



**Alabama**  
**Department of**  
**Postsecondary Education**

*Representing the Alabama Community College System*

**NUR 118**  
**Health Care Transition for the Allied Health Professional**

**Plan of Instruction**

**COURSE DESCRIPTION**

This course focuses on application of nursing concepts to allied health professionals into the role of the practical nurse. Emphasis in this course is placed on evidence-based clinical decision making and nursing concepts provided in a family and community context for a variety of health alterations across the lifespan. Designed to bridge previously gained health care knowledge, skills and abilities of the certified medical assistant, and paramedic to the role of the practical nurse. This course serves as a refresher for the nurse who desires practical experience before returning to the workforce.

## CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	6	90	As per exemplars
Lab	1	45	Applied concepts lab
Clinical	2	90	45 hours should be in a medical-surgical setting 45 hours of specialty rotations to be determined by program
Total	9	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:

- Admission to the program
- MTH 100, BIO 201, BIO 202, ENG 101, PSY 210, SPH 106/107

### CO-REQUISITE COURSES:

- NUR 115 – 2 credit hours  
\*\*NUR 115 is not a required co-req for students taking NUR 118 Healthcare Transition as a refresher option.

### STUDENT OBJECTIVES:

Student learning outcomes specified in this course reflect current NLN and QSEN graduate competencies for the Practical Nurse.

## STUDENT LEARNING OUTCOMES

**Module A – 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.

End-of-Program SLOs	Student Learning Outcomes	Recommended Outline	Objectives	KSA
<b>NLN Graduate Competencies</b>	<ul style="list-style-type: none"> <li>• Professional identify</li> <li>• Human flourishing</li> <li>• Spirit of inquiry</li> <li>• Nursing Judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplify concepts inherent to the nursing domain within a family and community context.           <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>– Functional Ability</li> <li>– Pharmacology</li> <li>– Professionalism</li> <li>– Health Promotion</li> <li>– Psychosocial Well-being</li> <li>– Health Care Delivery System</li> <li>– Coordinator of Care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Nursing role and scope of practice           <p>Legal &amp; Ethical Issues</p> <ul style="list-style-type: none"> <li>-Sources of law</li> <li>-Civil</li> <li>-Criminal</li> <li>-Good Samaritan Law</li> <li>-Professional Liability</li> </ul> </li> <li>• Regulatory and accreditation agencies           <ul style="list-style-type: none"> <li>-Nurse Practice Act</li> <li>-Delegation</li> <li>-Reporting</li> </ul> </li> <li>• Legal risks areas           <ul style="list-style-type: none"> <li>-Negligence</li> <li>-Malpractice</li> <li>-Staffing</li> </ul> </li> <li>• Legal safeguards           <ul style="list-style-type: none"> <li>-Risk Management</li> <li>-Malpractice insurance</li> <li>-Incident reporting</li> </ul> </li> <li>• Professional Organizations</li> <li>• <b>Nursing Process:</b> <ul style="list-style-type: none"> <li>Data Collection, Planning, Implementation, Evaluation</li> <li>- Response to and revision of the care plan</li> <li>-Inter-professional team communication/collaboration</li> <li>-Therapeutic communication</li> <li>-Verbal/Non-verbal</li> <li>-Interviewing skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply nursing science focusing on the role of the nurse in providing nursing care to pediatric patients across the life span</li> <li>• Demonstrate professional behaviors for nurses</li> <li>• Differentiate the role and legal scope of practice of the PN and other health care personnel</li> <li>• Discuss the nursing process in the delivery of care through the lifespan</li> <li>• Differentiate between normal and abnormal findings of a physical assessment</li> <li>• Demonstrate therapeutic communication</li> <li>• Apply clinical decision making</li> <li>• Perform the practical nurses role in teaching and learning</li> <li>• Discuss issues related to managing care</li> <li>• Safely administer specified medications           <ul style="list-style-type: none"> <li>• Oral</li> <li>• Injections</li> <li>• Topical</li> <li>• Inhaled</li> <li>• Intravenous</li> </ul> </li> <li>• Demonstrate accurate dosage calculation</li> <li>• Summarize scope of practice, legal/ethical intravenous and blood infusions</li> <li>• Demonstrate satisfactory IV insertion, safe use of IV equipment and management of IV therapy</li> </ul>
<b>QSEN Competencies</b>	<ul style="list-style-type: none"> <li>• Teamwork and collaboration</li> <li>• Patient centered care</li> <li>• Evidence-based practice</li> <li>• Quality improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Outline a holistic plan(s) of care for a patient(s) in a family and community context</li> </ul>		

