## Course Competency

### Competency 1:
The student will discuss factors that motivate licensed practical nurses and those with other health-related backgrounds to enroll in associate degree nursing programs by:

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective
- Ethical Issues

1. Comparing and contrasting the educational preparation and scope of practice of licensed practical nurses and other members of the health care team with that of registered nurses.
2. Discussing articulation between practical nurse, associate degree, and bachelor’s degree programs.
3. Applying principles of delegation to specific examples of professional nursing practice to ensure safe and legal patient care.

### Competency 2:
The student will identify the development of contemporary nursing practice by:

1. Identifying the concepts of health, health care delivery and the settings and resources available in the community.
2. Discussing the roles of the registered professional nurse.
3. Identifying roles of the members of the health care team including physician, social worker, case manager, dietitian, physical therapist, respiratory...

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therapist, licensed practical nurse, and unlicensed assistive personnel.
4. Discussing interactions between the registered professional nurse and other members of the health team.

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<tr>
<th>Competency 3: The student will value the nursing process as the framework for meeting the health needs of individuals by:</th>
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<tbody>
<tr>
<td>1. Identifying the phases of the nursing process.</td>
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<td>2. Discussing the importance of a comprehensive and accurate data base on which a diagnosis, plan, and interventions are based.</td>
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<td>3. Discussing the importance of establishing priorities before planning interventions.</td>
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<td>4. Using the nursing process in discussing a patient care scenario.</td>
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<td>5. Personalizing the nursing care plan to meet individual patient needs.</td>
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<tr>
<th>Course Competency 4: The student will identify the diverse roles of the nurse required in the management of patient care by:</th>
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<tbody>
<tr>
<td>1. Discussing the role of the nurse as educator, advocate, collaborator, and manager of patient care.</td>
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<tr>
<td>2. Explaining the independent, dependent, and collaborative functions of nurses.</td>
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<tr>
<td>3. Recognizing the nurse’s role in identifying and reporting medical errors.</td>
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<td>4. Differentiating between active and latent errors.</td>
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<td>5. Discussing major categories of sentinel events.</td>
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<tr>
<th>Course Competency 5: The student will discuss values clarification from the perspective of nursing practice in a multicultural, pluralistic society by:</th>
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<tbody>
<tr>
<td>1. Defining the concept of holistic being.</td>
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<tr>
<td>2. Identifying the interrelated physiological, psychologic, sociocultural, spiritual and environmental dimensions of the patient.</td>
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<tr>
<td>3. Discussing the concept of delivering culturally competent care.</td>
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4. Identifying the impact of cultural diversity on the delivery of health care.

**Course Competency 6:** The student will describe the critical thinking process in nursing practice by:

1. Identifying the components of the critical thinking model.
2. Comparing the relationship between critical thinking and the nursing process.

**Course Competency 7:** The student will apply principles of therapeutic communication and the teaching learning process by:

1. Explaining the elements of the communication process.
2. Distinguishing therapeutic, non-therapeutic and social communication.
3. Discussing teaching and learning with respect to the communication process.
4. Integrating principles of teaching and learning with the phases of the nursing process.

**Course Competency 8:** The student will identify principles of growth and development by:

1. Identifying patient needs throughout the life cycle.
2. Identifying special needs of the aging population.
3. Discussing the role of the nurse in the stages of death and dying.
4. Discussing the legal and ethical implications in end of life care.

**Course Competency 9:** The student will identify principles of stress and adaptation by:

1. Describing the physiological and psychological responses to stress.
2. Giving examples of stress reduction techniques.

**Course Competency 10:** The student will identify the nurse’s role in preserving visual and auditory health by:

1. Describing the physiological processes involved in normal vision and hearing.
2. Identifying common abnormalities of the visual and auditory systems.
3. Identifying nursing responsibilities in managing the care of patients with selected visual and auditory pathologies.

**Course Competency 11:** The student will apply the mechanisms of fluid, electrolyte and acid-base balance by:

1. Describing the role of fluid and electrolytes in body function.
2. Comparing signs and symptoms of specific fluid and electrolyte imbalances.
3. Identifying nursing management of specific fluid and electrolyte imbalances.
5. Describing pH and the mechanisms that regulate acid-base balance.
6. Analyzing arterial blood gas results.
7. Identifying normal and abnormal manifestations of respiratory and metabolic acidosis and alkalosis.

**Course Competency 12:** The student will identify the nurse’s role in the preparation and administration of medications by:

1. Identifying the factors that influence the actions of drugs.
2. Comparing and contrasting the different routes of medication administration.
3. Explaining the importance of the “five rights” of medication administration.
4. Stating the legal and ethical implications of medication administration.
5. Outlining error prone situations and methods for improving patient outcomes.
6. Discussing root cause analysis of sentinel events.

