

| Practical Nursing Certificate | | Course Program Map | | | | | | | |
|--|----------------------|---|--|---|--|--|---|--|---|
| Program Outcomes: Upon completion of the program, graduates will be able to... | Institutional skills | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| | | Courses | | | | | | | |
| PNRS 100 KSPN Foundations of Nursing | | I | I | I | I | I | I | I | I |
| PNRS 101 KSPN Fundamentals of Pharmacology & Safe Medication | | | | | | IRMA | I | | |
| PNRS 102 KSPN Foundations of Nursing Clinical | WP | IR | R | R | I | R | R | R | R |
| PNRS 104 KSPN Nursing Care of Adults I | | R | R | | R | | R | R | R |
| PNRS 105 KSPN Nursing Care of Adults I Clinical | | R | R | R | R | R | R | R | R |
| PNRS 111 KSPN Maternal Child Nursing | | R | R | R | R | | R | R | R |
| PNRS 112 KSPN Nursing Care of Adults II Clinical | WP | RMA | MA | MA | MA | MA | MA | MA | MA |
| PNRS 113 KSPN Mental Health Nursing | C | R | R | | R | | R | R | R |
| PNRS 114 KSPN Nursing Care of Adults II | C | MA | MA | | MA | | MA | MA | MA |
| PRSN 115 KSPN Maternal Child Nursing Clinical | WP | RMA | RMA | | RMA | | MA | RMA | RMA |
| PNRS 116 KSPN Care of Aging Adults | | RMA | | | | | R | R | |
| PNRS 117 KSPN Leadership, Roles & Issues | | | MA | | | | | MA | MA |

| Mapping | |
|---------|-------------------|
| I | Introduced |
| R | Reinforced |
| M | Mastered |
| A | Assessed/Artifact |

| Essential Skills | |
|------------------|-----------------------|
| 1 | written communication |
| 2 | oral communication |
| 3 | critical thinking |
| 4 | cultural diversity |
| 5 | social responsibility |

| Employability Skills | |
|----------------------|-----------------|
| C | communication |
| P | problem solving |
| W | work ethic |

| PNRS 100 Foundations of Nursing | Curriculum Map | | | | | | | |
|---|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| discuss the history of nursing, the role of the practical nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications. | | | | | | | | |
| review the spectrum of health care settings across which client care is provided. | | | | | | | | |
| describe the relationship of profession-related concepts to client care: relationship-centered care, interprofessional collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership. | | | | | | | | |
| discuss concepts integral to the provision of safe, quality, relationship-centered care: nursing process, advocacy, cultural sensitivity, and communication. | | | | | | | | |

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| <p>identify the nurse's role in supporting a client's physiologic needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, oxygenation and comfort.</p> | I | | I | | I | | I | |
| <p>describe the various elements of the nursing process and its relationship to clinical decision-making.</p> | I | | I | | I | | I | |
| <p>identify the nurse's role in data collection as an integral part of the nursing process.</p> | I | | I | | I | | I | |
| <p>describe basic data collection skills as they relate to a client's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure client safety.</p> | I | | I | | I | I | I | |

| Pharmacology & Safe Medication Administration | Curriculum Map | | | | | | | |
|---|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy. | | | | | | | | |
| discuss nursing implications and concepts of safety when performing medication administration. | | | I | | | I | | |
| demonstrate proper techniques that support safe medication administration. | | | | I | | IRMA | | |
| describe the legal and ethical implications/aspects of medication administration. | | | | | | | I | |

| PNRS 102 Foundations of Nursing Clinical I | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| practice assessment techniques on adult clients recognizing expected findings. | I | | I | | | | | |
| apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences. | R | | | | | | | |
| describe the various roles of members of the interprofessional health care team, including nurse as advocate. | | R | | | | | | |
| practice using effective verbal and non-verbal communication techniques with educators, peers, and clients. | | I | | | | | | |
| demonstrate how to safely and securely use client care technology while documenting in an accurate and timely manner. | | | | I | | I | | |
| use current evidence as a basis for nursing practice. | | | R | | | | | |