<p><b>Module A – Nursing Domain:</b> 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.</p>											
<p><b>Skills Validation</b></p> <ul style="list-style-type: none"> <li>Assessments                     <ul style="list-style-type: none"> <li>Head to toe assessment</li> <li>Focused assessment</li> <li>Vital signs</li> </ul> </li> <li>* Sterile Procedures                     <ul style="list-style-type: none"> <li>Medical Asepsis</li> <li>Sterile Procedures</li> </ul> </li> <li>Caring interventions                     <ul style="list-style-type: none"> <li>Dosage calculations</li> <li>Medication administration</li> <li>IV Therapy &amp; venipuncture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pharmacology                     <ul style="list-style-type: none"> <li>Scope of Practice for IV therapy</li> <li>Management of IV</li> <li>Central Venous Devices</li> </ul> </li> </ul>										
<p><b>Meta-Concepts/Concepts and Exemplars:</b></p>											
<table border="0"> <tr> <td> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>NLN and QSEN graduate competencies</li> <li>Professional behavior</li> <li>Legal and ethical issues</li> <li>Scope of practice</li> <li>Conflict resolution</li> <li>Clinical decision making</li> <li>Inter-disciplinary team</li> </ul> </td><td> <p><b>Psychosocial Well-being</b></p> <ul style="list-style-type: none"> <li>Communication process</li> <li>Establishing and maintaining therapeutic communication</li> <li>Cultural variances</li> </ul> </td><td> <p><b>Healthcare Delivery System</b></p> <ul style="list-style-type: none"> <li>Cost effective care</li> <li>Informatics</li> <li>Documentation</li> </ul> </td></tr> <tr> <td> <p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Subjective assessment</li> <li>Objective assessment                             <ul style="list-style-type: none"> <li>Physical assessment</li> <li>Assessment of vital signs</li> </ul> </li> <li>Assessment through the lifespan</li> <li>Teaching/learning</li> </ul> </td><td> <p><b>Functional Ability</b></p> <ul style="list-style-type: none"> <li>Activities of daily living                             <ul style="list-style-type: none"> <li>Hygiene</li> </ul> </li> </ul> </td><td> <p><b>Coordinator/Manager of Care</b></p> <ul style="list-style-type: none"> <li>Care coordination</li> <li>Chain of command</li> <li>Delegation/prioritization</li> <li>Critical thinking</li> <li>Prioritization of care</li> <li>Nursing process</li> </ul> </td></tr> <tr> <td></td><td> <p><b>Pharmacology</b></p> <ul style="list-style-type: none"> <li>Medications (Including IV)                             <ul style="list-style-type: none"> <li>Dosage calculations</li> <li>Medication administration</li> <li>Blood products</li> </ul> </li> </ul> </td><td></td></tr> </table>			<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>NLN and QSEN graduate competencies</li> <li>Professional behavior</li> <li>Legal and ethical issues</li> <li>Scope of practice</li> <li>Conflict resolution</li> <li>Clinical decision making</li> <li>Inter-disciplinary team</li> </ul>	<p><b>Psychosocial Well-being</b></p> <ul style="list-style-type: none"> <li>Communication process</li> <li>Establishing and maintaining therapeutic communication</li> <li>Cultural variances</li> </ul>	<p><b>Healthcare Delivery System</b></p> <ul style="list-style-type: none"> <li>Cost effective care</li> <li>Informatics</li> <li>Documentation</li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Subjective assessment</li> <li>Objective assessment                             <ul style="list-style-type: none"> <li>Physical assessment</li> <li>Assessment of vital signs</li> </ul> </li> <li>Assessment through the lifespan</li> <li>Teaching/learning</li> </ul>	<p><b>Functional Ability</b></p> <ul style="list-style-type: none"> <li>Activities of daily living                             <ul style="list-style-type: none"> <li>Hygiene</li> </ul> </li> </ul>	<p><b>Coordinator/Manager of Care</b></p> <ul style="list-style-type: none"> <li>Care coordination</li> <li>Chain of command</li> <li>Delegation/prioritization</li> <li>Critical thinking</li> <li>Prioritization of care</li> <li>Nursing process</li> </ul>		<p><b>Pharmacology</b></p> <ul style="list-style-type: none"> <li>Medications (Including IV)                             <ul style="list-style-type: none"> <li>Dosage calculations</li> <li>Medication administration</li> <li>Blood products</li> </ul> </li> </ul>	
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<b>Module B- Health Care Domain</b> – 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.				
<b>End-of-Program SLOs</b>	<b>Student Learning Outcomes</b>	<b>Recommended Outline</b>	<b>Objectives</b>	<b>KSA</b>
<b>NLN Graduate Comp- etencies</b>	<ul style="list-style-type: none"> <li>• Professional identify</li> <li>• Human flourishing</li> <li>• Spirit of inquiry</li> <li>• Nursing Judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplify concepts inherent to the health care domain within a family and community context.</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>– Healthcare Delivery Systems</li> <li>– Coordinator/Manager of Care</li> <li>– Safety</li> <li>– Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Informatics                             <ul style="list-style-type: none"> <li>-HIPPA(Confidentiality)</li> <li>-Technology</li> </ul> </li> <li>• Professional organizations</li> <li>• QSEN competencies</li> <li>• ANA standards of practice</li> <li>• ANA Code of Ethics</li> <li>• NLN Competencies</li> <li>• Core Measures-Joint Commission</li> <li>• National Patient Safety Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Describe processes used in understanding allocation of responsibility and accountability</li> <li>• Explain the nurse's role in advocacy in the health care domain.</li> <li>• Apply evidence-based practice in the provision of nursing care</li> <li>• Integrate informatics within the health care domain.</li> <li>• Describe scope of practice and roles of health care team members</li> </ul>
<b>QSEN Comp- etencies</b>	<ul style="list-style-type: none"> <li>• Teamwork and collaboration</li> <li>• Patient centered care</li> <li>• Evidence-based practice</li> <li>• Quality improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>			
<b>Skills Validation</b>		<b>Meta-Concepts/Concepts and Exemplars:</b>		
		<p><b>Healthcare Delivery Systems</b></p> <ul style="list-style-type: none"> <li>– Historical nursing perspectives</li> <li>– Trends in the nursing profession</li> <li>– Types of health care settings</li> <li>– Access to health care</li> <li>– Documentation</li> <li>– Informatics                             <ul style="list-style-type: none"> <li>○ Point of care</li> <li>○ HIPAA</li> </ul> </li> <li>– Health policy                             <ul style="list-style-type: none"> <li>○ State and local agencies</li> <li>○ Accrediting bodies</li> <li>○ Professional organizations</li> <li>○ Types of reimbursements</li> </ul> </li> <li>– Institutional policies and procedures</li> </ul>	<p><b>Coordinator/Manager of Care</b></p> <ul style="list-style-type: none"> <li>– Quality improvement</li> <li>– Standards of care</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>– Environmental</li> <li>– Injury and Illness prevention</li> <li>– National Patient Safety Goals</li> <li>– Error Prevention</li> <li>– Core Measures (Evidence-Based)</li> </ul>	<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>– Role</li> <li>– Professional advocacy</li> <li>– Community advocacy</li> <li>– Patient advocacy</li> <li>– Personal advocacy</li> <li>– Competent care</li> <li>– Community ethics                             <ul style="list-style-type: none"> <li>○ Beginning of life</li> <li>○ Lifespan</li> <li>○ End of life</li> </ul> </li> <li>– Ethical dilemmas</li> <li>– Patient's rights</li> </ul>

