

ADN 240 Synthesis of Nursing Concepts in Healthcare Systems.

Pre-Requisites: ADN 230 (B- or higher)

Co-Requisites: ADN 235

Course Description:

This course is designed to further develop health care recipient, health and illness, and professional nursing and health care concepts with emphasis on the care of a group of clients. Health care recipient concepts include culture. Health and illness concepts include infection, pain, and stress and coping. Professional nursing and health care concepts include professional identity, clinical judgment, health promotion, communication, collaboration, safety and health care policy. Upon completion, students should be able to provide safe nursing care to a group of clients while incorporating the concepts identified in this course.

Course Outcomes:

1. Management of Care: The nursing student will provide and direct nursing care that enhances the care delivery setting to protect a group of clients and health care personnel. (1.A)
2. Safety and Infection Control: The nursing student will protect a group of clients and health care personnel from health and environmental hazards. (1.B)
3. Health Promotion and Maintenance : The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health. (2).
4. Psychosocial Integrity: The nursing student will provide and direct nursing care that promotes and supports the emotional, mental and social well-being for a group of clients who are experiencing stressful events, as well as those with acute or chronic mental illness. (3)
5. Basic Care and Comfort: The nursing student will provide comfort and assistance in the performance of activities of daily living for a group of clients. (4.A)
6. Pharmacological and Parenteral Therapies: The nursing student will provide care related to the administration of medications and parenteral therapies for a group of clients. (4.B)
7. Reduction of Risk Potential: The nursing student will reduce the likelihood that a client will develop complications or health problems related to existing conditions, treatments or procedures when caring for a group of clients. (4.C)
8. Physiological Adaptation: The nursing student will manage and provide care for a group of clients who are experiencing acute, chronic or life threatening physical health conditions. (4.D)

(Outcomes 1-8 refer to the NCLEX-RN® Detailed Test Plan Item Writer/Item Reviewer/Nurse Educator Version. Parentheses refer to program outcomes/NCSBN Framework)

Integrated Charts

Implicit Bias Training Integrated Chart - ADN.docx

Integration of Microbiology into ADN Concept Based Curriculum.docx

Integration of Pharmacology into Concept Based ADN Curriculum.docx

Integration of Special Diets into Concept Based ADN Curriculum.docx

Theory		
Outline	Health Care Recipient Concepts	Exemplars
Review of Health Care Recipient Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Culture	Implicit Bias
		Vulnerable Populations
Outline	Health and Illness Concepts	Exemplars
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 <ol style="list-style-type: none"> History Examination Diagnostic Studies F. Clinical Management <ol style="list-style-type: none"> Primary Prevention Secondary Prevention Collaborative Interventions G. Interrelated Concepts H. Exemplars		
	Stress & Coping	Self-care & Resilience
Outline	Professional Nursing and Health Care Concepts	Exemplars
Review of Professional Nursing and Health Care Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Collaboration	Delegation

	Communication	Conflict Resolution
	Health Care Policy	Accreditation
		Disaster Preparedness
		Healthcare Disparities
		Licensure & Regulating Agencies
		Life-Long Learner
		Quality Improvement/Root Cause Analysis
	Professional Identity	Ethical Dilemmas
		Mentoring
		Professional Organizations

Clinical/Lab

Competencies (per NCLEX Test-Plan)	Leveling of Competency Verb	Assessment Method(s)
Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs) (1A)		
Organize workload to manage time effectively (1A)		Preceptor Eval Tool
Provide education to clients and staff about client rights and responsibilities (1A)		Preceptor Eval Tool
Collaborate with multi-disciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker) (1A)		
Manage conflict among clients and health care staff (1A)		Reflective Journal- Conflict
Perform procedures necessary to safely admit, transfer and/or discharge a client (1A)		
Prioritize the delivery of client care based on acuity (1A)		Shift Organizer Guide & Preceptor Eval Tool
Receive, verify and implement health care provider orders (1A)		
Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures) (1A)		
Recognize limitations of self and others and utilize resources (1A)		Preceptor Eval Tool and Clinical Debriefings
Provide care within the legal scope of practice (1A)		Preceptor Eval Tool
Participate in performance improvement projects and quality improvement processes (1A)		Reflective Journal- QI
Assess the need for referrals and obtain necessary orders (1A)		Preceptor Eval Tool
Protect client from injury (1B)		Preceptor Eval Tool
Properly identify client when providing care (1B)		Preceptor Eval Tool

Participate in emergency planning and response (1B)		Reflective Journal– Emergency Response Topic
Acknowledge and document practice errors and near misses (1B)		
Report, intervene, and/or escalate unsafe practice of health care personnel (e.g., substance abuse, improper care, staffing practices) (1B)		Reflective Journal- Conflict
Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions) (1B)		Preceptor Eval Tool
Educate client about prevention and treatment of high risk health behaviors (2)		Preceptor Eval Tool
Assess client for abuse or neglect and report, intervene, and/or escalate (3)		Preceptor Eval Tool
Assess client's ability to cope with life changes and provide support (3)		Preceptor Eval Tool
Assess the potential for violence and use safety precautions (3)		
Incorporate client cultural practices and beliefs when planning and providing care (3)		Preceptor Eval Tool
Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial) (3)		Preceptor Eval Tool
Recognize non-verbal cues to physical and/or psychological stressors (3)		Preceptor Eval Tool
Use therapeutic communication techniques (3)		Preceptor Eval Tool
Assess client for pain and intervene as appropriate (4A)		Preceptor Eval Tool
Perform calculations needed for medication administration (4B)		Preceptor Eval Tool
Evaluate client response to medication (4B)		Preceptor Eval Tool
Educate client about medications (4B)		Preceptor Eval Tool
Prepare and administer medications using rights of medication administration (4B)		Preceptor Eval Tool
Evaluate appropriateness and accuracy of medication order for client (4B)		Preceptor Eval Tool
Recognize trends and changes in client condition and intervene as needed (4C)		Preceptor Eval Tool
Recognize signs and symptoms of client complications and intervene (4D)		Preceptor Eval Tool