
Ohio Nursing Collaborative for Educational Mobility

Transitions Course LPN to RN

Transitions Course:

- Mechanism for advanced placement
 - Serves to:
 - Validate prior learning,
 - Update and enhance the student's knowledge,
 - Begin the process of role transition,
 - Prepare the student for advanced placement into the RN program
 - The receiving academic institution grants nursing credit after the student has successfully completed the Transitions Course.
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Course Description:

- 3 Semester Hours
 - 2 credit hours-lecture
 - 30 Lecture Hours
 - 1 credit hour-lab
 - 30 Lab hours (1:2)
 - 4 Quarter Hours
 - 3 credit hours-lecture
 - 30 lecture hours
 - 1 credit hour
 - 30 lab hours (1:3)
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Course Description:

- The course is designed to enable the student to explore integrative concepts in nursing and to assist the student in transition from licensed practical nurse to registered nurse.
 - Students will refine and update previous learning in addition to identifying goals for successful transition in to the registered nursing program.
 - Combined with classroom and nursing laboratory experiences, the student learns through application of concepts.
 - The student will demonstrate the ability to solve problems through the use of the nursing process with a focus on client assessment and to communicate more effectively.
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Course Structure:

- Determined by offering institution
 - Land based
 - Distance
 - Combination
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Prerequisites:

- Acceptance into individual nursing program
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Suggested Textbooks:

- LPN to RN Role Transitions
(*Kathy Ham, Saunders 2002*)
 - LPN to RN Transitions
(*Nicki Harrington & Cynthia Terry, Lippincott 2003*)
 - Returning to School (*Donea Shane, Prentice Hall*)
out of print
 - Other required textbooks for the RN program:
 - Nursing process
 - Health Assessment
 - Additional References:
 - Ethics
 - Math for Meds
 - Self-directed learning
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Course Outcomes:

At completion of the course the student will:

1. **Recognize individual needs using a holistic approach.**
 2. **Utilize the steps in the nursing process in formulating a plan of care.**
 3. **Relate the importance of legal-ethical concepts to selected health care situations.**
 4. **Demonstrate the ability to maintain therapeutic communication with clients.**
 5. **Define specific role changes necessary for the transition from L.P.N. to R.N.**
 6. **Establish personal goals for success in selected R.N. programs incorporating the concepts of self directed learning, time management, and values clarification.**
 7. **Develop teaching strategies for clients.**
 8. **Perform basic assessments of clients across the lifespan.**
 9. **Demonstrate competency with intravenous therapy procedures.**
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Course Outline:

Unit II Concepts Basic to Transition

Unit Objective	Content Outline	<i>Learning Activities</i>
<p>Unit II. CONCEPTS BASIC TO TRANSITION</p> <p>A. Professional Role and Responsibilities</p> <ol style="list-style-type: none">1. Discuss how you perceive yourself in the role of LPN with regard to your individual strengths and areas needing improvement.2. Describe what you believe are model behaviors for a "R.N."3. Discuss your feelings about making the transition from LPN to RN with regard to areas such as nursing skills and functions, leadership responsibilities, peer relationships on the job, etc.4. Compare and contrast the practice of an LPN with an RN in relation to: scope of practice, functions, nursing skills, leadership responsibilities5. Discuss the changes necessary to make the transition from LPN to RN practitioner <p>B. Role Transition</p> <ol style="list-style-type: none">1. Compare characteristics of the provider role with the student role.2. Explain changes in peer relationships that may occur with role changes.	<p>A. Professional Role and Responsibilities</p> <ol style="list-style-type: none">1. Evolution of nursing2. Professionalization of nursing3. Educational pathways4. Educational mobility5. Emerging expanded roles <p>B. Role Transition</p> <ol style="list-style-type: none">1. Motivational forces for returning to school<ol style="list-style-type: none">a. Societyb. Nursing2. The concept of role<ol style="list-style-type: none">a. Social rolesb. Roles and identityc. Role change	<p>DETERMINED BY THE OFFERING SCHOOL</p> <p><i>Reading: Shane, Chapters 1, 4-11 Ham, Chapters 1-2.</i></p> <p><i>Discussion: Share examples of role conflict and role incongruity from your own experiences.</i></p>

Course Outline:

Unit II Concepts Basic to Transition

Unit Objective	Content Outline	Learning Activities
<p>3. Explain role ambiguities which might interfere with a return to the student role.</p> <p>4. Describe the problems and conflicts resulting from the multiple roles LPN students hold.</p> <p>5. Define role overload</p> <p>6. Describe effective actions that enhance coping with multiple role conflicts.</p> <p>7. Differentiate between compartmentalization and reframing as coping strategies.</p> <p>8. Describe actions that aide in achieving goals.</p> <p>9. Describe effective strategies for coping with RTSS.</p> <p>C. Management of Transition</p> <p>1. <u>Self-directed learning</u></p> <p>a. Discuss Knowles' theory of adult learning.</p> <p>b. Describe characteristics of adult learners.</p> <p>c. Describe how concepts of adult learning/self-directed learning are applied to the student role.</p> <p>d. Describe general principles of test taking.</p>	<p>3. Role stressors</p> <p>a. Changes in peer relationships</p> <p>b. Role ambiguity</p> <p>c. Role overload</p> <p>4. Returning to school syndrome</p> <p>a. Honeymoon stage</p> <p>b. Conflict stage</p> <p> 1) Instructors</p> <p> 2) Teaching/learning styles</p> <p>c. Resolution</p> <p>5. Successful coping strategies</p> <p>a. Support systems</p> <p>b. Assess academic skills</p> <p>c. Redefine priorities</p> <p>d. Sort out role changes</p> <p>C. Management of Transition</p> <p>1. Self-directed learning</p> <p>a. Assumptions about learning</p> <p>b. Theories of learning</p> <p>c. Androgogy versus pedagogy</p> <p>d. Comparison of assumptions and processes</p> <p>e. Test-taking principles</p>	<p><i>Review the RTSS syndrome as described by Shane and compare and contrast personal experience during this period.</i></p> <p><i>Complete Special Topic Paper: Role Transition From LPN to RN: A Unique Experience.</i></p> <p><i>Make a list of situations where these concepts have been applied to date in your transition course.</i></p>

