Description
This course outline presents the required sequence of learning steps and activities to help you develop competency in the subject area of Introduction to Nursing Arts and Science. Your competency will be assessed as you complete a performance assessment. As with any learning activity, steps may be completed more quickly than noted below, or they could take the full eight weeks. The pacing is provided (Week 1, Week 2, etc.) as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessments on time. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

Introduction
My name is Brenda Luther. I will be your course mentor as you work through this course of study. I have been a nurse since 1978 and have worked primarily with children and families. I have worked as an online facilitator since 1999 and look forward to mentoring students with Western Governors University.

The majority of my work with children and families has been at Shriners Hospital for Children. I have spent my career mentoring and training nurses to care for children and families with disabilities and investigating skills and activities which ultimately support the successful transition to adulthood for this population. I am currently a PhD candidate at the University of Utah. I have also taught in traditional classroom and clinical courses. My work now is with nursing education and supporting nurses in attaining education their education goals as well.

Course Mentor .................... Brenda Luther
Email ................................ bluther@wgu.edu
Telephone.............................. 1-866-895-9660, x5247
Office Hours ......................... Monday, 10:00am – 4:00pm, Mountain Time
                                      Tuesday, 10:00am – 4:00pm, Mountain Time
                                      Wednesday, 12:00pm – 6:00pm, Mountain Time
                                      Thursday, 10:00am – 4:00pm, Mountain Time

Overview
Welcome to your first course of study in nursing. You have made your choice to join a profession that is consistently ranked as the “most trusted profession” in the United States. Throughout this course, you will be introduced to the foundations of the nursing practice and process, including theory and the origins of the discipline that have helped nurses attain this high regard in the minds and hearts of our clients and peers.

You will start your introduction to nursing by learning about founders of modern nursing such as Florence Nightingale and other theorists. Our nursing leaders have moved nursing forward as a profession by systematically exploring and researching the concepts of health, health promotion, safety, infection, disease, and wellness. Nursing is, and always has been, a practice based on using evidence. You are now going to learn the foundation of nursing and the foundation of how nurses use evidence to form the basics of care concepts.
The content of this course will provide you introductory concepts and skills that you need to know as you work to become a nurse. Many concepts may be new to you; however, soon you will become more confident as you learn the language of the nursing process and theory. You are also learning skills of critical thinking in this and other courses by using concept maps, exploring what you know, learning new parts of concepts, and applying these concepts to varied clients and situations. Now is the time to ask questions, examine what you do know and what you do not understand, challenge your concepts with yourself and with others, and look at the opinions and beliefs of others and learn from them. The best learning comes during interaction with others. You will use your learning community, peers, and faculty for engaging in discussion to explore the content of this course.

This course of study covers the following competencies:

**Competency 725.1.1: The Nursing Process and Nursing Models**
The graduate demonstrates the appropriate use of the nursing process to assess patient needs and to determine care; and uses nursing models to systematically assess and direct nursing practice by promoting organization and integration of data on human health, illness, and nursing.

**Competency 725.1.2: Therapeutic Communication, Safety, and Quality Care**
The graduate involves the patient and family in decisions about care; recognizes need for communicating effectively; uses tools, including technology, to increase safety of patient care; acts to decrease risks of infection; acts with integrity, consistency, and respect for differing views; demonstrates effective use of strategies to reduce risk of harm to patients or self; and reports errors.

**Competency 725.1.3: Family Nursing Theory**
The graduate applies family nursing theory to the care of family members across individual life spans; recognizes characteristics of healthy families versus families under stress; and identifies various family forms.

**Competency 724.1.4: Family Nursing Process**
The graduate utilizes the nursing process to interpret family assessment data; identifies family problems and makes appropriate nursing diagnoses based on data; recognizes barriers to intervention in planning and implementing family interventions; and uses evidence-based research and practice to provide appropriate, safe, quality care for families.

**Competency 725.1.5: Culturally Competent Care of the Family**
The graduate uses knowledge of cultural demographic patterns to plan culturally competent care; recognizes how cultural experiences affect health choices; integrates family characteristics of values, spirituality, and roles within the family structure into a plan of care; recognizes the influence of one’s own cultural affiliation, beliefs, and values on planning care for patients; and recognizes how to elicit family participation during patient teaching and determines the need for family support for the patient in healthcare decision-making.

**Competency 725.1.6: Health Perception/Health Management**
The graduate recognizes positive and negative alterations in health status and how to assist patients to increase their movement toward optimal health; determines the impact of patient levels of development on health-promoting behavior; and assesses patient/family understanding of a therapeutic regime and patient’s desire to continue toward wellness.

**Competency 725.1.7: Medical Terminology, Symbols, and Abbreviations**
The graduate uses appropriate medical terminology, symbols, or abbreviations in communicating medication information verbally, technologically, and in writing.
**Competency 725.1.8: Introduction to Bioethics**

The graduate applies the basic ethical theories in bioethics and engages in basic analysis of key bioethics issues surrounding the beginning of life, the end of life, procreative decisions, and informed consent; and applies ethical principles to selected bioethical case studies; recognizes the difference between ethical and clinical dilemmas and between ethical and legal issues.

**Required Learning Resources:**

*Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.*

**Week 1**

**Preparing for Success**

To successfully complete CAT1, you will need the appropriate learning resources. Prepare a calendar to schedule time for required readings and due dates for assignments. Share your calendar with family and friends so they are aware of your obligations.

**Acquire Learning Resources**

You will need to acquire the necessary learning resources to use in this course of study.

- **Enroll in My Nursing Lab**
  Once you have enrolled in MyNursingLab, you will be sent log-in information for this course. MyNursingLab contains this required e-textbook:

  Go to “Today’s View” to begin, and read the welcome message and any announcements. Go to the drop down menu on the far left that says, “Course Content.” Choose the “View All Content” option. This will show you all of the things available to you within MyNursingLab and the concepts you will be learning. There are also help links, note links, and references.

  As you work through this course of study, you will be directed to specific chapters to work through. As you do, engage in the activities, audio glossary, readings, videos, animations, and skills labs.

  Each chapter has additional activities listed within your course of study. You need to complete all activities in your course of study in addition to your personal study plan in MyNursingLab.
- **Purchasing Textbooks**
  Arrange to obtain the learning resources listed above so there will be no delays in your studies. These items are essential for you and this document will guide you week-by-week in the use of these materials.

- **Enroll in the IHI Courses**
  **URL:** [http://www.ihi.org/IHI/Programs/AudioAndWebPrograms/](http://www.ihi.org/IHI/Programs/AudioAndWebPrograms/)
  
  Go to the web address above and access the IHI web-based programs:
  1. Click on the “Enroll” button to complete each program.
  2. Register with IHI as a student at WGU.
     - Remember that all courses are free.
  3. Bookmark this page.
  4. Review the topics.

