

## PN 110 Introduction to Practical Nursing Concepts 1

Credits: 3 Contact Hours: 5

Pre-Requisites: Formal acceptance into the Practical Nursing Program, NUR 100 (B- or higher), EN 101 and PY 201 (with a grade of C or higher), GH 125 (C or higher) or BI 117 (C or higher), or BI 121 and BI 122 (C or higher)

Co-Requisites: PN 115

This course introduces individual, health and illness, and professional nursing and health care concepts. Individual concepts include culture and functional ability. Health and illness concepts include nutrition, elimination, perfusion, gas exchange, infection, pain, stress & coping and addiction. Professional nursing and health care concepts include professional identity, clinical judgment, health promotion, communication, collaboration, and safety. Upon completion, students should be able to recognize and demonstrate safe nursing care incorporating the concepts identified in this course.

### Course Outcomes

1. Coordinated Care: The practical/vocational nursing student collaborates with health care team members to facilitate effective client care in the lab setting. (1.A)
2. Safety and Infection Control: The practical/vocational nursing student contributes to the protection of clients and health care personnel from health and environmental hazards in the lab setting. (1.B)
3. Health Promotion and Maintenance: The practical/vocational nursing student *identifies* nursing care for clients in a lab setting that incorporate the knowledge of expected stages of growth and development, and prevention and/or early detection of health problems. (2)
4. Psychosocial Integrity: The practical/vocational nursing student *identifies* care that assists with promotion and support of the emotional, mental and social well-being of clients in a lab setting. (3)
5. Basic Care and Comfort: The practical/vocational nursing student *identifies* ways to comfort to clients and assist in the performance of activities of daily living in the lab setting. (4.A)
6. Reduction of Risk Potential: The practical/vocational nursing student reduces the potential for clients to develop complications or health problems related to treatments, procedures or existing conditions in the lab setting. (4.B)
7. Physiological Adaptation: The practical/vocational nursing student participates in *identifying* care for clients with acute, chronic or life-threatening physical health conditions in the lab setting. (4.C)  
(Outcomes 1-7 refer to the 2013 NCLEX-PN® Detailed Test Plan Item Writer/Item Reviewer/Nurse Educator Version. Parentheses refer to program outcomes/NCSBN Framework).
8. Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well sequenced, and there are appropriate transitions. (CS2)
9. Give and receive constructive feedback. (PR5)

Outline	Individual Concepts	Exemplars	Competencies*
Introduction of Individual Nursing Concepts  A. Definition B. Scope, C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars	Functional Ability	• Health Assessment	• Collect data for health history (2) • Collect baseline data (2) • Identify activities of daily living and client's ability to carry out ADL's (4. A.)
	Culture		Knowledge of Concept (1.A)

Reviewed 4/24/17 Curriculum Work Group/LAA

Outline	Health & Illness Concepts	Exemplars	Competencies*
Introduction of Health and Illness Concepts A. Definition B. Scope, C. Individual Risk Factors and Populations at Risk D. Physiologic Process and Consequences E. Assessment •History •Examination •Diagnostic Studies F. Clinical Management •Primary Prevention •Secondary Prevention •Collaborative Interventions G. Interrelated Concepts H. Exemplars	Perfusion	<ul style="list-style-type: none"> <li>Pressure ulcer</li> <li>Tissue Integrity</li> <li>Braden Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Perform circulatory checks (4. B.)</li> </ul>
	Nutrition	<ul style="list-style-type: none"> <li>Focus on CHO, protein, Fat (including calorie counts/fluid amounts)</li> </ul>	
	Elimination	<ul style="list-style-type: none"> <li>Constipation</li> <li>Diarrhea</li> </ul>	
	Gas Exchange		<ul style="list-style-type: none"> <li>Identify basic interventions to improve client respiratory status (4. C.)</li> </ul>
	Immunity	<ul style="list-style-type: none"> <li>Disease Prevention (r/t disease, body's response)</li> </ul>	Knowledge of Concept and Exemplar (2)
	Inflammation	<ul style="list-style-type: none"> <li>r/t disease and body's response</li> </ul>	
	Infection		<ul style="list-style-type: none"> <li>Identify measure to promote cooling/ warming to restore normal temperature (4. C.)</li> </ul>
	Pain	<ul style="list-style-type: none"> <li>Pain Management</li> </ul>	Knowledge of Concept (4.A)
	Stress & Coping		<ul style="list-style-type: none"> <li>Identify appropriate data to collect in relation to client's psychosocial functioning (3)</li> <li>Identify basic coping mechanisms/ strategies (3)</li> <li>Identify basic stressors that may affect recovery/health maintenance (3)</li> <li>Identify ways in which spiritual or cultural beliefs impact care (3)</li> </ul>
	Addiction	<ul style="list-style-type: none"> <li>Nicotine use</li> </ul>	Knowledge of Concept and Exemplar (3)
Outline	Professional Nursing Concepts	Exemplars	Competencies*
Introduction of Professional Nursing Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars	Professional Identity	<ul style="list-style-type: none"> <li>Standard</li> <li>Main principles</li> </ul>	<ul style="list-style-type: none"> <li>Identify the code of ethics and the legal scope of practice for the Practical Nurse (1. A)</li> <li>Give and receive constructive feedback. (GRCC ILO: PR5)</li> </ul>
	Clinical Judgment		<ul style="list-style-type: none"> <li>Identify strategies/principles for organizing and prioritizing care (1. A)</li> <li>Identify the role of evidenced based practice in providing care (1. A.)</li> <li>Identify appropriate data to collect from client/history (1. A)</li> <li>Identify basic measures that prevent complications of client condition or procedure (4.B)</li> <li>Identify strategies for obtaining information about signs/symptoms from client (4. C.)</li> <li>Identify basic changes in a client's condition and the method for reporting (4. C)</li> </ul>
	Health Promotion	<ul style="list-style-type: none"> <li>Vital Sign Assessment</li> <li>Height and weight Assessment</li> <li>Physical fitness</li> <li>Screenings</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose/ schedule for preventive care, screening assessments and immunizations (2)</li> </ul>

		<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Self-Awareness</li> </ul>	
	Communication	<ul style="list-style-type: none"> <li>• Interviewing skills</li> <li>• Therapeutic communication</li> <li>• SBAR</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies for promoting client self-advocacy (1. A)</li> <li>• Recognize barriers to communication or learning (2)</li> <li>• Identify basic communication strategies when gathering client data (3)</li> <li>• Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well sequenced, and there are appropriate transitions. (GRCC ILO: CS2)</li> </ul>
	Collaboration	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Team members</li> </ul>	Knowledge of Concept and Exemplars (1.A)
	Safety	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Standard Precautions</li> <li>• Environment</li> <li>• National Patient Safety Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Assess client for allergies in the process of taking a health history (1. B.)</li> <li>• Identify factors that put the client at risk for injury (1. B.)</li> <li>• Identify potential errors in practice and methods for documenting (1. B.)</li> <li>• Identify common diagnostic/ laboratory test results (4. B.)</li> </ul>

\* NCSBN: The following competencies are Related Activity Statements in the 2012 LPN/VN Practice Analysis linking the 2014 NCLEX-PN Examination to Practice