Nursing Programs

2012-2013
STUDENT HANDBOOK
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SECTION I

INTRODUCTION
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

PURPOSE OF HANDBOOK

The purpose of the Westmoreland County Community College Nursing Programs Student Handbook is to present general information, guidelines, and policies related specifically to the nursing programs.

The Westmoreland County Community College Nursing Programs Student Handbook is meant to be used in conjunction with, and does not duplicate, information found in the Westmoreland County Community College Catalog and Student Handbook.

Students are responsible for information contained in the current Westmoreland County Community College Nursing Programs Student Handbook and the current Westmoreland County Community College Catalog and Student Handbook.

Nursing students will observe all “Student Rights and Responsibilities” as outlined in the current College Catalog and Student Handbook.

Nursing students are encouraged to utilize all “Student Services and Resources” as outlined in the current College Catalog and Student Handbook.
## FULL-TIME NURSING FACULTY AND STAFF DIRECTORY

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Kathleen A. Malloy, PhD, RN</td>
<td>Dean of Health Professions</td>
<td>724-925-4028</td>
<td>2259</td>
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<tr>
<td>Ruth E. Irwin, MSN, RN</td>
<td>Director of Nursing Programs</td>
<td>724-925-5987</td>
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<tr>
<td>Pauline Freedberg, MSN, RN</td>
<td></td>
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<tr>
<td>Rebecca Gediminskas, MSN, RN</td>
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<td>Vickie Jellison, MSN, RN</td>
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<td>Sandra Korbakes, MNEd, RN</td>
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<tr>
<td>Patricia Minton-Kennedy, MNEd, RN</td>
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<tr>
<td>Jonni Pielin-Kircher, MSN, RN</td>
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<td>Barbara Nopwasky, MSN, RN</td>
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<td>Mary Rodgers, MSN, RN</td>
<td></td>
<td>724-925-4020</td>
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<td>Carie Shedlock, MSN, RN</td>
<td>Lab Faculty Office</td>
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<td>Sue Ellen Snyder, MSN RN</td>
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<td>Donna Steele, MSN RN</td>
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<tr>
<td>Kathleen Waller, MSN, RN, CFNP</td>
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<td>Debra Ward, MSN, RN</td>
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<tr>
<td>Rebecca Zuzik, MSN, RN, ACNM</td>
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<td>Sarah Jones, MSN, RN</td>
<td>Indiana CCC</td>
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<td>Desiree Beppler, BSN, RN</td>
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<tr>
<td>Barbara Walters, MSN, RN</td>
<td>Greene County</td>
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<tr>
<td>Eve Weaver, MSN, RN</td>
<td>Greene County</td>
<td>724-627-3464 Ext. 6711</td>
<td>2253</td>
</tr>
</tbody>
</table>
COLLEGE PHONE NUMBERS

If calling these numbers, you will reach the switchboard and then you can be connected with the various offices:

If calling from Belle Vernon, Greensburg, Jeannette, Latrobe, New Alexandria, Delmont, and surrounding areas ..................724-925-4000

If calling from Pittsburgh and surrounding areas ..................................1-800-262-2103

If calling from Greene, Indiana counties and surrounding areas ..........1-800-262-2103

Revised 7/21/09, 5/19/08, 8/15/07, 8/29/06, 8/02/05, 8/12/02
WESTMORELAND COUNTY COMMUNITY COLLEGE
OFFICIAL ACADEMIC CALENDAR
2012-2013

Fall 2012

Faculty Development Aug 13, 14
Faculty Return/Faculty Prep Day Aug 15
Classes Begin Aug 16
Labor Day (College Closed) Sept 3
Faculty Development/College Meeting Oct 2 (No Classes)
Faculty Development (2-4 p.m.) Oct 16
Faculty Development/College Meeting Oct 25 (No Classes)
Faculty Development (2-4 p.m.) Nov 8
Thanksgiving Recess (College Closed) Nov 21, 22, 23, 24
Last Day for Student Initiated Withdrawal Dec 1
Exams or Class Days (Faculty in Attendance) Dec 7, 8, 10, 11, 12 (evening)
Faculty Prep Day Dec 12
Grades Due in Records Office Dec 14 Noon

Spring 2013

Faculty Development Jan 8
Faculty Prep Day Jan 9
Classes Begin Jan 10
Martin Luther King Obsavance-College Closed Jan 21
Faculty Development (2-4 p.m.) Feb 7
Faculty Development (2-4 p.m.) Mar 12
Faculty Development/College Meetings Mar 26 (No Classes)
Spring Break Faculty & Students Mar 27, 28, 29, 30
Last Day for Student Initiated Withdrawal Apr 20
Exams or Class Days (Faculty in Attendance) May 2, 3, 4, 6, 7 (evening)
Faculty Prep Day May 7
Commencement May 9
Grades Due in Records Office May 10 Noon

Summer 2013

1st Session Classes Begin/SummerTerm May 20
Memorial Day (College Closed) May 27
1st Session Classes End Jun 25
2nd Session Classes Begin Jun 26
Grades Due - 1st Session Classes Jun 28 Noon
Independence Day (College Closed) Jul 4
2nd Session/Summer Term Classes End Aug 1
Grades Due – 2nd Session Classes Aug 5 Noon

8-Week Session Classes:
8-week Session Classes Begin Jun 10
8-week Session Classes End Aug 2
Grades Due - 8-week Session Classes Aug 5 Noon
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM
GENERAL STUDENT INFORMATION

ACADEMIC REMEDIATION
Traditional and technology-based remediation is available for nursing students who are having difficulty acquiring the skills and/or knowledge necessary to succeed in the nursing program. Remediation is designed to meet student individual needs and to assist them in improving performance in the classroom, campus laboratory, and/or clinical settings.

Students may be referred to the remediation laboratory instructors by faculty; or alternately, students can schedule sessions with them independently. To schedule an appointment, students are to sign their name in an available time slot in the calendar appointment book located outside the remediation laboratory.

ACCREDITATION AND APPROVAL
Westmoreland County Community College is accredited by the Middle States Association of Colleges and Schools (middlestates.org.). The program is fully approved by the Pennsylvania State Board of Nursing (ST-NURSE@state.pa.us).

The Westmoreland County Community College Association Degree Program is accredited by the National League of Nurse Accrediting commission, Inc (NLNAC) effective Fall 2008-Fall 2016 To obtain full context, refer to NLNAC.org

ADJUSTING EXAMINATION GRADES
Test items will be reviewed when 50% or more of the students in the section taking the test have answered the questions incorrectly. When the instructor determines that an item is valid, the test question will be retained. If the question is determined to be invalid by the instructor, the item will be scored “correct” for all students. If the instructor determines there is more than one correct answer, the student will be given credit for the correct answers.

Students should address inquiries or appeals regarding individual examination grades to the instructor responsible for teaching the content in question. This must be done within three days from the date the exam was given.

AVAILABILITY OF CLINICAL INSTRUCTOR
An instructor must be available in the clinical facility when students are providing direct patient care. The student must notify the Health Professions office (724) 925-4029 and the nurse in charge of the clinical unit when an instructor is not available at the time of the clinical experience.

BULLETIN BOARDS
Level I and Level II nursing student information is posted on the bulletin boards in the hall outside the Health Professions office. Nursing students should check these bulletin boards daily. Examples of the types of information posted include:

- Class and room schedules and modifications
- Campus laboratory and clinical schedules and modification
- Group lists
- Memorandums
- Notices of interest to nursing
**GRADING SCALE FOR NURSING COURSES**
The grading scale is as follows:
- A 91-100
- B 84-90
- C 77-83
- D 70-76
- F 69 and below

There will be no rounding of grades, no bonus points, or extra credit awarded within any nursing course.

**LATE ASSIGNMENTS**
Commitment is a critical element in the nursing program. Submitting scheduled assignments late demonstrates a lack of professional commitment and may result in a reduced grade. Penalties for late assignments will be outlined in the individual course syllabi.

**MISSED EXAMINATIONS**
A student, who anticipates missing a scheduled examination, must contact the faculty responsible for presenting the content prior to the examination to reschedule that exam.
- An alternate form of the examination may be administered
- Failure to notify the faculty member prior to the examination and reschedule the missed exam will result in a grade of zero
- Failure to take the rescheduled examination at the designated time will result in a grade of zero
- Extenuating circumstances may be considered

**Mobile Handheld Device Clinical/Campus Laboratory Guidelines**
All entering students are **required** to purchase the Unbound Medicine-Nursing Central software of textbooks and install the software to a mobile handheld device. Web access is listed on the nursing program web site ([www.wccc.edu/nursing](http://www.wccc.edu/nursing)) and will be emailed to all NSG 111 students.

The Unbound Medicine web site lists compatible mobile hand held devices that students can install the software to.

**Students Responsibilities:**
- Devices need to be fully charged and ready for use at all times.
- The device must be carried with the student when in all nursing classes, labs, or clinical. Students will not turn on devices in the class or labs until instructed by faculty.
- Under no circumstances can the device be used to record conversations or to take pictures or video.
- If requested, students will show device to faculty or staff members.
- All tones for devices must be silenced while in class, labs, or clinical.
- Students will follow all facility policies including turning off phones in clinical setting and moving to approved area to access the Unbound Medicine software.
- Personal phone calls or texting is not permitted during class, labs, and clinical.
- Students will follow facility policies for disinfecting and cleaning devices upon arrival and departure from the clinical setting.
- Students will show the device and explain its purpose to all patients when using in the patient room, if appropriate.
- It is the student’s responsibility to keep physical possession of the device at all times.

*Failure to follow this guideline will result in disciplinary action up to and including failure of a course.*

Date initiated 1/20/11
**OBSERVATIONAL EXPERIENCES**
Observational experiences used to meet clinical objectives/outcomes will have specific guidelines distributed with course materials.

**PREPLANNING**
Preplanning time is allotted on the day of or evening prior to the clinical experience to enable students to gather data related to the assigned patient’s health problem and nursing care.

- WCCC student identification is required along with appropriate facility identification MUST be worn during the preplanning experience. Business-like clothing (no shorts or blue jeans) is to be worn under a clean and well pressed lab coat.
- Students are NOT permitted to provide nursing care during the preplanning time.

**PROFESSIONAL LIABILITY**
Students in the Nursing program must obtain professional liability insurance with a minimum coverage of $1,000,000 per occurrence and $3,000,000 aggregate.

- A copy of the policy must be submitted to Health Professions office prior to the beginning the semester.
- The policy must be in effect prior to beginning the clinical experience.
- Failure to provide documentation of required coverage will result in the student not being permitted to attend scheduled clinical experiences.
- The Nursing Service Organization (NSO) offers this type of insurance to students. Go to [www.nso.com](http://www.nso.com) to apply online.

**PROGRAM HOURS**
Refer to the table following the text in this section.

**REVIEWING EXAMINATIONS**

- Scheduled group review sessions are conducted at the discretion of the faculty teaching the content being tested.
- Students may make an appointment to arrange an individual review session.
- A student who has not passed an exam is responsible to make an appointment for an individual examination review.
- All examination reviews will be held before the final examination is given. If no final examination is scheduled in the course, the review must be held within one week after the course has ended.
STUDENT RECORDS
The nursing program maintains a record of each student currently enrolled. The student may view the contents of the record by requesting, in writing, an appointment with the Director of the Nursing Programs. The student/graduate must provide written permission to release information from their record. A copy of the waiver is maintained in the record.

1. Current student records include:
   - Current photograph
   - Student data sheet
   - Certification of graduation worksheet
   - All correspondence related to student
   - Current WCCC transcript
   - Notations related to counseling/guidance sessions
   - Incident reports until graduation
   - Copies of add/drop and withdrawal forms
   - Health records
   - Copies of high school transcripts and other educational programs
   - Admission test results
   - Waiver for release of information
   - Copies of Act33-34 Clearance (criminal record check and child abuse history)
   - Clinical evaluation forms

2. Permanent student records include:
   - Photograph
   - Student data sheet
   - Certification for graduation worksheet
   - Final WCCC transcript
   - Selected correspondence related to the student
   - Notations related to counseling/guidance sessions
   - Copies of add/drop and withdrawal forms
   - Health records
   - Copies of high school transcripts and other educational programs
   - Admission test results
   - Waiver for release of information
   - Copies of Act 33-34 clearance (criminal record check and child abuse history)
   - Critical skills inventory
   - Commendations

STYLE MANUAL FOR WRITTEN PRESENTATIONS
The most current edition of APA (Publication Manual of the American Psychological Association) will be on reserve in the library. This manual can be used as a reference for formal documentation.
TAPE RECORDING
Permission to audio tape record a lecture must be obtained from each classroom and laboratory instructor. If you do audio tape, the recording is for one’s own self studying use, only. You may not reproduce or disseminate the recording or information in any format. You are not permitted to video the classroom or laboratory presentation or utilize any electronic recording devices. Please refer to individual course syllabi for specific guidelines.

No taping, recording or copying may occur in any clinical type experience assignment; this includes phones, electronic devices and/or other modes of recording or copying. Failure to abide by this guideline may result in disciplinary action.

WITNESSING LEGAL DOCUMENTS
Students are not permitted to act as a witness for the signing of any type of legal document during the clinical lab experience.

Dates Revised        4/16/09, 5/19/08, 6/23/07
Dates Reviewed       6/5/07, 4/7/11
Next Date to Review  Fall 2013 (every 3 years)
Responsibility       Guideline/By-laws Committee
The formula for assigning credit to Nursing Courses shall be as follows:

| 1 credit | = | 1 class Lecture hour |
| 1 credit | = | 3 Nursing hours – all Nursing courses except NSG 110 = 1.4 Lab hours (LPN) |
| 1 credit | = | 4 clinical Lab hours (PN only) |

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Revised 5/3/01, 2/4/86
Reviewed 5/7/08, 4/30/92, 10/10/89, 3/1/88, 1/11/85, 5/1/84
### NSG 110 - INTRODUCTION TO NURSING AND HEALTH CARE

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### NSG 111 – FOUNDATIONS OF NURSING CARE*

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*Clinical hours revised for Fall 2002

### NSG 120 – BASIC MEDICAL SURGICAL NURSING CARE IN ACUTE SETTINGS

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<td>Clinical (ADN)</td>
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<td>(ADN) 12.86 hours/week (90 hours total/7 weeks)</td>
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<td>(1:4)</td>
<td>(PN) 17.14 hours/week (120 hours total/7 weeks)</td>
</tr>
<tr>
<td>Preplanning</td>
<td></td>
<td>2 hours/week (14 hours total/7 weeks)</td>
</tr>
</tbody>
</table>

### NSG 121 – BASIC MEDICAL SURGICAL NURSING CARE IN SELECTED SETTINGS

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Credits</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>(1:1)</td>
<td>6.4 hours/week (45 hours total/7 weeks)</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>(1:3)</td>
<td>3.2 hours/week (22.5 hours total/7 weeks)</td>
</tr>
<tr>
<td>Clinical (ADN)</td>
<td>(1:3)</td>
<td>(ADN) 9.6 hours/week (67.5 hours total/7 weeks)</td>
</tr>
<tr>
<td>Clinical (PN)</td>
<td>(1:4)</td>
<td>(PN) 12.68 hours/week (90 hours total/7 weeks)</td>
</tr>
<tr>
<td>Preplanning</td>
<td></td>
<td>2 hours/week (14 hours total/7 weeks)</td>
</tr>
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</table>

### NSG 122 – MENTAL HEALTH CONCEPTS

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Credits</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>(1:1)</td>
<td>1.07 hours/week (7.5 hours total/7 weeks)</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>(1:3)</td>
<td>3.21 hours/week (22.5 hours total/7 weeks)</td>
</tr>
</tbody>
</table>

### SUMMER PN COURSES

### NSG 130 – PRACTICAL NURSING ROLE IN EXTENDED CARE SETTINGS

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Credits</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>(1:1)</td>
<td>5 hours/week (30 hours total/6 weeks)</td>
</tr>
<tr>
<td>Clinical</td>
<td>(1:4)</td>
<td>20 hours/week (120 hours total/6 weeks)</td>
</tr>
<tr>
<td>Preplanning</td>
<td></td>
<td>1.67 hours/week (10 hours total/6 weeks)</td>
</tr>
</tbody>
</table>

### NSG 131 – BASIC NURSING CARE OF THE CHILDBEARING FAMILY

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Credits</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>(1:1)</td>
<td>7.5 hours/week (22.5 hours total/3 weeks)</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>(1:4)</td>
<td>7 hours/week (21 hours total/3 weeks)</td>
</tr>
<tr>
<td>Clinical</td>
<td>(1:4)</td>
<td>23 hours/week (69 hours total/3 weeks)</td>
</tr>
<tr>
<td>Preplanning</td>
<td></td>
<td>1.75 hours/week (5.25 hours total/3 weeks)</td>
</tr>
</tbody>
</table>
### NSG 132 – BASIC NURSING CARE OF THE INFANT, CHILD, AND FAMILY

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1.5</td>
<td>7.5 hours/week</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>1.5</td>
<td>7 hours/week</td>
</tr>
<tr>
<td>Clinical</td>
<td>1.5</td>
<td>23 hours/week</td>
</tr>
<tr>
<td>Preplanning</td>
<td></td>
<td>1.75 hours/week</td>
</tr>
</tbody>
</table>

### LEVEL II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 210 – ROLE OF THE ASSOCIATE DEGREE NURSE</td>
<td>1-2</td>
<td>1 hour/week (15 hours total/15 weeks)</td>
</tr>
<tr>
<td>NSG 220 – NURSING CARE OF THE CHILDBEARING FAMILY</td>
<td>1.5-1.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>NSG 230 – NURSING CARE OF THE INFANT, CHILD, AND FAMILY</td>
<td>1.5-1.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>NSG 240 – PSYCHIATRIC/MENTAL HEALTH NURSING CARE</td>
<td>1.5-1.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>NSG 260 – ADVANCED MEDICAL SURGICAL NURSING CARE OF THE CHRONICALLY ILL</td>
<td>1.5-1.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>NSG 270 – ADVANCED MEDICAL SURGICAL NURSING CARE OF THE ACUTE ILL</td>
<td>1.5-1.5-3</td>
<td>4.5 hours/week (22.5 hours total/5 weeks)</td>
</tr>
<tr>
<td>NSG 280 – MANAGER OF NURSING CARE</td>
<td>1-9</td>
<td>3 hours/week (15 hours total/5 weeks)</td>
</tr>
</tbody>
</table>

Revised 5/7/09, 7/3/06, 5/5/04, 8/12/02
SECTION II

CURRICULUM
CRITICAL ELEMENTS:
The five critical elements (5 C’s) are the essential attributes that the faculty believe all nursing graduates of the WCCC Nursing Programs need to acquire in order to practice nursing. They provide the organizing framework of the curriculum and serve to facilitate the attainment of the knowledge, skills and behaviors necessary to provide nursing care for individuals with basic human needs and/or alterations in basic human needs.

The critical elements are caring, competency, communication, critical thinking and commitment. The definition of each critical element follows:

**Caring** – Compel the nurse to apply knowledge to practice and to act on behalf of individuals to meet their basic human needs using a range of caring constructs. These constructs are categorized in four behaviors: nurturing, supporting, enabling, and stimulating.

- **Nurturing** behaviors require the nurse to **perform** for the patients. These behaviors are: comfort, compassion, concern, interest, presence, tenderness, touching, protectiveness and surveillance.

- **Supporting** behaviors require the nurse to **assist** the patients and families to use available resources. These behaviors are: empathy, involvement, health instruction, health maintenance, helping, restorative acts, stress alleviation, and trust.

- **Enabling** behaviors require the nurse to **initiate and encourage** the patient and family to problem solve, change behavior, and acquire knowledge. These behaviors are: advocacy, facilitating, coping, health consultative acts, and sharing.

- **Stimulating** behaviors require the nurse to **recognize** each patient’s uniqueness and how the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs influence their ability to meet basic human needs. These behaviors are: acceptance, non-judgmental acts, and respect. These caring constructs create an environment of being available for individuals and families beyond just doing for them.

**Competency** – The performance of technical and/or management skills with competence.

**Competence** – The quality of having the necessary knowledge, skill, and attitude to perform an action including knowing why an action is indicated (relevancy and appropriateness), why it works (rationale), what risks are involved and ways to minimize and/or eliminate the risks.

**Technical skills** – Interventions, actions, techniques or procedures necessary to implement the plan of care.

**Management skills** – Techniques, strategies, and tactics used when managing care for a group of individuals.
**Communication** – A two-way process of sending and receiving messages. Skills associated with communication are verbal (spoken word, written or computer) and non-verbal, both of which are influenced by sociological, physiological, psychological and environmental factors.

**Basic Communication** – The verbal and non-verbal skills necessary to initiate and maintain care of individuals and their families.

**Effective Communication** – The verbal and non-verbal skills necessary for interacting and collaborating with health team members to achieve patient care goals. In this situation, it is used to describe communication other than with patients and their families.

**Therapeutic Communication** – The verbal and non-verbal skills aimed at preserving respect and fostering growth of patients and families. They are goal-directed skills that the nurse uses to provide the individual and family with the opportunity to:

1. Identify and explore needs and/or problems.
2. Discover healthy ways of meeting basic needs.
3. Experience satisfying interpersonal relationships.

Therapeutic communications on a basic level are facilitative. On a more advanced level, they are facilitative and they lead both the patient and the nurse to a greater understanding of patient behaviors and behavior alternatives.

**Critical Thinking** – Goal directed thinking. Components include utilization of the nursing process, curiosity, moral and ethical decision making, and an organized approach to discovery. The application of the components is knowledge driven.

**Commitment** – An agreement or pledge to do something. It is the state of being obligated or emotionally impelled. As a nurse it is essential to be committed to uphold legal and ethical codes and continue life long learning for professional growth.
The following documents are used as guidelines throughout the WCCC Nursing Programs to ensure that care is provided within the legal and ethical framework of nursing practice:


BASIC HUMAN NEEDS: Needs that are present across the life span that may be satisfied or altered as related to health or illness. Within our curriculum these needs are categorized as: physiological (oxygenation, nutrition/elimination, activity/rest), safety/security, psychosocial/sexual, self esteem and self actualization. Basic human needs and alterations in basic human needs provide the structure for organizing common health problems and related nursing care within clinical nursing courses.

INDIVIDUAL: Man, woman, child or infant who has an essential need for care to satisfy basic human needs across the life span. Needs may be satisfied or altered and can be related to health and illness. Individuals possess unique values and beliefs which influence their choices in relation to their health.

Family: A system of relationships where members share activities, are emotionally involved with each other, and who usually live together or in close geographic proximity. Members are committed to the well-being of the family and share a past, present, and future. A family is defined by its members.

HEALTH: It consists of a sense of well being, the ability to perform role functions, and a dynamic interplay among mind, body, spirit and the environment. It is subjectively defined and influenced by the individual’s cultural and societal experience.

Illness: A condition related to an alteration in the satisfaction of basic human needs.

NURSING: An applied science that includes the act of caring and requires specialized knowledge, skills and behaviors. It is the care and comfort provided to individuals and their families who require assistance to meet their basic human needs. Nursing is based on five critical elements: caring, competency, communication, critical thinking and commitment.
**NURSING EDUCATION**: Process that promotes the attainment of the knowledge, skills, attitudes, and behaviors needed to fulfill the roles of the nurse.

**Learning:**
An active process of problem solving, evaluation, and continuous interaction between the learner, the faculty and the teaching/learning environment. This results in a measurable change of behavior and achievement of learning outcomes.

**Student:**
An individual committed to learning and growth who seeks to achieve the program/graduate outcomes of the nursing program.

**Faculty:**
Academically and professionally qualified individuals who provide an environment that is conducive to student achievement of program outcomes. Faculty function as role models and resource persons who assess, plan, organize, implement, facilitate and validate student learning experiences. They also evaluate student progress toward program/graduate outcomes. Faculty maintain expertise related to their teaching responsibilities.

**Practical Nursing Education:**
Enables the student to become a caring, competent and committed nurse who can problem solve and communicate effectively and therapeutically in care giving. At the conclusion of the program, the student is granted a diploma and is eligible to apply for licensure as a Licensed Practical Nurse.

**Practical Nursing Graduate:**
An individual who is prepared to assume the role of the practical nurse in controlled health care settings where supervision is readily available. A graduate of this program is eligible to apply for licensure as a Licensed Practical Nurse.

**Associate Degree Nursing Education:**
Enables the student to become a caring, competent and committed professional nurse who can think critically, communicate effectively and therapeutically in care giving. At the conclusion of the program, the student is granted an A.A.S. Degree and is eligible to apply for licensure as a Registered Nurse.

**Associate Degree Nursing Graduate:**
An individual prepared to assume the role of the professional nurse in complex environments, where supervision may not be readily available. A graduate of this program is eligible to apply for licensure as a Registered Nurse.

Revised 5/1/03, 5/1/97
PHILOSOPHY

The faculty believes that a dynamic relationship exists between the individual and society, and that individuals have the ability and the right to make choices in all aspects of their lives including their health. The faculty believes that individuals are unique beings that have human needs across the life span and possess unique values and beliefs that influence their choices in relation to their health.

The faculty believes that an individual’s definition of health is subjective and is influenced by one’s cultural and societal experience. Definitions of health may include a sense of well being, the ability to perform role functions, and a dynamic inter-play among mind, body, spirit, and the environment. The individual’s definition of health provides a context for life decisions related to health practices and perceived needs. Individuals who experience alterations in basic human needs may require care related to those needs.

The faculty believes that nursing is an applied science that includes the art of caring. The central focus of nursing is caring which is based on selected constructs of care. The faculty believes that the nurse provides care using specialized knowledge, skills, and behaviors to assist individuals and their families to meet mutually identified needs. Caring compels the nurse to act on behalf of others and involves responsibility, accountability, and advocacy in the care of individuals and families. The faculty believes that caring is accepting, respectful, and nonjudgmental in its regard for others and their uniqueness.

The faculty believes that satisfied or altered needs influence health and illness. Nurses provide care and comfort to those individuals who require assistance to meet the basic human needs: physiological, safety and security, psychosocial/sexual, self esteem, and self actualization. The practical nurse gathers data and intervenes according to an established plan of care to support the attainment of established outcomes. The associate degree nurse uses the five steps of the nursing process to provide care to enable the attainment of both mutually identified patient-centered and collaborative outcomes in the promotion of health and the prevention of disease. As the individual’s need for care is influenced by society and culture, the nurse’s ability to provide care is influenced by societal, cultural, economic, and political factors within the environment in which nursing is practiced.