- **Introduction to Nursing Arts and Sciences Learning Community**
  Access the nursing learning community for this course through your AAP. The learning community is your place to engage with other students, ask questions, participate in chats and web conferences, and go to office hours held by the faculty assigned for this course. Regular discussion threads are posted in the learning community and are referred to in this document. It is required that you participate in the learning community as directed. As you complete work on a specific topic, you will be referred to the learning community to post questions or comments and to respond to other’s posts. This is an important part of your learning. If you find you have questions that are not addressed in a regular learning community discussion thread, you may post new discussion threads.

- **American Nurses Association (ANA) Student Offer for Membership**
  Access the nursing learning community through your AAP for this course. Locate the blog that directs you to the free student membership information to the ANA. Join the association if you desire as you start your entry into the profession of nursing.

- **Sign Up for ANA SmartBriefs**
  Access the nursing learning community through your AAP for this course. Locate the directions to be added to the listserv from ANA called SmartBriefs. Daily nursing and healthcare information will come to your e-mail. The topics addressed in these e-mails will benefit you in most of your nursing courses.

- **Using Passport**
  You will be consistently submitting assignments, concept maps, and writings to a piece of software called Passport. Passport is an educational software tool developed by the University of Louisiana at Lafayette and Xavier University of Louisiana. Passport’s online portfolio allows you to store assignments and work and allows faculty to review and assess your work. Passport is used as a way to assess your development in critical-thinking skills and application of learning to new concepts.

  The following steps are general instructions for submitting an assignment or care plan to Passport:
  1. Logon to Passport.
  2. Under the “My Passport” tab there is a purple button labeled “My Courses.” Click on this button.
  3. Click on the course title and the name of the assignment you intend to submit.
4. You will see the assignment and a link to the “Evaluation Instrument” page. You may want to review the instrument to ascertain that you have met the criteria for the assignment.

5. At the bottom of the page is a scroll bar that reads, “Choose an Option to Add an Artifact.”

6. Select the “Enter a New File Artifact” option. If you are adding more than one artifact, you need to select the “Add a File Artifact to the Assignment” option for your additional entries.

7. A page will come up that allows you to browse your computer and find the file you wish to upload.

8. Give the file a nickname (it is recommended that you use the assignment name) and submit it.

9. Notice that you have the option to withdraw your submission.

Helpful Information

- It is recommended that you complete all of the activities and readings as you work through this course of study in order to develop a thorough understanding of fundamental nursing, to practice nursing, and also to critically apply conceptual knowledge to practice.

- MyNursingLab is a powerful addition to this course and others in the nursing program. It tests your current knowledge on a chapter’s topics and then formulates a specific course of study based on your current knowledge. Start each week or chapter with the pretest.

- Once you have enrolled in MyNursingLab, you will be sent login information for this course. Go to “Today’s View” to begin, and then read the welcome message and any announcements. Go to the “Course Content” drop-down menu on the far left. Choose to view all content. This will show you all of the things available to you within MyNursingLab and the concepts you will be learning. There are also help links, note links, and references. As you work through this course of study, it will direct you to specific chapters to work through. As you do, engage in the activities, audio glossary, readings, videos, animations, and skills labs.

- For each chapter you will have to do activities that are listed. Additional activities are listed within your course of study. You need to complete all activities in your course of study in addition to your personal study plan in MyNursingLab.

- If you cannot open a link to an article or journal, go to the student portal for WGU, access the library, and search for the author names or article title in order to receive your free access to online journal articles.

- This course of study uses the Kozier companion website, www.prenhall.com/kozier/, for National Council Licensure Examination (NCLEX) reviews and uses MyNursingLab for actual course materials, case studies, assignments, and e-book chapters.

Evaluation

Students are evaluated on completion of assigned activities, acquisition of required skills, performance on simulations, performance in the clinical setting, and an objective exam. At the end of your course work you will take a proctored comprehensive objective exam. It takes approximately two weeks to schedule the exam, so you should schedule accordingly. While you are waiting to take the exam, review all of your notes, concept maps, Pass-Port items, MyNursingLab pre/post tests, NCLEX questions, etc., in order to review the course content.

Concept maps and Virtual Clinical Excursions that are submitted to Pass-Port are accompanied by a rubric that has assessment dimensions of knowledge, comprehension, application, analysis, evaluation, and synthesis. The intent is not to assign a “grade” but to
evaluate your critical thinking development over the course of the term. Through the use
of these activities, you are demonstrating ongoing development of critical thinking skills
which are necessary to progress to the clinical environment.

☐ Instructions for Chapter Readings, MyNursingLab Pretest, and
Plan of Study
The following are instructions for accessing your chapter readings, pretests, and study
plans:
1. Go to MyNursingLab.
2. Open the “Chapter Study Plans” link.
3. Click the “Begin” button and take the pretest.
   • Remember that this is a pretest and you are not expected to know all the
     answers at this time. The results of this pretest will develop a plan of study
     suited just for you.
4. Once you have answered all the questions, you will get a score and overview of
   each question.
5. Click on “Return to Study Plan” button. You will be taken to your individualized
   study plan.
6. Begin using your textbook as one of the resources for studying this course.
7. Work through each reading assignment and activity in your study plan. This
   includes a review of concepts and skills. Be sure that you read and practice each
   skill.
   • Note that work is submitted to MyNursingLab for grading where the faculty
     for the course will monitor your progress.
8. If you are not required to cover certain areas in your plan of study but still want to
   study these topics more deeply, you can go into the “Chapter and Resources”
   section and access the “Study Resources.” Everything is there for you to cover
   under each objective.

☐ MyNursingLab Posttest
For each chapter you study, you will access a MyNursingLab posttest and the Kozier
companion website for a NCLEX review.
1. Complete the tests for each chapter.
2. If you do not achieve 80% on the test, review the course content and retake it.

☐ NCLEX Reviews
URL: http://www.prenhall.com/kozier/

Access the “Fundamentals of Nursing” companion website at the above web address. This
website will help you test your ability to pass the NCLEX. Note that the companion
link is different than MyNursingLab. This course uses the above site for NCLEX reviews
and MyNursingLab for actual course materials, case studies, assignments, and e-book
chapters.

Note: You will use this URL for all chapters of Kozier. Bookmark this URL for easy access
to NCLEX reviews throughout the course.

When directed, access the web address above, and complete the following for each
chapter:
1. Complete the NCLEX review for the assigned chapter.
2. If you do not achieve 80% on the exam, review the material and retake it.
3. NCLEX review exams will reflect your competency in each section.
4. Do not submit your NCLEX scores for faculty to grade. The results are for your learning and assessment of your progress in the course content.

