEN graduate outcomes. Explain the scope of practice for the practical nurse and the registered nurse. Perform a basic physical assessment. Identify normal and abnormal findings of a physical assessment. Explain therapeutic communication. Discuss elements of clinical decision making. Identify caring behaviors associated with nursing. Explain the practical and registered nurse's role in teaching and learning. Discuss issues related to managing care. Describe the role of practical and registered nurses in collaboration with members of the inter-professional health care team. Safely administer specified medications. Calculate specified dosages. 	1				
			QSEN Competencies <ul style="list-style-type: none"> Safety Informatics Patient centered care Teamwork and collaboration Evidence-based practice Quality improvement 	2			
Skills Validation <ul style="list-style-type: none"> Assessments <ul style="list-style-type: none"> Head to toe assessment Focused assessment Vital signs Caring interventions <ul style="list-style-type: none"> Dosage calculations Medication administration 		Meta-Concepts/Concepts and Exemplars: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Professionalism</p> <ul style="list-style-type: none"> NLN and QSEN graduate competencies Professional behavior Legal and ethical issues Scope of practice for the practical and registered nurse. Conflict resolution Clinical decision making Inter-disciplinary team <p>Health Promotion</p> <ul style="list-style-type: none"> Subjective assessment Objective assessment <ul style="list-style-type: none"> Physical assessment Assessment of vital signs Assessment through the lifespan </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Teaching/learning: practical and registered nurse <p>Psychosocial Well-being</p> <ul style="list-style-type: none"> Communication process Establishing and maintaining therapeutic communication Cultural variances <p>Functional Ability</p> <ul style="list-style-type: none"> Activities of daily living <ul style="list-style-type: none"> Hygiene <p>Pharmacology</p> <ul style="list-style-type: none"> Medications (Except IV) <ul style="list-style-type: none"> Dosage calculations Medication administration </td> <td style="vertical-align: top;"> <p>Healthcare Delivery System</p> <ul style="list-style-type: none"> Cost effective care <p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> Care coordination Chain of command Delegation/prioritization: Role specific for the practical and registered nurse Critical thinking Prioritization of care Nursing process </td> </tr> </table>			<p>Professionalism</p> <ul style="list-style-type: none"> NLN and QSEN graduate competencies Professional behavior Legal and ethical issues Scope of practice for the practical and registered nurse. Conflict resolution Clinical decision making Inter-disciplinary team <p>Health Promotion</p> <ul style="list-style-type: none"> Subjective assessment Objective assessment <ul style="list-style-type: none"> Physical assessment Assessment of vital signs Assessment through the lifespan 	<ul style="list-style-type: none"> Teaching/learning: practical and registered nurse <p>Psychosocial Well-being</p> <ul style="list-style-type: none"> Communication process Establishing and maintaining therapeutic communication Cultural variances <p>Functional Ability</p> <ul style="list-style-type: none"> Activities of daily living <ul style="list-style-type: none"> Hygiene <p>Pharmacology</p> <ul style="list-style-type: none"> Medications (Except IV) <ul style="list-style-type: none"> Dosage calculations Medication administration 	<p>Healthcare Delivery System</p> <ul style="list-style-type: none"> Cost effective care <p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> Care coordination Chain of command Delegation/prioritization: Role specific for the practical and registered nurse Critical thinking Prioritization of care Nursing process
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Module B- Health Care Domain							
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA			
NLN Graduate Competencies <ul style="list-style-type: none"> Professional identify Human flourishing Spirit of inquiry Nursing Judgment 	<ul style="list-style-type: none"> Exemplify concepts inherent to the health care domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> Healthcare Delivery Systems Coordinator/Manager of Care Safety Professionalism 	<ul style="list-style-type: none"> Promote a culture of safety. Explain the practical and registered nurse's role in advocacy in the health care domain. Identify the practical and registered nurse's role in legal and ethical issues within the health care domain. Identify current health policy. Identify types of health care delivery systems. Explain accountability as it relates to the practical and registered nurse. Discuss the impact of evidence based practice on quality nursing care. Discuss use of informatics related to the health care domain. 	2				
			QSEN Competencies <ul style="list-style-type: none"> Safety Informatics Patient centered care Teamwork and collaboration Quality improvement 	2			
Skills Validation <ul style="list-style-type: none"> Documentation 	<p>Meta-Concepts/Concepts and Exemplars:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Healthcare Delivery Systems</p> <ul style="list-style-type: none"> Historical nursing perspectives Trends in the nursing profession Types of health care settings Access to health care Documentation Informatics <ul style="list-style-type: none"> Point of care HIPAA Health policy <ul style="list-style-type: none"> State and local agencies Accrediting bodies Professional organizations Types of reimbursements Institutional policies and procedures </td> <td style="vertical-align: top;"> <p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> Quality improvement Standards of care <p>Safety</p> <ul style="list-style-type: none"> Environmental Injury and Illness prevention National Patient Safety Goals Error Prevention Core Measures (Evidence-Based) </td> <td style="vertical-align: top;"> <p>Professionalism</p> <ul style="list-style-type: none"> Role of the practical and registered nurse Professional advocacy Community advocacy Patient advocacy Personal advocacy Competent care Community ethics <ul style="list-style-type: none"> Beginning of life Lifespan End of life Ethical dilemmas Patient's rights </td> </tr> </table>				<p>Healthcare Delivery Systems</p> <ul style="list-style-type: none"> Historical nursing perspectives Trends in the nursing profession Types of health care settings Access to health care Documentation Informatics <ul style="list-style-type: none"> Point of care HIPAA Health policy <ul style="list-style-type: none"> State and local agencies Accrediting bodies Professional organizations Types of reimbursements Institutional policies and procedures 	<p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> Quality improvement Standards of care <p>Safety</p> <ul style="list-style-type: none"> Environmental Injury and Illness prevention National Patient Safety Goals Error Prevention Core Measures (Evidence-Based) 	<p>Professionalism</p> <ul style="list-style-type: none"> Role of the practical and registered nurse Professional advocacy Community advocacy Patient advocacy Personal advocacy Competent care Community ethics <ul style="list-style-type: none"> Beginning of life Lifespan End of life Ethical dilemmas Patient's rights
<p>Healthcare Delivery Systems</p> <ul style="list-style-type: none"> Historical nursing perspectives Trends in the nursing profession Types of health care settings Access to health care Documentation Informatics <ul style="list-style-type: none"> Point of care HIPAA Health policy <ul style="list-style-type: none"> State and local agencies Accrediting bodies Professional organizations Types of reimbursements Institutional policies and procedures 	<p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> Quality improvement Standards of care <p>Safety</p> <ul style="list-style-type: none"> Environmental Injury and Illness prevention National Patient Safety Goals Error Prevention Core Measures (Evidence-Based) 	<p>Professionalism</p> <ul style="list-style-type: none"> Role of the practical and registered nurse Professional advocacy Community advocacy Patient advocacy Personal advocacy Competent care Community ethics <ul style="list-style-type: none"> Beginning of life Lifespan End of life Ethical dilemmas Patient's rights 					