The faculty believes that the responsibility for learning and success is a shared endeavor between faculty and student. The faculty strives to provide an environment that is conducive to student success in achievement of program outcomes by functioning as role models and resource person who organize, facilitate, validate, and evaluate progress toward graduate outcomes. The faculty recognizes that the student brings a personal uniqueness to the learning situation and encourages the student to actively participate in self assessment related to learning needs. The faculty also expects the student to commit to learning within the nursing program and in subsequent nursing practice.

Revised 5/1/97
Reviewed 10/7/07
PURPOSE AND GOALS

The purpose of this two level articulated program is to prepare a caring, competent, and committed graduate who can think critically and communicate effectively in the practice of nursing. The graduate will be eligible to apply for licensure as a Practical Nurse upon completion of the first three semesters of the program and to apply for licensure as a Registered Professional Nurse upon completion of the second level of the program.

The goals of the Associate Degree Nursing Program are:

- Offer a professional nursing education program with a quality curriculum that is recognized as affordable, accessible, and acceptable to applicants and to the community at large.

- Offer a professional nursing education program whose graduates demonstrate caring, competence, communication skills, critical thinking skills, and commitment in their professional Nursing practice.

The goals of the Practical Nursing Program are:

- Offer a practical nursing education program with a quality curriculum that is recognized as affordable, accessible, and acceptable to applicants and to the community at large.

- Offer a practical nursing education program whose graduates demonstrate caring, competence, communication skills, critical thinking skills, and commitment in their Nursing practice.

Revised 5/1/08, 5/1/03, 5/2/02, 4/15/97
CURRICULUM ORGANIZING STRUCTURE

BASIC HUMAN NEEDS

Needs present across the life span that may be satisfied or altered as related to health or illness. Within our curriculum these needs are classified as:

- Physiologic
- Oxygen
- Nutrition/Elimination
- Activity/Rest
- Safety and Security
- Psychosocial/Sexual
- Self-esteem
- Self-actualization

Basic human needs and alterations in basic human needs provide the structure for organizing common health problems and related nursing care within clinical nursing courses.

CRITICAL ELEMENTS

The five critical elements (5 C’s) are the essential attributes that the faculty believes all nursing graduates of the WCCC Nursing Programs need to practice nursing. The critical elements are:

- Caring
- Competency
- Communication
- Critical thinking
- Commitment

The 5 C’s serve as the organizing framework of the curriculum to facilitate the attainment of the knowledge, skills and behaviors necessary to provide nursing care for individuals with basic human needs and/or alterations in basic human needs.
CURRICULUM PLAN MAP

WCCC Philosophy/Mission/Goals

WCCC Nursing Programs Philosophy

WCCC Nursing Programs Purpose

Practical Nursing Program Goals

Organizing Structure
Basic Human Needs/Critical Elements

Graduate Program Outcomes

Content Threads
PN Nursing Courses

Learning Outcomes

Clinical Outcomes

Course Objectives

Content Objectives

Outline of Content
Basic Human Needs/Common Health Problems Nursing process

Learning Activities
(Class/Campus Lab/Clinical)

Associate Degree Nursing Program Goals

Organizing Structure
Basic Human Needs/Critical Elements

Graduate Program Outcomes

Content Threads
AD Nursing Courses

Learning Outcomes

Clinical Outcomes

Course Objectives

Content Objectives

Outline of Content
Basic Human Needs/Common Health Problems Nursing process

Learning Activities
(Class/Campus Lab/Clinical)

Revised 5/1/03
Reviewed 5/6/08
**CURRICULUM TERMS**

**Graduate Program Outcomes** – Performance indicators which evidence the satisfactory completion of the educational program.

**Content Threads** – The knowledge, skills and behaviors needed to attain the Nursing Graduate Program Outcomes for the AD and PN Programs. They are organized according to the Critical Elements.

**Learning Outcomes** – Measurable behaviors that must be satisfactorily demonstrated by a student at the completion of a learning experience.

**Clinical Outcomes** – Specific behaviors that are used to facilitate and evaluate student’s progress toward meeting the Learning Outcomes for each course. They demonstrate learning from the simple to the complex and growth in the student’s knowledge, skills and behaviors throughout the Program.

**Clinical Outcome Grids** – Are used to demonstrate the relationship of the Clinical Outcomes for each clinical course to the associated Learning Outcomes and Graduate Program Outcomes for each of the five Critical Elements.

**Course Objectives** – Identifies what the student should learn in each course. They serve as the basis for the development of specific Content Objectives and the Outline of Content for each course. They also serve as the basis for the evaluation of student progress toward the development of the knowledge, skills, and behavior necessary to pass the course and progress in the Program.

**Content Objectives** – Identifies specific knowledge and skills to be taught and tested in each course and defines specific learning activities in theory and campus lab components of each course. All content presented in a course flows from a course objective(s). Each content objective is coded to demonstrate the relationship to the course objective(s). The course objectives, content objectives, outline of content and learning activities are identified in each course outline.

**Clinical Course Content Format** – A template for the organization of relevant content related to caring for individuals who have basic human needs/alternations in basic human needs. It shows the use of the nursing process to provide care for individuals with common health problems. It is used to assure standardization in preparation of the course content portion of the course outlines for clinical nursing courses.
## GRADUATE/PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>The graduate of the <strong>Practical Nursing Program</strong> is prepared to assume the role of the practical nurse in controlled health care settings where supervision is readily available. Upon completion of the program the graduate will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply caring constructs and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing.</td>
</tr>
<tr>
<td>2. Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families.</td>
</tr>
<tr>
<td>4. Use basic therapeutic communication skills when providing nursing care.</td>
</tr>
<tr>
<td>5. Perform incidental teaching within an established plan of care.</td>
</tr>
<tr>
<td>6. Use effective communication skills when interacting with members of the health care team.</td>
</tr>
<tr>
<td>7. Use caring behaviors in contacts with individuals and their families.</td>
</tr>
<tr>
<td>8. Use a systematic approach to problem solving in the practice of practical nursing.</td>
</tr>
<tr>
<td>9. Provide care within the legal and ethical framework of licensed practical nursing practice recognizing the influence of political, economic, societal, and cultural factors.</td>
</tr>
<tr>
<td>10. Use learning opportunities for continued growth and development as a practical nurse.</td>
</tr>
<tr>
<td>11. Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The graduate of the <strong>Associate Degree Nursing Program</strong> is prepared to assume the role of the professional nurse in complex environments where supervision may not be readily available. Upon completion of the program the graduate will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences into the practice of professional nursing.</td>
</tr>
<tr>
<td>2. Use the five steps of the nursing process to assess, diagnose, plan, implement, and evaluate care to meet mutually identified needs of individuals and their families.</td>
</tr>
<tr>
<td>3. Perform technical aspects of professional nursing practice competently.</td>
</tr>
<tr>
<td>4. Use therapeutic communication skills when providing nursing care.</td>
</tr>
<tr>
<td>5. Act to promote health and prevent disease as part of the comprehensive plan of care.</td>
</tr>
<tr>
<td>6. Use effective communication skills when collaborating with multidisciplinary health team members.</td>
</tr>
<tr>
<td>7. Use caring behaviors in contacts with individuals and their families.</td>
</tr>
<tr>
<td>8. Think critically when making judgments and decisions related to professional nursing practice.</td>
</tr>
<tr>
<td>9. Implement collaborative and independent nursing actions within the legal and ethical framework of registered professional nursing practice.</td>
</tr>
<tr>
<td>10. Analyze political, economic, societal, and cultural influences on professional nursing practice.</td>
</tr>
<tr>
<td>11. Use resources to enhance self development and professional growth.</td>
</tr>
<tr>
<td>12. Manage the care for a group of individuals in a variety of settings.</td>
</tr>
</tbody>
</table>

Revised 5/1/03, 5/1/97, 4/21/97, 4/8/97
Reviewed 5/7/08
Content Threads - Level I

The knowledge, skills, and behaviors to attain the Practical Nursing Program Graduate Outcomes:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>Basic human needs</td>
<td>Incidental teaching skills</td>
<td>Applies knowledge to practice</td>
</tr>
<tr>
<td>Caring constructs</td>
<td><strong>COMPETENCY</strong></td>
<td>Performs incidental teaching</td>
</tr>
<tr>
<td>Life span considerations</td>
<td>Physician prescribed plan of care and dependent nursing interventions</td>
<td>Uses caring behaviors/caring constructs</td>
</tr>
<tr>
<td>*Human growth and development</td>
<td>Medication administration</td>
<td>Acts as an advocate for individuals and families</td>
</tr>
<tr>
<td>Cultural diversity</td>
<td>Intravenous administration</td>
<td>Is available for individuals and their families</td>
</tr>
<tr>
<td>Sociology Concepts</td>
<td>Basic math skills related to medication and IV administration</td>
<td>Accepts individual’s uniqueness</td>
</tr>
<tr>
<td>*Basic psychology</td>
<td>Technical skills</td>
<td>Shows respect for:</td>
</tr>
<tr>
<td>Common health problems</td>
<td>Basic management skills</td>
<td>Cultural diversity</td>
</tr>
<tr>
<td>*Anatomy/Physiology</td>
<td><strong>COMMUNICATION</strong></td>
<td>Individual’s definition of health, individual beliefs, values, and perceived needs</td>
</tr>
<tr>
<td>Basic pathophysiology</td>
<td>*Writing skills</td>
<td>Is nonjudgmental</td>
</tr>
<tr>
<td>Clinical manifestations</td>
<td>Documentation skills</td>
<td><strong>COMPETENCY</strong></td>
</tr>
<tr>
<td>Diagnostic studies</td>
<td>Basic therapeutic skills</td>
<td>Performs technical skills competently</td>
</tr>
<tr>
<td>Basic principles of teaching/learning</td>
<td>Interaction with health team</td>
<td>Performs basic management skills competently</td>
</tr>
<tr>
<td><strong>COMPETENCY</strong></td>
<td>Reporting skills</td>
<td><strong>COMMUNICATION</strong></td>
</tr>
<tr>
<td>Physician prescribed plan of care and associated nursing interventions</td>
<td><strong>CRITICAL THINKING</strong></td>
<td>Documents effectively</td>
</tr>
<tr>
<td>Pharmacologic</td>
<td>Problem solving skills</td>
<td>Uses basic therapeutic skills</td>
</tr>
<tr>
<td>Nutritional</td>
<td>Moral decision making skills</td>
<td>Uses effective communication skills</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Nursing Process under supervision of Registered Nurse</td>
<td><strong>CRITICAL THINKING</strong></td>
</tr>
<tr>
<td>Policies, procedures, and protocols</td>
<td>Data collection skills</td>
<td>Collects data and implements the prescribed plan of care safely and effectively</td>
</tr>
<tr>
<td>Scientific principles and rationale</td>
<td>Basic physical assessment skills</td>
<td>Uses problem solving skills effectively</td>
</tr>
<tr>
<td>Expected/Unexpected responses</td>
<td>Technical skills</td>
<td>Uses moral decision making skills effectively</td>
</tr>
<tr>
<td>Safety</td>
<td><strong>COMMITMENT</strong></td>
<td>Uses resources appropriately and effectively</td>
</tr>
<tr>
<td>Technologies</td>
<td>Self assessment skills</td>
<td><strong>COMMITMENT</strong></td>
</tr>
<tr>
<td>Basic management techniques, strategies, and tactics</td>
<td><strong>CRITICAL THINKING</strong></td>
<td>Legal/ethical practice</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td>Assumes the PN nursing role</td>
</tr>
<tr>
<td>*Writing</td>
<td></td>
<td>Provides care within LPN scope of practice</td>
</tr>
<tr>
<td>Communication principles</td>
<td></td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Basic therapeutic communication</td>
<td></td>
<td>Adheres to legal/ethical standards of care</td>
</tr>
<tr>
<td>Effective interaction</td>
<td></td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td></td>
<td>Recognizes societal, cultural, economic, and political influences on nursing practice</td>
</tr>
<tr>
<td>Components of the Nursing Process</td>
<td></td>
<td>Life long learning</td>
</tr>
<tr>
<td>Related to established plan of care</td>
<td></td>
<td>Displays curiosity</td>
</tr>
<tr>
<td>Contribute to plan</td>
<td></td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td>Performs self assessment</td>
</tr>
<tr>
<td>Implementation of plan</td>
<td></td>
<td>Uses learning opportunities to ensure competency</td>
</tr>
<tr>
<td>Prescribed interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components of critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource utilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMITMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical nursing role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal/Ethical framework of nursing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political, economic, societal, and cultural influences on practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life long learning/self assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Support Courses: Anatomy & Physiology I & II, College Writing, General Psychology, Human Growth & Development, Principles of Sociology

Revised 5/6/08, 5/1/03, 5/1/98, 4/29/97, 4/23/97
## Content Threads - Level II

The knowledge, skills, and behaviors to attain the Associate Degree Nursing Program Graduate Outcomes:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>Basic human needs</td>
<td>Health promotion and disease prevention/teaching/learning skills</td>
<td>Applies knowledge to practice</td>
</tr>
<tr>
<td>Caring constructs</td>
<td></td>
<td>Integrates research findings into practice</td>
</tr>
<tr>
<td>Life span considerations</td>
<td></td>
<td>Incorporates health promotion and disease prevention acts into care</td>
</tr>
<tr>
<td>*Human growth and development</td>
<td>Physician prescribed plan of care and dependent nursing interventions</td>
<td>Utilizes caring constructs/caring behaviors from nursing theory</td>
</tr>
<tr>
<td>Cultural diversity</td>
<td>Medication administration</td>
<td>Acts as an advocate for individuals and their families</td>
</tr>
<tr>
<td>*Basic psychology</td>
<td>Intravenous administration</td>
<td>Is available to individuals and their families</td>
</tr>
<tr>
<td>Common complex health problems</td>
<td>Math related to medication and IV administration</td>
<td>Accepts individual uniqueness</td>
</tr>
<tr>
<td>*Anatomy/Physiology</td>
<td>Technical skills</td>
<td>Shows respect for:</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>Management and leadership skills</td>
<td>Cultural diversity</td>
</tr>
<tr>
<td>Clinical manifestations</td>
<td><strong>COMMUNICATION</strong></td>
<td>Individual’s definition of health, individual’s beliefs, values, and perceived needs</td>
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<tr>
<td>Diagnosis studies</td>
<td>*Writing skills</td>
<td>Is nonjudgmental</td>
</tr>
<tr>
<td>Health promotion and disease prevention</td>
<td>Documentation skills</td>
<td><strong>COMPETENCY</strong></td>
</tr>
<tr>
<td>*Microbiology</td>
<td>Therapeutic skills</td>
<td>Performs technical skills competently</td>
</tr>
<tr>
<td>Principles of teaching/learning</td>
<td>Multidisciplinary collaboration skills</td>
<td>Manages care competently</td>
</tr>
<tr>
<td>Research findings</td>
<td>*Computer skills</td>
<td><strong>COMMUNICATION</strong></td>
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<tr>
<td><strong>COMPETENCY</strong></td>
<td><strong>CRITICAL THINKING</strong></td>
<td>Writes effectively</td>
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<tr>
<td>Physician prescribed plan of care and associated nursing interventions</td>
<td>Clinical decision making/judgment</td>
<td>Communicates therapeutically</td>
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<tr>
<td>Pharmacologic</td>
<td>Ethical and moral decision making</td>
<td>Collaborates effectively</td>
</tr>
<tr>
<td>Nutritional</td>
<td>Collaborative outcomes management</td>
<td>Uses the computer as a communication tool and source of information</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Nursing Process-Five steps</td>
<td><strong>CRITICAL THINKING</strong></td>
</tr>
<tr>
<td>Policies, procedures, and protocols</td>
<td>Assessment</td>
<td>Makes safe, effective, collaborative and independent, clinical and ethical/moral decisions and judgments</td>
</tr>
<tr>
<td>Scientific principles and rationale</td>
<td>Nursing Diagnosis/Analysis</td>
<td><strong>COMPETENCY</strong></td>
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<tr>
<td>Expected/unexpected responses</td>
<td>Planning</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Safety</td>
<td>Implementation</td>
<td>Assumes ADN role</td>
</tr>
<tr>
<td>Technologies</td>
<td>Evaluation</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td>*Math Elective</td>
<td><strong>COMMITMENT</strong></td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Management/leadership theories, concepts, and principles</td>
<td>Self evaluation skills</td>
<td>Adheres to legal/ethical standards of professional practice</td>
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<td><strong>COMMUNICATION</strong></td>
<td>Self management skills</td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
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<td>*Writing</td>
<td><strong>CRITICAL THINKING</strong></td>
<td>Analyzes societal, cultural, economic, and political influences on professional practice</td>
</tr>
<tr>
<td>*Computer</td>
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<td><strong>COMMITMENT</strong></td>
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<tr>
<td>Communication principles</td>
<td>Life long learning</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Therapeutic communication</td>
<td>Displays curiosity</td>
<td>Assumes ADN role</td>
</tr>
<tr>
<td>Effective multidisciplinary collaboration</td>
<td>Accepts a shared responsibility for learning/competency</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td>Evaluates self and implements a plan to meet learning needs</td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Critical thinking principles</td>
<td></td>
<td>Adheres to WCCC and agency/facility policies and standards</td>
</tr>
<tr>
<td>Clinical reasoning, decision making, and judgment</td>
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<td>Analyzes societal, cultural, economic, and political influences on professional practice</td>
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<tr>
<td>Ethical and moral reasoning</td>
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<td><strong>COMMITMENT</strong></td>
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<tr>
<td>Collaborative outcomes management</td>
<td>Life long learning</td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td>Nursing process-Five steps</td>
<td>Displays curiosity</td>
<td>Assumes ADN role</td>
</tr>
<tr>
<td>Assessment</td>
<td>Accepts a shared responsibility for learning/competency</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td>Diagnosis/analysis</td>
<td>Evaluates self and implements a plan to meet learning needs</td>
<td>Accepts responsibility and accountability in the nurse/patient relationship</td>
</tr>
<tr>
<td>Planning</td>
<td>Uses learning opportunities to ensure competency</td>
<td><strong>CRITICAL THINKING</strong></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td><strong>COMPETENCY</strong></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>Legal/ethical Practice</td>
</tr>
<tr>
<td><strong>COMMITMENT</strong></td>
<td></td>
<td>Assumes ADN role</td>
</tr>
<tr>
<td>Associate degree nursing role – provider of care, manager of care, and member in the discipline</td>
<td>Life long learning</td>
<td>Provides care within the registered nurse scope of practice</td>
</tr>
<tr>
<td>Legal/ethical framework of professional nursing practice</td>
<td>Displays curiosity</td>
<td>Accepts a shared responsibility for learning/competency</td>
</tr>
<tr>
<td>Political, economic, societal, and cultural influences on professional practice</td>
<td>Accepts a shared responsibility for learning/competency</td>
<td>Evaluates self and implements a plan to meet learning needs</td>
</tr>
<tr>
<td>Life long learning/self evaluation</td>
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<td>Uses learning opportunities to ensure competency</td>
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</tbody>
</table>


Revised 5/1/03, 5/1/98, 5/1/97, 4/29/97, 4/23/97
NSG 110 – INTRODUCTION TO NURSING AND HEALTH CARE

**Lecture-Lab-Credits:** 0.7-0.3-1

Lecture 1 hour/week (10 hours total/10 weeks)
Campus Lab (ADN) 1.5 hours/week (15 hours total/10 weeks)
Campus Lab (PN) 2 hours/week (20 hours total/10 weeks)

**Course Description:**

This course presents an overview of the profession of nursing and health care. The five critical elements of the WCCC Nursing Program: caring, competency, communication, critical thinking, and commitment serve as the framework for this course. Concepts and issues related to each element are present. Opportunities to investigate these issues take place in the campus laboratory.

**Corequisites:** BIO 171, PSY 160

**Course Objectives:** This course will:

1. Examine strategies to adjust to the role of student nurse.
2. Examine health beliefs and practices and their impact on health and wellness.
3. Examine the impact of psychosocial health on physiologic responses.
4. Examine concepts of growth and development across the lifespan.
5. Examine the historical background, theoretical constructs, and the status of nursing as a profession.
6. Identify caring constructs.
7. Examine contemporary health care delivery systems, issues, and trends.
8. Examine the competencies related to care provider.
9. Identify principles related to the communication process.
10. Examine access to and use of information gathered from print, electronic, and internet sources.
11. Examine critical thinking skills and application to nursing practice.
12. Define the components of the nursing process.
13. Identify ethical and legal considerations in relation to scope of practice, bioethical and professional issues.
14. Examine the five critical elements of the WCCC Nursing Program.

**Learning Outcomes:** Upon completion of this course, the student will:

1. Utilize strategies to improve study habits and to promote personal and emotional hygiene.
2. Recognize factors that influence health and wellness.
3. Discuss the rationale for a holistic approach to nursing care.
4. Recognize that development at various stages of life, influences nursing practice.
5. Recognize the impact of historical events on the development of nursing as a profession.
6. Discuss the concepts of caring in relation to the practice of nursing.
7. Describe the components of contemporary health care.
8. Discuss the competencies related to the care provider role.
9. Recognize the components and modes related to the process of communication.
11. Recognize the relationships between the nursing process, critical thinking, problem solving, and decision making in nursing practice.
12. Discuss the problem solving process in relation to ethical issues.
13. Discuss the scope of nursing practice and its legal implications.
14. Recognize the significance of lifelong learning in the practice of nursing.
15. Explain how each of the five critical elements is integrated into the evaluation process in the WCCC Nursing Program.
NSG 111 – FOUNDATIONS OF NURSING CARE

Lecture-Lab-Credits: 3-5-8

Lecture: 3 hours/week (45 hours total/15 weeks)
Campus Lab: 5 hours/week (75 hours total/15 weeks)
Clinical Lab (ADN): 10 hours/week (150 hours total/15 weeks)
Clinical Lab (PN): 13 hours/week (195 hours total/15 weeks)
Preplanning: 2 hours/week (20 hours total/10 weeks)

Course Description:

This course presents the basic concepts and practice skills that are fundamental to providing nursing care for individuals with basic human needs. An integration of principles from the biological, physical, and behavioral sciences with nursing theory, prepares the student to use the nursing process to promote, maintain, and restore health. The teaching of related practice skills takes place in the campus laboratory. The application of the basic care concepts and practice skills occurs in various health care settings.

Co requisites: BIO 171, ENG 161, PSY 160, NSG 110

Course Objectives: This course provides the student with the opportunity to:

1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in controlled health settings.
2. Obtain selected skills needed to collect data and to intervene according to an established plan of care to meet the basic human needs of individuals in controlled health settings under the supervision of the registered professional nurse.
3. Obtain the skills necessary to competently perform basic nursing techniques when providing care for individuals with basic human needs.
4. Develop basic communication skills when interacting with others.
5. Identify the value of caring behaviors in meeting basic human needs of individuals and their families.
6. Recognize problem solving as an element of critical thinking necessary to meet basic human needs of individuals and their families.
7. Develop an awareness of the ethical and legal implications inherent in the nurse’s role.
8. Recognize the value of learning and self-evaluation in personal and professional development.

Learning Outcomes: Upon completion of this course, the student will:

1. Apply caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in controlled health settings.
2. Use the elements of the nursing process when providing care for individuals.
3. Perform basic nursing techniques with competence when providing care for individuals with basic human needs and alterations in those needs.
4. Apply basic principles of effective interpersonal communication when interacting with patients, families, and health team members.
5. Use caring behaviors when providing care for individuals and their families.
6. Use problem-solving techniques when providing care for individuals and their families.
7. Describe the ethical and legal implications involved when providing care for individuals and their families.
8. Recognize the importance of evaluation when identifying ongoing learning needs.

Revised: 2/11/02, 8/14/01, 5/1/98, 5/1/97, 4/29/97, 4/21/97, 4/8/97, 4/4/97
Reviewed: 5/7/08, 4/7/11
Course Description:
This course emphasizes the role of the nurse as provider of care for adults with common well-defined health problems experiencing alterations in basic human needs. The focus is on caring for individuals with alterations in oxygenation, nutrition and elimination, safety and security, activity and rest, and psychosocial-sexual needs. The opportunity to practice related nursing skills, including intravenous therapy, is provided in the campus laboratory setting. Clinical laboratory experiences provide the opportunity for application in acute medical surgical settings.

Prerequisites: NSG 110, NSG 111 Co requisites: BIO 172, PSY 161

Course Objectives: This course provides the student with the opportunity to:
1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in acute medical surgical settings.
2. Develop skills in selected components of the nursing process in order to meet the basic human needs of individuals with alterations in the need for oxygenation, nutrition and elimination, safety and security, activity and rest, and psychosocial-sexual needs.
3. Develop selected therapeutic and preventative nursing techniques to provide care for individuals in acute medical surgical settings.
4. Develop therapeutic communication skills to assist individuals in meeting basic human needs.
5. Develop communication skills to interact effectively with health team members to meet the needs of individuals and their families in the acute medical surgical setting.
6. Develop skills to provide individuals and their families with basic information related to health care needs.
7. Incorporate caring behaviors into the care of individuals and their families in acute medical surgical settings.
8. Identify the steps of problem solving in the care of individuals and their families.
10. Recognize learning opportunities in the acute medical surgical setting that will facilitate growth and development.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and knowledge from the physical, biological, and behavioral science while assuming the role of the nurse in the acute medical surgical setting.
2. Gather data and intervene according to an established plan of care to meet the basic human needs of individuals in acute medical surgical settings.
3. Perform selected technical skills with competence to meet the basic human needs of individuals in acute medical surgical settings.
4. Use basic therapeutic communication skills to meet the basic human needs of individuals and their families in acute medical surgical settings.
5. Use effective communication with health team members in the acute medical surgical setting.
6. Provide incidental teaching to individuals and their families in the acute medical surgical setting.
7. Use caring behaviors when providing care for individuals and their families in the acute medical surgical setting.
8. Use problem solving techniques when caring for individuals and their families in the acute medical surgical setting.
9. Provide nursing care within the legal and ethical framework of nursing practice in the acute medical surgical setting.
10. Utilize learning opportunities in the acute medical surgical setting that will enhance growth and development.
NSG 121 – BASIC MEDICAL SURGICAL NURSING CARE IN SELECTED SETTINGS

Lecture-Lab-Credits: 3-2-5

Lecture 6.4 hours/week (45 hours total/7 weeks)
Campus Lab 3.2 hours/week (22.5 hours total/7 weeks)
Clinical Lab (ADN) 9.6 hours/week (67.5 hours total/7 weeks)
Clinical Lab (PN) 12.86 hours/week (90 hours total/7 weeks)
Preplanning 2 hours/week (14 hours total/7 weeks)

Course Description:
This course emphasizes the role of the nurse as provider of care for adults with common well-defined health problems experiencing alterations in basic human needs. The focus is on caring for individuals with alterations in oxygenation, nutrition and elimination, safety and security, activity and rest, and psychosocial-sexual needs. The opportunity to practice related nursing skills is provided in the campus laboratory setting. Clinical laboratory experiences provide the opportunity for application in sub-acute, oncology, and extended care settings.