**MyNursingLab Terminology and Audio Glossary**

You will access different chapters in MyNursingLab throughout this course of study. At these points, do the following for each chapter:

1. Open the audio glossary section.
2. Review the terms for the chapter in which you are working.
3. Be sure you can explain each one to a peer or family member.
5. Submit the quiz for grading.

Before you start this course of study, go to the web addresses above in the “Student Success” area of your online text. Complete each section. This will help you be more successful in using the online resources.

- “Critical Thinking in Nursing”
- “Multiple Intelligence Strategies for Problem Solving Exercises”
- “Reading Assignments in Nursing”
- Exercise 1
- Exercise 2
- “Successful Note Taking”
- Exercise 1
- “Multiple Intelligence Strategies for Note Taking Exercises”
- “Multiple Intelligence Strategies for Test Preparation Exercises”

Throughout this course of study, you will be presented with case studies and virtual clinical excursions to complete. Case studies are often presented at the beginning of a new concept to help you see what you do and do not know. Remember the following while working with case studies in MyNursingLab and the *Virtual Clinical Excursions – General Hospital: Fundamentals* textbook:

- While you are not expected to know everything in the virtual clinical excursion case studies at that time, as you work with your peers to understand the case, it will help you to challenge old models, ideas, and beliefs. Therefore, it is very important that you complete these case studies, preferably with your peers in the learning community. You will submit your completed case studies to your online portfolio for grading.
- Research shows us that people develop deep conceptual learning when working in teams as opposed to working individually. Therefore, we believe that working with peers at key points in the course will help you develop competency in a more efficient and effective manner through social construction of learning.
- Virtual clinical excursions are presented after you have completed some work on a concept. These will give you application experiences with real patient situations.
- It is important that you not only develop content knowledge of a concept, but that you also can apply these concepts in varied clinical setting. It is required that you demonstrate competency in all virtual reality simulations in order to proceed to high-fidelity simulation lab and clinical experience.

**The Nursing Process and Nursing Models**

The activities associated with this subject will introduce you to the basic concepts regarding the nursing process, models, and theories. This groundwork is essential for your basic preparation as a nurse and will help provide a better understanding of nursing in general.
Background Information
The basics of nursing knowledge are an understanding of nursing process, models, and theory. This knowledge leads to competent professionals who use knowledge based on evidence. The nursing process is the systematic set of steps that underlies all approaches to patient care. Nursing models and nursing theories represent foundations of nursing process based on research. All models and theories have concepts that may vary depending on the nurse theorist or researcher who proposed it. Nursing uses multiple theories and models to base practice decisions and process on. Models and theories describe valid steps of approaching patient-centered care—they overlap, sometimes they are broad and sometimes specific, and they all provide the nursing profession a defined structure of practice that unifies patient care and set forth the standards for the profession.

Competency 725.1.1: The Nursing Process and Nursing Models
The graduate demonstrates the appropriate use of the nursing process to assess patient needs and to determine care; and uses nursing models to systematically assess and direct nursing practice by promoting organization and integration of data on human health, illness, and nursing.

Historical and Contemporary Perspectives on Nursing
Embodied within a framework of caring, nursing is an evolving profession. Its history tells of nurses who have cared for the afflicted and promoted wellness through their intellect and expertise. The student nurse today is entering a profession with many challenges, including a shortage of nurses, an aging nursing population, and increasing demands in today’s technological and fast-paced society. A nurse needs to have strong critical-thinking skills in order to provide safe and competent care in a professional, safe, caring, and nurturing manner.

☐ Concept Map and Reflection on The Nursing Profession
URL: http://www.lionden.com/concept_maps.htm

Draw a concept map that you title “Nursing Profession-Initial.” On this map, include major headings such as the definition of nursing, history of nursing, types of nurses, and responsibilities of nurses. Also consider the following questions: Where do nurses practice? How are nurses educated? How does nursing use evidence? Why is it called an evidence based practice? Include any other ideas you have on your map. Keep one copy of your concept map for future revision. Submit your initial concept map in Passport for review. Be sure to title your file with “Initial Concept Map.” At the end of the week, you will be submitting a revised concept map that will include nursing process within the nursing profession.

If you are not familiar with concept maps, go to the “Concept Maps” webpage at the web address above.

☐ Case Study
Florence Nightingale was one of the most famous nurses in our history. She was a detective, a scientist, and a healer. She was followed by a myriad of other nurses who also embraced these professional ideals. As you progress through this section, pay attention to how nursing roles have evolved. Define how Florence Nightingale became the first nurse scientist and how her process has continued through nursing research.

☐ MyNursingLab Pretest and Plan of Study
Study chapter 1 (“Historical Nursing Practice”) in the Kozier text. Complete the MyNursingLab pretest and plan of study.
  • Go to MyNursingLab.
  • Enter the “Fundamentals of Nursing Course.”
• Complete the pretest.

Submit all required grading items in MyNursingLab.

☐ MyNursingLab
Complete the questions located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 1: Historical and Contemporary Nursing” > “Chapter 1: Study Resources.” Submit your answers to MyNursingLab for grading.

☐ Case Study
Why could Florence Nightingale be described as a detective, a scientist, and a healer? What have you read about other nursing leaders that might put them in one of these roles as well? Write a brief reflection on these thoughts and submit it in Passport. Discuss your findings and thoughts in the learning community.

☐ MyNursingLab Posttest and NCLEX Review
For chapter 1, access the MyNursingLab posttest and the Kozier companion website for NCLEX reviews.
1. Complete the tests for chapter 1 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

The Nursing Process and Nursing Models
The activities associated with this subject will introduce you to the basic concepts regarding the nursing process and nursing models. This groundwork is essential for your basic preparation as a nurse and will help provide more of an understanding of nursing in general.

☐ Concept Map
Add concepts of the nursing process to your “Nursing Profession” concept map. Identify parts of the nursing process (e.g., critical thinking, assessing, diagnosing, planning, implementing and evaluating, and documenting) and include everything you know now about each part. What role do you think critical thinking plays in the nursing process? Submit your initial concept to Passport for review. Be sure to title your file “Initial Concept Map.” You will be submitting a revised Final Concept map at the end of the week.

☐ Case Studies
For chapters 11–14, read each case study. The case studies can be accessed at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > (specific chapter) > “Critical Thinking Checkpoint.” You will return to each case study at the end of the section.

☐ IHI Course: Effective Teamwork as a Care Strategy
URL: http://www.ihi.org/IHI/Programs/AudioAndWebPrograms/

Go to the Institute for Health website located at the web address above. View and enroll in the web-based program called “Effective Teamwork as a Care Strategy: SBAR and Other Tools for Improving Communication Between Caregivers.”

☐ MyNursingLab
In MyNursingLab, access chapters 11–14 of Kozier’s Fundamentals of Nursing.
• Complete each pretest.
• For each chapter, open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.
• Submit all required grading items to MyNursingLab.