**Course Competency 13:** The student will identify primary health care and health assessment by:
1. Identifying the significance of the assessment phase of the nursing process identifying the techniques used in assessment.

**Course Competency 14:** The student will understand the relevance of the health history by:

1. Discussing the components of health history identifying therapeutic communication techniques used in obtaining the history recognizing the importance of understanding cultural diversity implementing the patient’s right to privacy and confidentiality.

**Course Competency 15:** The student will identify subjective and objective data pertinent to all of the body systems by:

1. Identifying components of a system-specific history discussing the techniques of inspection, palpation, percussion, and auscultation.

**Course Competency 16:** The student will organize the management of patients with selected immune disorders by:

1. Reviewing the components and functions of the immune system.
2. Describing the assessment of a patient’s immune status.
3. Discussing the pathophysiology of autoimmune disorders discuss the characteristics of immune deficiencies identify appropriate laboratory and diagnostic testing used to assess and monitor immune changes.
4. Describing collaborative management of patients discussing the use of the nursing process as a framework to provide individualized care to patients with altered immune discussing common characteristics of immunizing agents.
5. Discussing the role of immunizations in promoting health and preventing disease.
6. Developing a plan for teaching individuals about recommended immunizations.
7. Describing the goals of and methods for enhancing immunity discussing characteristics and clinical uses of immunosuppressants.
**Course Competency 17:** The student will organize the management of patients with selected digestive and gastrointestinal disorders by:

1. Reviewing the major structures and functions of the gastrointestinal system.
2. Identifying clinical manifestations of impairment in gastrointestinal function.
3. Describing the diagnosis and pathophysiology of gastric disorders including ulcerative disorders.
4. Describing the diagnosis and pathophysiology of bowel disorders including inflammatory bowel disease.
5. Describing the collaborative management of patients.
6. Applying principles of perioperative care to the patient having gastric or intestinal surgery.
7. Discussing the use of the nursing process as a framework to provide individualized care to patients.
8. Identifying categories of medications used.
10. Discussing appropriate use of antacids.
11. Developing a teaching plan including pharmacologic and non-pharmacologic treatment of peptic ulcer disease.
12. Discussing appropriate choice of laxatives for selected patient populations.
13. Discussing possible reasons for and hazards of overuse of laxative products.

**Course Competency 18:** The student will organize the management of patients with selected neurologic disorders by:

1. Reviewing the normal anatomy and physiology of the neurologic system.
2. Comparing and contrasting methods used to diagnose neurologic conditions.
3. Explaining the mechanisms related to unconsciousness.
4. Describing the nursing management of the unconscious patient.
5. Explaining the physiologic mechanisms that maintain intracranial pressure.
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<th>No.</th>
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<tbody>
<tr>
<td>6.</td>
<td>Identifying the causes, clinical manifestations and related nursing care for a patient with increased intracranial pressure.</td>
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<td>7.</td>
<td>Describing the collaborative care and nursing management of a patient with a head injury.</td>
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<td>8.</td>
<td>Explaining factors that influence cerebral blood flow.</td>
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<td>9.</td>
<td>Describing factors that place a patient at risk for developing a stroke.</td>
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<td>10.</td>
<td>Comparing and contrasting occlusive and hemorrhagic strokes discussing collaborative, pharmacologic and nutritional support for the stroke patient.</td>
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<td>11.</td>
<td>Outlining the nursing management of the patient with a stroke from the acute through the rehabilitation periods.</td>
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<td>12.</td>
<td>Explaining the impact of a stroke on the patient within the family system.</td>
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<td>13.</td>
<td>Describing the physiologic mechanisms involved in seizure disorders.</td>
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<td>15.</td>
<td>Discussing collaborative management of the patient with a seizure disorder.</td>
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<td>16.</td>
<td>Identifying pathophysiology and clinical manifestations of brain tumor.</td>
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<td>18.</td>
<td>Applying concepts of perioperative nursing to the patient.</td>
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<td>19.</td>
<td>Undergoing intracranial surgery using the nursing process as a framework for providing individualized care to patients.</td>
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<tr>
<td>20.</td>
<td>Explaining the rationale for use of intravenous corticosteroids and osmotic diuretics in the treatment of increased intracranial pressure.</td>
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<td>21.</td>
<td>Explaining the appropriate use of anticoagulants in cerebrovascular accident.</td>
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<tr>
<td>22.</td>
<td>Comparing and contrasting commonly used anticonvulsants discussing factors that influence the choice of a particular anticonvulsant medication.</td>
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**Course Competency 19:** The student will organize the management of patients with cancer by:

1. Reviewing the mechanisms and characteristics of normal cellular proliferation.
2. Comparing the characteristics of normal cells with those of malignant cells.
3. Describing the effects of cancer on specific body systems.
4. Describing laboratory and diagnostic testing.
5. Comparing and contrasting treatment modalities identifying clinical manifestations and nursing management of the patient with cancer.
6. Discussing areas for collaboration with other disciplines and the delegation of responsibilities in caring for patients with cancer.
7. Discussing educational needs of patients regarding prevention, diagnosis and treatment of cancer.
8. Describing major categories of anti-neoplastic medications discussing common adverse effects.
9. Describing pharmacologic interventions to minimize adverse effects.
10. Developing a teaching plan for patients undergoing chemotherapy.