Course Outline:

Unit II Concepts Basic to Transition

Unit Objectives	Content Outline	Learning Activities
<p>2. <u>Stress Management</u></p> <ul style="list-style-type: none">a. Define stress.b. Review the difference between stress and anxiety.c. List the biggest causes of stress for transitioning students.d. Identify the signs of stress.e. Describe effect of stress on your life style.f. Describe coping skills for dealing with stress.g. Develop a list of good study habits and star those you can adapt to your own life situation.h. Review some general principles of test taking that reduce test-anxiety. <p>3. <u>Time Management</u></p> <ul style="list-style-type: none">a. Explain the relationship between more effective time management and increased success in school.b. Describe effective strategies to improve time management.c. What are the differences between a calendar and tickler file?d. Name 5 aids to time management and how you intend to incorporate them into your time management time.	<p>2. Stress management</p> <ul style="list-style-type: none">a. Definition of stressb. Difference between stress and anxietyc. Sources of stress<ul style="list-style-type: none">1) Personal/the obvious2) Professionald. Symptoms of stress overloade. Coping strategies<ul style="list-style-type: none">1) Awareness vs. enlightened awareness2) Focusing your goalsf. Building self-esteem <p>3. Time Management</p> <ul style="list-style-type: none">a. Conception of timeb. Perspectives on timec. Common myths of time managementd. Managing time<ul style="list-style-type: none">1) Segmentation2) Concentration	<p><i>Use the Stress Vulnerability Scale to assess your level of vulnerability.</i></p> <p><i>Describe typical time-wasting activities in your life. Complete the "Time Management Assessment" to determine how well you manage your time.</i></p> <p><i>When setting priorities after making a "to do" list, how do you prioritize your B Items?</i></p> <p><i>Using the 5 aids you identified, describe how you intend to apply them to your personal life and your work as a nurse.</i></p>

Course Outline:

Unit III Therapeutic Communication

Unit Objective	Content Outline	Learning Activities
<p>Unit III. THERAPEUTIC COMMUNICATION</p> <p>A. Helping Relationship</p> <ol style="list-style-type: none">1. Describe 4 phases of the helping relationship.2. Differentiate between verbal and non- verbal communication3. Describe essential aspects of communication and the communication process.	<p>III. Therapeutic Communication</p> <p>A. Helping Relationship</p> <ol style="list-style-type: none">1. Pre-interaction2. Introductory<ol style="list-style-type: none">a. Opening the relationshipb. Clarifying the problemc. Structuring the contact3. Working phase<ol style="list-style-type: none">a. Responding and exploringb. Integrative understanding and dynamics self-understanding4. Termination5. Developing skills for helping relationships<ol style="list-style-type: none">a. Active listeningb. Identification of feelingsc. Empathyd. Honestye. Encourage expression not repression of feelingf. Don't make excusesg. Be genuineh. Use your ingenuityi. Know your role and your limitations <p>B. Modes of Communication</p> <ol style="list-style-type: none">1. Verbal communication2. Non-verbal communication <p>C. Communication Process</p> <ol style="list-style-type: none">1. Sender2. Message3. Receiver	<p><i>Reading: Ham, Chapter 5</i></p> <p><i>Give a description of a nursing/client relationship experienced in the clinical area and identify phases of the nursing/client relationship.</i></p>

Course Outline:

Unit III Therapeutic Communication

Unit Objective	Content Outline	Learning Activities
<p>4. Identify ways in which selected factors influence the communication process.</p> <p>5. Describe therapeutic and non-therapeutic techniques used by nurses when communicating with clients.</p> <p>6. Describe strategies for resolving communication problems.</p> <p>7. Differentiate among passive, assertive and aggressive communication.</p>	<p>4. Response</p> <p>5. Factors influencing the process</p> <ul style="list-style-type: none">a. Ability of communicatorb. Perceptionsc. Personal spaced. Roles and relationshipse. Environmentf. Attitudesg. Emotions and self-esteem <p>D. Essential Aspects of Therapeutic Communication</p> <ul style="list-style-type: none">1. Congruency2. Consistency3. Active listening4. Open-ended statements5. Concreteness/Specificity6. Therapeutic touch7. Feedback <p>E. Techniques of Therapeutic Communication</p> <p>F. Blocks to Therapeutic Communication</p> <p>G. Communication Within the Health Care Organization</p> <ul style="list-style-type: none">1. Assertiveness skills2. Problem solving/Conflict resolution	<p><i>In a group role play a variety of therapeutic and non-therapeutic techniques being used in a care setting.</i></p> <p><i>Reading: Lecture Notes: Assertiveness</i></p>