<b>Module C – Individual Domain</b> Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.				
<b>End-of-Program SLOs</b>	<b>Student Learning Outcomes</b>	<b>Recommended Outline</b>	<b>Objectives</b>	<b>KSA</b>
<b>NLN Graduate Competencies</b> <ul style="list-style-type: none"> <li>• Human Flourishing</li> <li>• Spirit of Inquiry</li> <li>• Nursing Judgment</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• Health Promotion</li> <li>• Growth &amp; Development</li> <li>• Safety (Risk for Injury)</li> <li>• Immunity</li> <li>• Nutrition</li> <li>• Functional Ability                             <ul style="list-style-type: none"> <li>◦ Sensory perception</li> <li>◦ Elimination</li> </ul> </li> <li>• Gas Exchange</li> <li>• Psychosocial Well Being</li> <li>• Perfusion</li> <li>• Cellular Regulation</li> <li>• Cellular Regulation</li> <li>• Inflammation</li> <li>• Mobility/Immobility</li> <li>• Elimination</li> <li>• Oxygenation</li> <li>• Comfort</li> <li>• Coordinator of Care</li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>• Primary, Secondary, &amp; Tertiary Prevention</li> <li>• Nurses Role</li> <li>• Lifespan Considerations                             <ul style="list-style-type: none"> <li>◦ Infant</li> <li>◦ Toddler</li> <li>◦ Pre-School age</li> <li>◦ School age</li> <li>◦ Adolescents</li> <li>◦ Adults</li> <li>◦ Older Adults</li> </ul> </li> </ul> <p><b>Normal Development</b></p> <ul style="list-style-type: none"> <li>• Infant</li> <li>• Toddler</li> <li>• Pre-school age</li> <li>• School age</li> <li>• Adolescent</li> </ul> <p><b>Alterations in Development</b></p> <p><b>Error/Injury Prevention</b></p> <ul style="list-style-type: none"> <li>• Environmental/Home                             <ul style="list-style-type: none"> <li>◦ Animal Bites</li> <li>◦ Bicycle</li> </ul> </li> <li>• Car Seats</li> <li>• Restraints</li> <li>• Fire Hazards</li> </ul> <p><b>Standard Precautions</b></p> <ul style="list-style-type: none"> <li>• Communicable disease</li> <li>• Isolation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nurse's role in health promotion.</li> <li>• Differentiate illness from disease and acute illness from chronic illness.</li> <li>• Discuss the role of the nurse in assisting with end of life decisions</li> <li>• Describe the elder client's response to illness and hospitalization</li> <li>• Differentiate common assessment procedures used to examine immune health in the pediatric client.</li> <li>• Explain management of immune health and prevention of infection and disease</li> <li>• Differentiate common assessment procedures to examine developmental health in the pediatric client.</li> <li>• Describe principles to include in a pediatric client safety assessment.</li> <li>• Perform environmental assessments for the pediatric client with potential risks for injury.</li> </ul>	