☐ MyNursingLab Case Studies
For chapters 11–14, complete the case study. It is located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > (specific chapter) > “Critical Thinking Checkpoint.” Submit it to MyNursingLab for grading.

☐ Virtual Clinical Excursions
Go to lesson 3 (“The Nursing Process”) in Virtual Clinical Excursions – General Hospital: Fundamentals. Complete the following:
• Written activity in exercise 1
• CD Rom activity in exercise 2
Submit all written work and results of simulations in Passport.

☐ MyNursingLab Posttest and NCLEX Review
For chapters 11–14, access MyNursingLab posttest and the Kozier companion website for NCLEX reviews.
1. Complete the tests for each chapter as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

☐ Final Concept Map—Nursing Profession and Nursing Process
Return to the study resources you completed. Consider what it means to write in a scholarly manner. Go to your learning community to see the threads on writing tips for assignments in this course. Look back at your prior ideas about the history of nursing. Submit your final “Nursing Profession” concept map and “Nursing Process” concept map to Passport for review. Consider the following questions:
• What have you learned?
• How have your ideas changed?
• How does understanding history affect who nurses are and how nurses practice?

Week 2
Communication, Safety, and Quality Care
The activities associated with this subject will introduce you to the basic concepts regarding achieving communication with patients and colleagues and providing safe and quality patient care. Such communication techniques will be presented to you for examination, and exercises will be provided to improve your skills. The topic of safety and quality care will also be presented as it forms the basis for competent nursing practice.

Background Information
Nurses require the skills to communicate therapeutically in order to provide quality and safe care to patients and families in community care, long-term care, and acute care settings. The importance of appropriate communication in the healthcare field cannot be underestimated as it can be paramount in the prevention of errors which can cause unnecessary patient harm. The nursing student needs to be socialized into a culture of safety from the earliest point of the educational experience. What do you think is meant by a culture of safety?
Competency 725.1.2: Therapeutic Communication, Safety, and Quality Care
The graduate involves the patient and family in decisions about care; recognizes need for communicating effectively; uses tools, including technology, to increase safety of patient care; acts to decrease risks of infection; acts with integrity, consistency, and respect for differing views; demonstrates effective use of strategies to reduce risk of harm to patients or self; and reports errors.

Therapeutic Communication
What is therapeutic communication? Can you tell the difference between constructive and destructive communication? Have you thought about it in your own life?

- Concept Map: Understanding Communication and Therapeutic Communication
  Make a concept map entitled "Communication.” Identify parts of nursing communication and how communication affects patient care, safety, and team relationships. What is the difference between therapeutic communication and communication in general? Use a Venn diagram to describe therapeutic communication. Do the following:
  - Construct a Venn diagram that depicts the therapeutic communication characteristics of a caring nurse and the characteristics of the therapeutic use of self.
  - Submit your initial concept to Passport for review. Be sure to title your file with “Initial Concept Map.” You will be submitting a revised concept map at the end of the week.

- Case Study Analysis About Therapeutic Communication

- MyNursingLab Assessment
  In the “Mental Health Nursing” section of MyNursingLab, go to chapter 1 (“The Therapeutic Relationship”) and chapter 7 (“Illness Management: Communication and Psychoeducation”).
  - Complete the pretests.
  - Open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.
  - Submit all required grading items as identified in MyNursingLab.

- Virtual Clinical Excursions: Communication
  Go to “Fundamentals Virtual Simulations” and complete the following activities in lesson 4 (“Communication”):
  - Written activity in exercise 1
  - CD Rom activity in exercise 2
  - CD Rom activity in exercise 3

  Submit activities in Passport upon completion.

- Application Activity
  Go to the chapter 7 critical thinking checkpoint by going to the following path: MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 7: Nursing Theory and Conceptual Frameworks” > “Critical Thinking Checkpoint.” Complete the activity and submit it to MyNursingLab for grading.
MyNursingLab Posttest and NCLEX Review
For chapter 7, access the MyNursingLab posttest and the Koziер companion website for NCLEX.
1. Complete the tests for chapter 7 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

Infection Control
This section deals with infection and infection control, a very important component of health and healthcare today. The spread of antibiotic resistant organisms and the potential for global pandemic pose a genuine challenge for healthcare professionals.

Reflection and Procedure Writing
Reflect on your current knowledge, and test your ability to write an accurate and clear procedure in Passport by doing the following:
• Consider why hand washing is important for nurses, patients, and others?
• Reflect on what you have learned about antibiotic resistant organisms that are prevalent in most hospital settings and hand-washing techniques. Return to the case study at “Safe Care Campaign” and review what you have learned.
• Write a short procedure for hand washing from what you know and believe now (prior to reviewing the content).
• Submit your work in Passport.

Learning Hand-Washing Guidelines
• Search the WGU library, the Internet, and the Center for Disease Control (CDC) website for hand-washing guidelines.
• Review the CDC’s hand-washing guidelines.
• Post in the learning community about the expectations of CDC for hand washing, as well as any knowledge that is new to you.

Preventing Nosocomial Infections
URL: http://www.safecarecampaign.org/

Nosocomial (hospital) infections are a serious, and sometimes fatal, threat to the health and well-being of clients as well as the staff caring for them. More people in the United States die from nosocomial infections than AIDS every year.

Review case studies about infections acquired in healthcare agencies, hospitals, and clinics. Access the “Safe Care Campaign” website at the URL listed above. Review the sections on resistant organisms such as MRSA, VRE, and C Difficile.

Safe, Quality Care
The provision of safe, quality care cannot be underestimated in the healthcare field. You must understand the concepts in order to provide effective nursing care.

Self-Reflection on Safe, Quality Care and Documentation and Error Reporting in Healthcare
Use your text and do a web search to find out what you can about the following topics. Identify key points on each topic, such as definitions and nursing practices that are considered minimum standards for each topic.
• How does effective communication ensure safe, quality care?
• What does the nurse need to know to provide safe, quality care?
• SBAR
• Patient identification
• Error reporting
• Infection control
• Documentation
• “Culture of Safety”

Submit a table that shows the definitions and nursing practices that are considered minimum standards for each topic in Passport as your initial review of concepts.

☐ **Web-Based Program From the Institute for Healthcare Improvement**

Complete the IHI web course “On Demand: Effective Teamwork as a Care Strategy—SBAR and Other Tools for Improving Communication Between Caregivers.”

☐ **Understanding Error Reporting Systems Through Graphic Development**

Read the following articles located at the URLs listed. Develop a graphic to show the problem presented in each article and what your responsibility as a nurse is in each situation.