Course Outline:

Unit III Therapeutic Communication

Unit Objective	Content Outline	Learning Activities
<p>8. Differentiate between effective and ineffective groups.</p> <p>IV. Introduction to Nursing Theory and Concepts.</p> <ol style="list-style-type: none"> 1. Describe what is meant by a nursing model. 2. State the reason nursing theories are important to the profession. 3. Identify four nursing theorists who have made contributions to the scientific body of nursing knowledge. 	<p>H. Group Interaction</p> <ol style="list-style-type: none"> 1. Classification of groups <ol style="list-style-type: none"> a. Primary; secondary b. Types <ol style="list-style-type: none"> 1) Task group 2) Self-help group 3) Self-awareness/growth 4) Work related social support groups. 2. Features of effective/ineffective groups <ol style="list-style-type: none"> a. Decision-making methods b. Interaction patterns c. Cohesiveness 3. Group self-evaluation <p>I. Evaluating Communication</p> <ol style="list-style-type: none"> 1. Process recordings <p>J. Introduction to Nursing Theory and Concepts</p> <ol style="list-style-type: none"> 1. Emergence of nursing theory <ol style="list-style-type: none"> a. Historical core b. Theory development in the U.S. c. Major views expressed in early models <ol style="list-style-type: none"> 1) Nightingale 2) Orem 3) Rogers 4) Roy 	<p><i>Choose one type of group and attend a meeting.</i></p> <p><i>Describe observed features according to the chart.</i></p> <p><i>Complete one process recording.</i></p> <p><i>Reading: Ham, Chapters 3 and 4</i></p>
<p>V.. Current issues</p> <ol style="list-style-type: none"> 1. Discuss current issues affecting nursing today. 	<p>K. Current Issues</p> <ol style="list-style-type: none"> 1. Entry into practice 2. Delegated nursing function 3. Other timely issues 	

Course Outline:

Unit IV Nursing Theory

Unit V Current Issues

Unit Objective	Content Outline	<i>Learning Activities</i>
<p>IV. Introduction to Nursing Theory and Concepts.</p> <ol style="list-style-type: none">1. Describe what is meant by a nursing model.2. State the reason nursing theories are important to the profession.3. Identify four nursing theorists who have made contributions to the scientific body of nursing knowledge. <p>V.. Current issues</p> <ol style="list-style-type: none">1. Discuss current issues affecting nursing today.	<p>J. Introduction to Nursing Theory and Concepts</p> <ol style="list-style-type: none">1. Emergence of nursing theory<ol style="list-style-type: none">a. Historical coreb. Theory development in the U.S.c. Major views expressed in early models<ol style="list-style-type: none">1) Nightingale2) Orem3) Rogers4) Roy <p>K. Current Issues</p> <ol style="list-style-type: none">1. Entry into practice2. Delegated nursing function3. Other timely issues4. Legal/Ethical issues	<p><i>Read: Ham Chapters 3 & 4.</i></p> <p><i>Read: Ham Chapter 10</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objective	Content Outline	Learning Activities
<p>Unit V. NURSING PROCESS</p> <p>A. Overview</p> <ol style="list-style-type: none">1. Describe the components of the nursing process.2. Discuss the purpose of the nursing process.3. Identify nursing activities involved in each component of the nursing process.4. Describe the interrelationship of the components of the nursing process.5. List benefits of nursing process to the client and the nurse.6. Describe how the nursing process is a framework for accountability, responsibility, problem-solving and individualized care. <p>B. Assessment</p> <ol style="list-style-type: none">1. Identify purposes of assessing.2. Identify three methods of data collection.	<p>A. Overview of the Nursing Process</p> <ol style="list-style-type: none">1. Definition2. Components<ol style="list-style-type: none">a. Assessment-"Getting the Facts"b. Analysis-"What is the problem?"c. Planning-"What do you want to happen?"d. Intervention-"Doing and Documenting"e. Evaluation-"Did it work?" <p>B. Assessment</p> <ol style="list-style-type: none">1. Purpose<ol style="list-style-type: none">a. Collecting datab. Validating datac. Organizing datad. Identifying patternse. Communicating/Recording data2. Sources of Data<ol style="list-style-type: none">a. Clientb. Familyc. Medical recordsd. Client health historye. Relevant literature	<p><i>Lecture/Discussion</i></p> <p><i>Reading: Alvaro, Chapter 1 Ham, Chapter 7</i></p> <p><i>Complete nursing process worksheet. Review nursing assessment tool.</i></p> <p><i>Reading: Alvaro, Ch. 2.</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objectives	Content Outline	Learning Activities
<ul style="list-style-type: none">3. Differentiate between subjective and objective data.4. Organize assessment data in cluster format.5. Compare directive and in directive approaches to interviewing.6. Compare closed and open-ended questions.7. Describe important aspects of the interview setting.8. Explain common health areas the nurse assesses.9. Describe the importance of assessing to nursing diagnosis.10. Describe the importance of continuing to reassess the client as the nursing care plan is being developed. <p>C. Analysis</p> <ul style="list-style-type: none">1. Define nursing diagnosis.2. Differentiate nursing diagnoses from medical diagnoses and collaborative management.3. Identify basic steps in the diagnostic process.4. Identify nursing diagnoses using the N.A.N.D.A. classification.	<ul style="list-style-type: none">3. Methods of Collection<ul style="list-style-type: none">a. Data Base nursing assessment<ul style="list-style-type: none">1) Nursing interview2) Physical assessmentC. Analysis<ul style="list-style-type: none">1. Organization of data2. Interpretation3. Validation4. Establishing nursing diagnosis5. Prioritizing nursing diagnosis6. Diagnostic reasoning<ul style="list-style-type: none">a. Fundamental principlesb. Suggested stepsc. Risks of error	<p><i>Provide examples of closed and open-ended questions.</i></p> <p><i>Role play client interview using health history form.</i></p> <p><i>Case Study: Analysis of data and identification of nursing diagnosis</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objective	Content Outline	Learning Activities
<p>5. Describe the PES</p> <ol style="list-style-type: none"> a. The problem (<i>P</i>) b. The cause or etiology (<i>E</i>) c. The signs and SX (defining characteristics) that are evident in the patient. (<i>S</i>) <p>6. Describe format for writing nursing diagnoses.</p> <p>7. List common errors in writing diagnostic statements.</p> <p>D. Planning</p> <ol style="list-style-type: none"> 1. Identify four components of the planning phase of the nursing process. 2. Identify criteria that assist the nurse and client to set priorities. 3. State the purpose of establishing client goals. 4. Differentiate between goals and outcome criteria. 5. Describe guidelines for writing goals and outcome criteria. 6. Describe three aspects of planning nursing strategies/interventions. 7. Identify the major purpose of a nursing care plan. 	<ol style="list-style-type: none"> 7. Nursing diagnoses versus collaborative problems versus medical diagnosis <ol style="list-style-type: none"> a. Focus b. Problem identification c. Treatment 8. Using the NANDA list 9. PES System for actual nursing diagnoses <ol style="list-style-type: none"> a. 3-part diagnostic statement <p>D. Planning</p> <ol style="list-style-type: none"> 1. Determine priorities 2. Establishing client goals/expected outcomes <ol style="list-style-type: none"> a. Long term b. Short term 3. Determining nursing actions/interventions 4. Documenting the plan of nursing care 5. Individualizing standardized care plans <ol style="list-style-type: none"> a. Institutional b. Computerized c. Printed in books 6. Common errors on nursing care plans 7. Systems of documentation 	<p><i>Alfaro, Applying Nursing Diagnosis and Nursing Process: A Step by Step Guide</i></p> <p><i>Write two client outcomes.</i></p> <p><i>Remember the outcomes need to be timely and measurable.</i></p> <p><i>List activities that are likely to be identified when planning for comprehensive care.</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objective	Content Outline	Learning Activities
<p>E. Implementation</p> <ol style="list-style-type: none">1. Identify guidelines essential for performing nursing interventions.2. State specific nursing interventions and rationale.3. List two specific reasons why documentation of the care provided is important.4. Describe guidelines for writing nursing orders.5. Describe guidelines for giving end of shift report. <p>F. Evaluation</p> <ol style="list-style-type: none">1. Describe components of the evaluation.2. Assess variables which can affect goal achievement.3. Differentiate quality assessment from quality assurance.4. Describe ways to modify a plan of care.5. Identify various methods used to evaluate nursing care, e.g. nursing audit.	<p>E. Implementation</p> <ol style="list-style-type: none">1. Ongoing data collection and assessment2. Setting daily priorities3. Performing nursing care4. Document nursing care5. Communication<ol style="list-style-type: none">a. Nurse / Nurseb. Client / Nursec. Family / Nurse6. Maintain current care plans <p>F. Evaluation</p> <ol style="list-style-type: none">1. Establish outcome criteria2. Evaluate goal achievement3. Identify variables affecting goal achievement4. Modify plan of care/terminate care	<p><i>Read Alfaro, Ch. 5.</i></p> <p><i>Read Alfaro, Ch. 6.</i></p> <p><i>Case Study</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objective	Content Outline	Learning Activities
<p>G. Critical Thinking</p> <ol style="list-style-type: none">1. Describe four categories of client care priorities.2. Describe principles of priority setting that can be used by staff nurses when managing a group of clients.3. Describe the principles of work organization.	<p>G. Critical Thinking</p> <ol style="list-style-type: none">1. Priority Setting<ol style="list-style-type: none">a. Priority nursing needs of individual client.<ol style="list-style-type: none">1) First order-immediate threat2) Second order-actual problem recognized by client3) Third order-actual problem not recognized by client4) Fourth order- anticipated actual or potential problem which client/family will need help with in futureb. Priority nursing of a group of clients<ol style="list-style-type: none">1) Available resources2) Number and qualification of staff available3) Complexity of client needs4) Flexibility, creativity and expectations of beginning practitionersc. Principles of work organization<ol style="list-style-type: none">1) Determine short/long-term goals of assigned clients2) Rank "to do" activities3) Estimate time required to complete various activities4) Reserve time for the unexpected	<p><i>Read: Ham, Chapter 6</i></p>