Module C – Individual Domain				
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA
NLN Graduate Competencies <ul style="list-style-type: none"> • Human flourishing • Nursing Judgment • Spirit of Inquiry 	<ul style="list-style-type: none"> • Patient centered care • Safety • Informatics • Evidence-based practice • Quality Improvement 	<ul style="list-style-type: none"> • Exemplify fundamental concepts inherent to the health and wellness in providing nursing care to the patient across the lifespan and within a community and family context. <p>Concepts:</p> <ul style="list-style-type: none"> – Functional Ability – Gas Exchange – Safety – Health Promotion – Psychosocial Well-Being 	<ul style="list-style-type: none"> • Explain the practical and registered nurse’s role in providing fundamental patient care related to specified nursing concepts. • Describe the concept of health, wellness, and illness. • Discuss common drug classifications related to specified nursing concepts. • Describe the impact of nutrition on health, wellness, and illness. 	2
				QSEN Competencies
Skills Validation <ul style="list-style-type: none"> • NG Tube • Clean Dressings • PPE 		Meta-Concepts/Concepts and Exemplars: Functional Ability <ul style="list-style-type: none"> • Mobility/immobility <ul style="list-style-type: none"> ○ Abnormal findings Nursing interventions <ul style="list-style-type: none"> - Transfer/positioning patients - Devices and restraints - Promotion of skin integrity <ul style="list-style-type: none"> ➤ Clean dressing changes • Comfort <ul style="list-style-type: none"> ○ Pain ○ End of Life ○ Organ donation ○ Sleep/rest Nursing interventions <ul style="list-style-type: none"> - Use of pain scale - Common drug classifications • Elimination <ul style="list-style-type: none"> ○ Abnormal findings Nursing interventions <ul style="list-style-type: none"> - Intake and output - Enemas - Impaction removal - Toileting - Specimen collection - Lab values - Common drug classifications 		
		<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> ○ Nutritional assessment ○ Fluid/electrolyte needs ○ Lab values ○ Abnormal findings- Nursing interventions <ul style="list-style-type: none"> - Considerations - Precautions <p>Gas Exchange</p> <ul style="list-style-type: none"> • Oxygenation <ul style="list-style-type: none"> ○ Abnormal findings Nursing interventions (foundational skills) <ul style="list-style-type: none"> - Equipment - Interventions and therapies - Common drug classifications <p>Safety</p> <ul style="list-style-type: none"> • Illness prevention (Infection control) <ul style="list-style-type: none"> ○ Abnormal findings Nursing interventions <ul style="list-style-type: none"> - Common drug classifications <p>Health Promotion</p> <ul style="list-style-type: none"> • Immunizations • Health promotion/disease prevention 		

Module C – Individual Domain (Continued)	
Skills Validation	Meta-Concepts/Concepts and Exemplars: <i>Psychosocial Well-Being</i> <ul style="list-style-type: none">• Culture and Diversity<ul style="list-style-type: none">○ Socioeconomic○ Developmental aspects○ Community○ Family○ Spirituality<ul style="list-style-type: none">- Alternative meds- Blood products- Rituals- Traditions- Customs- Values○ Nursing Interventions• End of life<ul style="list-style-type: none">○ Organ donation• Grief and loss• Mental health concepts<ul style="list-style-type: none">○ Alterations<ul style="list-style-type: none">- Dementia- Confusion- Alzheimer's○ Nursing Interventions○ Common drug classifications

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Module A	15%	77%	8%	
Module B	25%	75%		
Module C		100%		

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately.
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
Graduate competencies	Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities. Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.	ACEN (2016)
Health care domain	Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective.	QSEN North Carolina Concept-based Learning Editorial Board 2011
Human flourishing	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of	NLN 2012

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	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty
Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
Medical Emergency	A sudden, often unforeseen event that threatens health or safety.	ACCS Nursing Faculty
Meta-concept	An abstract, higher level concept designating other concepts that analyze the original concept	ACCS Nursing Faculty
NLN	National League for Nursing.	NLN 2012
Nursing Domain	Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team. Key among these concepts is clinical decision making and caring interventions.	North Carolina Concept-based Learning Editorial Board 2011
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 the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
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.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines minimum content, objectives, scope of instruction, and student evaluation. Faculty members may exceed the content but must include all content provided in the	ACCS

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Plan of Instruction*

	POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being,” “knowing,” and “doing.”	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student’s competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012

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Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 113

Nursing Concepts I

Plan of Instruction

COURSE DESCRIPTION

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: coordinator/manager of care, perfusion, oxygenation, infection, inflammation, tissue integrity, nutrition, elimination, mobility/immobility, cellular regulation, acid/base balance, and fluid/electrolyte balance.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	4	60	Nursing concepts
Lab	1	45	Applied concepts lab
Clinical	3	135	Supervised experiential clinical learning activities related to nursing concepts (Suggested 111 hours of adult health and 24 hours of pediatrics).
Total	8 credit hours – 16 contact hours per week		

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab and clinical hours as are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- NUR 112 – Fundamentals Concepts of Nursing
- BIO 201 – Human Anatomy and Physiology I
- MTH 100 or higher level math

CO-REQUISITE COURSES

- BIO 202 – Human Anatomy and Physiology II
- ENG 101 – English Composition I
- PSY 210 – Human Growth and Development

COURSE OUTCOMES

Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the practical and registered nurse. Those listed in the various modules represent minimum exemplars.

Individual Domain					
End-of-Program SLOs		Student Learning Outcomes		Objectives	KSA
NLN Graduate Competencies <ul style="list-style-type: none"> Professional identity Nursing judgment Spirit of inquiry Human flourishing 	<ul style="list-style-type: none"> Apply concepts to provide nursing care inherent to the individual domain within a family and community context. 	<ul style="list-style-type: none"> Utilize elements of clinical decision making for patients with selected concepts and exemplars. Explain evidence based modalities and pharmacological agents for selected concepts and alterations. Summarize scope of practice for the practical and registered nurse, and specified legal and ethical issues related to IV therapy and blood administration Discuss clinical manifestations and diagnostic tests for selected concepts and alterations. Prioritize nursing interventions for selected concepts and alterations. Discuss relevant informatics. 	3		
			QSEN Graduate Competencies <ul style="list-style-type: none"> Teamwork and collaboration Safety Informatics Evidence-based practice Quality Improvement Patient centered care 	Concepts: <ul style="list-style-type: none"> Coordinator/Manager of Care Perfusion Gas Exchange Immunity Functional Ability Cellular Regulation Fluid/Electrolyte Balance Pharmacology Sensory Perception 	2
Skills Validation: <ul style="list-style-type: none"> IV Therapy/Med Admin Trach care and suctioning Dressing changes <ul style="list-style-type: none"> Sterile Wet to dry Catheterization 		Meta-Concepts/Concepts and Exemplars:			
		Coordinator/Manager of Care <ul style="list-style-type: none"> Perioperative nursing <ul style="list-style-type: none"> Pre-operative Intra-operative Post-operative (discussed with each concept) <ul style="list-style-type: none"> Basic pathophysiology Assessment through the lifespan Nursing interventions Diagnostics Evidence based practice Core measures Cultural considerations Specialized modalities Common drug classifications Nutritional considerations Health promotion and prevention of complications Scope of practice for the practical and registered nurse Informatics 	Perfusion <ul style="list-style-type: none"> Exemplars <ul style="list-style-type: none"> Hypertension Peripheral vascular disease Deep vein thrombosis Gas Exchange <ul style="list-style-type: none"> Oxygenation <ul style="list-style-type: none"> Exemplars <ul style="list-style-type: none"> Asthma COPD Cystic fibrosis RSV SIDS Trach care & suctioning 	<ul style="list-style-type: none"> Inflammation <ul style="list-style-type: none"> Exemplars <ul style="list-style-type: none"> Appendicitis Gallbladder disease Inflammatory bowel disease Pancreatitis Hepatitis Celiac disease Immunity <ul style="list-style-type: none"> Infection <ul style="list-style-type: none"> Exemplars <ul style="list-style-type: none"> Osteomyelitis Influenza Otitis Media Pneumonia Conjunctivitis Urinary tract infection Tuberculosis 	