• “Incidence of Adverse Events and Negligence in Hospitalized Patients”:

• “The Nature of Adverse Events in Hospitalized Patients”:

• “Implications for Prevention. ADE Prevention Study Group”:

• “Error Reporting and Disclosure”:

☐ **Infection Control**

Read the following articles available at the URLs listed. Discuss the articles with colleagues in the learning community:

• “Guidelines Outline Key Actions to Improve Infection Control”:
  [http://www.nursingtimes.net/nursing-practice-clinical-research/guidelines-outline-key-actions-to-improve-infection-control/1840891.article](http://www.nursingtimes.net/nursing-practice-clinical-research/guidelines-outline-key-actions-to-improve-infection-control/1840891.article)

• “Reduce Infection Deaths”:

☐ **Virtual Clinical Excursions: Documentation**

In the text *Virtual Clinical Excursions – General Hospital: Fundamentals*, read lesson 6 (“Documentation”). Complete the following activities:

• Written activity in exercise 1
• CD Rom activity in exercise 2
• CD Rom activity in exercise 3

Submit all written work and results of simulations in Passport.
Final Concept Map—Safety, Quality of Care, Error Reporting, and Infection Control

In this activity you will reflect and modify conceptions about safety, quality of care, error reporting, antibiotic resistance, and infection control.

- Review your original ideas about safety, quality of care, error reporting, antibiotic resistance, and infection control.
- Go to the learning community and discuss the concepts that you feel are most important to you with your peers.
- Add to your notes and concept maps on the topics.
- What new information have you learned about safety and quality of care? What is most important to you?
- Define a “culture of safety.”
- Reflect on what you have learned about antibiotic-resistant organisms that are prevalent in most hospital settings and hand washing techniques. Amend your concept map for this week to include the case study you completed at “Safe Care Campaign.”
- Write a short analysis of the cases for your concept map.
- Revise your concept map and submit it in Passport.

Week 3

Family Nursing Theory and Process

The activities associated with this subject will introduce you to the basic concepts regarding family nursing theory and process applied to nursing practice. The family is the basic unit of nursing care as nothing can happen to one family member without it affecting the others. Treating the family as a unit is a challenging, necessary, and most basic part of the holistic approach to nursing care.

Background Information

Families form most of our beliefs of health, wellness, and illness. By effective interaction and support of families, nurses can change and affect health for generations. In this section, you will obtain the information you need to help you accomplish this goal. Note that this chapter is not supported by MyNursingLab as the text is not a Prentice Hall text. Thus, we have guided step-by-step interaction and activities in the Family Nursing: Research, Theory, and Practice textbook. Carefully work through the vignettes and concepts presented to attain competence in family nursing theory and process.

Competency 725.1.3: Family Nursing Theory
The graduate applies family nursing theory to the care of family members across individual life spans; recognizes characteristics of healthy families versus families under stress; and identifies various family forms.

Competency 725.1.4: Family Nursing Process
The graduate utilizes the nursing process to interpret family assessment data; identifies family problems and makes appropriate nursing diagnoses based on data; recognizes barriers to intervention in planning and implementing family interventions; and uses evidence-based research and practice to provide appropriate, safe, quality care for families.

Family Nursing
Is the concept of family nursing new to you? See what you think after going through this section of the course.

Concept Map
Consider the following questions: What is family nursing? Why is it important to understand and care for the whole family when caring for an individual patient?
Make a concept map that shows characteristics of healthy and unhealthy families, family configurations, and how illness affects families. Submit your initial concept to Passport for review. Be sure to title your file with “Initial Concept Map.” You will be submitting a revised concept map at the end of the week.

☐ **Family Nursing Vignette Exercise**
Read chapter 2 in *Family Nursing: Research, Theory, and Practice*. Read the family vignette, “The Bowman Family” on page 56.

☐ **Family Nursing Theory: Graphic Making and Discussion**
There are nursing theories concerning family nursing and social science theories that affect the care of families. Studying theory will help you know about family development and environmental interaction that strengthens families and helps families learn concepts of health and wellness.
- Review chapter 3 in *Family Nursing: Research, Theory, and Practice* about different theories and models. (Chapters 4–6 provide more detail on different theories.)
- Make a graphic to show how the different theories are similar and different and how they influence nursing care of families.
- Read the family vignette “The Katz Family” on page 85.

☐ **Readings and Discussion**
In this activity, you will begin to see the family as the center of care for their immediate members and how the environment surrounding them affects their health and well-being.

Read pages 12–16 in *Family Nursing: Research, Theory, and Practice*. Discuss this reading in the learning community.

☐ **Readings on Family Nursing Process and Care Planning**
Read chapter 7 in *Family Nursing: Research, Theory, and Practice* in order to better understand family nursing. Consider the following question: How do you apply the nursing process to specifically assessing and developing a plan of care for a family?

☐ **Family Interview Activity**
Do the following in order to become familiar with family interviewing techniques:
- Locate several families to interview. You might want to practice on your own family.
- Use a tool in *Family Nursing: Research, Theory, and Practice* (pp.174–179) or in the Community Health Resource Workbook to collect data such as physical, psycho-social, environmental, communication, roles, values, beliefs, and spiritual beliefs and practices.
- Analyze the data you collected: What does the data tell you about each family and individual members? What other data would you want to collect? What other questions could you ask that would provide more information?
- Submit a family assessment in Passport for review.

☐ **Completing Family Surveys**
Read pages 17–28 in *Family Nursing: Research, Theory, and Practice*. Complete the survey on page 18 (Table 1-3).
- What are your attitudes about families on page 18?

Keep a copy of your survey so you can revisit your answers after you complete the study on family this week.
Understanding Types of Family Communication
Read chapter 10 in *Family Nursing: Research, Theory, and Practice* and the family vignette “The Stanley Family” on page 30 in the text. Create a file entitled “Family Nursing.” Label and record the answers to the questions on page 31. Keep the file and record the following case studies as you answer questions. Each set of answers should be labeled with the name of the family. Discuss relevant issues in the learning community.

Understanding Family Communication Patterns
Read the family vignette “The Simon Family” on page 289 of *Family Nursing: Research, Theory, and Practice*. Label and record the answers to the questions on pages 290–291. Discuss relevant issues in the learning community.

Understanding Types of Family Interactions and Roles
Read the family vignette “The Green Family” starting on page 346 in *Family Nursing: Research, Theory, and Practice*. Record the answers to the questions on pages 348–350. Go to the learning community and discuss the issues.

Understanding Family Stress, Coping, and Adaptation
Read the family vignette “The Nichols Family” starting on page 505 in *Family Nursing: Research, Theory, and Practice*. Record the answers to the questions on pages 508–510. Discuss any relevant issues in the learning community.

Understanding Family Values
Read the family vignette “The Gardiner Family” starting on page 374 in *Family Nursing: Research, Theory, and Practice*. Record the answers to the questions on pages 376–377. Discuss any relevant issues in the learning community.