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| identify education needs of clients based on data. | I | | I | | | | | |
| practice establishing a safe environment for client, self, and others. | | | | | | R | | |
| identify concerns related to the quality of client care. | | | | | R | | | |
| demonstrate professional behaviors in academic and client care settings. | | | | | | | R | |
| practice leadership skills that support the educational process (organization, time management, priority-setting). | | | | | | | | R |

| PNRS 104 Nursing Care of Adults I | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems. | R | | R | | | | | |
| develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes. | R | R | R | | | | | |
| describe the role of members of the health care team in regard to caring for clients with commonly occurring health alterations that have predictable outcomes. | | R | | | | | | |
| apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes. | R | | | | | | | |

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| articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families. | R | | | | | | |
| describe how information technology is used to communicate with members of the health care team by accurately documenting client care in a secure and timely manner. | | | | R | | | |
| describe the health education needs experienced by clients with commonly occurring health alterations that have predictable outcomes. | | | | | | | |
| describe strategies that provide quality care in a safe environment for clients, self, and others. | | | | | | R | |
| discuss how organizational and time management skills are used when providing care to adult clients. | | | | | | | I |
| describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients. | | | | | | | R |

| PNRS 105 Nursing Care of Adults I Clinical | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| perform a focused assessment on adult clients differentiating between expected and unexpected findings. | R | | | | | | | |
| assist in developing an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes. | R | | R | | | | | |
| participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults. | | R | | | R | R | | |
| apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations who have predictable outcomes. | R | | R | | | | | |

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| use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team. | R | R | | | | | |
| use information technology to access evidence based literature as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner. | | R | R | R | | | |
| participate in identifying the educational needs of adult clients and their families, as well as reinforcing education provided by members of the health care team. | | R | | | | | |
| participate in quality improvement practices while reflecting on individual action to improve client outcomes. | | | | | R | | |
| provide an environment that is safe and reduces risk of harm for clients, self, and others. | | | | | | R | |
| use organizational, time management, and priority-setting skills when providing care to adult clients. | | | | | | | R |
| adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families. | | | | | | | R |

| PNRS 111 Maternal Child Nursing | Curriculum Map | | | | | | | |
|---|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal. | R | | | | | | | |
| develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children. | R | | | | | | | |
| describe the role of members of the health care team in regard to childbearing women, newborns, and children. | | R | | | | | | |
| apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents. | R | | | | | | | |
| articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents. | R | | | | | | | |

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| describe how information technology is used to support documentation of client and family educational needs and evidence-based practice in regard to the care of childbearing women, newborns, and children. | | | R | R | | | |
| describe the health education needs experienced by childbearing women, newborns, children, and their families. | | | | | | | |
| describe strategies that provide quality care in a safe environment for clients, self, and others. | | | | | | R | |
| discuss how organizational and time management skills are used when providing care to childbearing women, newborns, children, and their families. | | | | | | | R |
| describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families. | | | | | | | R |

| Clinical | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations. | MA | | | | | | | |
| assist in developing an evidence based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes. | R | | MA | | | | | |
| collaborate with members of the health care team serving as a client advocate when providing and coordinating client care. | | MA | | | | | | |
| apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes. | MA | | | | | | | |

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| use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team. | MA | MA | | | | | | |
| use information technology to access evidence based literature as well as mitigate error and support clinical decision making with members of the health care team. | | MA | | MA | | | | |
| evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by members of the health care team. | | | | | | | | |
| implement corrective actions for actual and potential safety risks to client, self, and others. | | | | | | MA | | |
| participate in quality improvement activities developed to enhance client outcomes. | | | | | MA | | | |
| use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel. | | | | | | | | MA |
| adhere to ethical, legal and professional standards while maintaining accountability for the care provided to adult clients and their families. | | | | | | | MA | |

| PNRS 113 Mental Health Nursing | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| describe how to perform a focused mental health assessment on clients with common mental health disorders. | R | | | | | | | |
| develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders. | R | | | | | | | |
| describe the role of members of the health care team in regard to clients with common mental health disorders and their families. | | R | | | | | | |
| apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders. | R | | | | | | | |
| articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships | R | | | | | | | |

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| describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice in regard to the care of clients with common mental health disorders and their families. | | | | R | | | |
| describe the health education needs experienced by clients with common mental health disorders and their families. | | | | | | | |
| describe strategies that provide quality care in a safe environment for clients, self, and others. | | | | | | R | |
| discuss how organizational and time management skills are used when providing care to clients with common mental health disorders. | | | | | | | R |
| describe the role of the practical nurse in maintaining accountability for the delivery of standard-based, ethical and legal care to clients with common mental health disorders and their families. | | | | | | | R |