Individual Domain	
Meta-Concepts/Concepts and Exemplars (continued):	
<p>Functional Ability</p> <ul style="list-style-type: none"> • Tissue integrity Exemplars <ul style="list-style-type: none"> ○ Dermatitis ○ Pressure ulcers ○ Wound healing • Nutrition Exemplars <ul style="list-style-type: none"> ○ PUD ○ GERD ○ Pyloric Stenosis • Elimination Exemplars <ul style="list-style-type: none"> ○ BPH ○ Encopresis/Enuresis ○ Urinary calculi ○ Bowel obstruction ○ Hypospadias • Mobility/immobility Exemplars <ul style="list-style-type: none"> ○ Musculoskeletal injuries 	<p>Cellular Regulation Exemplars <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Cirrhosis ○ Osteoporosis ○ Thyroid disease </p> <ul style="list-style-type: none"> • Acid/base balance Exemplars <ul style="list-style-type: none"> ○ Metabolic acidosis and alkalosis ○ Respiratory acidosis and alkalosis <p>Fluid/Electrolyte balance Exemplars <ul style="list-style-type: none"> ○ Fluid volume ○ Electrolyte imbalance </p> <p>Pharmacology</p> <ul style="list-style-type: none"> - Medications (IV Therapy) <ul style="list-style-type: none"> ○ Scope of practice for the practical and registered nurse ○ Management of IV therapy: practical and registered nurse ○ Blood, blood products, and volume expanders: practical and registered nurse <p>Sensory Perception <ul style="list-style-type: none"> ○ MS ○ Parkinson's ○ Musculoskeletal congenital disorders ○ Seizures </p>

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Nursing Concepts		67%	33%	

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately.
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
Graduate competencies	Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities. Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.	ACEN (2016)
Health care domain	Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective.	QSEN North Carolina Concept-based Learning Editorial Board 2011
Human flourishing	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of	NLN 2012

NUR 113 – Nursing Concepts I
Plan of Instruction

	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty
Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
Medical Emergency	A sudden, often unforeseen event that threatens health or safety.	ACCS Nursing Faculty
Meta-concept	An abstract, higher level concept designating other concepts that analyze the original concept	ACCS Nursing Faculty
NLN	National League for Nursing.	NLN 2012
Nursing Domain	Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team. Key among these concepts is clinical decision making and caring interventions.	North Carolina Concept-based Learning Editorial Board 2011
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 the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
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.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines minimum content, objectives, scope of instruction, and student evaluation. Faculty members may exceed the content but must include all content provided in the	ACCS

NUR 113 – Nursing Concepts I
Plan of Instruction

	POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing."	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student's competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012

NUR 113 – Nursing Concepts I
Plan of Instruction

Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***
Representing the Alabama Community College System

Updated May 19, 2018

NUR 114

Nursing Concepts II

Plan of Instruction

COURSE DESCRIPTION

This course teaches foundational knowledge of nursing concepts and clinical decision making to provide evidence-based nursing care. Content includes but is not limited to: coordinator/manager of care, sexuality, reproduction and childbearing, infection, inflammation, sensory perception, perfusion, cellular regulation, mood disorders and affect, renal fluid/electrolyte balance, and medical emergencies.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	5	75	As per exemplars
Lab	0	0	Applied concepts lab
Clinical	3	135	Supervised experiential clinical learning activities related to adult/child nursing concepts. (Suggested 87 hours adult health, 24 hours maternal/infant, and 24 hours mental health)
Total	8 credit hours – 14 contact hours per week		

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab, clinical, and preceptorship hours as are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- NUR 113 – Nursing Concept I
- ENG 101 – English Composition I
- BIO 202 – Anatomy and Physiology II
- PSY 210 – Human Growth and Development

CO-REQUISITE COURSES

- NUR 115 – Evidence Based Clinical Reasoning
- SPH 106 or 107 - Speech

COURSE OUTCOMES

Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the practical and registered nurse.

Individual Domain (Human Flourishing/Nursing Judgment)							
End-Of-Program SLOs		Student Learning Outcomes		Objectives	KSA		
NLN Graduate Competencies <ul style="list-style-type: none"> • Nursing judgment • Spirit of inquiry • Human flourishing • Professional identity 	<ul style="list-style-type: none"> • Exemplify concepts of nursing inherent to the individual domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> – Coordinator/Manager of Care – Health Promotion – Growth & Development – Immunity – Functional Ability – Perfusion – Cellular Regulation – Psychosocial Well-being – Medical Emergency 	<ul style="list-style-type: none"> • Utilize elements of clinical decision making for patients with selected health concepts and alterations. • Integrate health promotion, specialized modalities and pharmacological agents for patients with selected health concepts and alterations. • Distinguish clinical manifestations and diagnostic findings for patients with selected health concepts and alterations. • Prioritize nursing interventions for patients with selected health concepts and alterations, while recognizing scope of practice for the practical and registered nurse. • Analyze foundational concepts for emergent care. • Apply relevant informatics related to selected health concepts/alterations. 	3				
			QSEN Competencies <ul style="list-style-type: none"> • Safety • Informatics • Evidenced-based practice • Patient centered care • Teamwork and collaboration • Quality improvement 	3	3	3	3
<p>Meta-Concepts/Concepts and Exemplars:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> – Basic pathophysiology – Assessment including developmental – Nursing interventions – Diagnostics – Evidenced based Practice – Cultural considerations – Specialized modalities – Pharmacological agents – Nutritional considerations – Health promotion/prevention of complications – Informatics – Scope of practice for the practical and registered nurse <p>Health Promotion</p> <ul style="list-style-type: none"> • Sexuality <ul style="list-style-type: none"> ○ Erectile Dysfunction ○ Family planning <ul style="list-style-type: none"> ➢ Contraception ➢ Infertility </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ Menopause ○ Menstrual dysfunction – Sexually transmitted infections <p>Growth & Development</p> <ul style="list-style-type: none"> • Development Exemplars <ul style="list-style-type: none"> ○ Attention deficit/hyperactivity disorder ○ Autism spectrum disorders ○ Cerebral palsy ○ Down’s syndrome ○ Failure to thrive – Reproduction/childbearing <ul style="list-style-type: none"> ○ Antepartum ○ Intrapartum ○ Postpartum ○ Newborn care <p>Immunity</p> <ul style="list-style-type: none"> • Infection <ul style="list-style-type: none"> ○ HIV/AIDS </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> – Inflammation – Hypersensitivity reaction – Lupus – Arthritis <p>Functional Ability</p> <ul style="list-style-type: none"> • Sensory perception <ul style="list-style-type: none"> – Hearing – Verbal – Impaired vision – Cataract – Glaucoma – Macular degeneration – Detached retina – Eye injuries • Elimination <ul style="list-style-type: none"> – Acute renal failure – Nephritis – Acute glomerulonephritis – Chronic renal failure – Nephrosclerosis </td> </tr> </table>					<p>Coordinator/Manager of Care</p> <ul style="list-style-type: none"> – Basic pathophysiology – Assessment including developmental – Nursing interventions – Diagnostics – Evidenced based Practice – Cultural considerations – Specialized modalities – Pharmacological agents – Nutritional considerations – Health promotion/prevention of complications – Informatics – Scope of practice for the practical and registered nurse <p>Health Promotion</p> <ul style="list-style-type: none"> • Sexuality <ul style="list-style-type: none"> ○ Erectile Dysfunction ○ Family planning <ul style="list-style-type: none"> ➢ Contraception ➢ Infertility 	<ul style="list-style-type: none"> ○ Menopause ○ Menstrual dysfunction – Sexually transmitted infections <p>Growth & Development</p> <ul style="list-style-type: none"> • Development Exemplars <ul style="list-style-type: none"> ○ Attention deficit/hyperactivity disorder ○ Autism spectrum disorders ○ Cerebral palsy ○ Down’s syndrome ○ Failure to thrive – Reproduction/childbearing <ul style="list-style-type: none"> ○ Antepartum ○ Intrapartum ○ Postpartum ○ Newborn care <p>Immunity</p> <ul style="list-style-type: none"> • Infection <ul style="list-style-type: none"> ○ HIV/AIDS 	<ul style="list-style-type: none"> – Inflammation – Hypersensitivity reaction – Lupus – Arthritis <p>Functional Ability</p> <ul style="list-style-type: none"> • Sensory perception <ul style="list-style-type: none"> – Hearing – Verbal – Impaired vision – Cataract – Glaucoma – Macular degeneration – Detached retina – Eye injuries • Elimination <ul style="list-style-type: none"> – Acute renal failure – Nephritis – Acute glomerulonephritis – Chronic renal failure – Nephrosclerosis
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Individual Domain (Human Flourishing/Nursing Judgment)	
Meta-Concepts/Concepts and Exemplars (continued):	
Perfusion	Medical Emergencies
Exemplars	Exemplars
<ul style="list-style-type: none">○ Coronary artery disease○ Basic dysrhythmias○ Anemias○ Basic heart failure○ Pulmonary emboli○ Brain attack (stroke)○ Hemophilia	<ul style="list-style-type: none">○ Increased intracranial pressure (signs/symptoms)○ Hydrocephaly○ Burns○ Poisonings○ Shock○ Submersion injuries○ Environmental related emergencies○ Anaphylactic reactions
Cellular Regulation	<ul style="list-style-type: none">– Emergency preparedness– Crisis intervention
Exemplars	
<ul style="list-style-type: none">○ Cancers/Tumors	
Psychosocial Well-Being	
<ul style="list-style-type: none">• Mental Health Concepts	
Exemplars	
<ul style="list-style-type: none">○ Depressive disorders○ Anxiety disorders○ Personality disorders○ Bipolar○ Schizophrenia○ Addictive behaviors○ Eating disorders○ Abuse/neglect	