<b>Module C – Individual Domain</b> Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.				
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End-of-Program SLOs	Student Learning Outcomes	Recommended Outline	Objectives	KSA
<b>QSEN Graduate Competencies</b>	<ul style="list-style-type: none"> <li>• Patient centered care</li> <li>• Evidence-based practice</li> <li>• Quality improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Outline a holistic plan(s) of care for a patient(s) in a family and community context</li> </ul>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>• Neglect/Abuse</li> <li>• Attention deficit/hyperactivity</li> <li>• Autism Spectrum</li> <li>• Cerebral palsy</li> <li>• Down's syndrome</li> <li>• Failure to thrive</li> <li>• Depressive disorders</li> <li>• Anxiety disorders</li> <li>• Personality disorders</li> <li>• Bipolar</li> <li>• Schizophrenia</li> <li>• Addictive Behaviors</li> </ul> <p><b>Fluid &amp; Electrolyte</b></p> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Disturbances in F &amp; E Balance</li> <li>• Acid-base homeostasis</li> <li>• Acid-base alterations</li> </ul>	<ul style="list-style-type: none"> <li>• Explain nursing interventions to reduce the pediatric client's risk for injury</li> <li>• Differentiate common assessment procedures used to examine nutritional health across the life span</li> <li>• Demonstrate the nursing process across the lifespan for individuals with common alterations in nutrition</li> <li>• Plan evidence-based care for individuals with psychosocial indicators in collaboration with family and members of the health care team.</li> <li>• Recognize concepts of F&amp;E imbalance and identify treatment modalities in the management of nursing care</li> <li>• Relate nursing process in the promotion of acid-base homeostasis</li> </ul>
<b>Skills Validation</b>	<p><b>Meta-Concepts/Concepts and Exemplars:</b>  <b>NOTE: Develop detail of course content after assessing individual cohort needs.</b></p>			