Course Outline:

Unit VI Nursing Process

Unit Objective	Content Outline	Learning Activities
<ul style="list-style-type: none">4. Identify the reasons it is important for nurses to be effective decision makers.5. List advantages to a systematic and thorough decision making process.6. Identify the seven steps in the decision making process.7. Describe how listing pros and cons can assist with decision making.8. Discuss guidelines for consistently making effective decisions.	<ul style="list-style-type: none">2. Decision Making<ul style="list-style-type: none">a. Steps in the decision making process.<ul style="list-style-type: none">1) Assess the situation2) Define the problem3) Determine short-term and long-term goals4) Analyze alternative strategies5) Select strategy6) Implement strategy7) Evaluateb. Relevant terms<ul style="list-style-type: none">1) Responsibility and authority2) Effective and ineffective domain3) Realistic and feasible decisionsc. Approaches<ul style="list-style-type: none">1) Listing pros and cons2) Decision trees3) Matrix or decision grid4) Numerical scoringd. Characteristics of a good decision makere. Guidelines for decision making	<ul style="list-style-type: none">1. List and describe effective decisions you have made in the clinical area.2. What process did you use to make those decisions?3. Compare and contrast your method to the decision making process described in class.4. In relation to a particular decision you made in the clinical area describe how you would use the various approaches and tools for effective decision making described in class.

Course Outline:

Unit VII Teaching/Learning

Unit Objective	Content Outline	Learning Activities
<p>Unit VII. Teaching/Learning</p> <ol style="list-style-type: none">1. Describe three theories of learning2. List factors that facilitate learning.3. Explain the three domains of learning.4. Explain essential factors in assessing for learning.	<p>VI. Teaching/Learning</p> <p>A. Facilitating Learning</p> <ol style="list-style-type: none">1. Theories of learning<ol style="list-style-type: none">a. Behaviorismb. Cognitivismc. Humanismd. Androgogy versus Pedagogye. Domains of learning/Bloom's Taxonomy2. Types of change <p>B. Principles of Learning</p> <ol style="list-style-type: none">1. Factors facilitating<ol style="list-style-type: none">a. Motivationb. Readinessc. Feedbackd. Repetition2. Factors inhibiting<ol style="list-style-type: none">a. Elevated anxiety levelb. Physiologic eventsc. Cultural barriers <p>C. Teaching</p> <ol style="list-style-type: none">1. Comparison of teaching process and nursing process<ol style="list-style-type: none">a. Assessing<ol style="list-style-type: none">1) Identifying learning needs.2) Identifying client readiness3) Identifying motivation4) Identifying learning style	<p><i>Reading: Ham, Chapter 8</i></p> <p><i>Role Play: Diabetic Education</i></p>

Course Outline:

Unit VII Teaching/Learning

Unit Objective	Content Outline	<i>Learning Activities</i>
<p>5. Describe the essential aspects of a teaching plan.</p> <p>6. Identify some barriers to learning.</p>	<ul style="list-style-type: none">b. Diagnosing<ul style="list-style-type: none">1) Types of knowledge deficits<ul style="list-style-type: none">a) Examples of nursing diagnosisc. Developing a teaching plan<ul style="list-style-type: none">1) Determining teaching priorities2) Setting learning objectives3) Selecting teaching strategies<ul style="list-style-type: none">a) Explanationb) One to one discussionc) Answering questionsd) Demonstratione) Group discussionf) Practiceg) Printed/audio visual materialsh) Role playingi) Modeling4) Choosing content5) Ordering learning experiencesD. Implementing planning<ul style="list-style-type: none">1. Barriers to learning<ul style="list-style-type: none">a. Physicalb. Psychosocialc. Biorhythmsd. Prognosis2. Teaching Strategies<ul style="list-style-type: none">a. Client contractingb. Group teachingc. Behavior modifications	
	<ul style="list-style-type: none">E. Evaluation of teachingF. Documentation	

Course Outline:

Unit VIII Health Assessment–Health History

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. State the purpose of the health history. 2. Compare and contrast comprehensive and focused histories. 3. Describe when to use open ended, direct and closed ended questioning. 4. Describe communication techniques that enhance or diminish data collection. 5. Identify the importance of cultural considerations in shaping nursing care. 6. Develop a method to assess culturally influenced health beliefs and practices. 7. Define the basic parts and their content of nursing health history. 8. Describe age-related and situational variations in the health history. 	<ol style="list-style-type: none"> I. Purpose of the Health History II. Health Histories <ol style="list-style-type: none"> A. Comprehensive B. Focused III. Communication with Clients <ol style="list-style-type: none"> A. Types of Questions B. Techniques that Limit Communication IV. Cultural Considerations <ol style="list-style-type: none"> A. Cultural Sensitivity B. Cultural Practices V. Types of Data Collected <ol style="list-style-type: none"> A. Biographic B. Reason for Seeking Care C. Present Health Status D. Past Health History/Reviewing Medical Records E. Family History F. Review of Systems VI. Assessment Through the Life-Span <ol style="list-style-type: none"> A. Developmental Theory B. Adults C. Older Adults D. Family Development 	<p><i>Read:</i> <i>Cauthorne-Burnette And Estes, Chapter 3</i></p> <p><i>Cauthorne-Burnette and Estes, Chapter 4 (Focus: Adult Tasks)</i></p>	<p><i>View videotape:</i> <i>Taking a Health History</i></p> <p><u><i>Exercises:</i></u> <i>Perform a health history and genogram on student partner utilizing Health Assessment form (Submit completed Assessment at end of lab).</i></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>

Course Outline:

Unit VIII Health Assessment-Physical Exam.