Understanding Family Power Structures
Read chapter 11 and the family vignette “The Simpson Family” starting on page 314 in *Family Nursing: Research, Theory, and Practice*. Record the answers to the questions on pages 316–319. Submit the file “Family Nursing” in Passport. Discuss any relevant issues in the learning community.

Family Theory Discussions
Look back at your concept map about family theory. What have you learned? How have your ideas changed? How you envision your form of nursing practice that you define as family centered? Go to the learning community and discuss these things with your peers and faculty.

Family Nursing and Health Promotion/Assessment
Review the answers you gave for the following cases. What particular concepts were new to you? Complete the following case studies in order to explore your understanding of the concepts of health promotion for families.

Review and Case Study Analysis
The following activities are found in *Family Nursing: Research, Theory, and Practice* (answer key is in the appendixes).

Complete the following after reviewing the reading in chapter 2 (“Family Nursing: Focus, Evolution, and Goals”):
• Answer the three questions in the family vignette at the bottom of page 56 related to the Bowen family.
• Complete the other questions on pages 56–58 to check your understanding via the appendix.

Do the following after reviewing the reading in chapter 3 (“Theoretical Foundations of Family Nursing”):
• Answer the questions on pages 86 about the Katz family.

Do the following after reviewing the reading in chapter 1 (“Introduction to the Family”):
• Answer the questions 1–5 at the top of page 31 about the case of the Stanley family.
• Complete the other questions on pages 31–32 to check your knowledge.

Do the following after reviewing the reading in chapter 8 (“Family Identifying Data: Sociocultural Assessment and Intervention”):
• Answer the questions on page 290 about the Simon case.
• Complete the other questions on pages 290–292 to check your knowledge.

Do the following after reviewing the reading in chapter 11 (“Family Power and Decision Making”):
• Answer the questions on page 316 related to the Simpson family.
• Complete the other questions on page 316–319 to check your understanding.

Do the following after reviewing the reading in chapter 12 (“Family Role Structure”):
• Answer the questions on page 348 related to the Greene family.
• Complete the other questions on pages 348–350 to check your understanding.

Do the following after reviewing the reading in chapter 13 (“Family Values”):
• Answer the questions on page 376 related to the Gardiner family.
• Complete the other questions on pages 376–377 to check your understanding.

Do the following after reviewing the reading in chapter 17 (“Family Stress, Coping, and Adaptation”):
• Answer the questions on page 508 related to the Nichols family.
• Complete the other questions on pages 508–510 to check your understanding.

If you do not score at least 80% in any of the sections, go back and work on areas where you had difficulty.

☐ Reflection and Concept Mapping
Review your original ideas about family development and family nursing.
• Go to the learning community and discuss your answers with your peers.
• Add to your notes and concept maps.
• What new information have you learned about family development and family nursing?
• What theories have you identified that describe typical family development or family strategies of stress and coping?
• What do you know about a nurse’s legal responsibilities in assessing and reporting abuse?
• Revise your previous work.
• How have your original ideas about family and family nursing changed?

Submit a revised concept map in Passport.
Culturally Competent Care of the Family

The activities associated with this subject will introduce you to the basic concepts regarding culturally competent nursing care of the family. Culturally competent care is required of healthcare professionals dealing with a diversity unprecedented in former generations. The presence of a global economy and access to better transportation has made the whole world more culturally diverse. The topics in the following section provide an introduction to this subject as applied to family nursing.

Background Information

Nurses require the skills to become culturally competent in caring for patients and families. Cultural competence is an ongoing process of learning about oneself and the clients you care for. Cultural competence is not immediately attained but gradually learned over time and requires a person to reflect on personal beliefs and values as well as learn about the beliefs and values of others.

Competency 725.1.5: Culturally Competent Care of the Family

The graduate uses knowledge of cultural demographic patterns to plan culturally competent care; recognizes how cultural experiences affect health choices; integrates family characteristics of values, spirituality, and roles within the family structure into a plan of care; recognizes the influence of one’s own cultural affiliation, beliefs, and values on planning care for patients; and recognizes how to elicit family participation during patient teaching and determines the need for family support for the patient in healthcare decision-making.

Culturally Competent Care of Patients and Families

Do you consider yourself well versed in cultural diversity? How often have you been exposed to other cultures during your life? Have you had any negative experiences in dealing with foreign cultures? If so, how did you respond? Think about these questions as you go through the following activities.

☐ Cultural Competency Self Assessment

Reflect on your self-assessment of cultural competency to discover your own personal beliefs and values and how they will affect your ability to care for clients from other cultures.

- Read the article “Cultural Competence Health Practitioner Assessment (CCHPA)” at the following link: http://www11.georgetown.edu/research/gucchd/nccc/features/CCHPA.html
- Read the article about “Tools and Processes for Self-Assessment” at the following link: http://www11.georgetown.edu/research/gucchd/nccc/foundations/assessment.html
- Take the Self-Assessment of Cultural Competence located at the following link: http://www.acphd.org/AXBYCZ/Admin/Publications/ddc_self_assess_cultural_competence.doc

Save your work and submit it in Passport.

☐ Family Theory Discussions

How often have you been exposed to other cultures during your life? Have you had any negative experiences in dealing with foreign cultures? If so, how did you respond?

- Go to the learning community and discuss with your peers and faculty.

☐ Case Studies on Transcultural Nursing

Read the case studies at the bottom of each link to learn about different cultures.

- The Deaf Culture: http://www.culturediversity.org/deaf.htm
• The Hispanic American Community: http://www.culturediversity.org/hisp.htm
• Asian Community: http://www.culturediversity.org/asia.htm
• The Black-American Community: http://www.culturediversity.org/afro.htm

Understanding Culture, Health, and Illness
URL: http://ethnomed.org/cultures/somali/somali_medical_examiner.htm
http://ethnomed.org/ethnomed/clin_topics/asian_br_cancer.html
http://ethnomed.org/ethnomed/clin_topics/cambodian/ethno_fever.html#health

In this activity you will investigate other culture’s characteristics, belief, and values towards health, wellness, and illness.

Read the article “Somali—Medical Examiner Encounter” at the first web address listed above. Answer the following questions and submit your answer in Passport:
• How do the Somali people think of death?
• Who should first be told about a death in a Somali family?
• How are autopsies perceived?
• When is there likely to be conflict related to an autopsy?

Read the article “Breast Cancer in Asian Women” located at the second web address listed above. Answer the following questions and submit your answer in Passport.
• Why are Asian women at risk for late-stage disease?
• Why might their risk increase the longer they are in the United States?
• How is illness viewed in the Vietnamese culture?
• What are some cultural reasons that they do not seek medical care?
• What were the key points that healthcare providers should be aware of?