Prerequisites: NSG 110, NSG 111, NSG 120
Co-requisites: BIO 172, PSY 161, NSG 122

Course Objectives: This course provides the student with the opportunity to:

1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in selected settings.
2. Develop skills in selected components of the nursing process in order to meet the basic human needs of individuals with alterations in the need for oxygenation, nutrition and elimination, safety and security, activity and rest, and psychosocial-sexual needs.
3. Develop selected therapeutic and preventative nursing techniques to provide care for individuals in selected settings.
4. Develop therapeutic communication skills to assist individuals in meeting basic human needs.
5. Develop communication skills to interact effectively with health team members to meet the needs of individuals and their families in select settings.
6. Develop skills to provide individuals and their families with basic information related to health care needs.
7. Incorporate caring behaviors into the care of individuals and their families in selected settings.
8. Identify the steps of problem solving in the care of individuals and their families.
10. Recognize learning opportunities in selected settings that will facilitate growth and development.

Learning Outcomes: Upon completion of this course, the student will:

1. Apply caring constructs and knowledge from the physical, biological, and behavioral science while assuming the role of the nurse in selected settings.
2. Gather data and intervene according to an established plan of care to meet the basic human needs of individuals in selected settings.
3. Perform basic technical skills with competence to meet the basic human needs of individuals in selected settings.
4. Use basic therapeutic communication skills to meet the basic human needs of individuals and their families in selected settings.
5. Use effective communication when interacting with health team members in selected settings.
6. Provide incidental teaching to individuals and their families in selected settings.
7. Use caring behaviors when providing care for individuals and their families in selected settings.
8. Use problem solving techniques when caring for individuals and their families in selected settings.
9. Provide nursing care within the legal and ethical framework of nursing practice in selected settings.
10. Use learning opportunities selected settings that will enhance growth and development.
NSG 122 – MENTAL HEALTH CONCEPTS
Lecture-Lab-Credits: .5-.5-1

Lecture 1.07 hours/week (7.5 hours total/7 weeks)
Campus Lab 3.21 hours/week (22.5 hours total/7 weeks)

Course Description:
This course offers the student the opportunity to develop knowledge, skills, and behaviors essential for providing care for individuals experiencing alteration in psychosocial needs and their families. The focus is on basic mental health theories, concepts and principles that provide the rationale for interventions to promote mental health. The opportunity to develop and practice selected therapeutic skills to promote mental health is provided in the campus laboratory setting. The opportunity to apply knowledge and skills developed in this course occurs in clinical courses.

Prerequisites: NSG 110, NSG 111 Co requisites: BIO 172, PSY 161

Course Objectives: This course provides the student with the opportunity to:
1. Define the nurse’s role within the mental health illness continuum of care.
2. Identify the theories, concepts, and principles that relate to the promotion of mental health.
3. Examine common mental health problems encountered in chronic, acute, and community settings.
4. Develop skills in the selected strategies and techniques to promote health in individuals with alterations in psychosocial needs.
5. Develop empathy and caring for emotionally distressed individuals and their families.
6. Identify specific ethical and legal issues related to the mental health illness continuum of care.
7. Explore individual attitudes, beliefs, and values related to caring for individuals and families experiencing alterations in psychosocial needs.
8. Develop communication skills to facilitate care of the elderly individual with a cognitive dysfunctional disorder.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply effective crisis intervention techniques based on concepts and principles of crisis theory.
2. Use caring constructs that demonstrate empathy toward those with selected common mental health problems.
3. Recognize changes in anxiety levels.
4. Use relaxation and other stress reduction techniques to manage anxiety.
5. Use problem solving when implementing care for individuals and their families with alteration in psychosocial needs.
6. Select appropriate basic therapeutic communication skills to assist individuals and families to cope with alterations in psychosocial needs.
7. Facilitate communication in the elderly individual with cognitive dysfunction disorder.
8. Adhere to ethical guidelines and legal standards of practice when providing care for individuals and families with alterations in psychosocial needs.
9. Identify common resources available to individuals with altered psychosocial needs.
10. Identify the impact of one’s own attitudes, beliefs, and values on the caring relationship with individuals and families experiencing common mental health problems.
11. Use learning opportunities in the mental health setting to enhance growth and development.

Revised 8/17/00, 5/1/98, 5/1/97, 4/29/97, 4/22/97, 4/4/97
Reviewed 5/7/08, 4/7/11
NSG 130 – PRACTICAL NURSING ROLE IN EXTENDED CARE SETTINGS

Lecture-Lab-Credits: 2-2-4

Lecture 5 hours/week (30 hours total/6 weeks)
Clinical Lab 20 hours/week (120 hours total/6 weeks)
Preplanning 1.67 hours/week (10 hours total/6 weeks)

Course Description:
This course facilitates the student’s transition to practical nursing practice. Content related to the practical nursing role as manager of care in extended care settings under the supervision of the registered nurse is explored. Issues related to beginning and maintaining a career as a practical nurse are also examined. Clinical laboratory experiences in area extended care settings provide the opportunity for the student to apply knowledge, skills, and behaviors developed in previous nursing courses. This course also provides the student with the opportunity to develop behaviors to manage care of individuals in the extended care setting under the supervision of the registered nurse.

Prerequisites: First and second semester nursing and support courses Co requisites: SOC 155

Course Objectives: This course provides the student with the opportunity to:
1. Incorporate caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing in the extended care setting.
2. Reinforce knowledge, skills, and behaviors developed in previous nursing courses for providing care to individuals and families.
3. Incorporate caring behaviors into the practice of practical nursing in the extended care setting.
4. Incorporate problem solving skills into the practice of practical nursing in the extended care setting.
5. Recognize legal standards and ethical guidelines that apply to the practice of practical nursing in extended care settings.
6. Recognize opportunities for continued growth and development as a provider of care in the extended care setting.
7. Develop knowledge and skills to assume the management role of the practical nurse in the extended care setting.
8. Identify current trends and issues affecting practical nursing.
9. Develop skills to facilitate career success as a practical nurse.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and knowledge from the physical, biological, and behavioral science while assuming the role of the nurse in the extended care setting.
2. Gather data and intervene according to an established plan of care to meet the basic human needs of individuals in extended care settings.
3. Perform selected technical skills with competence to meet the basic human needs of individuals in extended care settings.
4. Apply basic therapeutic communication skills to meet the basic human needs of individuals and their families in the extended care setting.
5. Use effective communication when interacting with health team members.
6. Perform incidental teaching to meet the basic human needs of individuals and their families in the extended care setting.
7. Use caring behaviors when providing care for individuals and their families in the extended care setting.
8. Use a systematic approach to problem solving in the practice of practical nursing in extended care settings.
9. Provide nursing care within the legal and ethical framework of practical nursing in extended care settings.
10. Use learning opportunities in extended care settings to enhance growth and development as a practical nurse.
11. Manage the care of a group of individuals in the extended care setting under the direct supervision of a registered nurse.
12. Apply skills to promote career success as a practical nurse.

Revised 8/14/01, 7/28/00, 5/1/98, 5/1/97, 4/29/97, 4/21/97, 4/8/97, 4/4/97
Reviewed 5/7/08, 4/7/11
NSG 131 – BASIC NURSING CARE OF THE CHILDBEARING FAMILY

**Lecture-Lab-Credits:** 1.5-1.5-3

<table>
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<th>Component</th>
<th>Hours/week</th>
<th>Total Hours (Weeks)</th>
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<tbody>
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<td>Lecture</td>
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<td>22.5/3</td>
</tr>
<tr>
<td>Campus Lab</td>
<td>7</td>
<td>21/3</td>
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<tr>
<td>Clinical Lab</td>
<td>23</td>
<td>69/3</td>
</tr>
<tr>
<td>Preplanning</td>
<td>1.75</td>
<td>5.25/3</td>
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</table>

**Course Description:**
This course introduces the practical nursing student to the basic concepts, skills, and behaviors necessary to provide care for childbearing individuals and families. The focus is on the care of childbearing individuals and their families with alteration in basic human needs. Campus laboratory provides the student with opportunity to learn and practice skills necessary for providing basic care. Clinical laboratory experiences in area health care agencies offer opportunities for students to apply basic care concepts and skills.

**Prerequisites:** First and second semester nursing and support courses

**Co requisites:** SOC 155

**Course Objectives:** This course provides the student with the opportunity to:
1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of childbearing individuals and their families.
2. Develop skills in data gathering and interventions for providing care for childbearing individuals and their families.
3. Obtain selected technical skills necessary to competently provide basic care to childbearing individuals and families.
4. Develop therapeutic communication skills to care for childbearing individuals and families.
5. Develop skills in providing basic information to childbearing individuals and families based on an established plan of care.
6. Develop effective communication skills with health team members involved in the care of the childbearing family.
7. Incorporate caring behaviors into the care of childbearing individuals and families.
8. Problem solve when providing care to childbearing individuals and families.
9. Identify ethical guidelines and legal standards of practical nursing for childbearing individuals and their families.
10. Explore sources of information for continued growth and development in the field of maternal-newborn nursing.

**Learning Outcomes:** Upon completion of this course, the student will:
1. Apply caring constructs and knowledge from the physical, biological, and behavioral sciences when providing basic care to childbearing individuals and families.
2. Gather data and intervene to meet mutually identified basic human needs of childbearing individuals and their families.
3. Perform basic technical skills with competence to meet the basic human needs of childbearing individuals and their families.
4. Use therapeutic communication when providing care to meet the basic human needs of childbearing individuals and their families.
5. Provide incidental teaching to childbearing individuals and families.
6. Communicate effectively with health team members when providing care to childbearing individuals and their families.
7. Use caring behaviors when providing care for childbearing individuals and their families.
8. Use problem solving techniques when providing care to childbearing individuals and families.
9. Provide basic care to childbearing individuals and their families within the legal standards and ethical guidelines of practical nursing.
10. Utilize opportunities for continued growth and development in the area of maternal-newborn health.
NSG 132 – BASIC NURSING CARE OF THE INFANT, CHILD, AND FAMILY

Lecture-Lab-Credits: 1.5-1.5-3

Lecture 7.5 hours/week (22.5 hours total/3 weeks)
Campus Lab 7 hours/week (21 hours total/3 weeks)
Clinical Lab 23 hours/week (69 hours total/3 weeks)
Preplanning 1.75 hours/week (5.25 hours total/3 weeks)

Course Description:
This course introduces the practical nursing student to the basic care of the infant, child, and family. The focus is on anticipatory guidance and care of the infant, child, and family with alterations in basic human needs. Common health problems of the infant and child are examined. The practice of related nursing skills takes place in the campus laboratory.
Clinical laboratory experiences in area health care and child care settings provide the student with opportunities to apply concepts to the care of infants, children, and their families.

Prerequisites: First and second semester nursing and support courses
Co-requisites: SOC 155

Course Objectives: This course provides the student with the opportunity to:
1. Identify caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences while assuming the role of the practical nurse in child care settings.
2. Develop skills in data gathering and interventions to provide care for the infant, child, and family.
3. Develop basic nursing techniques to competently care for the infant and child.
4. Develop basic therapeutic communication techniques in providing care for the infant, child, and family.
5. Include anticipatory guidance when caring for the infant, child, and family.
6. Develop effective communication skills with health team members involved in the care of the infant, child, and family.
7. Incorporate caring behaviors into the care of the infant, child, and family.
8. Problem solve when providing care of the infant, child, and family.
10. Recognize learning opportunities which promote growth in the role of the practical nurse as a provider of care to infants, children, and families.

Learning Outcomes: Upon completion of this course, the student will:
1. Implement caring constructs and knowledge from the behavioral, physical, and biological sciences to contribute to the nursing care plan for the infant, child, and family.
2. Gather data and intervene according to an established plan of care to meet the basic human needs of the infant, child, and family.
3. Perform selected technical skills with competence to meet the basic human needs of the infant, child, and family.
4. Provide anticipatory guidance for the infant, child, and family.
5. Use basic therapeutic communication skills when providing care and anticipatory guidance for the infant, child, and family.
6. Use effective communication skills when interacting with other members of the health care team in child health care settings.
7. Use caring behaviors when providing care for the infant, child, and family.
8. Use problem solving techniques when caring for the infant, child, and family.
9. Practice practical nursing care for the infant, child, and family within the legal and ethical framework of practical nursing.
10. Utilize learning opportunities related to the care of the infant, child, and family to facilitate growth and development.

Revised 8/14/01, 5/1/98, 5/1/97, 4/29/97, 4/21/97, 4/8/97, 4/4/97
Reviewed 5/07/08, 4/7/11
NSG 210 – ROLE OF THE ASSOCIATE DEGREE NURSE  

**Lecture-Lab-Credits:** 1-1-2  
Lecture 1 hour/week (15 hours total/15 weeks)  
Campus Lab 3 hours/week (45 hours total/15 weeks) 

**Course Description:**  
This course introduces the student to the role of the professional nurse with an emphasis on provider of care. The roles of the nurse as a manager of care and member of a discipline are introduced. Focus is on the knowledge, skills, and behaviors necessary to become a caring, competent, and committed nurse who thinks critically and communicates effectively when caring for individuals and their families in a variety of settings. Campus laboratory provides the opportunity to practice activities to promote health and prevent disease and to develop skills related to the role of the professional nurse as provider of care.  

**Prerequisites:** Level I ADN nursing and support courses  
**Co requisites:** Level II nursing courses, BIO 265, ENG 164  

**Course Objectives:** This course provides the student with the opportunity to:  
1. Develop skills in utilizing the five steps of the nursing process to promote health and prevent disease.  
2. Develop skills in the maintenance of central lines and in administration of blood and blood products, TPN, IV push medications, and IV pain control methods.  
3. Discuss the relationship of critical thinking to clinical judgment and decision making as a provider of care.  
4. Analyze the use of therapeutic communication techniques in activities to promote health and prevent disease.  
5. Analyze the nursing program graduate outcomes as they relate to roles of the professional nurse as provider of care, manager of care, and member within the discipline of nursing.  
6. Analyze caring constructs of nursing theory as they relate to the role of provider of care.  
7. Analyze legal parameters of practice of the professional nurse.  
8. Examine bioethical issues related to professional nursing practice and health care delivery.  
9. Develop skills in the decision making process related to ethical dilemmas in clinical practice.  
10. Describe the impact of political, economic, societal, and cultural influences on the role of the professional nurse.  
11. Develop skills in using print, media, and computer resources to promote learning.  
12. Identify the competencies required to assume the roles of the professional nurse as manager of care and member within the discipline.  
13. Develop skills to begin and maintain a career in professional nursing. 

**Learning Outcomes:** Upon completion of this course, the student will:  
1. Write a nursing care plan using the five steps of the nursing process for an individual experiencing alteration in basic human needs.  
2. Use the nursing process to formulate a teaching plan to attain patient centered goals and collaborative outcomes.  
3. Perform the correct procedure for administration of blood and blood products, TPN, IV push medications, and selected IV pain medications, and the maintenance of central venous access lines.  
4. Use critical thinking within the context of clinical decision making related to selected situations as a provider of care.  
5. Use therapeutic communication skills and caring behaviors in role play related to implementation of a hypothetical plan of care.  
6. Integrate caring constructs into the practice of role as provider of care.  
7. Practice within the ethical guidelines and legal standards of professional practice.  
8. Make decisions related to selected ethical dilemmas in professional nursing practice by using the process of critical thinking.  
9. Use print, media, computer, and internet resources to enhance learning and to promote professional growth in relation to political, economic, societal, and cultural influences.  
10. Locate, read, and critique one reference that supports a research based nursing protocol.  
11. Prepare a cover letter and resume for submission to a perspective employer.  
12. Develop individualized responses to selected, commonly asked questions posed in a pre-employment interview.  
13. Identify questions that are relevant to ask a perspective employer when interviewing.
NSG 220 – NURSING CARE OF THE CHILDBEARING FAMILY

Lecture-Lab-Credits: 1.5-1.5-3
Lecture 4.5 hours/week (22.5 hours total/5 weeks)
Campus Lab 1.5 hours/week (7.5 hours total/5 weeks)
Clinical Lab 12 hours/week (60 hours total/5 weeks)

Course Description:
This course introduces the student to the role of the professional nurse as provider of care and member of the discipline when working with childbearing individuals and families. Emphasis is placed on identifying alteration in basic human needs and applying the nursing process to the promotion, restoration, or maintenance of health throughout the phases of the childbearing process. Common health problems of newborns and of women in each phase of childbearing are explored. Opportunities for practice of related skills are provided in campus laboratory and a variety of clinical and community settings.

Prerequisites: Level I ADN nursing and support courses  Co requisites: Level II nursing and support courses

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences in the provision of care to individuals and families throughout the phases of the childbearing process to promote, restore, or maintain health.
2. Formulate individualized nursing care plans for mothers and newborn experiencing alterations in basic human needs to meet collaborative and shared patient centered outcomes.
3. Develop technical skills required to meet the basic human needs of mothers and newborns.
4. Analyze the use of therapeutic communication skills when providing care to individuals and families throughout the phases of the childbearing process.
5. Develop knowledge and skills to promote health and to prevent disease.
6. Develop communication skills to facilitate collaboration with multidisciplinary team members in a variety of settings.
7. Integrate caring behaviors into the role of provider of care with childbearing families.
8. Develop critical thinking ability to make sound clinical judgments in relation to the nursing care of childbearing individuals and families.
9. Contribute to discussions of legal and ethical implications, trends and issues, and research in the field of maternal-newborn nursing.
10. Explore professional organizations and other sources of information for continued growth in the field of maternal-newborn nursing.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral science when providing care for individuals and families in the preconceptual, antepartal, postpartal, and neonatal phases of the childbearing process.
2. Use the five steps of the nursing process to meet mutually identified needs of a variety of childbearing families in clinical and community settings.
3. Perform competently selected technical skills with competence to meet the basic human needs of newborns and women throughout the phases of the childbearing process.
4. Communicate therapeutically with childbearing individuals and families in a variety of settings.
5. Incorporate principles of teaching/learning when meeting the learning needs of childbearing families.
6. Communicate effectively with multidisciplinary team members in a variety of settings.
7. Use caring behaviors to provide care to childbearing families.
8. Use critical thinking to make sound clinical decisions when providing care to childbearing families.
9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional practice.
10. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing with childbearing families.
11. Utilize multiple sources of information to promote professional growth in the field of maternal-child nursing.

Revised 5/1/98, 4/21/97, 4/8/97, 4/4/97
Reviewed 5/07/08, 4/7/11
NSG 230 – NURSING CARE OF THE INFANT, CHILD, AND FAMILY

Lecture-Lab-Credits: 1.5-1.5-3

Lecture 4.5 hours/week (22.5 hours total/5 weeks)
Campus Lab 1.5 hours/week (7.5 hours total/5 weeks)
Clinical Lab 12 hours/week (60 hours total/5 weeks)

Course Description:
This course introduces the student to care of the infant, child, and family. The focus is on promotion of satisfaction and maintenance of basic human needs, as well as, the care of the family and child with alteration in basic human needs. Health promotion, disease prevention, and care of the infant and child with common health problems are studied. The practice of related nursing skills takes place in the campus laboratory. Clinical laboratory experience in area health care and child-care settings provides the student with opportunities to apply concepts.

Prerequisites: Level I ADN nursing and support courses
Co requisites: Level II nursing and support courses

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care to children.
2. Formulate an individualized plan of care for the infant, child, and family to facilitate health promotion and disease prevention in acute and community health settings.
3. Develop technical skills to meet the individualized needs of the infant, child, and family.
4. Develop therapeutic communication skills with the infant, child, and family.
5. Develop knowledge and skills to promote health and to prevent illness in the infant and child.
6. Develop communication skills to facilitate collaboration with multidisciplinary team members to meet the needs of the infant, child, and family.
7. Integrate caring behaviors when providing care to the infant, child, and family.
8. Develop critical thinking ability to make sound decisions and judgments when caring for infants and children.
10. Analyze political, economic, societal, and cultural influences on the nursing care of the infant, child, and family.
11. Explore resources to enhance professional development related to the care of the infant, child, and family.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences to the care of the infant, child, and family.
2. Use the five steps of the nursing process to meet mutually identified basic needs of the infant, child, and family.
3. Perform selected technical skills with competence to meet the basic human needs of the infant, child, and family.
4. Use therapeutic communication skills when providing care and anticipatory guidance for the infant, child, and family.
5. Incorporate principles of teaching and learning to meeting the learning needs of the infant, child, and family.
6. Use effective communication skills in interacting with multidisciplinary team members.
7. Use caring behaviors to provide care for the infant, child, and family.
8. Utilize critical thinking to make critical decisions and judgments when providing care for the infant, child, and family.
9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing when caring for the infant, child, and family.
10. Incorporate knowledge of political, economic, societal, and cultural influences into the practice of nursing of the infant, child, and family.
11. Use resources to grow and develop as a provider of care for the infant, child, and family.

Revised 8/11/00, 5/1/98, 4/21/97, 4/4/97
Reviewed 5/07/08, 4/7/11
NSG 240 – PSYCHIATRIC/MENTAL HEALTH CARE
Lecture-Lab-Credits: 1.5-1.5-3
Lecture 4.5 hours/week (22.5 hours total/5 weeks)
Campus Lab 1.5 hours/week (7.5 hours total/5 weeks)
Clinical Lab 12 hours/week (60 hours total/5 weeks)

Course Description:
This course emphasizes the utilization of the nursing process in the care of patients with alterations in their psychosocial needs. Focus is on the nurse as provider of care with emphasis on the development of caring communications and teaching/learning concepts in assisting individuals in meeting their basic needs. Campus laboratory is utilized as a forum to practice developing skills. Clinical laboratory experiences in area mental health settings provide the student with opportunities to apply knowledge and caring in the therapeutic nurse patient relationship.

Prerequisites: Level I ADN nursing and support courses Co-requisites: Level II nursing courses and support courses.

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences related to the care of the mentally ill.
2. Develop knowledge of specific mental illnesses as a basis for understanding the use of the five steps of the nursing process to meet the psychosocial needs of the mentally ill.
3. Integrate caring concepts into the therapeutic nurse/patient relationship to enable individuals with mental illness to meet their basic human needs.
4. Analyze the use of therapeutic communication skills in interactions with individuals and families in the mental health care environment.
5. Develop teaching plans for individuals experiencing mental illness and their families.
6. Develop effective communication skills to facilitate collaboration with multidisciplinary team members in the mental health care environment.
7. Develop critical thinking skills necessary to assist individuals to incorporate new coping behaviors to meet their basic human needs.
8. Identify ethical guidelines and legal standards to care for and to protect individuals within the mental health care system.
9. Analyze political, economic, societal, and cultural influences on the care of the mentally ill.
10. Explore resources to promote self development and professional growth in the mental health setting.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences in the practice of psychiatric/mental health nursing.
2. Utilize the five steps of the nursing process in the care of mentally ill individuals with alterations in basic human needs.
3. Perform selected technical skills with competence to meet the basic human needs of mentally ill individuals.
4. Use appropriate therapeutic communication skills with the mentally ill and their families.
5. Incorporate principles of teaching/learning to meet the learning needs of the mentally ill and their families.
6. Use effective communication skills when interacting with multidisciplinary team members.
7. Apply critical thinking skills to assist mentally ill individuals to incorporate new coping skills.
8. Use caring behaviors when providing care for mentally ill individuals and their families.
9. Implement collaborative and independent nursing actions within the ethical and legal framework of nursing practice in a variety of mental health settings.
10. Administer nursing care within the profession’s ethical guideline and legal framework in the mental health setting.
11. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing with the mentally ill.
12. Utilize opportunities to meet learning needs in the mental health setting.

Revised 5/1/98, 5/1/97, 4/21/97, 4/4/97
Reviewed 5/07/08, 4/7/11
NSG 260 – ADVANCED MEDICAL SURGICAL NURSING CARE OF THE CHRONICALLY ILL

Lecture-Lab-Credits: 1.5-1.5-3
Lecture 4.5 hours/week (22.5 hours total/5 weeks)
Campus Lab 1.5 hours/week (7.5 hours total/5 weeks)
Clinical Lab 12 hours/week (60 hours total/5 weeks)

Course Description:
This course emphasizes the utilization of the nursing process in the care of individuals with alterations in basic human needs by focusing on the chronically ill adult with common health problems. Campus laboratory provides the student with the opportunity to practice physical and psychological assessment techniques and interventions to care for the chronically ill adult. Clinical laboratory experiences in a variety of settings as home care, rehabilitative care, hospice, subacute and outpatient facilities allow the student to apply care concepts and skills.

Prerequisites: Level I ADN nursing and support courses
Co-requisites: Level II nursing and support courses

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care for chronically ill individuals and their families.
2. Formulate a plan of care using the five steps of the nursing process to meet mutually identified basic human needs of chronically ill individuals and their families.
3. Develop selected technical skills required to provide care to the chronically ill.
4. Analyze the use of therapeutic communication skills with chronically ill individuals and their families.
5. Develop knowledge and skills to promote health and rehabilitation for chronically ill individuals and their families.
6. Develop effective communication skills to facilitate collaboration with multidisciplinary team members to meet the basic human needs of chronically ill individuals and their families.
7. Integrate caring behaviors when caring for chronically ill individuals and their families.
8. Develop critical thinking ability to make clinical decisions and judgments related to the care of chronically ill individuals and their families.
9. Analyze ethical guidelines and legal standards for professional nursing care of the chronically ill.
10. Analyze political, economic, societal, and cultural factors that influence the care of the chronically ill.
11. Utilize learning opportunities in a variety of settings to promote professional growth and development.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care to chronically ill individuals and their families.
2. Use the five steps of the nursing process to meet mutually identified basic human needs of chronically ill individuals and their families.
3. Perform selected technical skills with competence to meet the basic human needs of chronically ill individuals and their families.
4. Communicate therapeutically with chronically ill individuals and their families.
5. Incorporate principles of teaching/learning to meet the basic human needs of chronically ill individuals and their families.
6. Communicate effectively with members of the multidisciplinary team in settings where care is provided to the chronically ill.
7. Use caring behaviors when providing care for chronically ill individuals and their families.
8. Use critical thinking to make clinical decisions and judgments when providing care for the chronically ill and their families.
9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional practice.
10. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing for the care of the chronically ill.
11. Utilize learning opportunities to meet learning needs in settings where care is provided to the chronically ill.
NSG 270 – ADVANCED MEDICAL SURGICAL NURSING CARE OF THE ACUTELY ILL

Lecture-Lab-Credits: 1.5-1.5-3

Lecture 4.5 hours/week (22.5 hours total/5 weeks)
Campus Lab 1.5 hours/week (7.5 hours total/5 weeks)
Clinical Lab 12 hours/week (60 hours total/5 weeks)

Course Description:
This course emphasizes the utilization of the nursing process in the care of individuals with alterations in basic human needs by focusing on the acutely ill adult with complex common health problems. Campus laboratory provides the student with the opportunity to develop an understanding of basic critical care assessment and interventional techniques and to practice basic critical care skills such as rhythm analysis, cardiac monitoring, electrical interventions, hemodynamic monitoring, mechanical ventilation, airway maintenance, and blood gas analysis. Clinical laboratory experience in area acute care facilities allows the student to apply critical care concepts and skills in critical care and emergency department settings.