Objectives	Outline	Learning Activities	Lab
<p>1. Describe equipment required for health assessment</p> <p>2. Define, describe and demonstrate inspection, auscultation, palpation and percussion.</p> <p>3. Describe positioning for effective assessment.</p> <p>4. Describe and define vital signs including purpose, equipment and techniques used for measurement.</p> <p>5. Describe factors that affect measurement of vital signs.</p> <p>6. Describe methods used for height and weight measurement.</p>	<p>VII. Equipment</p> <ul style="list-style-type: none">A. ThermometersB. StethoscopeC. SphygmomanometerD. DopplerE. Pulse OximeterF. Vision AcuityG. OphthalmoscopeH. OtoscopeI. Reflex HammerJ. Tuning ForksK. Audiometer<ul style="list-style-type: none">L. CalipersM. Scale <p>VIII. Techniques</p> <ul style="list-style-type: none">A. InspectionB. PalpationC. PercussionD. Auscultation <p>IX. Positioning</p>	<p><i>Read:</i></p> <p><i>Cauthorne-Burnette & Estes, Chapter 8</i></p>	

Course Outline:

Unit VIII Health Assessment-Physical Exam

Objectives	Outline	Learning Activities	Lab
Physical Assessment - continued	<ul style="list-style-type: none">X. Vital Signs<ul style="list-style-type: none">A. TemperatureB. PulseC. RespirationD. Blood PressureE. Factors Affecting MeasurementXI. General Assessment<ul style="list-style-type: none">A. WeightB. HeightA. Skin fold Thickness	<i>Cauthorne-Burnette and Estes, Chapter 9</i>	

Course Outline:

Unit VIII Health Assessment-Skin

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none">1. Describe the anatomy and physiology of the integumentary system.2. Relate relevant data that is included in a comprehensive health history of hair, skin and nails.3. Describe expected findings described from the physical examination of hair, skin & nails.4. Delineate age related, ethnic, cultural, and situational variations of anatomy and physiology that can be noted in assessment of the hair, skin and nails.5. Identify common problems and conditions of hair, skin and nails.6. Discuss health promotion practices that are pertinent to the Integumentary system.7. Describe abnormal findings that may be found in physical examination of the hair, nails and skin.	<ol style="list-style-type: none">I. Anatomy and Physiology ReviewII. Health History (Subjective Data Collection)III. Physical Examination (Objective Data Collection)<ol style="list-style-type: none">A. SkinB. HairC. NailsIV. VariationsV. Common Integumentary ProblemsVI. Health PromotionVII. Documentation	<p><i>Read:</i> <i>Cauthorne-Burnette and Estes, Chapter 10.</i></p>	<p><i>View Videotape:</i> <i>#5 Examining the Skin, Hair and Nails</i></p>

Course Outline:

Unit VIII Health Assessment-Head & Neck

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the head, neck and lymphatic system. 2. Relate relevant data that is included in a comprehensive health history of the head, neck and lymphatic systems. 3. Delineate age related, cultural and situational variations of the anatomy and physiology that can be noted in assessment of the head, neck and lymphatic systems. 4. Demonstrate appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the head, neck and lymphatic systems. 5. Describe expected findings and typical variations with disorders derived from the physical examination and diagnostic evaluation of the head, neck and lymphatic systems. 6. Discuss health promotion practices for the head, neck and lymphatic systems. 	<p>I. Anatomy and Physiology Review</p> <p>II. Health History (Subjective Data Collection)</p> <p>III. Physical Examination (Objective Data Collection)</p> <ol style="list-style-type: none"> A. Head B. Neck C. Thyroid D. Lymph Nodes <p>IV. Diagnostic Findings (Objective Data)</p> <p>V. Variations</p> <p>VI. Findings Associated with Disorders</p> <p>VII. Health Promotion</p> <p>VIII. Documentation</p>	<p><i>Read:</i> <i>Cauthorne-Burnette and Estes, Chapter 11</i></p>	<p><i>View videotapes:</i> <i>#7 Examining the Head and Neck;</i></p> <p><u><i>Exercises</i></u> <i>With student partner, complete health history and physical assessment of head, neck and lymphatics.</i></p>
<ol style="list-style-type: none"> 7. Describe abnormal findings that may be found in physical examination of the head, neck and lymphatic systems. 			