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Individual Domain			100%	

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately.
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
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NUR 114 – Nursing Concepts II
Plan of Instruction

	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
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NUR 114 – Nursing Concepts II
Plan of Instruction

	POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
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Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being,” “knowing,” and “doing.”	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student’s competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012

NUR 114 – Nursing Concepts II

Plan of Instruction

Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well-being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 115

Evidence Based Clinical Reasoning

Plan of Instruction

COURSE DESCRIPTION

This course provides students with opportunities to collaborate with various members of the health care team in a family and community context. Students utilize clinical reasoning to assimilate concepts within the individual, health, and nursing domains.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	1	15	As per exemplars
Lab	0	0	Applied concepts lab
Clinical	1	45	(Preceptorship 3:1) i.e. Long term care, community setting
Total	2 credit hours – 4 contact hours per week		

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab and clinical hours as are 3:1 contact to credit ratio. Preceptorship hours are 3:1. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- NUR 113 – Nursing Concepts I
- PSY 210 – Human Growth and Development
- ENG 101 – English Composition I
- BIO 202 – Anatomy and Physiology II

CO-REQUISITE COURSES

- NUR 114 – Nursing Concepts II
- SPH 106 or 107 - Speech

COURSE OUTCOMES

Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the practical and registered nurse.

Nursing Concepts					
End-of-Program SLOs		Student Learning Outcomes		Objectives	KSA
NLN Graduate Competencies	<ul style="list-style-type: none"> Professional identity Nursing judgment Spirit of inquiry Human flourishing 	<ul style="list-style-type: none"> Apply concepts to provide nursing care inherent to the individual domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> Coordinator/manager of Care Professionalism Healthcare Delivery System 	<ul style="list-style-type: none"> Demonstrate leadership and management skills. Prioritize and coordinate care for assigned patients. Incorporate professionalism into management of care. Distinguish state board of nursing and licensure eligibility requirements for the practical nurse. Prepare for transition to the workplace as a practical nurse. Analyze scope of practice for role determination. Apply informatics into coordination of care. 	4	
	QSEN Competencies			<ul style="list-style-type: none"> Teamwork and collaboration Safety Informatics Evidenced-based practice Quality improvement Patient centered care 	4
		Meta-Concept/Concept and Exemplars:			
		Coordinator/Manager of Care <ul style="list-style-type: none"> PN and ADN Practice <ul style="list-style-type: none"> Evidence Based Practice Prioritization/Coordination Delegation/assignment Supervision/management Performance improvement Case management/referral Continuity of Care 	Professionalism <ul style="list-style-type: none"> Role of PN and role of RN <ul style="list-style-type: none"> Scope of practice Clinical decision making <ul style="list-style-type: none"> Application of nursing process Transition to workplace as practical nurse Licensure preparation for PN 	Healthcare Delivery System <ul style="list-style-type: none"> Current issues and trends 	

NUR 115 – Evidence Based Clinical Reasoning
Plan of Instruction

Graduate Competencies	End-of-Program Student Learning Outcomes	Objectives	KSA
NLN: Human Flourishing	Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team (NLN, 2010).	Assimilate concepts inherent to the individual, health, and nursing domains in providing evidence based nursing care within a family and community context.	4
QSEN: Patient Centered Care	Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families (QSEN, 2012).		
NLN: Nursing Judgment	Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context (NLN, 2010).		
QSEN: Safety	Demonstrate the effective use of strategies to reduce risk of harm to self or others (QSEN, 2012).		
QSEN: Informatics	Incorporate information and technology within own scope of practice to support safe processes of care (QSEN, 2012).		
NLN: Professional Identity	Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing (NLN, 2014).		
QSEN: Teamwork and Collaboration	Function competently within own scope of practice as a member of the health care team (QSEN, 2012).		
NLN: Spirit of Inquiry	By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN, 2014).		
QSEN: Quality Improvement	Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (QSEN, 2012).		
QSEN: Evidence Based Practice	Implement evidence-based practice in the provision of individualized health care (QSEN, 2012).		

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

		Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Nursing Concepts					100%
KSA Indicators					
Indicator	Key Terms	Description			
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency. 			
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate. 			
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance. 			
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately. 			
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases. 			