<b>Module C – Individual Domain</b> Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	
<ul style="list-style-type: none"> <li>• Naso Gastric Tube</li> <li>• Dressing Changes</li> <li>• Tracheostomy Care</li> <li>• IV Therapy</li> <li>• Medication Administration</li> <li>• Oxygenation devices</li> <li>• TED Hose</li> <li>• Sequential Compression Devices</li> <li>• ACE wraps/immobilizers</li> <li>• Foley catheterization</li> </ul>	<p><b>Functional Ability</b></p> <ul style="list-style-type: none"> <li>• <b>Comfort</b> <ul style="list-style-type: none"> <li>– Alterations           <ul style="list-style-type: none"> <li>○ Pain</li> <li>○ End of Life</li> <li>○ Sleep/Rest</li> </ul> </li> <li>– Nursing Interventions           <ul style="list-style-type: none"> <li>○ Use of pain scale</li> <li>○ Hygiene</li> <li>○ Common drug classifications</li> </ul> </li> </ul> </li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Peptic Ulcer disease</li> <li>• GERD</li> <li>• Pyloric Stenosis</li> </ul> <p><b>Psychosocial Well-Being</b></p> <ul style="list-style-type: none"> <li>• Culture and Diversity</li> <li>• End of Life</li> <li>• Grief and loss</li> <li>• Mental health concepts</li> </ul> <p><b>Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Development</li> <li>– Reproduction/childbearing           <ul style="list-style-type: none"> <li>○ Antepartum</li> <li>○ Intrapartum</li> <li>○ Postpartum</li> <li>○ Newborn care</li> </ul> </li> </ul> <p><b>Functional Ability</b></p> <ul style="list-style-type: none"> <li>• <b>Sensory perception</b> <ul style="list-style-type: none"> <li>○ Hearing</li> <li>○ Verbal</li> <li>○ Impaired vision</li> <li>○ Cataract</li> <li>○ Glaucoma</li> <li>○ Macular degeneration</li> <li>○ Detached retina</li> <li>○ Eye Injuries</li> </ul> </li> </ul>

<b>Module C – Individual Domain (Continued)</b>	
<b>Skills Validation</b>	<b>Recommended Outline for Reproductive/childbearing</b>
	<p><b>Antepartum</b></p> <ul style="list-style-type: none"> <li>• Prenatal education and care</li> <li>• Preconception health promotion</li> <li>• Childbirth education</li> <li>• Nutrition</li> <li>• Family Planning</li> <li>• Danger Signs of Pregnancy</li> <li>• Signs of pregnancy</li> <li>• Fertilization &amp; fetal development</li> <li>• Physiological changes of pregnancy</li> <li>• Discomforts of pregnancy</li> <li>• Psychological adaptation to pregnancy</li> <li>• Family</li> </ul> <p><b>Complications of Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Fetal Monitoring</li> <li>• Assessment of fetal well being</li> <li>• Nutritional considerations</li> <li>• Fetal development</li> <li>• Multifetal pregnancy</li> <li>• Hyperemesis gravidarum</li> <li>• Infections</li> <li>• Chronic medical problems</li> <li>• Hemolytic diseases</li> <li>• Gestational diabetes</li> <li>• Bleeding</li> <li>• Hypertensive disorders of pregnancy</li> <li>• Substance abuse</li> <li>• Preterm labor</li> </ul> <p><b>Intrapartum</b></p> <ul style="list-style-type: none"> <li>• Nursing process during labor and birth</li> <li>• Admissions of client in labor</li> <li>• Onset of labor and stages of labor</li> <li>• Assessing the newborn</li> <li>• APGAR</li> <li>• Induction/augmentation of labor</li> <li>• Analgesia/anesthesia</li> <li>• Pharmacological agents/treatments</li> <li>• Infection control</li> <li>• Maternal responses to labor</li> <li>• Immediate newborn/mother care</li> <li>• Psychosocial care during intrapartum</li> <li>• Obstetric procedures</li> <li>• Risks of labor and birth</li> </ul> <p><b>Postpartum</b></p> <ul style="list-style-type: none"> <li>• Nursing process for post-partum care</li> <li>• Postpartal care</li> <li>• Postpartal procedures</li> <li>• Discharge instructions</li> <li>• Health promotion activities</li> <li>• Danger signs</li> <li>• PP care – vaginal birth and cesarean birth</li> <li>• Postpartal hemorrhage</li> <li>• Psychosocial care during postpartum</li> <li>• PP complications</li> </ul> <p><b>Newborn</b></p> <ul style="list-style-type: none"> <li>• Nursing process for newborn care</li> <li>• Immediate newborn needs</li> <li>• First bath</li> <li>• Circumcision</li> <li>• Heel sticks</li> <li>• Bathing the newborn</li> <li>• Breast feeding</li> </ul>