Course Outline:

Unit VIII Health Assessment-*Eye & Ear*

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the ears, auditory system, eyes and the visual system. 2. Relate relevant data that is included in a comprehensive health history of the ears, eyes, auditory and visual systems. 2. Delineate age related, cultural and situational variations of the anatomy and physiology that can be noted in assessment of the ears, eyes, auditory and visual systems. 3. Demonstrate appropriate use of equipment for the examination of the ears, eyes, auditory and visual systems. 4. Demonstrate appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the ears, eyes, auditory and visual systems. 5. Describe expected findings from the physical examination and diagnostic evaluation of the ears, eyes, auditory and visual systems. 6. 7. Identify common problems and conditions of the ears, eyes, auditory and visual systems. 7. Discuss health promotion practices pertinent to the sensory system. 8. 9. Describe abnormal findings that may be found in physical examination of the ears, eyes, auditory and visual systems. 	<ol style="list-style-type: none"> I. Anatomy and Physiology of the Sensory System II. Health History (Subjective Data Collection) III. Physical Examination (Objective Data Collection) IV. Diagnostic Findings (Objective Data) V. Variations VI. Findings Associated with Disorders VII. Health Promotion VIII. Documentation 	<p><i>Read:</i> <i>Cauthorne-Burnette & Estes,</i> <i>Chapter 12,</i> <i>Chapter 13 (pp. 135-136;</i> <i>139-144)</i></p>	<p><i>View Videos:</i> <i>Examining the Eyes</i> <i>Examining the Ears</i></p> <p><u><i>Exercise</i></u> <i>With student partners,</i> <i>complete health history and</i> <i>physical assessment of</i> <i>sensory system.</i></p>

Course Outline:

Unit VIII Health Assessment-Respiratory

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the respiratory system. 2. Relate relevant data that is included in a comprehensive health history of the respiratory system. 3. Describe the expected findings described from physical examination and diagnostic studies of the respiratory system. 4. Delineate age related, ethnic, cultural and situational variations of anatomy and physiology that can be noted in assessment of the respiratory system. 5. Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the respiratory system. 6. Identify common problems and conditions of the respiratory system 7. Discuss health promotion practices that are pertinent to the respiratory system. 8. Describe abnormal physical and diagnostic findings that may be found in examination of the respiratory system. 	<ol style="list-style-type: none"> I. Anatomy and Physiology Review II. Health History (Subjective Data) III. Physical Examination (Objective Data) <ol style="list-style-type: none"> A. Nose B. Sinuses C. Mouth D. Oropharynx E. Chest Wall <ol style="list-style-type: none"> 1. Inspection 2. Palpation 3. Percussion 4. Auscultation IV. Diagnostic Findings (Objective Data) V. Variations VII. Health Promotion VIII. Documentation 	<p><i>Read:</i> <i>Cauthorne-Burnette and Estes, Chapter 12 (pp. 120-123, 140-145) Chapter 14</i></p> <p><i>Audiotape: (available in College Lab)</i> <i>Heart & Lung Sounds, Side II. (Optional)</i></p> <p><u><i>Exercises:</i></u> <i>With student partner, complete health history and physical assessment of the respiratory system.</i></p>	<p><i>View videotapes:</i> <i>#10 Examining the Nose, Mouth, and Pharynx;</i> <i>#11 Examining the Lungs and Thorax</i></p>

Course Outline:

Unit VIII Health Assessment-Cardiovascular

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the heart and peripheral vascular system. 2. Relate relevant data that is included in a comprehensive health history of the heart and peripheral vascular system. 3. Describe the expected findings described from physical examination and diagnostic studies of the heart and peripheral vascular system. 4. Delineate age related, ethnic, cultural and situational variations of anatomy and physiology that can be noted in assessment of the heart and vascular system. 5. Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the heart and vascular system. 6. Identify common problems and conditions of the heart and peripheral vascular system. 7. Discuss health promotion practices that are pertinent to the heart and peripheral vascular. 	<ol style="list-style-type: none"> I. Anatomy & Physiology Review II. Health History (Subjective Data) III. Physical Examination (Objective Data) <ol style="list-style-type: none"> A. Blood Pressure B. Pulse C. Skin, Hair, Nails D. Venous Assessment E. Jugular Venous Pressure F. Lower Extremities G. Cardiac Assessment IV. Diagnostic Studies V. Variations VI. Common Problems/Conditions VII. Health Promotion VIII. Documentation <ol style="list-style-type: none"> A. Graphing B. Narrative Descriptions 	<p><i>Read:</i> <i>Cauthorne-Burnette and Estes, Chapter 15</i></p> <p><i>Audiotape: (available in the College Lab)</i> <i>Heart Sounds, Side I. (Optional)</i></p> <p><u><i>Exercises:</i></u> <i>With student partner, complete health history and physical assessment of the cardiovascular system.</i></p>	<p><i>View videotapes:</i> <i>#12 Examining the Heart;</i></p> <p><i>#13 Examining the Vascular System</i></p>
<ol style="list-style-type: none"> 8. Describe abnormal physical and diagnostic findings that may be found in examination of the heart and peripheral vascular system. 			