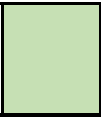
| PNRS 114 Nursing Care of Adults II | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems. | MA | | | | | | | |
| develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes. | MA | | | | | | | |
| describe the role of members of the health care team in regard to clients with commonly occurring health alterations that have predictable outcomes. | | MA | | | | | | |
| apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes. | MA | | MA | | | | | |

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|---|----|----|--|----|----|--|----|----|
| articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families, as well as professional relationships between members of the healthcare team. | MA | MA | | | | | | |
| describe how information technology is used to access evidence, mitigate error, and communicate relevant information to members of the health care team. | | | | MA | | | | |
| describe teaching strategies that can be used to reinforce the health education needs of clients with commonly occurring health alterations that have predictable outcomes. | | | | | | | | |
| describe strategies that provide quality care in a safe environment for clients, self, and others. | | | | | MA | | | |
| discuss how organizational, time management, and priority-setting skills are used when providing care to adult clients. | | | | | | | | MA |
| describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients with commonly occurring health alterations that have predictable outcomes. | | | | | | | MA | |

| PNRS 115 Maternal Child Nursing Clinical | Curriculum Map | | | | | | | |
|---|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| perform a focused health assessment on childbearing women, newborns, children, and adolescents differentiating between expected and unexpected findings. | RMA | | | | | | | |
| assist in developing an evidence based plan of care that is family- and health promotion-centered and includes cultural and age appropriate interventions for childbearing women, | RMA | | RMA | | | | | |
| participate as a member of the health care team and client advocate while providing quality care that promotes client safety for childbearing women, newborns, children, and adolescents. | | RMA | | | | | RMA | |
| apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice when providing care to childbearing women, newborns, | RMA | | | | | | | |
| use verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the | RMA | RMA | | | | | | |

| PRNS 116 Care of Aging Adults | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, and regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| examine the impact of ageism on client demographics, economic status, family dynamics, and health care needs. | R | | | | | | R | |
| identify psycho-social, spiritual and cultural considerations related to the care of aging adults. | RMA | | | | | | | |
| identify anticipated alterations of physiological functioning in aging adults. | R | | | | | | | |
| discuss focused nursing assessment unique to aging adults including functional, environmental, risk, and setting specific assessments. | R | | R | | | R | | |
| explore health promotion and disease prevention for aging adults. | R | | | | | | | |
| differentiate between restorative and rehabilitative care. | | | | | | | | |
| differentiate among varying types of end-of-life and palliative care and the nurse's role in their provision. | R | | | | | | | |
| explore the role of the practical nurse in caring for aging adults in a variety of care settings. | | | | | | | R | |

explore legal and ethical considerations
in caring for aging adults.



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| PNRS 117 Leadership, Roles & Issues | Curriculum Map | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| Program Outcomes | provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes. | collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making. | use current evidence as a basis for nursing practice. | use information and client care technology to support the delivery of safe, quality client care. | participate in quality improvement activities assessing their effect on client outcomes. | provide an environment that is safe and reduces risk of harm for clients, self, and others. | demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. | use leadership skills that support the provision and coordination of client care. |
| Course SLO: Students will be able to | | | | | | | | |
| identify effective leadership and management skills for the licensed practical nurse. | | | | | | | | MA |
| discuss how health care is provided, regulated, and financed and the impact on the delivery of healthcare in various settings. | | | | | | | MA | |
| discuss how to assign client care tasks to assistive personnel commensurate with abilities, level of preparation, and regulatory guidelines and supervise care provided. | | MA | | | | | | MA |
| communicate effectively as a leader in verbal and written format. | | MA | | | | | | MA |
| construct examples of ethical decision-making, exhibiting tolerance of and respect for diversity in human abilities, cultures, age and beliefs. | | | | | | | MA | |
| describe common legal issues for nurses including negligence and malpractice. | | | | | | | MA | |
| describe common legal issues for nurses including negligence and malpractice. | | | | | | | MA | |
| describe the process of attaining and maintaining licensure as a practical | | | | | | | MA | |

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| identify appropriate resolutions to work related challenges a practical nurse will be faced with upon entering the | | | | | | | | MA |
| describe skills necessary for career placement and advancement as a licensed practical nurse. | | | | | | | MA | |