Alabama
Department of
POSTSECONDARY Education

Representing the Alabama Community College System

Updated August 19, 2016

NUR 211

Advanced Nursing Concepts

Plan of Instruction

COURSE DESCRIPTION

This course provides opportunities for students to integrate advanced nursing care concepts within a family and community context. Content includes but is not limited to: manager of care for advanced concepts in safety, fluid/electrolyte balance, cellular regulation, gas exchange, psychosocial well-being, growth and development, perfusion, and medical emergencies.

CREDIT/CONTACT HOURS BREAKOUT

Type	Credit Hours	Contact Hours	Minimum Topics
Theory	4	60	As per exemplars
Lab	0	0	Applied concepts lab
Clinical	3	135	Suggested 16 contact hours are used for mental health clinical and 87 contact hours for complex adult health clinical, 16 contact hours in pediatrics, 16 contact hours in maternal/infant.
Total	7 credit hours – 13 contact hours per week		

NOTE: *Theory credit hours are a 1:1 contact to credit ratio. Lab and clinical hours as are 3:1 contact to credit ratio. (Ref Board Policy 705.01)*

PREREQUISITE COURSES
- NUR 114 – Nursing Concept II
- NUR 115 – Evidence Based Clinical Reasoning
- SPH 106 or 107 - Speech

CO-REQUISITE COURSES
- BIO 220 – General Microbiology

COURSE OUTCOMES
Student learning outcomes specified within this course reflect current NLN and QSEN graduate competencies relevant to the scope of practice for the registered nurse.
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Individual Domain (Human Flourishing/Nursing Judgment)				
Graduate Competencies		**Student Learning Outcomes**	**Objectives**	**KSA**
NLN	• Nursing judgment • Spirit of inquiry • Human flourishing • Professional identity	• Integrate advanced nursing concepts to provide care inherent to the individual domain within a family and community context. **Concepts**: • Manager of Care • Safety • Fluid and Electrolyte Balance • Pharmacology • Gas Exchange • Immunity • Psychosocial Well-being • Growth & Development • Cellular Regulation • Perfusion • Medical Emergencies	• Discriminate among elements of clinical decision making for the registered nurse for patients with advanced health concepts and alterations. • Integrate health promotion, specialized modalities and pharmacological agents for patients with advanced health concepts and alterations. • Distinguish clinical manifestations and diagnostic findings for patients with advanced health concepts and alterations. • Prioritize nursing interventions for patients with advanced health concepts and alterations.	3 3 3 3
QSEN	• Safety • Informatics • Evidenced based practice • Patient centered care • Teamwork and collaboration • Quality improvement			
Skills Validation EKG Strip Interpretation				

Individual Domain (Human Flourishing/Nursing Judgment)

Meta-Concepts/Concepts and Exemplars:

Manager of Care
- Pathophysiology
- Assessment through the lifespan
- Nursing interventions
- Diagnostics
- Evidence-based Practice
- Cultural considerations
- Specialized modalities
- Common drug classifications
- Nutritional considerations
- Health promotion/prevention of complications
- Community based nursing care
- Informatics
- Teaching and Learning
- Scope of practice for the registered nurse

Psychosocial Well-being
- Exemplars
  - Violence
  - Suicide
  - Sexual assault
  - Substance overdose

Growth & Development
- **Development**
- High risk OB
  - Antepartum
  - Intrapartum
  - Postpartum
  - Newborn

Immunity
- Meningitis
- Guillian-Barre

Safety
Exemplars
  - Triage
  - Disaster triage
  - Bioterrorism
  - Trauma

Fluid and Electrolyte Balance
Exemplars
  - SIADH
  - Diabetes Insipidus

Pharmacology
- Medications
  - Central venous access devices
  - Advanced IV therapy

Cellular Regulation
- Exemplars
  - Spina bifida
  - Endocrine crises

Perfusion
Exemplars
  - Acute myocardial infarction
  - Advanced heart failure
  - Congenital heart defects
  - Valve disorders
  - Cardiac surgical interventions
  - Rheumatic Endocarditis
  - Hemodynamic monitoring
  - Shock
  - DIC

Gas Exchange
Exemplars
  - ABG's
  - Mechanical ventilation
  - Respiratory distress syndrome
  - Bronchopulmonary dysplasia
  - Hemothorax
  - Pneumothorax
  - Chest tubes
  - Lung surgery

Medical Emergencies
Exemplars
  - Multiple organ dysfunction
  - Traumatic Brain Injury
  - Spinal Cord Injury
  - Aneurysms
  - Advanced burns
  - Sepsis
  - Epiglottitis
  - Unintentional injury or trauma

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STUDENT LEARNING OUTCOMES TEST BLUEPRINT
The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Limited Knowledge and Proficiency 1	Moderate Knowledge and Proficiency 2	Advanced Knowledge and Proficiency 3	Superior Knowledge and Proficiency 4
Module A			100%	