Read the results section and discussion of the article “Ethnographic Study Among Seattle Cambodians: Fever” located at the third web address listed above. Answer the following questions and submit your answers in Passport.
• How do their treatments of fever compare to typical treatment in the United States?
• What do the Cambodians expect from the physician?
• How does the biomedical concept of fever differ from their concept?

Understanding Alternative or Nontraditional Therapies and Making a Reference Guide
URL: https://profreg.medscape.com/viewarticle/47073

Go to your learning community and access the blog on how to sign up for Medscape articles and information. Once you have signed up, sign in at the link above and read the article “Complementary and Alternative Therapy Use by Older Adults in Three Ethnically-Diverse Populations.”
• What approach should the nurse take in dealing with patient beliefs concerning alternative or nontraditional therapies such as herbal therapies, folk medicine, treatment by folk healers, etc.?
• Make a quick reference guide for common alternative and folk therapies by different cultural groups.
• Discuss how you would assess an alternative therapy for your clients.
Reflection on the Cultural Awareness Assessment

URL:
http://www.acphd.org/AXBYCZ/Admin/Publications/ddc_self_assess_cultural_competence.doc

Reassess your previous model of knowledge on cultural assessment from the Self-Assessment of Cultural Competence. Write a brief summary that addresses the following questions and submit your responses in Passport:

• How have your ideas about cultural competence and awareness changed?
• How have the case studies challenged your initial ideas?
• How important do you think cultural awareness is in healthcare?
• How do you intend to be culturally aware?

Week 4
Health Perception and Health Management

The activities this week will introduce you to the basic concepts of health perception and health management throughout the lifespan of a client. The concepts of health perception and management may vary among individuals. This fact must be taken into consideration when providing nursing care to patients and families.

Background Information
Nurses require the skills to understand health perception and health management throughout the lifespan. Health management includes caring for those who are well and those who are sick; therefore, a thorough understanding of both self-perception and management are crucial to the practice of nursing all ages and all populations. Consider the following questions: Have you encountered disparity between how you perceived your own health and how you managed it? What were the consequences?

Competency 725.1.6: Health Perception/Health Management
The graduate recognizes positive and negative alterations in health status and how to assist patients to increase their movement toward optimal health; determines the impact of patient levels of development on health-promoting behavior; and assesses patient/family understanding of a therapeutic regime and patient’s desire to continue toward wellness.

Health Promotion and Health Management
Access your prior model about health promotion. Health promotion is a key concept to understand the journey to wellness, as it is the first step in affecting the health of a client or population. It is important to know about how people learn, form, and modify health promotion behaviors. Healthcare is taking care of one’s health as opposed to “sick” care. Teaching and supporting health and wellness care are primary responsibilities of nurses. Nurses act in both wellness and illness care. Where do you see different types of healthcare delivery systems? Do most nurses practice in only one or the other system? Prepare for reflection and diagramming.

MyNursingLab Case Studies
Read the case study located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 16 Health Promotion” > “Critical Thinking Checkpoint.” You will revisit this case study later in this section.

Reflection and Concept Mapping
How does an individual’s perception of health perception affect that person’s health status or if he or she will seek healthcare?
• Make a Venn diagram to explore your ideas in the “Critical Thinking Checkpoint” for this case study in chapter 16 (“Health Promotion”).
• Make a copy of this diagram for later revision.
• Submit your Venn diagram in Passport.

☐ MyNursingLab Activities
Access chapter 16 (“Health Promotion”) in MyNursingLab.
• Complete the pretest.
• Open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.

Submit all required grading items as identified in MyNursingLab.

☐ My Nursing Lab Posttest and NCLEX Review
For chapter 16, access the MyNursingLab posttest and the Kozier companion website for NCLEX. Do the following to complete this activity:
1. Complete the tests for chapter 16 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

☐ Reflection and Completion of MyNursingLab Case Study
Complete the case study activity located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 16: Health Promotion” > “Critical Thinking Checkpoint.” Submit it for grading in MyNursingLab.

☐ Health and Wellness Discussions
Consider the following questions:
• Where do you see different types of healthcare delivery systems? Do most nurses practice in only one or the other?
• What have you learned? How have your ideas changed? How do you look at health versus wellness versus illness care?

Go to the learning community and discuss your thoughts with your peers and faculty.

☐ Reflection, Case Study Completion, and Revision of Venn Diagram
Revise your Venn diagram for the case study in chapter 16 (“Health Promotion”). Submit it in Passport.

Health, Wellness and Illness
Is there a clear separation between health, wellness, and illness, or do these features of health exist on a continuum?

☐ MyNursingLab Case Study
Read the case study located at MyNursingLab > “Student View” > “Student Content” > “Student Study” > “Chapter Activities & Resources” > “Chapter 17: Health, Wellness, and Illness” > “Critical Thinking Checkpoint.” You will visit this case study later in this section.

☐ My Nursing Lab Activities
Access chapter 17 (“Health, Wellness, and Illness”) in MyNursingLab
• Complete the pretest in chapter 17.
• Open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.

Submit all required grading items in MyNursingLab.

☐ Posttest and NCLEX Exam Review
For chapter 17, access the MyNursingLab posttest and the Kozier companion website for NCLEX reviews for chapter 17.
1. Complete the tests for chapter 17 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

☐ Reflection, Case Study Completion, and Revision of Venn Diagram
Complete the critical thinking case study located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 3: Nursing Theory and Conceptual Frameworks” > “Critical Thinking Checkpoint.” Submit your work to MyNursingLab for grading.

Week 5
Medical Terminology, Symbols, and Abbreviations
The activities associated with this subject will introduce you to the basic concepts of medical terminology, symbols, and abbreviations used in healthcare. Medical terminology and abbreviations may seem foreign to you at first as many of them are derived from Latin. This system has been used for many years and is traditional in the field of healthcare. It may seem difficult to grasp at first, but you will learn it as every nurse before you has.

Background Information
Nurses require the knowledge of medical terminology, symbols, and abbreviations to work effectively in healthcare settings. Consistency in the use of terminology, symbols, and abbreviations can prevent errors in the workplace, which is a topic in the forefront of healthcare today. Hospitals and other healthcare institutions have done thorough reviews of their abbreviation systems and have even modified or prohibited a few that have caused patient harm in the past. It is important to note that in this course and every nursing course hereafter you will have exercises in terminology specific to that course. This week will focus on learning how to break apart words for their root definition as well as reviewing the basic symbols used in nursing and healthcare.

This week’s work uses the text Medical Terminology Demystified by Layman. You have the whole week set aside to work through all the chapters in this text. The text is a self-teaching guide. One week is ample time for you to be working through all the chapters. You can also work on these chapters at any time.

Competency 725.1.7: Medical Terminology, Symbols, and Abbreviations
The graduate uses appropriate medical terminology, symbols, or abbreviations in communicating medication information verbally, technologically, and in writing.