**Course Competency 20:** The student will organize the management of a diabetic patient by:

1. Reviewing the normal anatomy and physiology of the pancreas comparing the pathophysiology, epidemiologic factors and clinical manifestations of Type 1 and Type 2 diabetes mellitus.
2. Describing the collaborative management of the diabetic patient including areas of delegating responsibilities differentiating the assessment and management of patients with hypoglycemia and hyperglycemia.
3. Determining the potential for and methods for preventing chronic complications discussing the role of patient education, nutritional support, and exercise.
4. Identifying community resources available to assist diabetics and their families describing the
components of a plan of care for the newly diagnosed diabetic patient.
5. Discussing the nurse’s role in the home management of the diabetic patient.
6. Discussing the collaborative management including interdisciplinary care and delegation of responsibilities.
7. Comparing and contrasting the different types of insulin discussing relationships between diet, exercise, and drug therapy in controlling diabetes.
8. Differentiating types of oral antidiabetic agents.
9. Discussing reasons for combining insulin and oral agents explaining the rationale for and implementation of a sliding scale in treating the insulin dependent diabetic.

**Course Competency 21:** The student will organize the management of patients with selected cardiovascular disorders by:

1. Reviewing the normal anatomy and physiology of the cardiovascular system.
2. Describing the location and elements of the cardiac conduction system identifying clinical manifestations of cardiac impairment.
3. Describing the pathophysiology, diagnosis, and management of patients with coronary artery disease, hypertension, congestive heart failure, and peripheral vascular disease.
4. Applying principles of perioperative nursing to the patient undergoing cardiac surgery.
5. Discussing the collaborative management of patients including interdisciplinary care and delegation of responsibilities listing cardiovascular disorders for which medication therapy is indicated.
6. Identifying categories of medication used in the treatment discussing effects of digoxin therapy and interventions to prevent toxicity.
7. Developing a teaching plan for ways to increase the safety and effectiveness of digoxin.
8. Describing major categories of anti-arrhythmic medications.
10. Describing characteristics of anti-anginal agents comparing and contrasting the major categories of medications used in the treatment of hypertension.
12. Discussing the rationale for the use of diuretic therapy discussing the rationale for the use anticoagulant therapy.
13. Developing a teaching plan for a patient on long term anticoagulant therapy.

**Course Competency 22:** The student will organize the management of patients with selected musculoskeletal disorders by:

1. Reviewing the anatomy and physiology of the musculoskeletal system.
2. Describing the characteristics of normal movement.
3. Identifying clinical manifestations of musculoskeletal impairments.
4. Describing the pathophysiology, diagnosis, and management of patients with fractures and amputations.
5. Applying principles of perioperative nursing to the patient undergoing orthopedic surgery.
6. Discussing the collaborative management of patients including interdisciplinary care and delegation of responsibilities.
7. Discussing the use of the nursing process in caring for patients in the acute through rehabilitation phases of care.

**Course Competency 23:** The student will organize the management of patients with selected respiratory disorders by:

1. Reviewing the anatomy and physiology of the respiratory system.
2. Explaining the mechanics of normal respiration.
3. Identifying clinical manifestations of respiratory impairments.
4. Describing the pathophysiology, diagnosis, and management of patients with chronic
obstructive pulmonary disease, pneumonia, and tuberculosis.
5. Discussing the collaborative management of patients including interdisciplinary care and delegation of responsibilities.
6. Discussing the use of the nursing process in caring for patients.
7. Identifying categories of medications used in the treatment of respiratory disorders.
8. Discussing principles of pharmacologic therapy for a patient with chronic obstructive pulmonary disease differentiate bronchodilating agents discuss the rationale for using anti-tuberculosis agents including areas for patient education discuss the role of antibiotic therapy in the treatment of pneumonia.

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<th>Course Competency 24: The student will organize the management of patients with selected disorders related to women's health by:</th>
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<tbody>
<tr>
<td>1. Reviewing the anatomy and physiology of the female reproductive system.</td>
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<tr>
<td>2. Discussing the primary health needs of women throughout the life span explaining the types of neoplasms that are specific to women.</td>
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<tr>
<td>3. Identifying barriers to women seeking health care.</td>
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