Course Outline:

Unit VIII Health Assessment-Musculoskeletal

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the Musculoskeletal system. 2. Relate relevant data that is included in a comprehensive health history of the Musculoskeletal system. 2. Describe the expected findings described from physical examination and diagnostic studies of the Musculoskeletal system. 3. Delineate age related, ethnic, cultural and situational variations of anatomy and physiology that can be noted in assessment of the Musculoskeletal system. 4. Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the Musculoskeletal system. 5. Identify common problems and conditions of the Musculoskeletal system. 6. Discuss health promotion practices that are pertinent to the Musculoskeletal system. 7. Describe abnormal physical and diagnostic findings that may be found in examination of the Musculoskeletal system. 	<ol style="list-style-type: none"> I. Anatomy & Physiology Review II. Health History (Subjective Data) III. Physical Examination (Objective Data) <ol style="list-style-type: none"> A. Inspection & ROM B. Palpation IV. Diagnostic Studies (Objective Data) <ol style="list-style-type: none"> A. Radiology (MRI, CT) B. Muscle Biopsy V. Variations VI. Common Problems VII. Health Promotion VIII. Documentation 	<p><i>Read:</i> <i>Cauthorne-Burnette and Estes, Chapter 17</i></p> <p><i>Exercises:</i> <i>With student partner, complete health history and physical assessment of the musculo-skeletal system.</i></p>	<p><i>View Videotape:</i> <i>#18 Examining the Musculoskeletal System</i></p> <ul style="list-style-type: none"> •

Course Outline:

Unit VIII Health Assessment-Neurological

Objectives	Outline	Learning Activities	Lab
<p>1. Describe the anatomy and physiology of the neurological system.</p> <p>2. Relate relevant data that is included in a comprehensive health history of the neurological system and mental status examination.</p> <p>3. Describe the expected findings described from physical examination and diagnostic studies of the neurological system.</p> <p>4. Delineate age related, ethnic, cultural and situational variations of anatomy and physiology that can be noted in assessment of the neurological system.</p> <p>5. Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the neurological system.</p> <p>continued ...</p>	<p>I. Anatomy & Physiology Review</p> <p>II. Health History (Subjective Data)</p> <p>III. Physical Examination (Objective Data)</p> <p> A. Cranial Nerves</p> <p> B. Coordination and Fine Motor Skills</p> <p> C. Proprioception</p> <p> D. Sensory Function</p> <p> E. Pain</p> <p> 1. Sharp</p> <p> 2. Dull</p> <p> 3. Reflexes</p> <p>IV. Diagnostic Studies</p> <p>V. Variations</p> <p>continued ...</p>	<p>Read:</p> <p><i>Cauthorne-Burnette and Estes, Chapter 18</i></p>	<p>View videotapes:</p> <p>#19 Examining the Neurologic System: Mental Status, Speech and Cranial Nerves;</p> <p>#20 Examining the Neurologic System: Motor and Sensory Functions, Reflexes.</p>
<p>continued ...</p>			

Course Outline:

Unit VIII Health Assessment-Neurological

Objectives	Outline	<i>Learning Activities</i>	<i>Lab</i>
<p>6. Identify common problems and conditions of the neurological system and mental status examination.</p> <p>7. Discuss health promotion practices that are pertinent to the neurological system.</p> <p>8. Describe abnormal physical and diagnostic findings that may be found in examination of the neurological system and mental status.</p> <p>9. Describe abnormal findings that may be found in physical examination of the neurological system and mental status examination.</p>	<p>•VII. Common Problems and Conditions</p> <p>•VIII. Health Promotion</p> <p>•IX. Documentation</p>		

Course Outline:

Unit VIII Health Assessment-GI & GU

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none"> 1. Describe the anatomy and physiology of the gastrointestinal system and urinary system. 2. Relate relevant data that is included in a comprehensive health history of the gastrointestinal system and urinary system. 3. Describe the expected findings described from physical examination and diagnostic studies of the gastrointestinal system and urinary system. 4. Delineate age related, ethnic, cultural and situational variations of anatomy and physiology that can be noted in assessment of the gastrointestinal system and urinary system. 5. Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the gastrointestinal system and urinary system. 6. Identify common problems and conditions of the gastrointestinal system and urinary system. 7. Discuss health promotion practices that are pertinent to the gastrointestinal system and urinary system. 	<ol style="list-style-type: none"> I. Anatomy & Physiology Review II. Developmental Conditions III. Health History (Subjective Data) IV. Physical Examination (Objective Data) <ol style="list-style-type: none"> A. Inspection B. Auscultation C. Palpation D. Percussion E. Abdominal Reflexes V. Diagnostic Findings (Objective Data) VI. Variations VII. Common Problems VIII. Health Promotion IX. Documentation 	<p><i>Read:</i> Cauthorne-Burnette and Estes, Chapter 16</p> <p><i>Exercises:</i> With student partner, complete health history and physical assessment of the abdomen..</p>	<p><i>Wear pants or shorts with an elastic waistband to lab.</i></p> <p><i>View videotape:</i> #15 Examining the Abdomen</p>
<ol style="list-style-type: none"> 8. Describe abnormal physical and diagnostic findings that may be 			

Course Outline:

Unit VIII Intravenous Therapy

Objectives	Outline	Learning Activities	Lab
<ol style="list-style-type: none">1. Describe and demonstrate proper technique for intravenous initiation.2. Describe and demonstrate proper procedure for administration of IV medications. (IVPB & IVP)3. Describe and demonstrate proper procedure for discontinuing IV therapy and IV medication administration.	<ol style="list-style-type: none">I. Intravenous Therapy<ol style="list-style-type: none">A. Initiation<ol style="list-style-type: none">1. Equipment2. TechniqueB. Intravenous Medication<ol style="list-style-type: none">1. Equipment2. ProcedureC. Discontinuing	<p><i>Practice: Math Problems for calculation of IV fluids & meds</i></p>	<p><i>View: Video: IV Therapy</i></p> <p><i>Competency Verification</i></p>