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
Graduate competencies	Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities. Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.	ACEN (2016)
Health care domain	Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective.	QSEN North Carolina Concept-based Learning Editorial Board 2011
Human flourishing	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of	NLN 2012

NUR 115 – Evidence Based Clinical Reasoning
Plan of Instruction

	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty
Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
Medical Emergency	A sudden, often unforeseen event that threatens health or safety.	ACCS Nursing Faculty
Meta-concept	An abstract, higher level concept designating other concepts that analyze the original concept	ACCS Nursing Faculty
NLN	National League for Nursing.	NLN 2012
Nursing Domain	Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team. Key among these concepts is clinical decision making and caring interventions.	North Carolina Concept-based Learning Editorial Board 2011
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 the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
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.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines minimum content, objectives, scope of instruction, and student evaluation. Faculty members may exceed the content but must include all content provided in the	ACCS

*NUR 115 – Evidence Based Clinical Reasoning
Plan of Instruction*

	POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being,” “knowing,” and “doing.”	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student’s competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012

*NUR 115 – Evidence Based Clinical Reasoning
Plan of Instruction*

Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well-being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 209

Concepts for Healthcare Transition Students

Plan of Instruction

COURSE DESCRIPTION

This course focuses on application of nursing concepts to assist health care professionals to transition into the role of the registered nurse. Emphasis in this course is placed on evidenced based clinical decision making and nursing concepts provided in a family and community context for a variety of health alterations across the lifespan.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	6	90	As per exemplars
Lab	1	45	Applied concepts lab
Clinical	3	135	Supervised experiential clinical learning activities related to adult/child nursing concepts. (Suggested 63 hours adult health, 24 hours maternal/infant, 24 hours pediatrics, and 24 hours mental health)
Total	10 credit hours – 18 contact hours per week		
Upon successful completion of this course students will be awarded 15 hours of non-traditional credit.			

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab and clinical hours as are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- MTH 100 or higher level math
- BIO 201, 202,
- ENG 101
- SPH 106 or 107
- PSY 210

COURSE SPECIFIC STUDENT LEARNING OUTCOMES

Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies for the Associate Degree Nurse.

STUDENT LEARNING OUTCOMES

MODULE A – Nursing Domain							
End-of-Program SLOs		Student Learning Outcomes		Objectives	KSA		
NLN Graduate Competencies <ul style="list-style-type: none"> Professional identity Human flourishing Spirit of inquiry Nursing Judgment 	QSEN Competencies <ul style="list-style-type: none"> Teamwork and collaboration Patient centered care Evidence-based practice Quality improvement Safety Informatics 	A1.0 Demonstrate knowledge, skill, and attitudes needed to transition into the RN role as a member of an inter-professional health care team with special emphasis on scope of practice. Concepts: <ul style="list-style-type: none"> Professionalism Health Promotion Psychosocial Well-being Functional Ability Pharmacology Healthcare Delivery System Manager of Care 	<ul style="list-style-type: none"> Demonstrate professional behaviors for nurses. Describe competencies associated with NLN and QSEN graduate outcomes. Explain the scope of practice for the nurse. Differentiate between normal and abnormal findings of a physical assessment. Demonstrate therapeutic communication. Apply clinical decision making. Perform the nurse's role in teaching and learning. Discuss issues related to managing care. Safely administer specified medications. 	3 3 3 3 3 3 3 3			
				Meta-Concepts/Concepts and Exemplars: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> Professionalism <ul style="list-style-type: none"> NLN and QSEN graduate competencies Regulatory and accrediting bodies Professional behavior Scope of practice Clinical decision making </td> <td style="vertical-align: top; width: 33%;"> Psychosocial Well-being <ul style="list-style-type: none"> Therapeutic communication Cultural variances Functional Ability <ul style="list-style-type: none"> Activities of daily living <ul style="list-style-type: none"> Hygiene Pharmacology <ul style="list-style-type: none"> Medications (Including IV) <ul style="list-style-type: none"> Dosage calculations Medication administration Blood and blood products Volume expanders </td> <td style="vertical-align: top; width: 33%;"> Healthcare Delivery System <ul style="list-style-type: none"> Cost effective care Informatics Documentation Manager of Care <ul style="list-style-type: none"> Care Manager Chain of command Delegation/prioritization Critical thinking Prioritization of care Nursing process Perioperative care </td> </tr> </table>			
Professionalism <ul style="list-style-type: none"> NLN and QSEN graduate competencies Regulatory and accrediting bodies Professional behavior Scope of practice Clinical decision making 	Psychosocial Well-being <ul style="list-style-type: none"> Therapeutic communication Cultural variances Functional Ability <ul style="list-style-type: none"> Activities of daily living <ul style="list-style-type: none"> Hygiene Pharmacology <ul style="list-style-type: none"> Medications (Including IV) <ul style="list-style-type: none"> Dosage calculations Medication administration Blood and blood products Volume expanders 	Healthcare Delivery System <ul style="list-style-type: none"> Cost effective care Informatics Documentation Manager of Care <ul style="list-style-type: none"> Care Manager Chain of command Delegation/prioritization Critical thinking Prioritization of care Nursing process Perioperative care 					

MODULE B – Healthcare Domain				
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA
NLN Graduate Competencies	<ul style="list-style-type: none"> Professional identity Human flourishing Spirit of inquiry Nursing Judgment 	B1.0 Exemplify concepts of nursing inherent to the health care domain within a family and community context. Concepts: <ul style="list-style-type: none"> Manager of Care Safety Professionalism 	<ul style="list-style-type: none"> Promote a culture of safety. Advocate for the nurse’s role in the health care domain. Apply evidence-based practice in the provision of nursing care. Integrate informatics within the health care domain. 	3
	QSEN Competencies			<ul style="list-style-type: none"> Teamwork and collaboration Patient centered care Evidence-based practice Quality improvement Safety Informatics
Skills Validation		Meta-Concepts/Concepts and Exemplars		
<ul style="list-style-type: none"> Documentation/Informatics 		Manager of Care <ul style="list-style-type: none"> Quality improvement Standards of care Safety <ul style="list-style-type: none"> Environmental Injury and Illness prevention National Patient Safety Goals Error Prevention Core Measures (Evidence-Based) 	Professionalism <ul style="list-style-type: none"> Advocacy Competent care Ethical dilemmas Patient’s rights 	

MODULE C – Individual Domain				
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA
NLN Graduate Competencies <ul style="list-style-type: none"> Human flourishing Nursing Judgment Spirit of inquiry Professional identity 	<ul style="list-style-type: none"> Human flourishing Nursing Judgment Spirit of inquiry Professional identity 	<ul style="list-style-type: none"> Exemplify concepts inherent to the health and wellness in providing nursing care to the patient across the lifespan and within a community and family context. <p>Concepts:</p> <ul style="list-style-type: none"> Functional Ability Gas Exchange Safety Health Promotion Growth and Development Perfusion Immunity Psychosocial Well-being Cellular Regulation Fluid and electrolyte Balance Medical Emergencies 	<ul style="list-style-type: none"> Provide patient care related to specified nursing concepts within the scope of practice. Prioritize nursing interventions for patients with selected health concepts and alterations. Analyze foundational concepts for emergent care. Utilize elements of clinical decision making for patients with selected health concepts and alterations. Integrate health promotion, specialized modalities and pharmacological agents for patients with selected health concepts and alterations. 	3
				QSEN Competencies <ul style="list-style-type: none"> Patient centered care Safety Informatics Evidence-based practice Quality improvement Teamwork and collaboration
Skills Validation <ul style="list-style-type: none"> Documentation/Informatics Foley Catheter Nasal Gastric Intubation Dressing Change Tracheotomy Care IV Therapy Venous Access Device Sterile Dressing Changes Physical Assessment Medication Administration 		<p>Meta-Concepts/Concepts and Exemplars: NOTE: Develop detail of course content after assessing individual cohort needs.</p>		
		<p>Functional Ability</p> <ul style="list-style-type: none"> Mobility/immobility Comfort Elimination Nutrition Sensory perception <p>Gas Exchange</p> <ul style="list-style-type: none"> Oxygenation <p>Safety</p> <ul style="list-style-type: none"> Illness prevention <p>Health Promotion</p> <ul style="list-style-type: none"> Immunizations Health promotion/disease prevention Sexuality <p>Growth and Development</p>	<p>Perfusion</p> <p>Immunity</p> <ul style="list-style-type: none"> Infection Inflammation <p>Psychosocial Well-Being</p> <ul style="list-style-type: none"> Culture and Diversity End of life Grief and loss Mental health concepts <p>Cellular Regulation</p> <ul style="list-style-type: none"> Acid/base balance <p>Fluid and Electrolyte Balance</p> <p>Medical Emergencies</p>	