Prerequisites: Level I ADN nursing and support courses  Co-requisites: Level II nursing and support courses

Course Objectives: This course provides the student with the opportunity to:
1. Analyze caring constructs of nursing theory and nursing research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care for the acutely ill individuals and their families.
2. Formulate a plan of care using the five steps of the nursing process to meet mutually identified basic human needs of adults with acute life threatening common health problems in the acute care setting.
3. Develop the selected technical skills required to provide care to the acutely ill adult.
4. Analyze the use of therapeutic communication skills with individuals and their families who are coping with life threatening experiences.
5. Develop knowledge and skills to promote health and rehabilitation in the acutely ill adult.
6. Develop effective communication skills to facilitate collaboration with multidisciplinary team members to meet the basic human needs of the acutely ill.
7. Integrate caring behaviors when providing care for acutely ill adults and their families.
8. Develop critical thinking ability to make clinical decisions and judgments when caring for acutely ill adults and their families.
9. Adhere to standards of care which underlie safe, competent and ethical practice in the critical care setting.
10. Analyze political, economic, societal, and cultural factors that influence the care of the acutely ill.
11. Explore learning opportunities in the critical care setting to promote professional growth and development toward assuming the roles of provider of care, manager of care, and member within the discipline of professional nursing.

Learning Outcomes: Upon completion of this course, the student will:
1. Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences while assuming the roles of the associate degree nurse in the critical care setting.
2. Use the five steps of the nursing process to meet mutually identified basic human needs of acutely ill adults and their families.
3. Perform selected technical skills with competence to meet the basic human needs of individuals with life threatening health problems.
4. Use appropriate therapeutic communication when providing direct patient care for individuals and their families in the critical care setting.
5. Incorporate principles of teaching/learning when providing information to patients and their families in the critical care setting.
6. Use effective communication techniques when collaborating with multidisciplinary team members to meet the basic human needs of acutely ill individuals and their families.
7. Use caring behaviors when providing care for acutely ill individuals and their families.
8. Use critical thinking skills to make clinical decisions and judgments when caring for individuals with life threatening health problems.
9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing practice in the critical care setting.
10. Incorporate knowledge of political, economic, societal, and cultural factors into the care of the critically ill.
11. Utilize learning opportunities to meet learning needs in the critical care setting.

Reviewed 5/07/08, 4/7/11

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NSG 280 – MANAGER OF NURSING CARE
Lecture-Lab-Credits: 1-9-4

Lecture 3 hours/week (15 hours total/5 weeks)
Campus Lab 2 hours/week (10 hours total/5 weeks)
Clinical Lab 25 hours/week (125 hours total/5 weeks)

Course Description:
This course focuses on the role of the professional nurse as a manager of care. It emphasizes management and leadership principles and skills necessary to become competent in directing care for a group of individuals and their families in a variety of settings. Campus laboratory provides the opportunity to practice time management strategies, stress reduction techniques, assertive communication skills, conflict management tactics and critical thinking skills. Clinical laboratory experiences in a variety of settings offer the opportunity to apply critical thinking, management, and leadership principles and skills.

Prerequisites: Level I nursing and support courses, Level II courses Co requisites: CPT 150, Math elective
Course Objectives: This course provides the student with the opportunity to:
1. Analyze selected theories, concepts, principles and research findings of leadership and management.
2. Apply competencies developed in previous nursing courses as a provider of care to the management of care for a group of individuals in a variety of settings.
3. Develop skill in selected management and leadership techniques, strategies, and tactics.
4. Integrate caring behaviors into the management role of the professional nurse.
5. Analyze the formal and informal communication processes within complex care organizations.
6. Integrate critical thinking into the process of management of care.
7. Analyze the relationship of ethical guidelines and legal parameters of practice to the role as manager of care.
8. Analyze political, economic, societal and cultural influences on the management of care.
9. Identify resources to enhance growth and development in the manager of care role.

Learning Outcomes: Upon completion of this course, the student will:
1. Integrate caring constructs and research findings from the physical, biological, behavioral sciences when providing and/or managing care for a group of individuals in selected health care settings.
2. Use the nursing process to meet mutually identified needs of individuals and their families.
3. Use competencies developed in previous nursing courses when providing and/or managing the care for a group of individuals.
4. Use management and leadership principles and competencies to manage care for a group of individuals in selected health settings.
5. Use therapeutic communication skills when providing and/or managing care.
6. Incorporate health teaching into the management of care for groups of individuals and their families.
7. Communicate effectively within the organization when assuming the provider and manager of care role.
8. Use caring behaviors when assuming the provider and manager of care role.
9. Demonstrate the ability to think critically when making clinical and/or management of care judgments and decisions.
10. Adhere to ethical guidelines and legal standards when assuming the role of provider and/or manager of care.
11. Analyze political, economic, societal and cultural influences on the manager of care role.
12. Use resources to enhance growth in the provider and manager of care role of the professional nurse.

Revised 5/2/02, 5/1/98, 5/1/97, 4/29/97, 4/21/97, 4/8/97, 4/4/97
Reviewed 5/07/08, 4/7/11
NON-REQUIRED NURSING COURSES

NSG 215 – INTRODUCTION TO HEALTHCARE INFORMATICS 3-0-3

As healthcare continues to evolve in an increasingly competitive information marketplace, healthcare workers must be prepared to make significant contributions. This course is an introduction to how technology is applied to the delivery of healthcare for all allied health and nursing practitioners. Healthcare professionals are knowledge workers who are information dependent. Learners will examine the analysis of healthcare data and its transformation to healthcare knowledge. The impact of evolving/emerging information technologies on healthcare providers and consumer roles will be discussed. This course is intended to develop technologic competencies that will carry over as new healthcare technologies emerge.
PREREQUISITE(S): NSG 121 and 122: or RAD 131,141, and 146: or DAH 114: or DMS 201, 205, 206

NSG 216–BIOETHICAL DECISION MAKING IN NURSING AND HEALTHCARE 3-0-3

This course focuses on the nurse’s practice (healthcare professional) as realized in the moral agency of individual nurses. This course also highlights the synergy between the patient and nurse when engaged in the caring practice of ethical decision making. The process used by nurses helping patients/families make ethical decisions involves a synergy between the nurse’s competencies and the patient’s characteristics. Rights and the importance/necessity of context are explored. Select ethical systems are analyzed as to their usefulness in health care decision making and their compatibility with the synergy model. The symphonology theory of bioethical decision making is evaluated as a practice based contextual bioethical system and used in the analysis of patient dilemmas.
PREREQUISITE(S): NSG 121 and 122: or RAD 131,141, and 146: or DAH 114: or DMS 201, 205, 206

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Graduate/Program Outcomes – (Associate Degree Nursing)
This curriculum is designed to prepare the graduate to:

- Integrate caring constructs and research findings as well as knowledge from the physical, biological and behavioral sciences into the practice of nursing
- Use the five steps of the nursing process to assess, diagnose, plan, implement and evaluate care to meet mutually identified needs of individuals and their families
- Perform technical aspects of professional nursing practice competently
- Use therapeutic communication skills when providing nursing care
- Act to promote, maintain and restore health as part of the comprehensive plan of care
- Use effective communication skills when collaborating with multidisciplinary health team members
- Use caring behaviors in contacts with individuals and their families.
- Think critically when making judgments and decisions related to professional nursing practice
- Implement collaborative and independent nursing actions within the legal and ethical framework of registered professional nursing practice
- Analyze political, economic, societal and cultural influences on professional nursing practice
- Use resources to enhance self-development and professional growth
- Manage the care for a group of individuals in a variety of settings

PROGRAM REQUIREMENTS (ADN PROGRAM CREDITS - 72)

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<td>ENG 161 College Writing 3</td>
<td>NSG 120 Basic Care/Acute Settings 6</td>
<td>PSY 161 Human Growth &amp; Dev. 3</td>
</tr>
<tr>
<td>ENG 164 Advanced Composition 3</td>
<td>NSG 121 Basic Care/Selected Settings 5</td>
<td></td>
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<tr>
<td>PSY 160 General Psychology 3</td>
<td>NSG 122 Mental Health Concepts 1</td>
<td></td>
</tr>
<tr>
<td>Mathematics Elective 3</td>
<td>NSG 210 Role of the ADN 2</td>
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</tr>
<tr>
<td></td>
<td>NSG 220 Nsg. Care/Childbearing Fam. 3</td>
<td></td>
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<tr>
<td></td>
<td>NSG 230 Nsg. Care/Infant, Child &amp; Fam. 3</td>
<td></td>
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<tr>
<td></td>
<td>NSG 240 Psych./Mental Hlth. Nsg. Care 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSG 260 Adv. Care/Chronically Ill 3</td>
<td></td>
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<tr>
<td></td>
<td>NSG 270 Adv. Care/Acutely Ill 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSG 280 Manager of Nsg. Care (ADN) 4</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>42</td>
</tr>
</tbody>
</table>

RECOMMENDED SEQUENCE OF STUDIES FOR DAY & Greene EV/Weekend PROGRAM

All course work must be completed prior to or during co-requisite semester with a “C” or better.

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>BIO 171 4</td>
<td>BIO 172 4</td>
</tr>
<tr>
<td>ENG 161 3</td>
<td>NSG 120 6</td>
</tr>
<tr>
<td>NSG 110 1</td>
<td>NSG 121 5</td>
</tr>
<tr>
<td>NSG 111 8</td>
<td>NSG 122 1</td>
</tr>
<tr>
<td>PSY 160 3</td>
<td>PSY 161 3</td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>BIO 265 4</td>
<td>CPT 150 3</td>
</tr>
<tr>
<td>ENG 164 3</td>
<td>NSG 260 3</td>
</tr>
<tr>
<td>NSG 210 2</td>
<td>NSG 270 3</td>
</tr>
<tr>
<td>NSG 220 3</td>
<td>NSG 280 4</td>
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<tr>
<td>NSG 230 3</td>
<td>Mathematics Elective 3</td>
</tr>
<tr>
<td>NSG 240 3</td>
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<tr>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
PROGRAM OF STUDIES FOR EVENING/WEEKEND PROGRAM

*Students need to complete BIO 171, BIO 172, PSY 160, PSY 161, ENG 161 prior to testing for the EV/Weekend Program. BIO 265 completed during spring or summer of first year.

All course work must be completed prior to or during co-requisite semester with a “C” or better.

<table>
<thead>
<tr>
<th>Program pre-requisites Prior to testing into Evening/Weekend Program with a GPA of 2.5 and “C” or better for each course</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 171</td>
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<tr>
<td>*BIO 172</td>
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<tr>
<td>*PSY 160</td>
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<tr>
<td>*PSY 161</td>
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<tr>
<td>*ENG 161</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LEVEL I</strong></th>
<th><strong>LEVEL II</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>NSG 110</td>
<td>NSG 120</td>
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<tr>
<td>1</td>
<td>6</td>
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<tr>
<td>NSG 111</td>
<td>NSG 121</td>
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<tr>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>NSG 122</td>
<td>NSG 220</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>NSG 240</strong></td>
</tr>
<tr>
<td>*BIO 265</td>
<td><strong>12</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

PLEASE NOTE: The Nursing, AAS program of study is currently under curriculum revision. Implementation of the new curriculum is due spring of 2013. Updates will be published when available on the nursing web site located: www.wccc.edu/nursing.
## MAP OF GRADUATE PROGRAM OUTCOMES / CRITICAL ELEMENTS

### PRACTICAL NURSING

<table>
<thead>
<tr>
<th>CARING</th>
<th>1. Apply caring constructs and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Perform incidental teaching within an established plan of care.</td>
<td>1. Integrate caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences into the practice of professional nursing.</td>
</tr>
<tr>
<td>7. Use caring behaviors in contacts with individuals and their families.</td>
<td>5. Act to promote, maintain and restore health as part of the comprehensive plan of care.</td>
</tr>
</tbody>
</table>

### COMPETENCY

| 11. Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse. | 12. Manage the care for a group of individuals in a variety of settings. |

### COMMUNICATION

| 4. Use basic therapeutic communication skills when providing nursing care. | 4. Use therapeutic communication skills when providing nursing care. |
| 6. Use effective communication skills when interacting with members of the health care team. | 6. Use effective communication skills when collaborating with multidisciplinary health team members. |

### CRITICAL THINKING

| 2. Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families. | 2. Use the nursing process to develop and to implement a plan of care to meet mutually identified basic human needs of individuals and their families. |
| 8. Use a systematic approach to problem solving in the practice of practical nursing. | 8. Think critically when making judgments and decision related to professional nursing practice. |

### COMMITMENT

| 9. Provide care within the legal and ethical framework of licensed practical nursing practice recognizing the influence of political, economic, societal, and cultural factors. | 9. Implement collaborative and independent nursing actions within the legal and ethical framework of registered professional nursing practice. |
| 10. Use learning opportunities for continued growth and development as a practical nurse. | 10. Analyze political, economic, societal, and cultural influences on professional practice. |
| 11. Use resources to enhance self-development and professional growth. | |
Caring: Compels the nurse to apply knowledge to practice and to act on behalf of individuals to meet their basic human needs using a range of caring constructs. These constructs are categorized into four behaviors: nurturing, supporting, enabling, and stimulating.

Nurturing: These behaviors require the nurse to perform for the patients. These behaviors are: comfort, compassion, concern, interest, presence, tenderness, touching, protective and surveillance.

Supporting: These behaviors require the nurse to assist the patient and family to use available resources. These behaviors are: empathy, involvement, health instruction, health maintenance, helping, restorative acts, stress alleviation, and trust.

Enabling: These behaviors require the nurse to initiate and encourage the patient and family to problem solve, change behavior, and acquire knowledge. These behaviors are: advocacy, facilitating, coping, health consultative acts, and sharing.

Stimulating: These behaviors require the nurse to recognize each patient’s uniqueness and how the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs influence their ability to meet basic human needs. These behaviors are: acceptance, non-judgmental acts, and respect.

These caring constructs create an environment of being available for individuals and families beyond just doing for them.

**Practical Nursing Program Graduate Outcome #1:** Apply caring constructs and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing.

**Practical Nursing Program Graduate Outcome #7:** Use caring behaviors in contacts with individuals and their families.

---

<table>
<thead>
<tr>
<th>NSG 111 Foundations of Nursing Care</th>
<th>NSG 120 Basic Medical Surgical Nursing Care in Acute Settings</th>
<th>NSG 130 Practical Nursing Role in Extended Care Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome #1: Apply caring constructs from nursing theory and knowledge from the physical, biological, and behavioral sciences to provide rationale for nursing actions to meet the basic human needs of individuals and their families in controlled health settings. Learning Outcome #5: Use caring behaviors when providing care for individuals and their families.</td>
<td>Learning Outcome #1: Apply caring constructs and knowledge from the physical, biological, and behavioral sciences while assuming the role of the nurse in the acute medical surgical setting. Learning Outcome #7: Use caring behaviors when providing care for individuals and their families in the acute medical surgical setting.</td>
<td>Learning Outcome #1: Apply caring constructs and knowledge from the physical, biological, and behavioral sciences while assuming the role of the practical nurse in the extended care setting. Learning Outcome #7: Use caring behaviors when providing care for individuals and their families in the extended care setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NSG 121 Basic Medical Surgical Nursing Care in Selected Settings</th>
<th>NSG 131 Basic Nursing Care of the Childbearing Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome #1: Apply caring constructs and knowledge from the physical, biological, and behavioral sciences while assuming the role of the nurse in selected settings. Learning Outcome #7: Use caring behaviors when providing care for individuals and their families in selected settings.</td>
<td>Learning Outcome #1: Implement caring constructs and knowledge from the behavioral, physical, and biological sciences to contribute to the nursing care plan for the infant, child, and family. Learning Outcome #7: Use caring behaviors when providing care for the infant, child, and family.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
<th>CLINICAL OUTCOMES</th>
<th>CLINICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates nurturing caring constructs/behaviors: comfort, concern, interest, compassion, presence, tenderness, and touching when providing patient care. 2. Recognizes environmental elements that are conducive to meeting the patients’ basic human needs. 3. Uses stimulating behaviors to identify how culture, attitudes, beliefs, values, and perceived needs influence patient care. 4. Delivers care in a respectful non-judgmental manner. 5. Applies knowledge to practice.</td>
<td>1. Demonstrates supporting caring constructs/behaviors: empathy, involvement, helping, stress alleviation, trust, restorative acts when providing care. 2. Provides an environment that is conducive to meeting the patient’s basic human needs. 3. Identifies how the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs influence their disease management and health maintenance. 4. Delivers care in a respectful, non-judgmental manner. 5. Applies knowledge to practice. 6. Continues to use previously learned nurturing and stimulating caring behaviors.</td>
<td>1. In extended care settings, delegates appropriately to provide a conducive environment to meet the basic human needs of a group of patients. 2. Identifies how the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs influence their disease management and health maintenance. 3. Delivers care in a respectful non-judgmental manner. 4. Applies knowledge to practice. 5. Continues to use previously learned nurturing, stimulating, and supporting caring behaviors.</td>
</tr>
</tbody>
</table>
CARING GRID/CLINICAL OUTCOMES LEVEL I (continued)

<table>
<thead>
<tr>
<th>Practical Nursing Program Graduate Outcome #5: Perform incidental teaching within an established plan of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester, Level I Continued</strong></td>
</tr>
<tr>
<td>NSG 111 Foundations of Nursing Care</td>
</tr>
<tr>
<td>Learning Outcome #5: Use caring behaviors when providing care for individuals and their families.</td>
</tr>
<tr>
<td>NSG 121 Basic Medical Surgical Nursing Care in Selected Settings</td>
</tr>
<tr>
<td><strong>CLINICAL OUTCOMES</strong></td>
</tr>
<tr>
<td>1. Identifies the patient’s need for specific information.</td>
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</tbody>
</table>
Caring: Compels the nurse to apply knowledge to practice and to act on behalf of individuals to meet their basic human needs using a range of caring constructs. These constructs are categorized into four behaviors: nurturing, supporting, enabling, and stimulating.

Nurturing: These behaviors require the nurse to perform for the patients. These behaviors are: comfort, compassion, concern, interest, presence, tenderness, touching, protective, and surveillance.

Supporting: These behaviors require the nurse to assist the patients and families to use available resources. These behaviors are: empathy, involvement, health instruction, health maintenance, helping, restorative acts, stress alleviation, and trust.

Enabling: These behaviors require the nurse to initiate and encourage the patient and family to problem solve, change behavior, and acquire knowledge. These behaviors are: advocacy, facilitating, coping, health consultative acts, and sharing.

Stimulating: These behaviors require the nurse to recognize each patient’s uniqueness and how the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs influence their ability to meet basic human needs. These behaviors are: acceptance, non-judgmental acts, and respect.

These caring constructs create an environment of being available for individuals and families beyond just doing for them.

Associate Degree Nursing Program Graduate Outcome #1: Integrate caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences into the practice of professional nursing.

Associate Degree Nursing Program Graduate Outcome #7: Use caring behaviors in contacts with individuals and their families.

<table>
<thead>
<tr>
<th>Fall Semester, Level II</th>
<th>Spring Semester, Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSG 220 Nursing Care of the Childbearing Family</strong></td>
<td><strong>NSG 280 Manager of Nursing Care</strong></td>
</tr>
<tr>
<td>Learning Outcome #1: Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences when providing care for individuals and families in the preconceptual, antepartal, postpartal, and neonatal phases of the childbearing process.</td>
<td>Learning Outcome #1: Integrate caring constructs and research findings from the physical, biological, and behavioral sciences when providing and/or managing care for a group of individuals in selected health care settings.</td>
</tr>
<tr>
<td>Learning Outcome #7: Use caring behaviors when providing care to childbearing families.</td>
<td>Learning Outcome #8: Use caring behaviors when assuming the provider and manager of care role.</td>
</tr>
<tr>
<td><strong>NSG 230 Nursing Care of the Infant, Child and Family</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #1: Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences to the care of the infant, child, and family.</td>
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</tr>
<tr>
<td>Learning Outcome #7: Use caring behaviors when providing care for the infant, child, and family.</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 240 Psychiatric-Mental Health Nursing Care</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #1: Apply caring and research findings as well as knowledge from the physical, biological, and behavioral sciences in the practice of psychiatric-mental health nursing.</td>
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</tr>
<tr>
<td>Learning Outcome #8: Use caring behaviors when providing care for the mentally ill individuals and their families.</td>
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</tr>
<tr>
<td><strong>NSG 260 Advanced Medical Surgical Nursing Care of the Chronically Ill</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #1: Apply caring constructs and research findings as well as knowledge from the physical, biological, behavioral sciences when providing care to chronically ill individuals and their families.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #7: Use caring behaviors when providing care for chronically ill individuals and their families.</td>
<td></td>
</tr>
<tr>
<td><strong>NSG 270 Advanced Medical Surgical Nursing Care of the Acutely Ill</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #1: Apply caring constructs and research findings as well as knowledge from the physical, biological, and behavioral sciences while assuming the roles of the associate degree nurse in the critical care setting.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #7: Use caring behaviors when providing care for acutely ill individuals and their families.</td>
<td></td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

1. Demonstrates caring, enabling constructs/behaviors: coping, enabling, advocacy, facilitating, and sharing when providing care to individuals and their families.
2. Provides an environment that is conducive to meeting the patient’s basic human needs.
3. Uses the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs to adapt life style changes for disease management and health maintenance.
4. Delivers care in a respectful non-judgmental manner.
5. Identifies research results that might improve nursing care.
6. Applies research results discrimitarily.
7. Applies knowledge to practice.
8. Continues to use previously learned nurturing, stimulating, and supporting caring behaviors.

**CLINICAL OUTCOMES**

1. Is caring towards members of the multidisciplinary team.
2. Uses the patient’s and family’s culture, attitudes, beliefs, values, and perceived needs to adapt life style changes for disease management and health maintenance.
3. Recognizes how the culture, attitudes, beliefs, values and perceived needs of the multidisciplinary team influence patient care.
4. Delivers care in a respectful non-judgmental manner.
5. Identifies research results that might improve nursing care.
6. Applies research results discriminately.
7. Applies knowledge to practice.
8. Delegates appropriate tasks to create an environment conducive to meeting a group of patients’ basic human needs.
9. Continues to use previously learned nurturing, supporting, stimulating and enabling caring behaviors.
CARING GRID/CLINICAL OUTCOMES LEVEL II (continued)

Associate Degree Nursing Program Graduate Outcome #5: Act to promote, maintain and restore health as part of the comprehensive plan of care.

<table>
<thead>
<tr>
<th>Fall Semester, Level II Continued</th>
<th>Spring Semester, Level II Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family Learning Outcome #5: Incorporate principles of teaching/learning when</td>
<td>Management of Nursing Care NSG 280 Learning Outcome #6: Incorporate health teaching into the management</td>
</tr>
<tr>
<td>meeting the learning needs of childbearing families. NSG 230 Nursing Care of the Infant, Child and Family Learning</td>
<td>of care for groups of individuals and their families.</td>
</tr>
<tr>
<td>Outcome #5: Incorporate principles of teaching and learning to meet the learning needs of the infant, child, and family.</td>
<td></td>
</tr>
<tr>
<td>NSG 240 Psychiatric/Mental Health Nursing Care Learning Outcome #5: Incorporate principles of teaching/learning to</td>
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<tr>
<td>meet the learning needs of the mentally ill and their families. NSG 260 Advanced Medical Surgical Nursing Care of the</td>
<td></td>
</tr>
<tr>
<td>Chronically Ill Learning Outcome #5: Incorporate principles of teaching/learning to meet the basic needs of chronically</td>
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<tr>
<td>ill individuals and their families. NSG 270 Advanced Medical Surgical Nursing Care of the Acutely Ill Learning Outcome</td>
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</tr>
<tr>
<td>#5: Incorporate principles of teaching/learning when providing information to patients and their families in the</td>
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<tr>
<td>critical care setting.</td>
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<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
<th>CLINICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiates instructions to promote health and prevent disease.</td>
<td>1. Initiates instruction for a group of patients to promote health and prevent disease.</td>
</tr>
<tr>
<td>a. Assesses the patient’s readiness to learn.</td>
<td>a. Assesses the patient’s readiness to learn.</td>
</tr>
<tr>
<td>b. Assesses previous knowledge.</td>
<td>b. Assesses previous knowledge.</td>
</tr>
<tr>
<td>c. Selects appropriate strategies.</td>
<td>c. Selects appropriate strategies.</td>
</tr>
<tr>
<td>d. Presents accurate content in an organized manner.</td>
<td>d. Presents accurate content in an organized manner.</td>
</tr>
<tr>
<td>e. Adapts content to the patient’s lifestyle to facilitate behavior change.</td>
<td>e. Adapts content to patient’s lifestyle to facilitate behavior change.</td>
</tr>
<tr>
<td>2. Documents the instruction given and the patient’s and family’s response.</td>
<td>2. Documents the instruction given and the patient’s and family’s response.</td>
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<tr>
<td></td>
<td>3. Makes appropriate referrals to members of the multidisciplinary team.</td>
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<td></td>
<td>4. Uses community resources appropriately.</td>
</tr>
</tbody>
</table>

RevCurr/GRIDPM 8/14/00, 7/24/00, 6/9/98, 5/3/99
Reviewed 5/07/08
### COMPETENCY GRID/CLINICAL OUTCOMES LEVEL I

**Competency:** The performance of technical and/or management skills with competence.

**Competence:** The quality of having the necessary knowledge, skill, and attitude to perform an action including knowing why an action is indicated (relevancy and appropriateness), why it works (rationale), what risks are involved and ways to minimize and/or eliminate the risks.