Knowledge, Skills, and Abilities Code Key

Indicator	Key Terms	Description
1	Limited Knowledge and Proficiency	• Recognize basic information about the subject including terms and nomenclature. • Demonstrate ability to recall information such as facts, terminology or rules related to information previously taught. • Performs simple parts of the competency. Student requires close supervision when performing the competency.
2	Moderate Knowledge and Proficiency	• Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts. • Demonstrate understanding of multiple facts and principles and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task. • Performs most parts of the competency with instructor assistance as appropriate.
3	Advanced Knowledge and Proficiency	• Examines conditions, findings, or other relevant data to select an appropriate response. • The ability to determine why and when a particular response is appropriate and predict anticipated outcomes. • Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers. • Performs all parts of the competency without instructor assistance.
4	Superior Knowledge and Proficiency	• Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves higher levels of cognitive reasoning. • Requires students to formulate connections between relevant ideas and observations. • Students apply judgments to the value of alternatives and select the most appropriate response. • Can instruct others how to do the competency. • Performs competency quickly and accurately.
A	Affective Objective	• Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. • Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. • Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Curriculum Glossary of Terms

Term	Definition	Reference
Clinical decision making	A type of decision-making that combines clinical expertise, patient concerns, and evidence gathered from nursing science to arrive at a diagnosis and treatment recommendations within the scope of practice.	ACCS Nursing Faculty
Community	A group of people with diverse characteristics who are linked by social ties, location, culture, or the sharing of joint actions.	National Institute of Health
Concept	A common characteristic that organizes information into cohesive categories that facilitates attainment of the knowledge and skills necessary to provide patient centered care within the family and community context. For example, the concept of oxygenation is relevant to many health alterations, including: asthma, CHF, COPD, anemia, pneumonia, postpartum hemorrhage, pre-op/post-op care, SIDS etc.	ACCS Nursing Faculty
Co-requisite course	Courses that are taken in conjunction to a specified course. These are often in the form of associated laboratory or clinical courses.	AL Department of Postsecondary
Developmental	The period from infancy through adolescence.	ACCS Nursing Faculty
Evidenced based practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	QSEN
Exemplars	Minimum suggested activities and/or frequently seen alterations taught within a module of instruction representing commonly occurring concepts of health, wellness, and illness,	ACCS Nursing Faculty
Graduate competencies	Expected measurable levels of graduate performance that integrate knowledge, skills, and abilities. Competencies may include specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the graduate.	ACEN
Health care domain	Contains the competencies identified by the Institute of Medicine including Evidence-Based Practice, Informatics, and Quality Improvement as well as elements essential to the delivery of safe and effective client care from the nursing perspective.	QSEN North Carolina Concept-based Learning Editorial Board 2011
Human flourishing	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.	NLN 2012
Individual domain	Relating to the individual as a holistic, complex, multidimensional, unique, significant being with health, wellness, illness, quality of life, and achievement potential.	ACCS Nursing Faculty

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Informatics	Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making.	QSEN
Knowledge, Skills, and Abilities (KSA) Indicators	An alpha-numeric designator indicating the scope and depth of student learning and level of teaching and measurement by faculty. KSAs represent terminal levels and should be represented by adequate coverage within all measurement instruments related to the specified student learning outcome.	Alabama Community College System (ACCS)
Medical Emergency	A sudden, often unforeseen event that threatens health or safety.	ACCS Nursing Faculty
Meta-concept	An abstract, higher level concept designating other concepts that analyze the original concept	ACCS Nursing Faculty
NLN	National League for Nursing.	NLN 2012
Nursing Domain	Concepts essential to the practice of nursing and unique to the contributions nurses make to the health care team. Key among these concepts is clinical decision making and caring interventions.	North Carolina Concept-based Learning Editorial Board 2011
Nursing Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within the family and community context. Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.	NLN 2012
Patient Centered Care	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	QSEN
Plan of Instruction (POI)	This document is used to establish standardized instruction throughout the college system for a specified course and outlines **minimum** content, objectives, scope of instruction, and student evaluation. Faculty members may exceed the content but must include all content provided in the POI. Faculty members use this document to make decisions related to delivery of the course to include methodology, instructional materials, and sequencing.	ACCS
Point of Care	Electronic documentation and testing at or near the site of patient care.	ACCS Nursing Faculty
Prerequisite Courses	Courses that must be successfully completed prior to admission into a specified course.	ACCS

Professional Identity	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being," "knowing," and "doing."	NLN 2012
QSEN	Quality and Safety Education for Nurses	QSEN
Quality Improvement	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	QSEN
Reproductive/Childbearing	The antepartal, intrapartal, and postpartal periods of pregnancy from conception to 6 weeks after birth	ACCS Nursing Faculty
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	QSEN
Scope of Practice	Nursing practice standards and guidelines that clarify the roles and relationships associated with regulation of nursing practice.	ANA
Skills Validation	Instructor observation and documentation of student's competency.	ACCS Nursing Faculty
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.	NLN 2012
Student Learning Outcomes	Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measurable, learner-oriented abilities that are consistent with standards of professional practice.	ACEN
Student Learning Outcomes Test Blueprint	Used to ensure adequate sampling of student knowledge as specified by the cognitive student learning outcomes within a specific module.	ACCS
Teamwork and Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	QSEN

Therapeutic Communication	A process in which the nurse consciously influences a client or helps the client to a better understanding through verbal or nonverbal communication. Therapeutic communication involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and respect.	Mosby's Medical Dictionary
Wellness	A state of well-being that includes self-responsibility; an ultimate goal; a dynamic, growing process; daily decision making in the areas of nutrition, stress management, physical fitness, preventive health care, and emotional health; and, most important, the whole being of the individual.	North Carolina Concept-based Learning Editorial Board 2011