Medical Terminology, Symbols, and Abbreviations
The student learns medical terminology and appropriate application of terminology. This information is vital to your success, and you are responsible for having a correct understanding of medical terminology, symbols, and abbreviation when you attend clinical.
Assess Current Knowledge
Read chapter 1 in Medical Terminology Demystified. Do the following assignments before proceeding:
1. Complete the quiz at the end of chapter 1.
2. Take the final quiz (p. 392) to assess your current level of knowledge about terminology. Do not go to the answer sheet or you will not know your current level of competence. This assessment will provide you your own learning guide for the reading assignment to follow.
3. How did you do? Return to the reading until you are assured that you understand word roots as this skill is required in all future courses.

Reading Assignment
After reviewing your final quiz, review any chapters in Medical Terminology Demystified you feel you still need help with according to how well you did in the final exam. Take quizzes at the end of all the chapters to test your learning.

Learning Community Discussion
Go to your learning community and post ideas on how to learn terminology. Share your tricks or tips with others to help them learn terminology.

Week 6
Introduction to Bioethics
The activities associated with this subject will introduce you to the basic concepts of bioethics for application to nursing clinical practice. Bioethics is a large field and covers a multitude of areas that nurses must be familiar with in order to practice in a professional manner and to protect patients from harm.

Background Information
Advances in technology bring issues of ethical concern into all areas of our lives. All healthcare providers are confronted with ethical and moral dilemmas in their practice. Nurses will face patients and families having to make difficult decisions related to treatment, care, and end-of-life decisions. Our ethical perspectives are influenced by our religious beliefs, our values, our experiences, and our culture.

Competency 725.1.8: Introduction to Bioethics
The graduate applies the basic ethical theories in bioethics and engages in basic analysis of key bioethics issues surrounding the beginning of life, the end of life, procreative decisions, and informed consent; and applies ethical principles to selected bioethical case studies; recognizes the difference between ethical and clinical dilemmas and between ethical and legal issues.

Ethics and Bioethics
In this section you will explore the concepts and values related to ethics and bioethics.

Concept Map
Create a concept map of ethics and bioethics. Consider the following questions as you make it: What do you know about ethics? What is the difference between ethics and bioethics? How do your values play into your decisions about healthcare? Be prepared to discuss this topic in the learning community.
Case Study
Read the case study located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 5: Values, Ethics, and Advocacy” > “Critical Thinking Checkpoint.” You will revisit this reading later.

MyNursingLab
Access chapter 5 (“Study Plan Values, Ethics, and Advocacy”) in MyNursingLab.
• Complete the pretest
• Open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.

Submit all required grading items as identified in MyNursingLab.

Values Clarification
Complete the “Values Clarification Activity” on page 83 in the Kozier text. Write a brief reflection of your values. Submit your reflection in Passport.

Bioethics Issues
Conduct an Internet search on bioethics. Find an issue that interests you and be prepared to discuss it in the learning community.

Code of Ethics
Review an International Code of Ethics, the ANA code of ethics, and the NLN student conduct code in your textbook. Be prepared to discuss in your learning community.

Case Study
Complete the case study located at MyNursingLab > “Student View” > “Student Content” > “Student Study Plans” > “Chapter Activities & Resources” > “Chapter 05” > “Values, Ethics, and Advocacy” > “Critical Thinking Checkpoint.” Submit your work in MyNursingLab for grading.

MyNursingLab Posttest and NCLEX Review
For chapter 5, access MyNursingLab posttest and the Kozier companion website for NCLEX.
1. Complete the tests for chapter 5 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

Revising Concept Map
Reflect on and make modifications to your concept map on ethical principles, nursing ethics, values, and bioethics. You do not have to submit this concept map in Passport.

Nursing Regulation
In this section you will explore the reasons for professional regulation and form a conclusion about it at the end of the section.

Reflection Exercise and Discussion
Describe your current knowledge and understanding of nursing regulation. List the reasons and rationale for why there should or should not be regulations on nursing practice.
Go to your learning community and discuss your ideas in the appropriate discussion thread.

☐ MyNursingLab
Access chapter 4 ("Study Plan - Legal Aspects of Nursing") in MyNursingLab.
• Complete the pretest
• Open your “Personalized Plan of Study,” “Audio Glossary,” and “Test Your Terminology” as directed in Week 1.

Submit all required grading items as identified in MyNursingLab.

☐ Review of State Regulations
Learn how to access your state nursing practice regulatory agency.
• Investigate your state regulations on nursing practice.
• Download the state regulations.

Submit a copy of your state regulations in Passport.

Note: California students—You MUST be aware of the Standards of Competent Performance: California Code of Regulations Title 16 Section 1443.5.
• Download the regulations on the California Board of Registered Nursing (BRN) site.
• Make a table to document each section as you move through the program to ensure that you are developing and demonstrating the competencies in each section. To learn about each section, review the CA BRN site for instructions.
• Save this table on your computer and upload it to your professional portfolio in Passport.

☐ MyNursingLab Posttest and NCLEX Review
For chapter 4, access MyNursingLab posttest and the Kosier companion website for NCLEX review
1. Complete the tests for chapter 4 as directed in Week 1.
2. If you do not achieve 80% on the test, review the course content and retake it.

☐ Reflection on Nursing Regulation
Revise your list of reasons and rationale for nursing regulation. Be prepared to discuss your list in the learning community.

Conclusion
Congratulations! You have completed your first nursing course. This course was very comprehensive and provided the foundation for your future nursing career. It took a great deal of effort, so be proud of yourself! You are on your way to becoming a nurse!

Review of Major Points
Some of the major points in this course of study address the basic concepts needed to become a nurse including nursing theories and models, therapeutic communication, bioethics, health, wellness, and cultural competency. All of these are essential to the beginning practice of nursing. You also began to learn the skills that will be at the core of your therapeutic interactions with patients. Mastery of any nursing skill is a continuum from novice to expert. Always ask your mentors for direction if you are having difficulties. Use faculty to help you know where you are on this continuum.
Transfer and Application
The concepts you have learned and the exercises you have performed are the crucial foundations for the practice of nursing. You will begin to apply them in your next course of study in your clinical and simulation experiences. In the beginning, the study of nursing covers the basics that you will need to become competent in to pass assessments, but they are to be taken seriously. Use what you have learned as building blocks for a great career.

Next Steps: Assessment
Complete the CUT1 performance assessments in TaskStream. Access your TaskStream account that was established during EWB with the help of your mentor. Your mentor will refer you for this performance assessment in TaskStream following your AAV call. CAT1 will be listed under “My Programs” in TaskStream.

☐ Assessment
Complete performance task assessments in TaskStream.

Feedback
If you wish to provide feedback on this course of study, please contact Joan Moon at jmoon@wgu.edu.