**Technical Skills:** Interventions, actions, techniques or procedures necessary to implement the plan of care.

**Management Skills:** Techniques, strategies, and tactics used when managing care for a group of individuals.

**Practical Nursing Program Graduate Outcome #3: Perform technical aspects of practical nursing competently.**

<table>
<thead>
<tr>
<th>Fall Semester, Level I</th>
<th>Spring Semester, Level I</th>
<th>Summer Semester, Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 111 – Foundations of Nursing Care</td>
<td>NSG 120 Basic Medical-Surgical Nursing Care in Acute Settings</td>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning outcome #3: Perform basic technical skills with competence when providing care for individuals with basic human needs and alterations in those needs.</td>
<td>Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of individuals and their families in acute medical surgical settings.</td>
<td>Learning outcome #3: Perform technical skills with competence to meet the basic human needs of individuals and their families in extended care settings.</td>
</tr>
<tr>
<td>NSG 121 Basic Medical-Surgical Nursing Care in Selected Settings Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of individuals and their families in selected settings.</td>
<td>NSG 131 Basic Nursing Care of the Childbearing Family. Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of childbearing individuals and their families.</td>
<td>NSG 132 Basic Nursing Care of the Infant, Child and Family Learning outcome #3: Perform technical skills with competence to meet the basic human needs of the infant, child, and family.</td>
</tr>
</tbody>
</table>

#### CLINICAL OUTCOMES

<table>
<thead>
<tr>
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<th>Summer Semester, Level I</th>
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<tr>
<td>Learning outcome #3: Perform basic technical skills with competence when providing care for individuals with basic human needs and alterations in those needs.</td>
<td>Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of individuals and their families in acute medical surgical settings.</td>
<td>Learning outcome #3: Perform technical skills with competence to meet the basic human needs of individuals and their families in extended care settings.</td>
</tr>
<tr>
<td>NSG 121 Basic Medical-Surgical Nursing Care in Selected Settings Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of individuals and their families in selected settings.</td>
<td>NSG 131 Basic Nursing Care of the Childbearing Family. Learning outcome #3: Perform basic technical skills with competence to meet the basic human needs of childbearing individuals and their families.</td>
<td>NSG 132 Basic Nursing Care of the Infant, Child and Family Learning outcome #3: Perform technical skills with competence to meet the basic human needs of the infant, child, and family.</td>
</tr>
</tbody>
</table>

| 1. Intervenes based on established plan of care in accordance with accepted policies, procedures and protocols. | 1. Intervenes based on established plan of care and in accordance with accepted policies, procedures and protocols. | 1. Intervenes based on established plan of care and in accordance with accepted policies, procedures and protocols. |
| 2. Intervenes based on scientific principles. | 2. Intervenes based on scientific principles. | 2. Intervenes based on scientific principles. |
| 3. Documents and reports the individual’s response to intervention. | 3. Documents and reports the individual’s response to intervention. | 3. Documents and reports the individual’s response to intervention. |
| 4. Consistently performs actions underlying safe, competent care that are common to all procedures. | 4. Consistently performs actions underlying safe, competent care that are common to all procedures. | 4. Consistently performs actions underlying safe, competent care that are common to all procedures. |
| a. Refers to agency protocols prior to performing any procedure | a. Refers to agency protocols prior to performing any procedure | a. Refers to agency protocols prior to performing any procedure |
| b. Performs hand washing before and after procedures and/or any patient contact | b. Performs hand washing before and after procedures and/or any patient contact | b. Performs hand washing before and after procedures and/or any patient contact |
| c. Observes blood and body fluid precautions | c. Observes blood and body fluid precautions | c. Observes blood and body fluid precautions |
| d. Observes aseptic and/or sterile technique as indicated | d. Observes aseptic and/or sterile technique as indicated | d. Observes aseptic and/or sterile technique as indicated |
| e. Verifies the individual’s identity prior to any intervention | e. Verifies the individual’s identity prior to any intervention | e. Verifies the individual’s identity prior to any intervention |
| f. Explains procedure to individual prior to performing | f. Explains procedure to individual prior to performing | f. Explains procedure to individual prior to performing |
| g. Provides privacy | g. Provides privacy | g. Provides privacy |
| h. Uses proper body mechanics to prevent injury to self | h. Uses proper body mechanics to prevent injury to self | h. Uses proper body mechanics to prevent injury to self |
| i. Rechecks abnormal findings/measurements/responses and reports appropriately | i. Rechecks abnormal findings/measurements/responses and reports appropriately | i. Rechecks abnormal findings/measurements/responses and reports appropriately |
| j. Ensures safety of individual by taking actions appropriate to the situation | j. Ensures safety of individual by taking actions appropriate to the situation | j. Ensures safety of individual by taking actions appropriate to the situation |
| k. Ensures comfort of individual | k. Ensures comfort of individual | k. Ensures comfort of individual |
| l. Disposes of supplies and equipment according to agency policy | l. Disposes of supplies and equipment according to agency policy | l. Disposes of supplies and equipment according to agency policy |
| m. Uses equipment and supplies in a cost effective manner | m. Uses equipment and supplies in a cost effective manner | m. Uses equipment and supplies in a cost effective manner |
| 5. Strives to develop competency in the performance of newly acquired technical skills including the use of technologies. | 6. Demonstrates continued competency in the performance of newly acquired technical skills mastered in previous courses. | 5. Strives to develop competency in the performance of newly acquired technical skills including the use of technologies. |
| 6. Demonstrates continued competency in the performance of newly acquired technical skills mastered in previous courses. | 5. Strives to develop competency in the performance of newly acquired technical skills including the use of technologies. | 6. Demonstrates continued competency in the performance of newly acquired technical skills mastered in previous courses. |
Practical Nursing Program Graduate Outcome # 11: Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse.

<table>
<thead>
<tr>
<th>Summer Semester, Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning outcome # 11: Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops competency in the performance of newly acquired management skills.</td>
</tr>
</tbody>
</table>

Revised 5/07/08
**COMPETENCY GRID/ CLINICAL OUTCOMES LEVEL II**

**Competency** The performance of technical skills and/or management skills with competence.

**Competence** The quality of having the necessary knowledge, skill, and attitude to perform an action including knowing why an action is indicated (relevancy and appropriateness), why it works (rationale), what risks are involved and ways to minimize and/or eliminate the risks.

**Technical skills** Interventions, actions, techniques or procedures necessary to implement the plan of care.

**Management skills** Techniques, strategies, and tactics used when managing care for a group of individuals.

**Associate Degree Nursing Program Graduate Outcome # 3: Perform technical aspects of professional nursing practice competently.**

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester, Level II</th>
<th>Spring Semester, Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family</td>
<td>NSG 280 Manager of Nursing Care</td>
</tr>
<tr>
<td>Learning Outcome # 3: Perform competently selected technical skills with competence to meet the basic human needs of newborns and women throughout the phases of the childbearing process.</td>
<td>Learning Outcome # 3: Use competencies developed in previous nursing courses when providing and/or managing the care for a group of individuals.</td>
</tr>
<tr>
<td>NSG 230 Nursing Care of the Infant, Child and Family</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Competently perform selected technical skills to meet the basic human needs of the infant, child and family.</td>
<td></td>
</tr>
<tr>
<td>NSG 240 Psychiatric/Mental Health Nursing Care</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Perform selected technical skills with competence to meet the basic human needs of mentally ill individuals.</td>
<td></td>
</tr>
<tr>
<td>NSG 260 Advanced Medical Surgical Nursing Care of the Chronically Ill</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Perform selected technical skills with competence to meet the basic human needs of chronically ill individuals and their families.</td>
<td></td>
</tr>
<tr>
<td>NSG 270 Advanced Medical Surgical Nursing Care of the Acutely Ill</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Perform selected technical skills with competence to meet the basic human needs of individuals with life threatening health problems.</td>
<td></td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

1. Intervenes based on established plan of care and in accordance with accepted policies, procedures and protocols.
2. Intervenes based on scientific principles.
3. Documents and reports the individual’s response to intervention.
4. Consistently performs actions underlying safe, competent care that are common to all procedures.
   a. Refers to agency protocols prior to performing any procedure
   b. Performs hand washing before and after procedures and/or any patient contact
   c. Observes blood and body fluid precautions
   d. Observes aseptic and/or sterile technique as indicated
   e. Verifies the individual’s identity prior to any intervention
   f. Explains procedure to individual prior to performing
   g. Provides privacy
   h. Uses proper body mechanics to prevent injury to self
   i. Rechecks abnormal findings/ measurements/responses and records and reports appropriately
   j. Ensures safety of individual by taking actions appropriate to the situation
   k. Ensures comfort of individual
   l. Disposes of supplies and equipment according to agency policy
   m. Uses equipment and supplies in a cost effective manner
5. Strives to develop competency in the performance of newly acquired technical skills including the use of technologies.
6. Demonstrates continued competency in the performance of critical technical skills mastered in previous courses.

<table>
<thead>
<tr>
<th>NSG 280 Manager of Nursing Care</th>
<th>Spring Semester, Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome # 3: Use competencies developed in previous nursing courses when providing and/or managing the care for a group of individuals.</td>
<td>Learning Outcome # 3: Perform technical aspects of professional nursing practice competently.</td>
</tr>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Perform competently selected technical skills with competence to meet the basic human needs of newborns and women throughout the phases of the childbearing process.</td>
<td></td>
</tr>
<tr>
<td>NSG 230 Nursing Care of the Infant, Child and Family</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome # 3: Competently perform selected technical skills to meet the basic human needs of the infant, child and family.</td>
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<td>NSG 240 Psychiatric/Mental Health Nursing Care</td>
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<td>Learning Outcome # 3: Perform selected technical skills with competence to meet the basic human needs of mentally ill individuals.</td>
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<tr>
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<td>NSG 270 Advanced Medical Surgical Nursing Care of the Acutely Ill</td>
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</tr>
<tr>
<td>Learning Outcome # 3: Perform selected technical skills with competence to meet the basic human needs of individuals with life threatening health problems.</td>
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**CLINICAL OUTCOMES**

1. Intervenes based on established plan of care and in accordance with accepted policies, procedures and protocols.
2. Intervenes based on scientific principles.
3. Documents and reports the individual’s response to intervention.
4. Consistently performs actions underlying safe, competent care that are common to all procedures.
   a. Refers to agency protocols prior to performing any procedure
   b. Performs hand washing before and after procedures and/or any patient contact
   c. Observes blood and body fluid precautions
   d. Observes aseptic and/or sterile technique as indicated
   e. Verifies the individual’s identity prior to any intervention
   f. Explains procedure to individual prior to performing
   g. Provides privacy
   h. Uses proper body mechanics to prevent injury to self
   i. Rechecks abnormal findings, measurements, responses, and records and reports appropriately
   j. Ensures safety of individual by taking actions appropriate to the situation
   k. Ensures comfort of individual
   l. Disposes of supplies and equipment according to agency policy
   m. Uses equipment and supplies in a cost effective manner
5. Demonstrates continued competency in the performance of critical technical skills mastered in previous courses.
**COMPETENCY GRID/CLINICAL OUTCOMES LEVEL II (continued)**

Associate Degree Nursing Program Graduate Outcome # 12: Manage the care for a group of individuals in a variety of settings.

<table>
<thead>
<tr>
<th>Spring Semester, Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 280 Manager of Nursing Care</td>
</tr>
<tr>
<td>Learning Outcome # 4. Use management and leadership principles and competencies to manage care for a group of individuals in selected health settings.</td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

1. Develops competency in the performance of newly acquired management skills.

RevCurr/GRIDSK  8/14/00, 5/1/98, 5/3/99
Reviewed  5/07/08
Practical Nursing Program Graduate Outcome #4: Use basic therapeutic communication skills when providing nursing care.

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSG 111  Foundations of Nursing Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #4: Apply basic principles of effective interpersonal communication when interacting with patients, families and health team members.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CLINICAL OUTCOMES</strong></th>
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<th><strong>CLINICAL OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies verbal and non-verbal behaviors that enhance the care of patients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Uses basic verbal and non-verbal communication skills necessary to initiate and maintain care.  
  a. Introduces self  
  b. Moves to patient when talking  
  c. Maintains eye contact  
  d. Calls patient by name  
  e. Maintains appropriate body distance  
  f. Utilizes touch appropriately  
  3. Uses communication appropriate to developmental level health status and health care delivery setting.  |
| 1. Identifies verbal and non-verbal behaviors that enhance the care of patients. |
| 2. Uses basic verbal and non-verbal communication skills necessary to initiate and maintain care.  
  a. Introduces self  
  b. Moves to patient when talking  
  c. Maintains eye contact  
  d. Calls patient by name  
  e. Maintains appropriate body distance  
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| 1. Identifies verbal and non-verbal behaviors that enhance the care of patients. |
| 2. Uses basic verbal and non-verbal communication skills necessary to initiate and maintain care.  
  a. Introduces self  
  b. Moves to patient when talking  
  c. Maintains eye contact  
  d. Calls patient by name  
  e. Maintains appropriate body distance  
  f. Utilizes touch appropriately  
  3. Uses communication appropriate to developmental level health states and health care delivery setting.  |
| 4. Identifies blocks to communication and therapeutic techniques.  
  5. Demonstrates use of basic therapeutic facilitative techniques.  
  a. Silence  
  b. Restatement  
  c. Reflection  
  d. Giving broad openings  
  e. Making observations  
  f. Exploring  
  g. Giving information  |
| 4. Identifies blocks to communication and therapeutic techniques.  
  5. Demonstrates use of basic therapeutic facilitative techniques.  
  a. Silence  
  b. Restatement  
  c. Reflection  
  d. Giving broad openings  
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  a. Silence  
  b. Restatement  
  c. Reflection  
  d. Giving broad openings  
  e. Making observations  
  f. Exploring  
  g. Giving information  |

6. Differentiates appropriate use of re-orientation techniques and/or validation techniques with cognitively dysfunctional individuals.
COMMUNICATION GRID/CLINICAL OUTCOMES LEVEL I  (continued)

Practical Nursing Program Graduate Outcome #4: Use basic therapeutic communication skills when providing nursing care. (continued)

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
</table>
| NSG 131  Basic Nursing Care of the Childbearing Family  
Learning Outcome #4: Use therapeutic communication when providing care to meet the basic needs of childbearing individuals and families.  
NSG 132  Basic Nursing Care of the Infant, Child and Family  
Learning Outcome #5: Use basic therapeutic communication skills when providing care and anticipatory guidance for the infant, child and family. |

**CLINICAL OUTCOMES**

1. Identifies verbal and non-verbal behaviors that enhance the care of the patient.
2. Uses basic verbal and non-verbal communication skills necessary to initiate and maintain care.  
a. Introduces self  
b. Moves toward patient when talking  
c. Maintains eye contact  
d. Calls patient by name  
e. Maintains appropriate body distance  
f. Utilizes touch appropriately  
3. Uses communication appropriate to developmental level, health states and health care delivery setting.  
4. Identifies blocks to communication and therapeutic techniques.  
5. Demonstrates use of basic therapeutic facilitative techniques.  
a. Silence  
b. Restatement  
c. Reflection  
d. Giving broad openings  
e. Making observations  
f. Exploring  
g. Giving information

Reviewed 5/07/08
Practical Nursing Program Graduate Outcome #6: Use effective communication skills when interacting with members of the health care team.

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 111 Foundations of Nursing Care</td>
<td>NSG 120 Basic Medical-Surgical Nursing Care in Acute Settings</td>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning Outcome #4: Apply basic principles of effective interpersonal communication when interacting with patients, families and health team members.</td>
<td>Learning Outcome #5: Use effective communication with health team members in the acute medical-surgical setting.</td>
<td>Learning Outcome #5: Use effective communication when interacting with health team members.</td>
</tr>
<tr>
<td></td>
<td>NSG 121 Basic Medical-Surgical Nursing Care in Selected Settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcome #5. Use effective communication when interacting with health team members in selected settings.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Uses course and institutional guidelines for reporting and recording data.</td>
<td>1. Uses course and institutional guidelines for reporting and recording data.</td>
<td>1. Uses course and institutional guidelines for reporting and recording data.</td>
</tr>
<tr>
<td>2. Communicates effectively with instructor and appropriate health team members.</td>
<td>2. Communicates effectively with instructor and appropriate health team members.</td>
<td>2. Communicates effectively with instructor and appropriate health team members.</td>
</tr>
<tr>
<td></td>
<td>3. Utilizes organizational line communication to report to supervisor and delegate to unlicensed assistive personnel.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Use appropriate assertive communication in the health care setting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Nursing Care of the Childbearing Family NSG 131</th>
<th>Basic Nursing Care of the Infant, Child and Family NSG 132</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome #6: Communicate effectively with health team members when providing care to childbearing individuals and families.</td>
<td>Learning Outcome #6: Use effective communication skills when interacting with other members of the health care team in child health care settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses course and institutional guidelines for reporting and recording data.</td>
</tr>
<tr>
<td>2. Communicates effectively with instructor and appropriate health team members.</td>
</tr>
</tbody>
</table>

Revised 5/07/08
Communication  A two-way process of sending and receiving messages. Skills associated with communication are verbal (spoken word, written or computer) and non-verbal, both of which are influenced by sociological, physiological, psychological and environmental factors.

Basic Communication  Those verbal and non-verbal skills necessary to initiate and maintain care of individuals and their families.

Effective Communication  The verbal and non-verbal skills necessary for interacting with health team members to achieve patient care goals. (In this situation, it is used to describe communication other than with patients and their families.)

Therapeutic Communication  The verbal and non-verbal skills aimed at preserving respect and fostering growth of patients and families. They are goal-directed skills that the nurse uses to provide the individual and family with the opportunity to:
1. Identify and explore needs and/or problems.
2. Discover healthy ways of meeting basic needs.
3. Experience satisfying interpersonal relationships.

Therapeutic communications on a basic level are facilitative. On a more advanced level, they are facilitative and they lead both the patient and the nurse to a greater understanding of patient behaviors and behavior alternatives.

Associate Degree Nursing Program Graduate Outcome #4: Use therapeutic communication skills when providing nursing care.

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester Level II</th>
<th>Spring Semester Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family</td>
<td>NSG 230 Nursing Care of the Infant, Child and Family</td>
</tr>
<tr>
<td>Learning Outcome #4: Communicate therapeutically with childbearing individuals and families in a variety of settings.</td>
<td>Learning Outcome #4: Use therapeutic communication skills when providing care and teaching for the infant, child and family.</td>
</tr>
<tr>
<td>NSG 240 Psychiatric/Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #4: Use appropriate therapeutic communication skills with the mentally ill and their families.</td>
<td></td>
</tr>
<tr>
<td>NSG 260 Advanced Medical-Surgical Nursing Care of the Chronically Ill</td>
<td>Learning Outcome #4: Communicate therapeutically with chronically ill individuals and their families.</td>
</tr>
<tr>
<td>Learning Outcome #4: Use appropriate therapeutic communication when providing direct patient care for individuals and their families in the critical care setting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL OUTCOMES</th>
<th>CLINICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses communication appropriate to developmental level, health status, and health care delivery settings.</td>
<td>1. Uses communication appropriate to developmental level, health status, and health care delivery setting.</td>
</tr>
<tr>
<td>2. Uses broad range of therapeutic techniques appropriate to individuals and families.</td>
<td>2. Uses broad range of therapeutic techniques appropriate to individuals and families.</td>
</tr>
<tr>
<td>a. Continue to use: 1) Basic communications 2) Therapeutic facilitative communications 3) Re-orientation and validation techniques</td>
<td>a. Continue to use: 1) Basic communications 2) Therapeutic facilitative communications 3) Re-orientation and validation techniques</td>
</tr>
<tr>
<td>b. Advanced techniques 1) Active listening 2) Clarifying 3) Focusing 4) Verification (Validation) 5) Summarization 6) Confrontation 7) Goal setting 8) Empathetic communication 9) Theme identification</td>
<td></td>
</tr>
<tr>
<td>3. Uses verbal and non-verbal techniques to assist a client in crisis.</td>
<td>3. Use verbal and non-verbal techniques to assist a client in crisis.</td>
</tr>
<tr>
<td>b. Non-Verbal 1) Maintain body space 2) Reduce stimuli 3) Stay with client</td>
<td>b. Non-Verbal 1) Maintain body space 2) Reduce stimuli 3) Stay with client</td>
</tr>
</tbody>
</table>

RevCurrGRIDCC 6/21/00, 7/27/00, 5/3/99
Revised 5/07/08
### COMMUNICATION GRID/CLINICAL OUTCOMES LEVEL II  (continued)

Associate Degree Nursing Program Graduate Outcome #6: Use effective communication skills when collaborating with multidisciplinary health team members.

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester Level II</th>
<th>Spring Semester Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family</td>
<td>NSG 280 Manager of Nursing Care</td>
</tr>
<tr>
<td>Learning Outcome #6: Communicate effectively with multidisciplinary team members in a variety of settings.</td>
<td>Learning Outcome #7: Communicate effectively within the organization when assuming the provider and manager of care role.</td>
</tr>
<tr>
<td>NSG 230 Nursing Care of the Infant, Child and Family</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #6: Use effective communication skills in interacting with multidisciplinary team members.</td>
<td></td>
</tr>
<tr>
<td>NSG 240 Psychiatric/Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #6: Use effective communication skills with multidisciplinary team members.</td>
<td></td>
</tr>
<tr>
<td>NSG 260 Advanced Medical-Surgical Nursing Care of the Chronically Ill</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #6: Communicate effectively with members of the multidisciplinary team in settings where care is provided to the chronically ill.</td>
<td></td>
</tr>
<tr>
<td>NSG 270 Advanced Medical-Surgical Nursing Care of the Acutely Ill</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #6: Use effective communication techniques when collaborating with multidisciplinary team members to meet the basic human needs of critically ill individuals and their families</td>
<td></td>
</tr>
</tbody>
</table>

#### CLINICAL OUTCOMES

1. Uses course and institutional guidelines for reporting and recording data.
2. Initiates referrals when appropriate.
3. Collaborates effectively with instructor and members of the multidisciplinary team.

1. Applies principles of group communication when managing the care of patients
2. Initiates referrals as appropriate to patient care.
3. Discriminates appropriate use of assertive communication as a member of the multidisciplinary team.
4. Reports information necessary for effective health care delivery.
5. Records information necessary for effective health care delivery.
6. Utilizes organizational line communication for reporting and delegating.
7. Collaborates effectively with instructor and members of the multidisciplinary team.

Revised 5/07/08
**CRITICAL THINKING GRID/CLINICAL OUTCOMES LEVEL I**

**Critical Thinking:** Critical thinking is goal directed. Components include utilization of the nursing process, curiosity, moral and ethical decision making, and an organized approach to discovery. The application of the components is knowledge driven.

**Practical Nursing Program Graduate Outcome #2:** Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families.

**Practical Nursing Program Graduate Outcome #8** Use a systematic approach to problem solving in the practice of practical nursing.

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
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<tbody>
<tr>
<td>NSG 111 Foundations of Nursing Care</td>
<td>NSG 120 Basic Medical Surgical Nursing Care in Acute Settings</td>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning Outcome #2: Use the elements of the nursing process when providing care for individuals.</td>
<td>Learning Outcome #2: Gather data and intervene according to an established plan of care to meet the basic human needs of individuals in acute medical surgical settings.</td>
<td>Learning Outcome #2: Gather data and intervene according to an established plan of care to meet the basic human needs of individuals in extended care settings.</td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies alterations in the basic human needs of the individual.</td>
<td>1. Identifies alterations in basic human needs.</td>
<td>1. Identifies alterations in basic human needs.</td>
</tr>
<tr>
<td>2. Uses standardized care plans for selected interventions in caring for individuals.</td>
<td>2. Identifies significance of diagnostic studies.</td>
<td>2. Identifies significance of diagnostic studies.</td>
</tr>
<tr>
<td>4. Reports assessment data to appropriate person.</td>
<td>4. Uses appropriate tools, i.e., care plans, protocols, critical pathways, etc. in caring for individuals.</td>
<td>4. Uses appropriate tools, i.e., care plans, protocols, critical pathways, etc. in caring for individuals.</td>
</tr>
<tr>
<td>5. Gathers data related to selected interventions.</td>
<td>5. Explains rationale for interventions.</td>
<td>5. Explains rationale for interventions.</td>
</tr>
<tr>
<td></td>
<td>6. Reports assessment data to appropriate person.</td>
<td>6. Reports assessment data to appropriate person.</td>
</tr>
<tr>
<td></td>
<td>7. Gathers data related to performed interventions.</td>
<td>7. Gathers data related to performed interventions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Demonstrates the ability to care for groups of individuals in the extended care settings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG131 Basic Nursing Care of the Childbearing Family</td>
<td>NSG 131 Basic Nursing Care of the Childbearing Family</td>
<td>NSG 131 Basic Nursing Care of the Childbearing Family</td>
</tr>
<tr>
<td>Learning Outcome #2: Gather data and intervene to meet mutually identified basic human needs of childbearing individuals and their families.</td>
<td>Learning Outcome #2: Gather data and intervene according to an established plan of care to meet the basic human needs of the infant, child, and family.</td>
<td>Learning Outcome #2: Gather data and intervene according to an established plan of care to meet the basic human needs of the infant, child, and family.</td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies critical thinking components used in the clinical setting.</td>
<td>1. Identifies critical thinking components used in the clinical setting.</td>
<td>1. Identifies critical thinking components used in the clinical setting.</td>
</tr>
<tr>
<td>3. Identifies personal values and how they influence decision making (moral decision making).</td>
<td>3. Identifies personal values and how they influence decision making (moral decision making).</td>
<td>3. Identifies personal values and how they influence decision making (moral decision making).</td>
</tr>
<tr>
<td>5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care.</td>
<td>5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care.</td>
<td>5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care.</td>
</tr>
</tbody>
</table>
**CRITICAL THINKING GRID/CLINICAL OUTCOMES LEVEL I (continued)**

Practical Nursing Program Graduate Outcome #2: Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families.

Practical Nursing Program Graduate Outcome #8 Use a systematic approach to problem solving in the practice of practical nursing.

<table>
<thead>
<tr>
<th>Fall Semester Level I</th>
<th>Spring Semester Level I</th>
<th>Summer Semester Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 111 Foundations of Nursing Care</td>
<td>NSG 120 Basic Medical Surgical Nursing Care in Acute Settings</td>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning Outcome #6: Use problem-solving techniques when providing care for individuals and their families.</td>
<td>Learning Outcome #8: Use problem solving techniques when caring for individuals and their families in the acute medical surgical setting.</td>
<td>Learning Outcome #8: Use a systematic approach to problem solving in the practice of practical nursing in extended care settings.</td>
</tr>
<tr>
<td>NSG 121 Basic Medical Surgical Nursing Care in Selected Settings</td>
<td>NSG 121 Basic Medical Surgical Nursing Care in Selected Settings</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #8: Use problem solving techniques when caring for individuals and their families in selected settings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

| 1. Recognizes components of critical thinking. | 1. Identifies critical thinking components used in the clinical setting. | 1. Identifies critical thinking components used in the clinical setting. |
| 2. Identifies personal values and how they influence decision making (moral decision making). | 2. Uses problem solving to evaluate effectiveness if interventions. | 2. Uses problem solving to evaluate effectiveness if interventions. |
| 3. Utilizes resources, i.e. care plans, textbooks, protocols, etc. in planning care | 3. Identifies personal values and how they influence decisions making (moral decision making). | 3. Identifies personal values and how they influence decisions making (moral decision making). |
| 4. Provides care in an organized manner | 4. Demonstrates preparation to prioritize care in an organized manner (preplanning and other means) | 4. Demonstrates preparation to prioritize care in an organized manner (preplanning and other means) |
| 5. Seeks guidance appropriately. | 5. Utilizes resources, i.e. care plans, textbooks, protocols, etc. in planning care. | 5. Utilizes resources, i.e. care plans, textbooks, protocols, etc. in planning care. |

NSG 131 Basic Nursing Care of the Childbearing Family

Learning Outcome #8: Use problem solving techniques when providing care to childbearing, individuals and their families.