Module C – Individual Domain (Continued)					
End-of-Program SLOs		Suggested Concepts/Exemplars	Recommended Outline	Objectives	KSA
<b>NLN Graduate Competencies</b>	<ul style="list-style-type: none"> <li>• Human flourishing</li> <li>• Nursing Judgment</li> <li>• Spirit of Inquiry</li> </ul>	<p><b>Coordinator of Care</b></p> <ul style="list-style-type: none"> <li>○ <b>Perioperative nursing</b> <ul style="list-style-type: none"> <li>○ Pre-, Intra- &amp; Post</li> </ul> </li> <li>○ <b>Tissue integrity</b> <ul style="list-style-type: none"> <li>○ Dermatitis</li> <li>○ Pressure Ulcers</li> <li>○ Wound Healing</li> </ul> </li> <li>○ <b>Gas Exchange</b> <ul style="list-style-type: none"> <li>○ <b>Oxygenation</b> <ul style="list-style-type: none"> <li>▪ Asthma</li> <li>▪ COPD</li> <li>▪ Cystic Fibrosis</li> <li>▪ RSV</li> <li>▪ SIDS</li> </ul> </li> </ul> </li> <li>○ <b>Perfusion</b> <ul style="list-style-type: none"> <li>○ Hypertension</li> <li>○ Peripheral Vascular Disease</li> <li>○ Deep vein thrombosis</li> <li>○ Coronary Artery Disease</li> <li>○ Basic Heart Failure</li> <li>○ Pulmonary emboli</li> <li>○ Brain Attack (stroke)</li> <li>○ Hemophilia</li> </ul> </li> <li>○ <b>Cellular Regulation</b> <ul style="list-style-type: none"> <li>○ Acid/Base</li> <li>○ Diabetes Mellitus</li> <li>○ Thyroid Disease</li> <li>○ Cirrhosis</li> <li>○ Osteoporosis</li> </ul> </li> <li>○ <b>Mobility/Immobility</b> <ul style="list-style-type: none"> <li>○ Transportation/positioning patients</li> <li>○ Devices and restraints</li> <li>○ Promotion of skin integrity</li> <li>○ Musculoskeletal Injuries</li> <li>○ Musculoskeletal congenital anomaly</li> </ul> </li> </ul>	<p><b>Coordinator of Care – with each concept discuss:</b></p> <ol style="list-style-type: none"> <li>1. Basic Pathophysiology</li> <li>2. Lifespan assessment</li> <li>3. Diagnostic labs/tests</li> <li>4. Core Measures/Evidence Based Practice</li> <li>5. Cultural Considerations</li> <li>6. Common pharmacological agents</li> <li>7. Nutritional considerations</li> <li>8. Health promotion</li> <li>9. Prevention of complications</li> <li>10. Scope of nursing practice</li> <li>11. Informatics</li> </ol>	<ul style="list-style-type: none"> <li>• Coordinate patient care through exemplar(s) including implementation of nursing interventions for the : perioperative client, tissue integrity, gas exchange, perfusion, endocrine, liver, musculoskeletal alterations, musculoskeletal congenital concepts and musculoskeletal trauma</li> </ul>	
<b>QSEN Competencies</b>	<ul style="list-style-type: none"> <li>• Patient centered care</li> <li>• Safety</li> <li>• Informatics</li> <li>• Evidence-based practice</li> <li>• Quality improvement</li> </ul>				

### 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		40%	60%	
Module B		66%	34%	
Module C		-	100%	

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

**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
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 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.	NLN 2012

**Curriculum Glossary of Terms**

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 <b>minimum</b> content, objectives, scope of instruction, and student 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.	ACCS
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Portfolio	A selection of a student's work compiled over a period of time utilized to assess performance or progress toward graduate competencies, and personal and professional growth.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS

**Curriculum Glossary of Terms**

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
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
Student Learning Outcomes	Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measurable, learner-oriented abilities that are consistent with standards of professional 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

**Curriculum Glossary of Terms**

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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