*NUR 209 Concepts for Healthcare Transition Students
Plan of Instruction*

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Module A			100%	
Module B			100%	
Module C			100%	

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately.
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
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Curriculum Glossary of Terms

	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty
Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
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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 the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
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.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines <u>minimum</u> content, objectives, scope of instruction, and student	ACCS

Curriculum Glossary of Terms

	evaluation. Faculty members may exceed the content but must include all content provided in the POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing."	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student's competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree,	NLN 2012

Curriculum Glossary of Terms

	a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	
Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 211

Advanced Nursing Concepts

Plan of Instruction

COURSE DESCRIPTION

This course provides opportunities for students to integrate advanced nursing care concepts within a family and community context. Content includes but is not limited to: manager of care for advanced concepts in safety, fluid/electrolyte balance, cellular regulation, gas exchange, psychosocial well-being, growth and development, perfusion, and medical emergencies.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	4	60	As per exemplars
Lab	0	0	Applied concepts lab
Clinical	3	135	Suggested 16 contact hours are used for mental health clinical and 87 contact hours for complex adult health clinical, 16 contact hours in pediatrics, 16 contact hours in maternal/infant.
Total	7 credit hours – 13 contact hours per week		

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab and clinical hours as are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- NUR 114 – Nursing Concept II
- NUR 115 – Evidence Based Clinical Reasoning
- SPH 106 or 107 - Speech

CO-REQUISITE COURSES

- BIO 220 – General Microbiology

COURSE STUDENT LEARNING OUTCOMES

Course student learning outcomes specified within this course are reflective of current NLN and QSEN graduate competencies relevant to the scope of practice for the registered nurse.

Individual Domain (Human Flourishing/Nursing Judgment)				
End-of-Program SLOs		Student Learning Outcomes	Objectives	KSA
NLN Graduate Competencies	<ul style="list-style-type: none"> Nursing judgment Spirit of inquiry Human flourishing Professional identity 	<ul style="list-style-type: none"> Integrate advanced nursing concepts to provide care inherent to the individual domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> Manager of Care Safety Fluid and Electrolyte Balance Pharmacology Gas Exchange Immunity Psychosocial Well-being Growth & Development Cellular Regulation Perfusion Medical Emergencies 	<ul style="list-style-type: none"> Discriminate among elements of clinical decision making for the registered nurse for patients with advanced health concepts and alterations. Integrate health promotion, specialized modalities and pharmacological agents for patients with advanced health concepts and alterations. Distinguish clinical manifestations and diagnostic findings for patients with advanced health concepts and alterations. Prioritize nursing interventions for patients with advanced health concepts and alterations. 	3
QSEN Competencies	<ul style="list-style-type: none"> Safety Informatics Evidenced based practice Quality improvement Patient centered care Teamwork and collaboration 			3
				3
				3
Skills Validation		Meta-Concepts/Concepts and Exemplars		
<ul style="list-style-type: none"> EKG Strip Interpretation 		<p>Manager of Care</p> <ul style="list-style-type: none"> Pathophysiology Assessment through the lifespan Nursing interventions Diagnostics Evidence-based Practice Cultural considerations Specialized modalities Common drug classifications Nutritional considerations Health promotion/prevention of complications Community based nursing care Informatics Teaching and Learning Scope of practice for the registered nurse 	<p>Psychosocial Well-being</p> <ul style="list-style-type: none"> Exemplars <ul style="list-style-type: none"> Violence Suicide Sexual assault Substance overdose <p>Growth & Development</p> <ul style="list-style-type: none"> Development <ul style="list-style-type: none"> High risk OB <ul style="list-style-type: none"> Antepartum Intrapartum Postpartum Newborn <p>Immunity</p> <ul style="list-style-type: none"> Meningitis Guillian-Barre 	

Individual Domain (Human Flourishing/Nursing Judgment)		
Meta-Concepts/Concepts and Exemplars (continued):		
<p>Safety</p> <p>Exemplars</p> <ul style="list-style-type: none"> ○ Triage ○ Disaster triage ○ Bioterrorism ○ Trauma <p>Fluid and Electrolyte Balance</p> <p>Exemplars</p> <ul style="list-style-type: none"> ○ SIADH ○ Diabetes Insipidus <p>Pharmacology</p> <ul style="list-style-type: none"> – Medications <ul style="list-style-type: none"> ○ Central venous access devices ○ Advanced IV therapy 	<p>Cellular Regulation</p> <ul style="list-style-type: none"> – Exemplars <ul style="list-style-type: none"> ○ Spina bifida ○ Endocrine crises <p>Perfusion</p> <p>Exemplars</p> <ul style="list-style-type: none"> ○ Acute myocardial infarction ○ Advanced heart failure ○ Congenital heart defects ○ Valve disorders ○ Cardiac surgical interventions ○ Rheumatic Endocarditis ○ Hemodynamic monitoring ○ Shock ○ DIC 	<p>Gas Exchange</p> <p>Exemplars</p> <ul style="list-style-type: none"> ○ ABG's ○ Mechanical ventilation ○ Respiratory distress syndrome ○ Bronchopulmonary dysplasia ○ Hemothorax ○ Pneumothorax ○ Chest tubes ○ Lung surgery <p>Medical Emergencies</p> <p>Exemplars</p> <ul style="list-style-type: none"> ○ Multiple organ dysfunction ○ Traumatic Brain Injury ○ Spinal Cord Injury ○ Aneurysms ○ Advanced burns ○ Sepsis ○ Epiglottitis ○ Unintentional injury or trauma

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Module A			100%	

Knowledge, Skills, and Abilities Code Key

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> Recognize basic information about the subject including terms and nomenclature. Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> Examines conditions, findings, or other relevant data to select an appropriate response. The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. Requires students to formulate connections between relevant ideas and observations. Students apply judgments to the value of alternatives and select the most appropriate response. Can instruct others how to do the competency. Performs competency quickly and accurately.
A	Affective Objective	<ul style="list-style-type: none"> Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
Graduate competencies	Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities. Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.	ACEN (2016)
Health care domain	Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective.	QSEN North Carolina Concept-based Learning Editorial Board 2011
Human flourishing	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of	NLN 2012

NUR 211 – Advanced Nursing Concepts
Plan of Instruction

	achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty
Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
Medical Emergency	A sudden, often unforeseen event that threatens health or safety.	ACCS Nursing Faculty
Meta-concept	An abstract, higher level concept designating other concepts that analyze the original concept	ACCS Nursing Faculty
NLN	National League for Nursing.	NLN 2012
Nursing Domain	Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team. Key among these concepts is clinical decision making and caring interventions.	North Carolina Concept-based Learning Editorial Board 2011
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 the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
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.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines minimum content, objectives, scope of instruction, and student evaluation. Faculty members may exceed the content but must include all content provided in the	ACCS

*NUR 211 – Advanced Nursing Concepts
Plan of Instruction*

	POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS
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. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing."	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student's competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012

*NUR 211 – Advanced Nursing Concepts
Plan of Instruction*

Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
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.	QSEN
Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well-being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011



***Alabama
Department of
Postsecondary Education***

Representing the Alabama Community College System

Updated May 19, 2018

NUR 221

**Advanced Evidence Based Clinical Reasoning
Plan of Instruction**

COURSE DESCRIPTION

This course provides students with opportunities to demonstrate graduate competencies through didactic and preceptorship experiences necessary to transition to the profession of nursing. Content in nursing and health care domains includes management of care, professionalism, and healthcare delivery systems.