NSG 132 Basic Nursing Care of the Infant, Child and Family

Learning Outcome #8: Use problem solving techniques when caring for the infant, child and family.

**CLINICAL OUTCOMES**

| 1. Identifies critical thinking components used in the clinical setting. | 1. Identifies critical thinking components used in the clinical setting. | 1. Identifies critical thinking components used in the clinical setting. |
| 3. Identifies personal values and how they influence decision making (moral decision making). | 3. Identifies personal values and how they influence decision making (moral decision making). | 3. Identifies personal values and how they influence decision making (moral decision making). |
| 5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care. | 5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care. | 5. Utilizes resources, i.e., care plans, textbooks, protocols, etc. in planning care. |
**CRITICAL THINKING GRID/CLINICAL OUTCOMES LEVEL II**

**Critical Thinking** Critical thinking is goal directed. Components include utilization of the nursing process, curiosity, moral and ethical decision making, and an organized approach to discovery. The application of the components is knowledge driven.

**Associate Degree Nursing Program Graduate Outcome #2.** Use the nursing process to develop and to implement a plan of care to meet mutually identified basic human needs of individuals and their families

| NSG 220 Nursing Care of the Childbearing Family | NSG 280 Manager of Nursing Care |
| NSG 230 Nursing Care of the Infant, Child, and Family | Learning Outcome #2. Use the nursing process to meet mutually identified needs of individuals and their families. |
| NSG 240 Psychiatric/Mental Health Nursing Care | |
| NSG 260 Advanced Medical Surgical Nursing Care of the Chronically Ill | |
| NSG 270 Advanced Medical Surgical Nursing Care of the Acutely Ill | |

**CLINICAL OUTCOMES**

1. Identifies alterations in basic human needs.
2. Gathers appropriate assessment data.
3. Analyzes assessment data.
4. Develops valid nursing diagnoses.
5. Develops shared patient centered outcomes.
6. Prioritizes care based on collaborative and shared patient centered outcomes.
7. Implements multidisciplinary treatment plan using appropriate dependent and independent nursing actions.
8. Evaluates the effect of care on collaborative and patient centered outcomes.
9. Identifies the need for alterations in the plan of care.
10. Modifies the plan of care as needed.

1. Identifies alterations in basic human needs.
2. Gathers appropriate assessment data in a thorough systematic manner.
3. Develops valid nursing diagnoses based on an analysis of assessment data.
4. Develops relevant, realistic, measurable shared patient centered outcomes.
5. Prioritizes care based on collaborative and shared patient centered outcomes.
6. Implements multidisciplinary treatment plan using appropriate dependent and independent nursing actions.
7. Evaluates the effect of care on collaborative and patient centered outcomes.
8. Identifies the need for alterations in the plan of care.
9. Modifies the plan of care as needed.
CRITICAL THINKING GRID/CLINICAL OUTCOMES LEVEL II  (continued)

Associate Degree Nursing Program Graduate Outcome #8. To think critically when making judgments and decisions related to professional nursing practice.

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester, Level II</th>
<th>Spring Semester, Level II</th>
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</thead>
<tbody>
<tr>
<td><strong>NSG 220  Nursing Care of the Childbearing Family</strong></td>
<td>Learning Outcome #8. Use critical thinking to make sound clinical decisions and judgments when providing care to childbearing families.</td>
</tr>
<tr>
<td><strong>NSG 230  Nursing Care of the Infant, Child, and Family</strong></td>
<td>NSG 240  Psychiatric/Mental Health Nursing Care</td>
</tr>
<tr>
<td>Learning Outcome #8: Utilize critical thinking to make sound decisions and judgments when providing care for the infant, child, and family.</td>
<td>Learning Outcome #7. Apply critical thinking skills to assist mentally ill individuals to incorporate new coping skills.</td>
</tr>
<tr>
<td><strong>NSG 260  Advanced Medical Surgical Nursing Care of the Chronically Ill</strong></td>
<td>NSG 270  Advanced Medical Surgical Nursing Care of the Acutely Ill</td>
</tr>
<tr>
<td>Learning Outcome #8. Use critical thinking to make clinical decisions and judgments when providing care for the chronically ill and their families.</td>
<td>Learning Outcome #8. Utilize critical thinking skills to make clinical decisions and judgments when caring for individuals with life threatening health problems.</td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

| 1. Uses the nursing process as the basis for critical thinking when making clinical decisions. |
| 2. Uses purposeful, disciplined, goal-directed thinking to make decisions. |
| 3. Uses a systematic approach to data collection. |
| 4. Differentiates between subjective and objective data. |
| 5. Makes clinical judgments based on objective, accurate and in-depth information. |
| 6. Seeks to clearly identify issue(s) at hand before taking action. |
| 7. Differentiates between actual and potential problems. |
| 8. Intervenes based on scientific principles. |
| 9. Identifies immediate and/or changing priorities, adapting plan of care appropriately. |
| 10. Seeks guidance as needed with planning, implementing, and evaluating care to ensure patient safety. |
| 11. Assesses appropriateness of standards (protocols, policies, procedures, critical paths, etc.) to each specific patient situation. |
| 12. Makes decisions that are within the context of the individual’s values. |
| 13. Follows a systematic approach to moral and ethical reasoning when faced with a moral or ethical problem. |

| 1. Applies critical thinking strategies developed in previous nursing courses when managing the care for groups of individuals and their families in a variety of settings. |
| a. Uses the nursing process as the basis for critical thinking when making clinical decisions. |
| b. Uses a systematic approach to data collection. |
| c. Differentiates between subjective and objective data. |
| d. Makes clinical judgments based on objective, accurate and in-depth information. |
| e. Seeks to clearly identify issue(s) at hand before taking action. |
| f. Differentiates between actual and potential problems. |
| g. Intervenes based on scientific principles. |
| h. Identifies immediate and/or changing priorities adapting plan of care appropriately. |
| i. Seeks guidance as needed with planning, implementing, and evaluating care to ensure patient safety. |
| j. Assesses appropriateness of standards (protocols, policies, procedures, critical paths, etc.) to each specific patient situation. |
| k. Makes decisions that are within the context of the individual’s values. |
| l. Follows a systematic approach to moral and ethical reasoning when faced with a moral or ethical problem. |

2. Manages care safely, demonstrating the ability to identify essential data indicative of an acute change in health status, by initiating independent and collaborative actions to minimize risks to individual’s health, by choosing actions based on valid rationale, and by differentiating between problems requiring immediate attention and those requiring subsequent action.

3. Delegates care safely and appropriately using the State Board of Nursing decision making model and sound principles of delegation.
**COMMITMENT GRID/CLINICAL OUTCOMES LEVEL I**

**Commitment:** Commitment is an agreement or pledge to do something. It is the state of being obligated or emotionally impelled. As a nurse it is essential to be committed to upholding legal and ethical codes and continuing life long learning for professional growth.

For the Practical Nursing Program Graduate Outcome #9. Provide care within the legal and ethical framework of licensed practical nursing practice recognizing the influence of political, economic, societal and cultural factors.

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<tr>
<td>NSG 111  Foundations of Nursing Care</td>
<td>NSG 120  Basic Medical-Surgical Care in Acute Settings</td>
<td>NSG 130  Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td></td>
<td>NSG 121  Basic Medical-Surgical Nursing Care in Selected Settings</td>
<td>NSG 131  Basic Nursing Care of the Childbearing Family</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome #9. Provide nursing care within the legal and ethical framework of nursing practice in selected setting.</td>
<td>Learning Outcome #9. Provide basic care to childbearing individuals and their families within the legal standards and ethical guidelines of practical nursing practice.</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome #8: Recognize the importance of evaluation when identifying ongoing learning needs.</td>
<td>NSG 132  Basic Care of Infant, Child and Family</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome #9. Provide basic care to childbearing individuals and their families within the legal standards and ethical guidelines of practical nursing practice.</td>
<td>Learning Outcome #9. Practice practical nursing care for the infant, child, and family within the legal and ethical framework of practical nursing practice.</td>
</tr>
<tr>
<td></td>
<td>NSG 130  Practical Nursing Role in Extended Care Settings</td>
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</table>

**CLINICAL OUTCOMES**

1. Identifies the ethical implications of specific nursing actions.
2. Practices care according to a code of ethics by:
   a. Protecting the patient’s dignity
   b. Protecting the patient’s privacy
   c. Maintaining the patient’s confidentiality
   d. Serving as a patient advocate
   e. Maintaining responsibility and accountability for care.
3. Practices care according to the Patient’s Bill of Rights.
4. Performs care within the legal scope of practice of the licensed practical nurse.
5. Adheres to accepted standards of care.

Revised 5/7/2008
Practical Nursing Program Graduate Outcome #10. Use learning opportunities for continued growth and development as a practical nurse

<table>
<thead>
<tr>
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<td>NSG 111 Foundations of Nursing Care</td>
<td>NSG 120 Basic Medical-Surgical Care in Acute Settings</td>
<td>NSG 130 Practical Nursing Role in Extended Care Settings</td>
</tr>
<tr>
<td>Learning Outcome #8: Recognize the importance of evaluation when identifying ongoing learning needs.</td>
<td>Learning Outcome #10: Utilize learning opportunities that will enhance growth and development.</td>
<td>Learning Outcome #10 Utilize learning opportunities that will enhance growth and development.</td>
</tr>
<tr>
<td>NSG 121 Basic Medical-Surgical Nursing Care in Selected Settings</td>
<td>Learning Outcome #10: Utilize learning opportunities that will enhance growth and development.</td>
<td>Learning Outcome #10 Utilize learning opportunities that will enhance growth and development.</td>
</tr>
</tbody>
</table>

**CLINICAL OUTCOMES**

1. Identifies own learning needs.
2. Identifies learning opportunities.
3. Recognizes the relationship between theory and clinical practice.
4. Identifies own strengths and areas for improvement.
5. Seeks instructor when guidance is needed and utilizes feedback for growth.

**CONDUCT**

1. Adheres to WCCC and clinical agency’s dress code.
2. Adheres to all WCCC and clinical agency’s policies.
3. Demonstrates honesty and integrity in all clinical activities.
4. Maintains a professional demeanor in all clinical activities.
5. Attends clinical regularly.
6. Arrives punctually for clinical lab.
7. Notifies clinical instructor if late or ill for clinical.
8. Submits written assignments punctually.
9. Is reliable and follows through with responsibilities.
10. Refrains from the use of alcohol and illegal drugs before and during clinical practice.

1. Adheres to WCCC and clinical agency’s dress code.
2. Adheres to all WCCC and clinical agency’s policies.
3. Demonstrates honesty and integrity in all clinical activities.
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7. Notifies clinical instructor if late or ill for clinical.
8. Submits written assignments punctually.
9. Is reliable and follows through with responsibilities.
10. Refrains from the use of alcohol and illegal drugs before and during clinical practice.
Commitment: Commitment is an agreement or pledge to do something. It is the state of being obligated or emotionally impelled. As a nurse it is essential to be committed to upholding legal and ethical codes and continuing lifelong learning for professional growth.

Associate Degree Nursing Program Graduate Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of registered professional nursing practice.

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester, Level II</th>
<th>Spring Semester, Level II</th>
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<tbody>
<tr>
<td>NSG 220 Nursing Care of the Childbearing Family Learning Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing.</td>
<td>NSG 280 Manager of Nursing Care Learning Outcome #10. Adhere to ethical guidelines and legal standards when assuming the role of provider and/or manager of care.</td>
</tr>
<tr>
<td>NSG 230 Nursing Care of the Infant, Child, and Family Learning Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing when caring for infants, children, and families.</td>
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</tr>
<tr>
<td>NSG 240 Psychiatric/Mental Health Nursing Care Learning Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of nursing practice in a variety of mental health settings.</td>
<td></td>
</tr>
<tr>
<td>NSG 260 Advanced Medical-Surgical Nursing Care of the Chronically Ill Learning Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional practice.</td>
<td></td>
</tr>
<tr>
<td>NSG 270 Advanced Medical-Surgical Nursing Care of the Acutely Ill Learning Outcome #9. Implement collaborative and independent nursing actions within the legal and ethical framework of professional nursing practice in the critical care setting.</td>
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</tbody>
</table>

CLINICAL OUTCOMES

1. Applies ethical concepts in the delivery of patient care.
2. Practices care according to the ICN and ANA Code of Ethics by:
   a. Protecting the patient’s dignity.
   b. Protecting the patient’s privacy.
   c. Maintaining patient’s confidentiality.
   d. Serving as a patient advocate.
   e. Maintaining responsibility and accountability for assigned patients.
4. Performs care within the legal scope of practice of the registered nurse.
5. Functions as an independent and collaborative member of the multidisciplinary team.
6. Adheres to accepted ANA standards of care.

CLINICAL OUTCOMES

1. Applies ethical concepts in the delivery of patient care and management of patient care.
2. Practices care according to the ICN and ANA Code of Ethics by:
   a. Protecting the patient’s dignity.
   b. Protecting the patient’s privacy.
   c. Maintaining patient’s confidentiality.
   d. Serving as a patient advocate.
   e. Demonstrates responsibility and accountability for providing and managing care.
4. Performs and manages nursing care within the scope of professional practice.
5. Performs and manages the care of a group of patients while functioning as an independent and collaborative member of the multidisciplinary team.
6. Behaves as a reasonable and prudent nurse utilizing accepted ANA standards of care for managing individual patients and groups of patients.
### COMMITMENT GRID/CLINICAL OUTCOMES LEVEL II (continued)

#### Associate Degree Nursing Program Graduate Outcome #11. Use resources to enhance self development and professional growth.

<table>
<thead>
<tr>
<th>Fall and/or Spring Semester, Level II</th>
<th>Spring Semester, Level II</th>
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<tbody>
<tr>
<td><strong>NSG 220 Nursing Care of the Childbearing Family</strong></td>
<td><strong>NSG 280 Manager of Care</strong></td>
</tr>
<tr>
<td>Learning Outcome #10. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing with childbearing families.</td>
<td>Learning Outcome #12. Use resources to enhance growth in the provider and manager of care role of the professional nurse.</td>
</tr>
<tr>
<td><strong>NSG 230 Nursing Care of the Infant, Child, and Family</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #11. Use resources to grow and develop as a provider of care for infant, child, and family.</td>
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<tr>
<td><strong>NSG 240 Psychiatric/Mental Health Nursing Care</strong></td>
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</tr>
<tr>
<td>Learning Outcome #12. Utilize opportunities to meet learning needs in the mental health settings.</td>
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<tr>
<td><strong>NSG 260 Advanced Medical-Surgical Nursing Care of the Chronically Ill</strong></td>
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<tr>
<td>Learning Outcome #11. Utilize learning opportunities to meet learning needs in settings where care is provided to the chronically ill.</td>
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<tr>
<td><strong>NSG 270 Advanced Medical-Surgical Nursing Care of the Acutely Ill</strong></td>
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</tr>
<tr>
<td>Learning Outcome #11. Utilize learning opportunities to meet learning needs in the critical care setting.</td>
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</tbody>
</table>

#### CLINICAL OUTCOMES

1. Assesses own learning needs and develops a plan to acquire knowledge.
2. Demonstrates self direction while utilizing resources to meet learning needs.
3. Incorporates learning to clinical practice consistently.
4. Utilizes feedback for self improvement and utilizes feedback for growth.
5. Seeks guidance from instructor and multidisciplinary team when patient problems are beyond skill level.

1. Evaluates self realistically and implements plan to acquire knowledge.
2. Demonstrates self direction in meeting own learning needs and seeks out resources independently.
3. Integrates theory into clinical practice.
4. Utilizes feedback and accepts responsibility for own learning.
5. Seeks guidance and validation from instructor and multidisciplinary team appropriately.

### CLINICAL OUTCOMES LEVEL II  (continued)

#### Associate Degree Nursing Program Graduate Outcome #10. Analyze political, economic, societal and cultural influences on professional practice.

<table>
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<tr>
<td><strong>NSG 220 Nursing Care of the Childbearing Family</strong></td>
<td><strong>NSG 280 Manager of Care</strong></td>
</tr>
<tr>
<td>Learning Outcome #10. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing with childbearing families.</td>
<td>Learning Outcome #11. Analyze political, economic, societal and cultural influences on the manager of care role.</td>
</tr>
<tr>
<td><strong>NSG 230 Nursing Care of the Infant, Child, and Family</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome #10. Incorporate knowledge of political, economic, societal, and cultural influences into the practice of nursing for the care of the infant, child, and family.</td>
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<tr>
<td><strong>NSG 240 Psychiatric/Mental Health Nursing Care</strong></td>
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<tr>
<td>Learning Outcome #11. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing for the mentally ill.</td>
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<tr>
<td><strong>NSG 260 Advanced Medical-Surgical Nursing Care of the Chronically Ill</strong></td>
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<tr>
<td>Learning Outcome #10. Incorporate knowledge of political, economic, societal, and cultural factors into the practice of nursing for the care of the chronically ill.</td>
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<tr>
<td><strong>NSG 270 Advanced Medical-Surgical Nursing Care of the Acutely Ill</strong></td>
<td></td>
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<tr>
<td>Learning Outcome #10. Analyze political, economic, societal, and cultural factors to enhance professional growth and development in the critical care setting.</td>
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</table>

#### CLINICAL OUTCOMES

1. Utilizes political, economic, societal and cultural information and applies it to the practice of nursing.

1. Utilizes political, economic, societal and cultural information and applies it to the practice of nursing.
## PHARMACOLOGY TOPICAL OUTLINE

### Medication Administration

### Introduction to Drug Classifications

<table>
<thead>
<tr>
<th>NSG 110</th>
<th>NSG 111</th>
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<tbody>
<tr>
<td>DRUG CLASSIFICATIONS – Introduced alternative medications</td>
<td>MEDICATION ADMINISTRATION</td>
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<tr>
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<td>DRUG CLASSIFICATIONS – Introduced</td>
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<tr>
<td></td>
<td>Vitamins, minerals, herbs, fat soluble, water soluble, minerals and antioxidants</td>
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<td>Oxygen</td>
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<td>Sedatives and Hypnotics</td>
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<td>Preoperative Medications and Local Anesthetics</td>
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<th>NSG 120</th>
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<td>DRUG CLASSIFICATIONS – Introduced</td>
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<tr>
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<th>Ortho/Arthritis:</th>
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<td></td>
<td>Antimetabolites</td>
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<td>Adrenal Corticosteroids</td>
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<td>Medications for Gout</td>
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<td></td>
<td>Musculoskeletal and Anti-Inflammatory Drugs- Skeletal muscle relaxants, Anti-inflammatory drugs, Osteoporosis Therapy</td>
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<td>Drugs and Geriatrics-NSAIDs</td>
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<tr>
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<th>Respiratory:</th>
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<tbody>
<tr>
<td></td>
<td>Anti-Infective Drugs-Aminoglycocides, Cephalosporins, Marcrolides, Penicillins, Quinolones, Tetracyclines, Antifungals, Antituberculosis agents, Miscellaneous</td>
</tr>
<tr>
<td></td>
<td>Respiratory System Drugs and Antihistamines-Stimulants, Bronchodilators, Corticosteroids, Asthma prophylaxis, Mucolytics, Expectorants, Antitussives, Decongestants, Smoking Cessation</td>
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<tr>
<td></td>
<td>Antineoplastics-Hormone Therapy, Radioactive Isotopes</td>
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<td>Reproductive System Drugs-Estrogens</td>
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<th>Endocrine:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Endocrine System Drugs-Thyroid Agents, Antithyroid Agents, Antidiabetic Agents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>GI:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gastrointestinal Drugs-Antacids, Agents for treatment of Ulcers/GI Reflux, Antispasmodics/Anticholinergics, Inflammatory Bowel Disease, Antiflatulents, Laxatives/Cathartics, Antiemetics</td>
</tr>
</tbody>
</table>

65
<table>
<thead>
<tr>
<th>DRUG CLASSIFICATIONS – Introduced</th>
<th>DRUG CLASSIFICATIONS—Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuro:</strong></td>
<td>Drugs and geriatrics-Cumulative Effects, Gray List, Drugs That Cause Mental Impairment, NSAIDS, Polypharmacy</td>
</tr>
<tr>
<td>Autonomic Nervous System-Cholinergics</td>
<td></td>
</tr>
<tr>
<td>Anticonvulsants, Antiparkinsonian Drugs, Agents for Alzheimers</td>
<td></td>
</tr>
<tr>
<td>GU:</td>
<td></td>
</tr>
<tr>
<td>Antineoplastics-Radioactive Isotopes</td>
<td>Reproductive System Drugs-Progestins, Contraceptives, Drugs for Labor/Delivery, Gonadotropics, Infertility Drugs</td>
</tr>
<tr>
<td>Urinary System Drugs-Antispasmotics, Cholinergics, Analgesics, Treatment of BPH, Alpha-Blockers</td>
<td></td>
</tr>
<tr>
<td>Anti-Infective Drugs-Sulfonamides, Urinary Anti-Infectives</td>
<td></td>
</tr>
<tr>
<td>Reproductive System Drugs-Androgens, Impotence Agents</td>
<td></td>
</tr>
<tr>
<td>Sensory:</td>
<td></td>
</tr>
<tr>
<td>Skin Medications-Antifungals, Antivirals, Antipruritics, Emollients, Keratolytics, Local anti-infectives</td>
<td>Skin Medications-Scabicides and Pediculicides</td>
</tr>
<tr>
<td>Eye Medications</td>
<td>Immunizations</td>
</tr>
<tr>
<td>Cardiac:</td>
<td></td>
</tr>
<tr>
<td>Autonomic Nervous System Drugs-Adrenergics, Adrenergic Blockers</td>
<td>Psychotropic Medications, Alcohol, and Drug Abuse</td>
</tr>
<tr>
<td>Urinary System Drugs-Diuretics</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Drugs-Cardiac Glycodies, Antihypertensives, Coronary Vasodilators, Antilipemics, Vasoconstrictors, Anticoagulants, Platelet Inhibitors, Thrombolytics Pain:</td>
<td></td>
</tr>
<tr>
<td>Analgesics</td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/25/07, 12/20/05
Reviewed 5/7/08
SECTION III

PROGRAM GUIDELINES
ABILITIES REQUIRED IN NURSING COURSES GUIDELINES

Purpose: To ensure that nurses practice safely, they may possess functional abilities that relate to the behavioral components of competence as defined by the National Council of State Boards of Nursing.

Guidelines: The nursing programs require students to possess the following functional abilities; however, affiliating institutions may require or impose restrictions not listed:

1. Gross Motor Skills To:
   - Move within tight spaces
   - Sit and maintain balance
   - Stand and maintain balance
   - Reach above shoulder (e.g. IVs)
   - Reach below waist (e.g. plug-ins)

2. Fine Motor Skills To:
   - Pick up objects with hands
   - Grasp small objects with hands
   - Write with pen or pencil
   - Key/type use (e.g. use a computer)
   - Pinch/pick or otherwise work with fingers (e.g. syringe)
   - Twist (e.g. turn knobs with hands)
   - Squeeze with finger (e.g. eye dropper)

3. Physical Endurance To:
   - Stand (e.g. at client side during procedure)
   - Sustain repetitive movements (e.g. CPR)
   - Maintain physical tolerance (e.g. work entire shift)

4. Physical Strength To:
   - Push and pull 25 pounds (e.g. position clients)
   - Support 25 pounds of weight (e.g. ambulate clients)
   - Move light objects up to 10 pounds
   - Move heavy objects weighing from 10 to 50 pounds
   - Defend self against combative client
   - Carry equipment/supplies
   - Use upper body strength (e.g. CPR, restrain a client)
   - Squeeze with hands (e.g. fire extinguisher)

5. Mobility To:
   - Twist
   - Bend
   - Stoop/squat
   - Move quickly
   - Climb (ladders, stools, stairs)
   - Walk
6. Hearing Acuity To:
   - Hear normal speaking sounds
   - Hear faint voices
   - Hear faint body sounds (e.g. BP)
   - Hear in situations not able to see lips (e.g. when using masks)
   - Hear auditory alarms

7. Visual Acuity To:
   - See objects up to 20 inches away
   - See objects up to 20 feet away
   - See objects more than 20 feet away
   - Use depth perception
   - Use peripheral vision
   - Distinguish color
   - Distinguish color intensity

8. Tactile Ability To:
   - Feel vibrations
   - Detect temperature
   - Feel differences in surface characteristics (e.g. skin turgor)
   - Feel differences in sizes, shapes (e.g. palpate vein)
   - Detect environmental temperature

9. Olfactory Acuity To:
   - Detect odors from client
   - Detect smoke
   - Detect gases or noxious smells

10. Reading Ability To:
    - Read and understand written documents

11. Math Competence To:
    - Read and understand columns of writing (e.g. flow sheets)
    - Read digital displays
    - Read graphic printouts (e.g. I&O)
    - Calibrate equipment
    - Convert numbers to/from metric
    - Read graphs(vital sign sheets)
    - Tell time
    - Measure time (duration)
    - Count rates (pulse rate)
    - Use measuring tools (thermometer)
    - Read measurement marks (scales)
    - Add, subtract, multiply, divides
    - Compute fractions (medication dosages)
    - Use a calculator
    - Write numbers in records
12. Emotional Stability To:
   • Establish therapeutic boundaries
   • Provide client with emotional support
   • Adapt to changing environment/stress
   • Deal with unexpected (e.g. crisis)
   • Focus attention on task
   • Monitor own emotions
   • Perform multiple responsibilities concurrently
   • Handle strong emotions
13. Analytical Thinking Skills To:
   • Transfer knowledge from one situation to another
   • Process information
   • Evaluate outcomes
   • Problem solve
   • Prioritize tasks
   • Use long term memory
   • Use short term memory
14. Critical Thinking Skills To:
   • Identify cause-effect relationships
   • Plan/control activities for others
   • Synthesize knowledge and skills
   • Sequence information
15. Interpersonal Skills to:
   • Negotiate interpersonal conflict
   • Respect differences in clients
   • Establish rapport with clients
   • Establish rapport with coworkers
16. Communication Skills To:
   • Teach (client, family)
   • Explain procedures
   • Give oral reports
   • Interact with others
   • Speak on the telephone
   • Influence people
   • Direct activities of others
   • Convey information through writing (progress notes)
Adapted from: “Guidelines for Using Results of Functional Abilities Studies and Other Resources,” National Council of State Boards of Nursing, Inc.

As stated on the previous pages, the abilities listed are required by the Westmoreland County Community College (WCCC) nursing programs for all nursing courses, however affiliating institutions may require abilities or may impose restrictions not listed above. The need to use a prescribed medication or an assistive device to enhance deficits in these abilities will be considered. Documentation from the physician must be submitted to the Director of the nursing programs to substantiate needs. Documentation from the attending physician does not necessarily guarantee the student will be able to enter and/or continue in the nursing program. The Director of the nursing programs will notify the student of any action that must be taken in regard to this request.

Dates Reviewed: 2/7/89, 12/8/87, 9/2/86, 5/1/84, 5/7/08, 9/23/10
Next Date to Review: Fall 2013 (every 3 years)
Responsibility: Guideline/By-laws Committee
Admission to the Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. **All applicants must meet specific criteria before being admitted to any of the Program options.**

The program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, and Phone: 1-800-669-1656 ext 153. The NLNAC is responsible for the specialized accreditation of nursing education programs: Associate Degree. The NLNAC is nationally recognized as a specialized accrediting agency for both post-secondary and higher degree programs in nursing education.

**ADMISSION CRITERIA FOR THE ASSOCIATE DEGREE NURSING PROGRAM**

**GUIDELINES**

**Purpose:** Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for admission must meet the criteria.

**Guidelines:** Applicants to the associate degree nursing programs must submit the appropriate forms to the admissions office.

**A. Application Process:**

- Complete and submit a WCCC Application for Admissions
- Submit official transcript from all secondary schools attended, graduate equivalency degree (GED) programs, and any other formal educational programs beyond high school
- Submit all required documents to the Admissions office by the following deadlines:

<table>
<thead>
<tr>
<th>ADN Program</th>
<th>Day Programs: Evening/Weekend Greene</th>
<th>Evening/Weekend Program ADN Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>January 5th prior to fall start</td>
<td>May 15th prior to spring start</td>
</tr>
<tr>
<td>Testing Dates</td>
<td>February</td>
<td>July</td>
</tr>
<tr>
<td>Acceptance Notification</td>
<td>Mid-March</td>
<td>Mid-August</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

- Applicants must take a pre-admission examination administered by WCCC; eligible candidates will be notified of the testing dates once all required information has been submitted
A. Admissions Criteria:
- Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate prior to selection
- High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
  - English (4 units)
  - Social studies (3 units)
  - Mathematics (2 units, one in algebra required)
  - Science (2 units in chemistry and biology with related laboratory)
- If high school algebra, chemistry, and biology were not successfully completed with a “C” grade or better, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better
- Applicants must also take the computerized placement test (Accuplacer)
- Students who test into developmental courses must complete with a “C” or better
- Applicants who have completed credit courses must attain a 2.5 GPA
- Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA
- If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing
- Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
- Transfer courses are not calculated into the GPA

B. Final Admission Criteria:
- Accepted applicants are to submit proof of the following requirements, at the applicants expense:
  - Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
  - CPR Basic Life Support for Health Care Providers; certification is valid for two years
  - Evidence of a nursing liability insurance policy by date specified.
  - Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicants expense.
  - All records must be received by the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
C. Criminal Conviction and or Crimes of Moral Turpitude:

The Pennsylvania State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, and admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:

1. Convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64) known as The Controlled Substance Drug, Device and Cosmetic Act; or
2. Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless;
   a. at least 10 years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.

PLEASE NOTE: Admission decisions consider three factors which contribute to the overall admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already taken. Admission to the nursing program is highly competitive and there are a limited number of seats.

Dates Revised 4/03/08, 6/4/07, 5/5/04, 5/1/03, 4/30/02
Dates Reviewed 4/2/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Nursing, Practical Diploma

Division of Health Professions

Admission to the Practical Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. All applicants must meet specific criteria before being admitted to any of the Program options.

ADMISSION CRITERIA FOR THE PRACTICAL NURSING PROGRAM GUIDELINES

Purpose: Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for admission must meet the criteria.

Guidelines: Applicants to the practical nursing programs must submit the appropriate forms to the admissions office.

A. Application Process:
   - Complete and submit a WCCC Application for Admissions
   - Submit official transcript from all secondary schools attended, graduate equivalency degree (GED) programs, and any other formal educational programs beyond high school
   - Submit all required documents to the Admissions office by the following deadlines:

<table>
<thead>
<tr>
<th>PN Program</th>
<th>Day Programs: PN students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>January 5th prior to fall start</td>
</tr>
<tr>
<td>Testing Dates</td>
<td>February</td>
</tr>
<tr>
<td>Acceptance Notification</td>
<td>Mid-March</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall Semester</td>
</tr>
</tbody>
</table>

   - Applicants must take a pre-admission examination administered by WCCC; eligible candidates will be notified of the testing dates once all required information has been submitted

B. Admissions Criteria:
   - Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate prior to selection
   - High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
     - English (4 units)
     - Social studies (3 units)
     - Mathematics (2 units, one in algebra required)
     - Science (2 units in chemistry and biology with related laboratory)
   - If high school algebra, chemistry, and biology were not successfully completed with a “C” grade or better, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better
Applicants must also take the computerized placement test (Accuplacer)

Students who test into developmental courses must complete with a C or better

Applicants who have completed credit courses must attain a 2.5 GPA

Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA

If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing

Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.

Transfer courses are not calculated into the GPA

C. Final Admission Criteria:

Accepted applicants are to submit proof of the following requirements, at the applicants expense:

- Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
- CPR Basic Life Support for Health Care Providers; certification is valid for two years
- Evidence of a nursing liability insurance policy by date specified
- Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicants expense

All records must be received by the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.

Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.

D. Criminal Conviction and or Crimes of Moral Turpitude:
The Pennsylvania State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, and admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:

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2. Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless;
   a. at least 10 years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.
PLEASE NOTE: Admission decisions consider three factors which contribute to the overall admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already taken. Admission to the nursing program is highly competitive and there are a limited number of seats.

Graduate/Program Outcomes – (Practical Nursing)
This curriculum is designed to prepare the graduate to:
- Apply caring constructs and knowledge from the physical, biological, and behavioral sciences into the practice of practical nursing
- Gather data and intervene as part of the nursing process according to an established plan of care to meet the basic human needs of individuals and their families
- Perform technical aspects of practical nursing practice competently
- Use basic therapeutic communication skills when providing nursing care
- Perform incidental teaching within an established plan of care
- Use effective communication skills when interacting with members of the health care team
- Use caring behaviors in contacts with individuals and their families
- Use a systematic approach to problem solving in the practice of practical nursing
- Provide care within the legal and ethical framework of licensed practical nursing practice recognizing the influence of political, economic, societal, and cultural factors
- Use learning opportunities for continued growth and development as a practical nurse
- Manage the care of a group of individuals in the extended care setting under the supervision of a registered professional nurse

PROGRAM REQUIREMENTS (PN PROGRAM CREDITS – 51 )

<table>
<thead>
<tr>
<th>General Education</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 171 Anatomy &amp; Physiology I</td>
<td>NSG 110 Intro to Nsg. &amp; Health Care</td>
</tr>
<tr>
<td>BIO 172 Anatomy &amp; Physiology II</td>
<td>NSG 111 Foundations of Nsg. Care</td>
</tr>
<tr>
<td>ENG 161 College Writing</td>
<td>NSG 120 Basic Care/Acute Settings</td>
</tr>
<tr>
<td>PSY 160 General Psychology</td>
<td>NSG 121 Basic Care/Selected Settings</td>
</tr>
<tr>
<td>PSY 161 Human Growth &amp; Dev</td>
<td>NSG 122 Mental Health Concepts</td>
</tr>
<tr>
<td>SOC 155 Principles of Sociology</td>
<td>NSG 130 PN Role/Extend. Care Setting*</td>
</tr>
<tr>
<td></td>
<td>NSG 131 Basic Care/Childbearing Fam.*</td>
</tr>
<tr>
<td></td>
<td>NSG 132 Basic Care/Infant, Child &amp; Fam.*</td>
</tr>
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<td></td>
<td>PN</td>
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<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

RECOMMENDED SEQUENCE OF STUDIES FOR PN PROGRAM

All course work must be completed prior to or during co-requisite semester with a “C” or better.

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Summer Semester</td>
</tr>
<tr>
<td>BIO 171 4</td>
<td>BIO 172 4</td>
<td>NSG 130 3</td>
</tr>
<tr>
<td>ENG 161 3</td>
<td>NSG 120 6</td>
<td>NSG 131 4</td>
</tr>
<tr>
<td>NSG 110 1</td>
<td>NSG 121 5</td>
<td>NSG 132 3</td>
</tr>
<tr>
<td>NSG 111 8</td>
<td>NSG 122 1</td>
<td>SOC 155 3</td>
</tr>
<tr>
<td>PSY 160 3</td>
<td>PSY 161 3</td>
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<tr>
<td>19</td>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>

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Admission to the Nursing Program is selective and enrollment is limited by the clinical placement necessary to complete the Nursing course requirements. All applicants must meet specific criteria before being admitted to any of the Program options.

The program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, and Phone: 1-800-669-1656 ext 153. The NLNAC is responsible for the specialized accreditation of nursing education programs: Associate Degree. The NLNAC is nationally recognized as a specialized accrediting agency for both post-secondary and higher degree programs in nursing education.

ADVANCED PLACEMENT FOR LICENSED PRACTICAL NURSES (LPNs) into the ASSOCIATE DEGREE NURSING (ADN) PROGRAM GUIDELINES

Purpose: Admission to the nursing program is a selective process because enrollment is limited by the clinical placement necessary to complete the nursing course requirements. Therefore, all applicants applying for advanced placement admission must meet the criteria.

Guidelines: Graduate and licensed practical nurses may apply for advanced placement admission into the second year of the associate degree nursing program if they meet the following criteria before being fully accepted:

A. Application Criteria:
   - Must hold a current Pennsylvania Practical Nursing license
   - Must have at least one year of acute care clinical practice experience
   - LPN applicants who do not have acute care clinical practice experience within the past five years prior to application must provide documentation of successful completion of an LPN refresher course
   - LPN applicants must submit a WCCC Application for Admission Form and Allied Health Programs Application to the admissions office by:

<table>
<thead>
<tr>
<th>Level 2 (LPNs)</th>
<th>Day Program: Evening/Weekend Greene</th>
<th>Evening/Weekend Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>August 10th prior to fall start</td>
<td>May 15th prior to spring start</td>
</tr>
<tr>
<td>LPN Transition Course: NSG 200</td>
<td>Spring semester prior to fall start</td>
<td>Fall semester prior to spring start</td>
</tr>
<tr>
<td>Start Nursing Classes</td>
<td>Fall semester</td>
<td>Spring semester</td>
</tr>
</tbody>
</table>

- Applicants must take the *Nursing ACE I PN-RN Foundations of Nursing* and the *ACE I PN-RN Childbearing/Care of Child* examinations administered by WCCC; eligible applicants will be notified of the testing date and fee
B. Criteria for Advanced Placement for LPNs:
- Graduate of accredited secondary school program or hold a graduate equivalency degree (GED) certificate
- High school validating the successful completion of academic work equivalent to a standard high school program with a minimum of 16 units:
  - English (4 units)
  - Social studies (3 units)
  - Mathematics (2 units, one in algebra required)
  - Science (2 units in chemistry and biology with related laboratory)
    - A “C” grade or better must be attained in high school algebra, chemistry, and biology; if a “C” grade or better is not attained, applicants may meet these preadmission requirements by completing Math 052, CHM 107, and BIO 107 and must attain a “C” grade or better
- Applicants who have completed credit courses must attain a 2.5 GPA
- Only credit courses necessary to meet the requirements for the nursing program are considered when calculating GPA
- If GPA is less than 2.5, one or more of these courses may be repeated to meet the requirements before testing
- Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.
- Transfer courses are not calculated into GPA
- LPNs must also take the Accuplacer, which is a computerized placement test, and complete developmental courses
- Students who test into developmental courses must complete all courses with a “C” grade or above

C. Pre-testing Criteria and Required Documents:
- Proof of completion of required courses or enrollment in equivalent courses via high school and or college transcripts- students’ responsibility to provide transcripts to admissions office
- WCCC transcript must include the following courses and GPA must be at least 2.5 and a “C” or better in the following courses:
  - BIO 171, Anatomy and Physiology I
  - BIO 172, Anatomy and Physiology II
  - PSY 160, General Psychology
  - PSY 161, Human Growth and Development
  - ENG 161, College Writing
- Only science credits completed within the past ten years will be accepted for transfer
- Additional required documents:
  - LPN program transcript
  - Copy of current LPN license
  - Evidence of successful completion of State Board approved intravenous (IV) therapy course within the past two years of application, or validation by current employer for LPNs currently practicing IV skills
AFTER NOTICE OF ACCEPTANCE THE FOLLOWING CONDITIONS MUST BE SATISFIED:

A. Criminal Record Check, Child Abuse Clearance, Federal Bureau of Investigation (FBI) Check Requirements:

- Applicants must submit information regarding criminal conviction and/or crimes of moral turpitude
- Act 33-34 Clearance: PA Criminal Record and Child Abuse Clearance; and FBI Fingerprinting through the Department of Public Welfare, at the applicant's expense
- All records must be received by the nursing program prior to the stated deadline.
- Admission is conditional pending receipt and evaluation of criminal background checks to determine if there is any conviction that may bar the applicant from admission to the nursing program
- Any record of child abuse results in denial of admission to the nursing program
- According to federal sentencing guideline, any punishment over one year indicate a felony
- Any felony conviction within the past ten years results in denial of admission to the nursing program; any misdemeanor will be evaluated based on the nature of the offense, length of time since the offense, and explanatory letter/materials submitted by the applicant

The PA State Board of Nursing reserves the right to deny a license to any candidate who has been convicted of any felonious act. Conviction includes a judgment, an admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete Accelerated Rehabilitative Disposition (ARD). Further, the Board shall not issue a license to any applicant who had been:

1. Convicted of a felonious act prohibited by the act of April 14, 1972 (P. L. 233, No. 64) known as The Controlled Substance Drug, Device and Cosmetic Act; or
2. Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:
   a. at least ten years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.
B. Final Admission Criteria:

- Accepted applicants are required to attend a mandatory group interview and information session as the final step in the admission process.
- At the mandatory session, information regarding the following additional program requirements will be provided:
  - Physical examination, laboratory studies, proof of immunizations, and urine drug screen. A positive urine drug screen will result in denial of admission to the nursing program.
  - CPR Basic Life Support for Health Care Providers current certification
  - Evidence of a nursing liability insurance policy
  - All of these required documents must be submitted to the nursing program prior to the stated deadlines, or program acceptance will be withdrawn.
  - Students must earn a “C” or better in all nursing and co-requisite courses to progress in the program and to graduate.

PLEASE NOTE: Admission decisions consider three factors which contribute to the overall admission score: GPA, Nursing Entrance Exam Score, and pattern of success in courses already taken. Admission to the nursing program is highly competitive and there are a limited number of seats.

**Graduate/Program Outcomes – (Associate Degree Nursing)**
This curriculum is designed to prepare the graduate to:

- Integrate caring constructs and research findings as well as knowledge from the physical, biological and behavioral sciences into the practice of nursing
- Use the five steps of the nursing process to assess, diagnose, plan, implement and evaluate care to meet mutually identified needs of individuals and their families
- Perform technical aspects of professional nursing practice competently
- Use therapeutic communication skills when providing nursing care
- Act to promote, maintain, and restore health as part of the comprehensive plan of care
- Use effective communication skills when collaborating with multidisciplinary health team members
- Use caring behaviors in contacts with individuals and their families.
- Think critically when making judgments and decisions related to professional nursing practice
- Implement collaborative and independent nursing actions within the legal and ethical framework of registered professional nursing practice
- Analyze political, economic, societal and cultural influences on professional nursing practice
- Use resources to enhance self-development and professional growth
- Manage the care for a group of individuals in a variety of settings
### PROGRAM REQUIREMENTS For Advanced Standing LPNs

#### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BIO 171 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 172 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 265 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CPT 150 Microcomputer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 161 College Writing</td>
<td>3</td>
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<tr>
<td>ENG 164 Advanced Composition</td>
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<tr>
<td>PSY 160 General Psychology</td>
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<tr>
<td>PSY 161 Human Growth &amp; Dev.</td>
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#### Credit for LPN Coursework

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<tr>
<th>Course</th>
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<tr>
<td>NSG 110 Intro to Nsg. &amp; Health Care</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 111 Foundations of Nsg. Care</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 120 Basic Care/Acute Settings</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 121 Basic Care/Selected Settings</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 122 Mental Health Concepts</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 130 PN Role/Extend. Care Setting*</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 131 Basic Care/ Childbearing Fam.*</td>
<td>CR</td>
</tr>
<tr>
<td>NSG 132 Basic Care/Infant, Child &amp; Fam.*</td>
<td>CR</td>
</tr>
</tbody>
</table>

**RECOMMENDED SEQUENCE OF STUDIES FOR ADVANCED STANDING LPNs**

**All course work must be completed prior to or during co-requisite semester with a “C” or better.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 164</td>
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<tr>
<td>NSG 210</td>
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<td>NSG 220</td>
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<td>NSG 230</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
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<tr>
<td>CPT 150</td>
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<tr>
<td>NSG 260</td>
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<tr>
<td>NSG 270</td>
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<td>NSG 280</td>
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**PLEASE NOTE:** The Nursing, AAS program of study is currently under curriculum revision. Implementation of the new curriculum is due spring of 2013. Updates will be published when available on the nursing web site located: [www.wccc.edu/nursing](http://www.wccc.edu/nursing).
CARDIOPULMONARY RESUSCITATION CERTIFICATION GUIDELINES

Purpose: All nursing students must have certification in cardiopulmonary resuscitation to meet the requirements of safe patient care in the facilities to which they are assigned.

Guideline: A minimum ability of basic cardiac life support as defined by the American Heart Association (AHA) or the American Red Cross (ARC) is required. The acceptable Courses are “Basic Life support for Health Care Providers or CPR AED for the Professional Rescuer.

- The course will include demonstration and practice of adult, child and infant CPR skills for one and two rescuers and management of foreign body airway obstruction; the integration of an AED(automated electric defibrillator) into adult and pediatric CPR and using barrier devices and the bag valve mask.
- Students are responsible for submitting evidence of certification to the Nursing Division office one month prior to starting the nursing courses.
- Certification must be valid throughout the program.

Dates Revised 10/16/08, 6/25/07, 5/1/03, 1/24/95, 4/30/92, 1/4/90, 11/4/86, 8/23/85
Dates Reviewed 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
DENIAL OF NURSING LICENSURE RELATED TO FELONIOUS ACT GUIDELINES

Purpose: The State Board of Nursing prohibits issuance of licenses to applicants who have been convicted of felonious acts. Conviction includes a judgment, an admission of guilt or a plea of nolo contendere, probation without verdict, or incomplete ARD.

Guideline: The Board shall not issue a license to any applicant who had been:
- Convicted of a felonious act prohibited by the act of April 14, 1972 (P. L. 233, No. 64) known as The Controlled Substance Drug, Device and Cosmetic Act; or
- Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:
  - At least ten years have elapsed from the date of the conviction;
  - The applicant satisfactorily demonstrates to the Board, significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and.
  - The applicant otherwise satisfies the qualifications contained in this act.

Additionally, charges and/or convictions with offense codes on the Prohibited Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses will result in withdrawal of seat in the nursing program. Any record of child abuse results in denial of admission to the nursing program.
HEALTH STATUS GUIDELINES

Purpose: Nursing students care for individuals in a variety of health care facilities. Therefore, all students are required to validate satisfactory health status prior to enrollment in both Levels I and II of the nursing program.

Guideline: The treatment and management of health issues and/or injuries are the responsibility of the student.

A. Physical Examination:
   - A medical examination, prior to the initial program enrollment (preliminary health requirement) must indicate satisfactory health status and include a complete physical examination with Serology, two-step PPD (done within three months prior to program), and immunizations. If the PPD is or has been positive, further validation of absence of active disease is required by chest x-ray.
   - A SAM-13 Panel Urine Drug Screen is also required.
   - Subsequent health requirement prior to Level II requires a one-step PPD.
   - Students must possess all functional abilities identified by Westmoreland County Community College nursing program.
   - All health forms must be completed and submitted to the Nursing Office by the date indicated during the initial Program Orientation meeting. If forms are not returned by date specified, the course registration will be cancelled.
   - The Director of the nursing program and/or a faculty member may request evidence of satisfactory results on a special health examination if there is reason to suggest that the health of students/patients is threatened.

B. Campus Laboratory: Injury or Illness:
   - Follow the Westmoreland County Community College procedure for dealing with illness or injury as found in the Emergency Response Manual

C. Pregnancy:
   - A student who is pregnant while enrolled in any clinical nursing course is to provide the Dean with written notification of the expected due date. The student must provide written clearance from her attending physician stating that she is able to meet the physical requirements of the clinical experience as defined by student abilities policy

D. Clinical: Injury or Illness:
   - A student, who is injured or becomes seriously ill while on clinical or in route to clinical, is advised to seek medical assistance at hospital emergency room, a medical unit or a physician’s office.
   - It is the student’s responsibility to make the decision for care, unless otherwise mandated by the nursing program
   - If the student is a minor, the decision for care becomes the responsibility of the guardian
   - The student or the guardian of a minor student has the option of refusing treatment or choosing the physician or agency from which treatment is desired, unless otherwise mandated by the nursing program
   - The student should be advised to contact a family member or friend to seek assistance. If the student is a minor, it is the responsibility of the student to notify the guardian. If the minor student is unable, the instructor may notify the guardian.
   - The instructor is not responsible for, and should not transport a student who is ill or injured
   - The student is financially responsible for all required examinations, and any treatment for accidents or injuries incurred while in the clinical setting or in route to the clinical experience.

Dates Revised

10/16/08, 1/25/07, 223/01, 2/29/00, 3/12/96, 7/20/94, 4/29/93, 2/7/89, 12/8/87, 9/2/86, 8/20/81, 4/7/11

Next date to Review Spring 2014 (every 3 years)

Responsibility Guideline/by-laws Committee
Purpose: Nursing students care for individuals in a variety of health care facilities. Preliminary (prior to enrollment) Requirements have been established to validate the satisfactory health status of students entering Westmoreland County Community College nursing programs

Guideline: A urine drug screen must be obtained as part of the preliminary health requirements of the nursing program. A random urine drug screen may be required for cause at any time during the student’s enrollment.

A. Reporting:
   - Collect the urine specimen no earlier than ten days and no later than seven days before the first day of the first semester of the nursing courses.
   - The urine drug screen must be dated within ten days of the first day of the semester.
   - The report of the urine drug screen must be mailed from the specimen collection facility.
   - The report must be mailed and marked CONFIDENTIAL to Director of the nursing program on or before the first day of class. Hand delivered copies will not be accepted.
   - Attach a copy of the actual urine drug screen report form to the College form.

B. Collection Sites:
   - Collection sites with be assigned by Criminal Background website based on the Student’s zip code.

C. Failure
   - Failure to meet the due date for the submission of the urine drug screen report will result in cancellation of all Nursing classes.
   - A positive urine drug screen requires a statement from the student’s attending physician indicating:
     a) prescriptive use;
     b) clearance for safe clinical practice.
   - A positive urine drug screen may be cause for withdrawal from the nursing program.
The urine drug screen is identified as the SAM-13 Urine Drug Screen and includes testing for the following substances:

- amphetamines
- barbiturates
- benzodiazepines
- cocaine metabolites
- marijuana metabolites (THC)
- MDMA - ecstasy
- methadone
- methamphetamine
- methaqualone – Quaaludes
- opiates/morphine
- oxycodone
- phencyclidine
- propoxyphene

Dates Revised: 12/21/10, 10/16/08, 6/03/07
Dates Reviewed: 11/06/06, 5/7/08, 4/7/11
Next Date to Review: Spring 2014 (every 3 years)
Responsibility: Guideline/By-laws Committee
PROGRESSION AND GRADUATION GUIDELINES

Purpose: Students must fulfill defined criteria to progress and/or graduate from both the practical and the associate degree nursing programs.

Guideline: Progression in both nursing programs is contingent upon satisfactory academic performance.

A. Progression in Practical and Associate Degree Nursing Programs
   - Achievement of a grade of “C” or better in all required and non-required nursing courses
   - Removal of “I” grades within the time frame specified by the faculty for each course

B. Progression to Level II, NSG 280
   - Achievement of a “C” grade or better in all required nursing courses prior to enrollment in NSG 280
   - Removal of “I” grades within the time frame specified by the faculty for each course

C. Graduation from Practical Nursing (PN) Program
   - Completion of the required 51 credits identified in the PN Program of Studies
   - A “C” grade or better in all required and non-nursing courses
   - A QPA of 2.5 in the courses required for graduation from the PN program

D. Graduation from Associate Degree Nursing (ADN) Program
   - Completion of the required 72 credits identified in the ADN Program of Studies
   - A “C” grade or better in all required and non-nursing courses
   - A QPA of 2.5 in the courses required for graduation from the ADN program

Dates Revised 8/22/07, 8/29/06, 5/2/02, 5/3/01, 1/18/00, 12/14/99
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Purpose: Students who fail or withdraw from a required nursing course in either the practical nursing or the associate degree nursing programs will be readmitted only once to either program. Withdrawal from or failure of a clinical nursing course in a WCCC nursing program will result in being withdrawn from that nursing program.

Guideline: Students must apply for readmission within one academic year after withdrawal and only one nursing course in either program may be repeated.

A. Criteria for Withdrawal from a Nursing Program
   - Failure of a clinical nursing course
   - Student or faculty initiated withdrawal from a nursing course
   - Students are permitted to complete non-clinical courses (NSG 110, NSG 122, NSG 210) in which they are currently enrolled prior to program withdrawal
   - Withdrawal or failure of BIO 171, Bio 172, BIO 265 during the semester in which it is required
   - A legitimate medical leave of absence verified by a primary medical care provider is not considered a withdrawal but return to the program must be within one academic year and evaluated by the Student Standing Committee before readmission.