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CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	3	45	As per exemplars
Lab	0	0	Applied concepts lab
Clinical	4	180	90 hours minimum preceptorship and 90 hours of supervised experiential clinical learning activities.
Total	7 credit hours – 15 contact hours per week		

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Lab, clinical, and preceptorship hours are 3:1 contact to credit ratio. (Ref Board Policy 705.01)

PREREQUISITE COURSES

- BIO 220 – General Microbiology
- NUR 211 – Advanced Nursing Concepts

CO-REQUISITE COURSES

- HUM - Humanities elective (Ethics preferred)

COURSE STUDENT LEARNING OUTCOMES

Course student learning outcomes specified within this course are reflective of current NLN and QSEN graduate competencies relevant to the scope of practice for the registered nurse.

Nursing Concepts					
End-of-Program SLOs		Student Learning Outcomes		Objectives	KSA
NLN Graduate Competencies	<ul style="list-style-type: none"> Professional identity Nursing judgment Spirit of inquiry Human flourishing 	<ul style="list-style-type: none"> Analyze and integrate concepts of nursing inherent to the individual domain within a family and community context. <p>Concepts:</p> <ul style="list-style-type: none"> Manager of Care Professionalism Healthcare Delivery System 	<ul style="list-style-type: none"> Exemplify advanced leadership and management skills for the registered nurse. Prioritize and manage complex care for assigned patients. Incorporate professionalism into management of care. Distinguish state board of nursing and licensure eligibility requirements for the registered nurse. Prepare for transition to the role of registered nurse in a health care delivery setting. Prepare for NCLEX-RN. Integrate informatics into management of care. Discuss the value of professional growth and development through life-long learning. Complete an individualized comprehensive assessment to customize guided remediation. 	4	
	QSEN Competencies			<ul style="list-style-type: none"> Teamwork and collaboration Safety Informatics Evidenced based practice Quality improvement Patient centered care 	4
		Meta-Concepts/Concepts and Exemplars:			
		Manager of Care <ul style="list-style-type: none"> Registered Nurse <ul style="list-style-type: none"> Evidence-based practice Prioritization/coordination Delegation/assignment Supervision/management Performance improvement Case management/referral Continuity of care 	Professionalism <ul style="list-style-type: none"> Role of registered nurse <ul style="list-style-type: none"> Scope of practice Clinical judgement <ul style="list-style-type: none"> Application of nursing process Transition to workplace Licensure preparation for the registered nurse Individualized assessment Life-long learning 	Healthcare Delivery System <ul style="list-style-type: none"> Current issues and trends 	

NUR 221 – Advanced Evidence Based Clinical Reasoning
Plan of Instruction

Graduate Competencies	End-of-Program Student Learning Outcomes	Objective	KSA
NLN: Human Flourishing	Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings (NLN, 2010).	Assimilate advanced concepts inherent to the individual, health, and nursing domains in providing evidence-based nursing care within a family and community context.	4A
QSEN: 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 (QSEN, 2012).		
NLN: Nursing Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010).		
QSEN: Safety	Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2012).		
QSEN: Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2012).		
NLN: 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 (NLN, 2010).		
QSEN: 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 (QSEN, 2012).		
NLN: 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 (NLN, 2010).		
QSEN: Quality Improvement	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 (QSEN, 2012).		
QSEN: Evidence-based Practice	Integrate best evidence-based practice with clinical expertise, patient/family preferences, and values for delivery of optimal health care (QSEN, 2012).		

STUDENT LEARNING OUTCOMES TEST BLUEPRINT

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
NUR 112 – Fundamental Concepts of Nursing, Module A	15%	77%	8%	
NUR 112 – Fundamental Concepts of Nursing, Module B	25%	75%		
NUR 112 – Fundamental Concepts of Nursing, Module C		100%		
NUR 113 – Nursing Concepts I		67%	33%	
NUR 114 – Nursing Concepts II			100%	
NUR 115 – Evidence Based Clinical Reasoning				100%
NUR 209 – Concepts for Healthcare Transition Students, Module A			100%	
NUR 209 – Concepts for Healthcare Transition Students, Module B			100%	
NUR 209 – Concepts for Healthcare Transition Students, Module C			100%	
NUR 211 – Advanced Nursing Concepts			100%	
NUR 221 – Advanced Evidence Based Clinical Reasoning		10%		90%

Indicator	Key Terms	Description
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Term	Definition	Reference
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Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
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QSEN	Quality and Safety Education for Nurses	QSEN

Quality Improvement	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.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
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Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
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Student Learning Outcomes	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice.	ACEN
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Wellness	A state of well being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011

THE ALABAMA COMMUNITY COLLEGE SYSTEM
NURSING (ADN WITH PN OPTION AND MOBILITY) PROGRAM ADMISSION CRITERIA
2016

- Unconditional admission to the college
- A completed application for admission to nursing program received before published deadline.
- A minimum of **18 ACT** composite score National or Residual
- A minimum of **2.5 GPA** for nursing required academic core courses and minimum 2.0 cumulative GPA at current, native institution or cumulative 2.0 in institution from which student is transferring
- A minimum of **2.5 GPA** cumulative high school GPA for students without prior college courses (GED will be used if applicable)
- Meeting the essential functions for nursing
- Eligibility for ENG 101, MTH 100, and BIO 201
- **Mobility** students are additionally required to provide proof of unencumbered, Alabama licensure (i.e. LPN, Paramedic). No work history is required. No associate degree is required for paramedics. Prerequisites required for Mobility program application: ENG 101, MTH 100 or higher level math, BIO 201 & 202, SPH 106 or 107, and PSY 210.

NURSING PROGRAM SELECTION CRITERIA

- *ACT score. There are 36 points possible. No time limit on when the ACT was taken.
- Points for grades in the following nursing required core general educational courses are as documented:
A = 3 points, B = 2 points, C = 1 point
 - English Composition I
 - Intermediate College Algebra
 - Anatomy & Physiology I
 - Anatomy & Physiology II
- Additional 10 points may be awarded as determined by the individual college policy and procedure
- *Minimum 2.5 GPA required in the core general educational courses for the nursing program. Not all courses may have been completed at time of admission. Core general educational courses taken in high school as dual enrollment will be used in GPA calculation.
 - Practical nursing core courses (for stand-alone PN programs): ENG 101, MTH 100, BIO 201, BIO 202, Human Growth & Development, and Speech.
 - Associate degree nursing core courses: ENG 101, MTH 100, BIO 201, BIO 202, Human Growth & Development, Speech, BIO 220, and a Humanities elective.
- Minimum 2.0 cumulative GPA at current, native institution or cumulative 2.0 GPA at institution from which student is transferring
- Minimum 2.5 cumulative high school GPA for students without prior college courses (GED as applicable)

Nursing Program Progression Policy 2016

Progression

In order to progress in the nursing program, the student must:

- a. Achieve a grade of C or better in all required general education and nursing courses.
 - b. Be acceptable by clinical agencies for clinical experiences.
 - c. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
 - d. Maintain program health requirements.
1. A total of two unsuccessful attempts in two separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.
 2. A student may be reinstated to the nursing program only one time. The reinstatement is not guaranteed due to limitations in clinical spaces. All nursing program admission standards must be met.
 3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.
 4. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admissions Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.
 5. ADN students whose second unsuccessful attempt occurs in NUR 211 or 221 may apply for the Mobility program. These students must meet all admission requirements for Mobility, including a 2.5 GPA for nursing required academic core courses and minimum 2.0 cumulative GPA at current, native institution or cumulative 2.0 in institution from which student is transferring and valid Alabama Practical Nursing License.
 6. Students with two non-progressions in the mobility program must reapply and be accepted to start over in NUR 209, even if the student started the program in NUR 211. Students may elect to apply to the ADN program from the beginning as well.