B. The WCCC Progression and Graduation Guidelines
   - Withdrawal or failure of NSG 110, NSG 111, NSG 120, NSG 121, NSG 122 or NSG 210 results in non-progression in either program until successful completion of the course

C. Criteria for Readmission
   - QPA of at least 2.5 in all courses required for graduation from the program
   - Space available basis only
   - Readmission within one academic year of program withdrawal
   - Upon readmission to the program, the student must first complete the nursing course from which they withdrew or failed before they progress to other nursing courses.

D. Priority Consideration for Readmission
   - Students who have not failed a course required for graduation are considered before those who have failed a course required for graduation

E. Criteria for Admission as an LPN
   - For admission to the program as an LPN, including those who have not completed WCCC’s ADN program due to failure or withdrawal, refer to the Advanced Placement for LPN’s Policy in the Nursing Student Handbook and the WCCC school catalog.
   - Students who had failed or withdrawn from the ADN program who are now an LPN with one year experience and are applying for admission with advanced standing must complete all second level nursing courses.
F. Health requirements
   - Satisfactory results of a medical examination obtained at student’s expense are required
   - Preadmission examination will be required if time period has exceeded one year since the last physical examination
   - If readmission occurs within one year of withdrawal, the Subsequent Health Requirements must be met
   - All completed forms must be submitted by the date specified
   - If required forms are not returned by the date specified, the student will not be permitted to attend class or clinical and the courses registration will be cancelled.

Dates Revised 11/20/08, 6/4/07, 5/2/05, 5/2/03, 5/2/02, 2/23/01, 7/11/00
Dates Reviewed 5/07/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Date __________________________
Name __________________________ ID # __________________________
Address ____________________________________________________________

City __________________________ State __________________________ Zip code
________________________________ __________________________________ __________
Phone __________ ( Area Code __________________________
Phone __________ ( Area Code __________________________

Other ____________________________________________________________
E-mail __________________________ @ ________________________________________

WCCC E-mail __________________________ @my.wccc.edu __________________________

I am requesting re-admission to the nursing program for the
☐ Fall  ☐ Spring semester ____________ ☐ Days ☐ E/W __________________________
Year
☐ Youngwood  ☐ Greene  ☐ Indiana

I need to enroll in NSG ______________. I am aware that I must re-enter in the course not passed and the same sequence on Level II.

☐ I do not plan to return

________________________________ __________________________
              Signature                          Date

*Please attach a copy of your current transcript (available at Student Services)
STANDARDS OF STUDENT CONDUCT GUIDELINES

Purpose: It is the position of the nursing program and the college that students admitted to the nursing program be required to maintain an ethical and legal standard of conduct.

Guideline: Students are expected to exhibit standards of conduct which are acceptable to the total community.

A. While enrolled in the Westmoreland County Community College nursing program it is expected that students will:
   - Not incur a felonious conviction. The nature of the conviction may have a direct effect on licensure.
   - Not use or consume illegal substances. The college reserves the right to refer students to a physician in the event of a violation or a suspected violation of this provision. The student is responsible for all of the costs of this referral.
   - Comply with the college “Student Right and Responsibilities” as outlined in the current College Catalog and Student Handbook
   - Display conduct on and off campus in a manner consistent with the standards of the academic and professional community.
   - Provide care within the legal and ethical framework of nursing practice as identified in nursing program outcomes and in the learning and clinical outcomes for each course.
   - Exhibit conduct in the clinical setting as described under the clinical outcomes and conduct for commitment in each course.

B. Incidents that violate standards of student conduct or patterns of misconduct throughout the program may result in a faculty initiated withdrawal from a course and/or dismissal from the program:
   - The student shall be required to cooperate in any investigation of information received by the college, but not previously reported by the student that may have bearing on the fitness of the student continue in the nursing program.
   - The student may be required to execute a waiver that authorizes the college to review applicable records from involved agencies.
   - Failure to cooperate fully in investigations of misconduct may result in the immediate suspension or dismissal of the student from the nursing program.

Date Revised 6/25/07, 5/2/02, 7/19/94
Dates Reviewed 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

TRANSFER PROCEDURE GUIDELINES

Purpose: Individuals seeking to transfer into the Westmoreland County Community College (WCCC) nursing programs from other nursing programs must met all of the criteria as specified in the WCCC Catalog and Student Handbook for admission and graduation requirements.

Guidelines: Transfer requests into the WCCC nursing programs will be considered on an individual basis and be made one full semester prior to the semester of desired transfer.

A. Credit
   1. Consideration for transfer of credit will be given to:
      - Successful completion of comparable Nursing courses in another degree or non-degree Nursing program
      - Successful completion of non-Nursing courses required in the WCCC Program of Studies

   2. Credit for non-nursing courses require in the nursing program of studies may also be obtained through credit by examination (Refer to the WCCC Catalog and Student Handbook for the credit by examination procedure). Credit by examination is not permitted for nursing courses.

B. Graduation:
   - To be eligible for graduation, students transferring into the practical nursing program must earn at least 15 credits of diploma requirements at WCCC under faculty instruction and evaluation. Ten of these 15 credits must be Nursing credits to be determined at the time of transfer consideration.
   - To be eligible for graduation, students transferring into the Associate Degree nursing program must earn at least 30 credits of degree requirements at WCCC under faculty instruction and evaluation. Eighteen of these 30 credits must be nursing credits to be determined at the time of transfer consideration.

C. Transfer:
   1. Those seeking transfer consideration should contact the Director of the nursing program to arrange an interview to discuss eligibility for transfer consideration. The applicant should bring to the interview the following:
      - High school transcript
      - Nursing program transcript indicating nursing courses completed and cumulative grade point average
      - Course descriptions/course outlines for all nursing courses
      - A skills checklist (if available) to indicate skills achieved

   2. The Director will forward the applicants request for transfer consideration to The Student Standing Committee

   3. A recommendation by the Student Standing Committee will be made to the entire faculty regarding the student’s eligibility for transfer.

   4. The entire faculty will make the decision regarding acceptance of the applicant’s request for transfer.

Dates Revised 7/10/07, 4/30/02, 4/9/02, 9/12/00, 9/7/00
Dates Reviewed 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
SECTION IV

COURSE GUIDELINES
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

ATTENDANCE GUIDELINES

Purpose: Clinical is the application of theory to practice and validates clinical competence. Absenteeism results in missed learning experiences and may compromise the student’s ability to meet the nursing program outcomes successfully. Therefore, attendance is expected.

Guidelines: Attendance at all scheduled lecture, laboratory, and clinical sessions is expected:

A. Practical Nursing Program Required Hours: Students enrolled in the practical nursing program are required to meet the 1500-hour State Board regulation (support courses, lecture, campus laboratory, and clinical hours) whether or not they intend to sit for the practical nurse licensure exam.

B. Campus Laboratory: The teaching and practice of technical skills related to theory occurs in the campus laboratory setting. It is critical for students to attend all campus laboratory sessions to be safe and functional in the clinical setting. Therefore, attendance is mandatory and absenteeism could result in failing the course.

C. Clinical:
   - Clinical attendance is evaluated under the critical element, “Commitment” learning outcome.
   - Clinical absence is recorded in the student’s permanent record.
   - The clinical instructor evaluates the performance of students in relation to the course clinical learning outcomes. Therefore, a student who is not in attendance cannot be evaluated; excessive absences may result in dismissal from the course.
   - A student is not permitted to leave the clinical site during scheduled clinical hours without approval from the faculty member.

D. Medical Absences: A student absent for medical reasons may be required to provide written verification from the treating physician, permitting the student to return to the campus laboratory and/or clinical setting without restrictions.

E. Withdrawal
   - Excessive clinical absences could result in a college-initiated withdrawal from the course.
   - If a student is notified by the College that such a withdrawal has been processed, the student may appeal to the nursing program’s “Student Standing Committee,” in writing.

Dates Revised 7/11/07, 5/3/01, 9/18/95, 4/29/93, 12/7/92, 6/16/92, 5/14/92
Dates Reviewed 5/7/08, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
Purpose: A dress code for the clinical experience is required for identification of the student nurse, patient safety, patient comfort, and infection control. Students are expected to maintain a high standard of personal cleanliness.

Guidelines: Students must observe the following regulations in relation to the WCCC uniform, lab jacket, and scrubs, hair, jewelry, cosmetics, and chewing gum. If the student does not adhere to the dress code, the faculty member has the authority to deny the student access to the clinical experience and an absence for the day will be recorded.

A. Uniform:
- White hose or plain white socks are to be worn with the uniform
- Designated name pins and appropriate identification badges are to be worn at all times
- White regulation nursing shoes are to be worn with a closed toe and heel
  No sandals, clogs, patent leather or canvas shoes are permitted
- Shoes and laces must be clean and in good condition
- White lab jacket may be worn with the uniform
- On clinical units requiring attire other than the WCCC uniform, the dress code will be defined by clinical facility or faculty

B. WCCC White Lab Jacket:
- WCCC lab jacket and street clothes may be worn for designated clinical laboratory sessions
- Business-like clothing is to be with the WCCC lab jacket
- No shorts, blue jeans or sweat outfits are permitted under WCCC lab jackets
- Lab jacket, WCCC student identification, and appropriate facility identification must be worn in the clinical area during the preplanning experience
- Lab jacket must be clean and well pressed

C. Scrubs:
- When unit specific facility scrub clothes are required on a clinical unit, they will be provided by the clinical facility; WCCC student uniform must be worn to the clinical facility
- Students requiring extra large sizes must contact the clinical instructor before the clinical experience to ensure the availability of the scrub attire

D. Hair:
- Must be clean, neatly groomed and worn off the collar
- Long hair must be tied and pinned up
- Only functional, non-decorative barrettes are permitted
- Sideburns, mustaches, and beards must be neatly trimmed
- Males without beards or mustaches should be clean shaven
- Only conventional hair colors are permitted
E. Jewelry:
- Students may wear a plain ring band, a watch with a second hand, and one small, plain post earring in each ear
- NO OTHER JEWELRY IS PERMITTED INCLUDING TONGUE AND/OR "OTHER BODY PIERCINGS"

F. Cosmetics:
- Cosmetics may be used in moderation
- Perfume, perfumed hair spray, cologne, or aftershave may not be used because they may be offensive to patients
- Nail polish and artificial nails are not permitted
- Fingernails must not extend beyond the length of the finger tip and must be kept clean

E. Chewing Gum:
- Gum chewing is not permitted in the clinical facility
Purpose: The student must achieve a passing grade in theory and clinical laboratory and demonstrate satisfactory performance of critical skills to pass the course.

Guideline: For all nursing courses, a student must achieve a theory grade of “C” or better to pass the course. Course evaluation may include theory, campus laboratory and clinical laboratory components.

A. Theory Grade
- The minimum passing grade in theory is “C” (77%).
- The theory grade may include theory and/or campus laboratory examinations, quizzes, and/or assignments as described in each course syllabus.
- Grade determination is described in the course syllabus.

B. Clinical Grade
- The student must achieve a clinical grade of “Satisfactory” (S) in order to pass clinical nursing courses.
- A clinical grade of “Unsatisfactory” (U) results in the assignment of a final grade in the nursing course of “D” (see Clinical Evaluation Guidelines).

C. Critical Skills
- Critical Skills are those skills which must be performed satisfactorily (S) by the student in order to pass the course and to progress in the Nursing Program.
- Critical testing is scheduled and conducted by the faculty.
- Criteria for competency testing and a standard protocol performance checklist are used to evaluate each critical skill.
- Every student will have a Critical Skills Inventory for each Nursing course
- If a student receives an “Unsatisfactory” (U) for any skill, a maximum of two retests is permitted in order to achieve a “Satisfactory” (S) performance.
- The student should conference with a faculty member prior to the third skills testing.

1. Satisfactory (S) is given when the student:
   - Performs all critical elements of a skill correctly and in the appropriate order.
   - Answers questions correctly about the skill.
   - Corrects errors made without prompting.
   - Performs correctly and in sequence with some prompting.

2. Unsatisfactory (U) is given when the student:
   - Omits the critical element(s) of a skill and does not recognize the omission.
   - Is unable to answer questions about the skill.
   - Makes error(s) and does not recognize the error(s) independently
   - Is obviously unprepared to skill test.
   - Requires prompting at every step.
D. Written Assignments

- Submitting course assignments as scheduled is required in all courses.
- Submitting assignments late demonstrates a lack of commitment to learning and will negatively affect the course grade.
- Clinical written assignments submitted late will be documented as an unsatisfactory behavior related to commitment on the anecdotal portion of the clinical evaluation form and may result in failure of the course.
- Faculty may offer the student the option of re-submitting the assignment on a specified date. The assignment will be re-evaluated and noted on the anecdotal portion of the clinical evaluation form.
- Theory and campus laboratory assignments not submitted on the specified date may negatively affect the grade or result in an incomplete “I” grade for the course.
- The specific penalty for each late assignment will be identified in each course syllabus.
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

CLINICAL EVALUATION GUIDELINES

Purpose: Students must achieve a final grade of “Satisfactory” (S) to pass the course. All learning outcomes must be met to receive a final clinical grade of “satisfactory.” A clinical grade of “Unsatisfactory” (U) results in a final grade of “D” in the nursing course.

Guidelines: The following documents and forms are used to guide, evaluate and document the student achievement of learning outcomes in the clinical laboratory component of the course:

- **Anecdotal Log of Learning Experience Form** - documents student clinical performance on a weekly basis. It is used by faculty to support the final clinical grade in the course, and by the student to aid in self-evaluation.
- The anecdotal log is part of clinical evaluation packet for both Level I and Level II clinical courses.
- Completed by each student and submitted weekly as specified by the faculty member.
- The “Student Log of Experience” second column is used by the student to document behaviors that demonstrate attainment of learning outcomes for the course. Students should use the “Critical Element Grid/Clinical Outcome Form” in the *WCCC Nursing Programs Student Handbook* as a guide in identifying those behaviors.
- Faculty may write an anecdotal note related to any aspect of clinical performance in the “Instructor Anecdotal Comments” third column on this form. However, a description of unsatisfactory performance must be documented and a remedial plan must be implemented according to the “Remedial Plan Guidelines.”
- **Clinical Evaluation Form** - documents student clinical performance in each course according to the curriculum five critical elements (caring, competency, communication, critical thinking, and commitment)
- The anecdotal log is part of clinical evaluation packet for both Level I and Level II clinical courses
- Faculty documents strengths, areas for improvement, and additional faculty comments when indicated, signs and dates the form
- If more than one instructor has been involved in the evaluation of the student performance, the form may prepared by more than one faculty member
- Completed by faculty at the end of the course and discussed with student at the final student clinical evaluation; in NSG 111 (15 week course) only, this is done at both mid-term and at the end of the course
- Faculty assigns a final grade of either “S” or “U” based upon the definitions of satisfactory and unsatisfactory for clinical evaluation (see “Course Student Grading Requirements Guidelines,” clinical grade)
- Student review completed form, make comments in the space provided if desired, signs and dates the form; student signature indicates that student has read the comments and received the final grade
• **Commendation Form** for outstanding clinical performance by a student (students may also be recognized for non-clinical performance)

• **Critical Element Grid/Clinical Outcomes Form** (see grids for caring, competency, communication, critical thinking, and commitment in “WCCC Nursing Programs Student Handbook”) - operationalizes each critical element and identifies the corresponding learning outcomes for each course; clinical outcomes identify expected behaviors that indicate growth toward the attainment of learning outcomes for each course and throughout the Nursing Programs

• **Incident Report Form** – documents potential and/or actual errors/incidents on the clinical unit

• **Remedial Plan Form** - implemented by faculty for students who are not progressing satisfactorily toward the attainment of the learning outcomes

• **Student Clinical Self-Evaluation Form** – student assessment of own strengths and areas for improvement in clinical performance
  - Student should review completed “Anecdotal Student Log of Experiences” and faculty anecdotal comments to assist in completing
  - Completed at the end of each course and at midterm in 15 week courses
  - Submitted to faculty on specified date

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Dates Revised 6/5/08, 4/30/02, 5/3/01  
Dates Reviewed 6/7/07, 5/7/08, 4/7/11  
Next Date to Review Spring 2014 (every 3 years)  
Responsibility Guideline/By-laws Committee
REMEDIAL PLAN FOR IMPROVING CLINICAL PERFORMANCE GUIDELINES

Purpose: Formal remediation is indicated if student’s clinical performance is not progressing towards meeting the learning outcomes of the course.

Guidelines: The learning outcomes related to a critical element can be addressed in any nursing course. The critical element of Commitment can be addressed for the course, level, or program at the discretion of the faculty member who initiates it (Refer to “Standards of Student Conduct Guidelines”). The clinical faculty member will prepare a written remedial plan and notify the course coordinator.

A. Plan Components (See attached sample “Remedial Plan”):
   • Specific description of the problem(s) and identification of the corresponding learning outcome(s) that are not being met successfully
   • Description of student actions necessary to demonstrate progress toward meeting the learning outcomes identified
   • Established time interval for evaluation of student progress
   • Signature and date of both student and faculty member

B. Distribution:
   • Copy of plan given to student
   • Copy of plan attached to “Anecdotal Log of Learning Experiences”
   • Copy of plan placed in student’s file in nursing office
   • Copy of plan sent to course coordinator

C. Implementation
   • As long as plan is ongoing, progress is recorded in “Anecdotal Log of Learning Experiences”
   • Progress is discussed with the student at least weekly
   • If plan is updated by subsequent faculty members, updated plan will be signed by both the faculty and student

Dates Revised 6/4/07, 5/2/05, 5/3/01, 12/19/96, 4/30/92
Dates Reviewed 10/10/89, 3/1/88, 9/2/86, 5/7/88, 4/7/11
Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

REMEDIAL PLAN FORMAT AND EXAMPLE

Course: ___________________________________

Name: ___________________________ Date_________________

Learning Outcome:

- Conduct # 7: Notifies clinical instructor if late or ill for clinical - did not report off properly 11/15/05. Called instructor's phone mail at 1135 when clinical started at 0800
- Conduct # 8: Submits written assignments punctually - deficient 10/29/07, 11/8/07, 11/18/07
- Conduct # 9: Is reliable and follows through with responsibilities - see above

Data: See “Anecdotal Log of Learning Experiences” or additional documentation

Plan: Include the plan to remediate the behaviors identified

- Must report to clinical on time and report off using appropriate manner outlined by WCCC policy and clinical faculty
- Must have preplanning complete and show it to instructor prior to the clinical experience
- Must complete all course assignments by date specified
- Must outline a plan for organizing self to have all necessary handouts, assignments, and materials available when instructed
- If _________ (student’s name) does not meet this plan by _________ (date) he/she will fail this course clinically

Student Comments:

Student Signature:_________________________  Date________________

Instructor Signature:_________________________ Date________________

Dates Reviewed  6/7/07
Dates Revised  6/28/08
INCIDENT REPORT GUIDELINES

Purpose: To make students aware of both potential and actual errors/incidents when on the clinical unit; appropriate action must be taken to prevent further incidents. A WCCC Nursing Program incident report must be filed for both actual and potential errors.

Guidelines: Faculty will complete the “Incident Report” form and consider the incident when evaluating the student’s ability to attain the clinical course outcomes.

- For all incidents, the clinical instructor must:
  - Use the WCCC “Incident Report” form to document the incident.
  - Review the incident with the student and obtain the student’s perception of the incident.
  - Share with the student what they believe to be the cause of the incident (or error if applicable), and document on the incident report form where indicated.
  - Document the action taken in response to the incident (or error).
  - Establish a plan with the student to prevent such an incident or error from occurring again, and documenting the plan.
  - Document any other pertinent information on the incident report form.
  - Notify the Director of Nursing Programs within 24 hours. Forward the original incident report form to the Director of the Nursing Programs and a copy to the semester course coordinator. The semester course coordinator will place it in the Level “Incident and Remediation” file folder kept in nursing office for review at planning meetings. The clinical instructor should keep a copy of the completed form (which is confidential). This form is the property of the College.
  - Attach a copy of the completed incident report form to the “Clinical Evaluation Form” and include a description of either the actual or potential error/incident on the “Anecdotal Log of Learning Experiences.”
  - File a facility incident report if indicated; it is the property of the facility.
- If the incident involves a patient:
  - The clinical instructor must document the initials of the patient, the date, and the extent of the incident on the incident report form.
  - The clinical instructor should notify the Director of the Nursing Programs as soon as possible after the incident is reported, if there is any question about the seriousness of the incident.
  - The purpose of identifying the type of medication error is to improve patient safety without punishing the student.
- If the incident involves a medication error:
  - The clinical instructor will review the ten rights of medication administration with the student.
  - If the error is due to incorrect dosage calculation, the clinical instructor should require the student to demonstrate mastery of the principles of dosage calculation related to medication administration.
Students who have an actual or potential error may be sent to the Nursing Learning Resource Center (NLRC) to remediate the medication administration process if appropriate.

Glossary
Use the following definitions to complete the incident report form.

A **wrong medication error** will include the student preparing the wrong medication for the instructor to review or not labeling a syringe. If using a bar coding system, not scanning the medication will be considered a wrong medication error.

A **wrong patient error** will include the student administering medications to the wrong patient and/or not following the facility policy for identification of the patient (name, birthday, and ID band).

A **wrong dose error** will include the student not preparing the correct number of tablets, drawing up an inaccurate volume of medication in syringe, incorrect programming of IV pump, and not identifying the medication’s safe maximum dose when multiple pills are poured.

A **wrong time error** will include the student not giving medication at the right time based on facility guidelines unless a clinical judgment dictates waiting (lab work, medication not available, patient condition changes, dialysis, etc.). Medications that are prn must be given at right interval or it will be considered an error.

A **wrong route error** will include not giving the medication using the correct route. Cutting or crushing medications that are enteric coated or listed as non-crushable will be considered a route error. The facility *Do Not Crush Medication List* should be consulted.

A **wrong documentation error** will include the student not documenting correctly or in a timely manner. Also if a student does not get a double check signature as per institutional policy (i.e. insulin, heparin) it will be considered a documentation error. If the student finds the error and corrects it the error is potential. If the error is not found and corrected by the student in a timely fashion it is an actual error.

A **wrong assessment error** occurs when the student administers a medication without assessing the appropriate patient parameters such as blood pressure for anti-hypertensives, blood sugar prior to giving insulin or oral hypoglycemic agents, patient’s ability to eat before insulin administration, NPO status and oral medication administration, drug compatibilities, and administering duplicate action medications (example: pepcid and protonix). If a patient reports he has already received the medication and the student administers it without investigating the patient’s report. Also, if the student administers a medication that the patient is allergic to, this will be a medication assessment error.

A **medication omission error** occurs when the student does not administer the medication as ordered.
Westmoreland County Community College  
Nursing Program  

INCIDENT REPORT FORM  

Date of Incident ____________  Facility/Unit________________________________  
Student________________________________Faculty________________________________  
Actual Error_____  Potential Error______  Facility incident report filed? ________  

MEDICATION ERROR:  

<table>
<thead>
<tr>
<th>Error</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong medication</td>
<td></td>
</tr>
<tr>
<td>Wrong patient</td>
<td></td>
</tr>
<tr>
<td>Wrong dose</td>
<td></td>
</tr>
<tr>
<td>Wrong time</td>
<td></td>
</tr>
<tr>
<td>Wrong route</td>
<td></td>
</tr>
<tr>
<td>Documentation not accurate</td>
<td></td>
</tr>
<tr>
<td>Inadequate assessment prior to giving medication</td>
<td></td>
</tr>
<tr>
<td>Medication omitted</td>
<td></td>
</tr>
</tbody>
</table>

OTHER TYPE OF INCIDENT:  

INSTRUCTOR’S DESCRIPTION OF THE INCIDENT:
Patient’s Initials: _____ Date: ____________ (If the incident involved a patient, i.e. fall)

Program Director Notified: _____Yes _____No

STUDENT’S DESCRIPTION OF INCIDENT:

STUDENT’S SUGGESTIONS FOR IMPROVEMENT:

REPORT OF CONFERENCE WITH STUDENT:

ACTION TAKEN:

Clinical remedial plan implemented? Yes___ No___

NLRC Referral? Yes___ No___

Other:

Faculty Signature__________________________ Date Completed_______

Student Signature__________________________ Date Completed_______

Next Date to Review Spring 2014 (every 3 years)
Responsibility Guideline/By-laws Committee
WESTMORELAND COUNTY COMMUNITY COLLEGE
NURSING PROGRAM

INTRAVENOUS THERAPY GUIDELINES

Purpose: To ensure the safety of the patient, all intravenous (IV) therapy must be administered under faculty supervision and follow appropriate institutional policies and procedures.

Guidelines: All faculty and students must adhere to the policies of their assigned clinical facilities. Level I and Level II student responsibilities and restrictions follow:

A. Level I Students MAY, under the direct supervision of the faculty:
   - Students enrolled in NSG 111:
     - Observe IV therapy administration
     - Change the gown of a patient with an IV
   - Students enrolled in NSG 120, 121, 130, 131, and 132:
     - Administer, monitor, and document the effects of IV fluids and IV medications via central lines and peripheral lines
     - Flush peripheral and central lines with normal saline or a heparin flush solution with a concentration no greater than 100 units per milliliter

B. Level I Students (in any course) MAY NOT:
   - Administer IV push medications
   - Administer chemotherapeutic agents
   - Administer blood or blood products requiring type and/or cross matching
   - Administer IV narcotics and other medications requiring specialized training
   - Perform central line site care or dressing changes
   - Change caps or tubing that opens a central line to air
   - Administer total parenteral nutrition (TPN) via central or peripheral lines
   - Access or de-access an implantable port
   - Titrate medications that require specific physician parameters, institutional protocol, and/or patient assessment data
   - Perform venipuncture

C. Level II Students MAY Under Direct Supervision of the Faculty:
   - Perform the IV responsibilities of a staff nurse in that institution of unit assigned
   - Administer, monitor and document effects of IV fluids and medications via peripheral and central lines
   - Administer IV push medications
   - Administer IV narcotics via intravenous push (IVP) and patient controlled analgesia (PCA)
   - Administer total parenteral nutrition (TPN) via central or peripheral lines
   - Change central line tubing, caps, and dressings
   - De-access an implantable port
   - Titrate medications using specific physician parameters, institutional protocol, and patient assessment data
D. Level II Students (in any course) May NOT:

- Administer chemotherapeutic drugs
- Administer blood and blood products requiring type and/or cross matching
- Access an implantable port
- Administer epidural medications
- Perform venipuncture
Effective Fall 2009 Commissioners Hall lockers # 153-178 will be set aside as “temporary use” lockers to be utilized by the nursing students attending campus lab. No books, bag etc. are permitted in the lab; therefore the students may use these lockers to securely store their belongings during class. The lockers will have small laminated signs stating their use on each door. The students will be permitted to utilize their own locks. Locks and belongings must be removed at the end of lab. Any student wishing to have a locker for extended use may follow the locker rental guidelines.