Definitions

Reinstatement: Students who have a withdrawal or failure in a nursing course and are eligible to return to that course will be considered for reinstatement to the program.

Readmission: Students not eligible for reinstatement may apply for program admission as a new student and must submit all application criteria. If accepted as a new student the student must take, or retake, all nursing program courses.

Process for Reinstatement

1. Students should first schedule an appointment with a nursing faculty/advisor to discuss eligibility for reinstatement.
2. Students must apply for reinstatement to the nursing program and submit the application with ACT test results and Letter of Intent by published deadlines.
3. Students must apply for readmission to the college if not currently enrolled. College readmission must be accomplished by published deadlines.
4. Update immunizations, CPR, drug testing, and background screening according to program policy.
5. Demonstrate competency in previous course(s) as required by the College's nursing program.

Transfer Policy

The transfer policy applies to students desiring to transfer between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transfer

1. Must meet minimum admission standards for the nursing program and demonstrate competency as defined by the institution.
2. Must possess a grade of C or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative GPA at time of transfer.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. Must comply with all program policy requirements at accepting institution.
5. Complete at least 25% of the nursing program required courses for degree /certificate at the accepting institution.
6. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
7. The last nursing course in which a student was enrolled cannot be more than 12 months old.
8. Acceptance of transfer students into nursing programs is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.

Transient Student Policy

The transient policy applies only to students desiring to transfer between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transient Status

1. Must meet minimum admission standards for the nursing program.
2. Must possess a grade of C or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative GPA.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. A student enrolled at another institution must secure permission from that institution by submitting an application for admission to the College and a Transient Student Form completed by an official (Nursing Program Dean/Director) of the primary institution.
5. Transient students must complete a Transcript Request Form at the end of the term before a transcript will be issued to the primary institution.
6. Must comply with all program policy requirements at accepting institution.
7. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
8. Acceptance of transient student into a nursing program is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.

Program Completion

Students completing NUR 112, 113, 114, and 115 and required academic courses will be awarded the Practical Nursing certificate. Students who have completed required academic courses and continue in the program through completion of NUR 211 and 221 will be awarded an Associate Degree in Applied Science. Students are responsible for meeting all the progression, and graduation requirements.

PN progression

Students completing NUR 112, 113, 114, and 115 at an institution that only offers the PN program and who wish to transfer to another institution to complete the ADN degree, must meet the requirement for **25% course completion** at college of graduation. Students who cannot meet the 25% course requirement must apply for Mobility and take the transition course to meet the 25% course requirement.

Nursing Program Curriculum Cross Walk

CURRICULUM CROSSOVER FROM OLD TO NEW

Students failing to pass the following courses are reinstated into new curriculum courses as follows:

NUR 102, 103, or 104	-	NUR 112
NUR 105	-	NUR 113
NUR 106	-	NUR 113
NUR 107 or 201	-	NUR 113
NUR 108 or 202	-	NUR 114
NUR 109	-	NUR 115
NUR 200	-	NUR 209
NUR 203	-	NUR 211
NUR 204	-	NUR 221

Alabama Community College System Nursing Program Grading Policy

Each institution will determine a policy for whether or not to round up the final grade.

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = 59 and below

ACCS Concept Based Curriculum
Comparison Table

PN and ADN End- Of-Program Student Learning Outcomes/ Foundational Statements

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Concepts from Nursing Mission and Philosophy
Human Flourishing Promote the human dignity, integrity, self-determination, and personal growth of patients , oneself, and members of the health care team (NLN, 2010).	Human Flourishing Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings (NLN, 2010).	Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy- Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care . We have integrated competencies from the National League of Nursing (NLN) into our philosophy as part of our core values.
Patient-Centered Care Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety , and well-being of patients and families (QSEN, 2012).	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 (QSEN, 2012).	Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy- Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care . We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.
Nursing Judgement Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context (NLN, 2010).	Nursing Judgement Make judgments in practice, substantiated with evidence , that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010).	Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy- Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care . We have integrated competencies from the National League of Nursing (NLN) into our philosophy as part of our core values.

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Concepts from Nursing Mission and Philosophy
<p>Informatics Incorporate information and technology within own scope of practice to support safe processes of care (QSEN, 2012).</p>	<p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2012).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy- Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>Learning is an interactive process using educational methods that are current and supportive of students in the teaching and learning environments.</p> <p>We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.</p>
<p>Safety Demonstrate the effective use of strategies to reduce risk of harm to self or others (QSEN, 2012).</p>	<p>Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2012).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy- Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>Nursing is guided by standards of practice and standards of professional performance.</p> <p>We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.</p>

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Concepts from Nursing Mission and Philosophy
<p>Professional identity Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing (NLN, 2014).</p>	<p>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 (NLN, 2010).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy-Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes.</p> <p>Nursing is guided by standards of practice and standards of professional performance.</p> <p>We have integrated competencies from the National League of Nursing (NLN) into our philosophy as part of our core values.</p>
<p>Teamwork and Collaboration Function competently within own scope of practice as a member of the health care team (QSEN, 2012).</p>	<p>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 (QSEN, 2012).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy-Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>Learning is an interactive process using educational methods that are current and supportive of students in the teaching and learning environments</p> <p>Nursing is guided by standards of practice and standards of professional performance. Standards reflect the values and priorities of the nursing profession.</p> <p>We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.</p>

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Concepts from Nursing Mission and Philosophy
<p>Spirit of Inquiry By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN, 2014).</p>	<p>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 (NLN, 2010).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy-Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>Learning is an interactive process using educational methods that are current and supportive of students in the teaching and learning environments.</p> <p>Nursing is guided by standards of practice.</p> <p>We have integrated competencies from the National League of Nursing (NLN) into our philosophy as part of our core values.</p>
<p>Quality Improvement Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (QSEN, 2012).</p>	<p>Quality Improvement 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 (QSEN, 2012).</p>	<p>Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. Philosophy-Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.</p> <p>We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes.</p> <p>Learning is an interactive process using educational methods that are current and supportive of students in the teaching and learning environments.</p> <p>We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.</p>

Practical Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Associate Degree Nursing End-of-Program Student Learning Outcomes/Graduate Competencies	Concepts from Nursing Mission, Philosophy, and Framework
Evidence-Based Practice Implement evidence-based practice in the provision of individualized health care (QSEN, 2012)	Evidence-Based Practice Integrate best evidence-based practice with clinical expertise, patient /family preferences, and values for delivery of optimal health care (QSEN, 2012).	Mission -Prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system . Philosophy-Nursing is a dynamic profession blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care . We have integrated competencies from the Quality and Safety Education for Nurses (QSEN) into our philosophy as part of our core values.