Alabama
Department of
Postsecondary Education
Representing the Alabama Community College System

NUR 102

Fundamentals of Nursing

Plan Of Instruction

Effective Date: <u>2008</u>   **Version Number: <u>2008-1</u>**

COURSE DESCRIPTION

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

CREDIT HOURS

Theory   3 credit hours
Lab   2 credit hours
Clinical   1 credit hour
Total   6 credit hours
Total contact hours - 12
NOTE: *Theory credit hours are a 1:1 contact to credit ratio. Lab credit is 3:1. Clinical credit is 3:1.*

PREREQUISITE COURSES
- BIO 103 – Principles of Biology I (or satisfactory performance on the Alabama College System approved placement exam) NOTE**:** Only required if student is taking BIO 201 and 202 sequences.

CO-REQUISITE COURSES
- NUR 103 – Health Assessment
- NUR 104 – Introduction to Pharmacology
- BIO 201 – Human Anatomy and Physiology I or NUR 101 – Body Structure and Function
- Math requirement

SUMMARY OF CHANGES:
- **9/5/08**
  - **Module C**
    - o **Added** Assisting with ambulation and Assistive devices to Module C clinical/lab skills.
    - o Changed "gastric feedings" to "gastric intubations" in clinical lab skills.
  - **Module J**
    - o Removed administration of other meds through tubes and associated learning objectives.
    - o Removed medications through nasogastric tubes from objective and added enteral and parenteral feeding and added learning objectives.
    - o Realigned KSA indicators to match changes to learning objectives.

INSTRUCTIONAL GOALS
- **Cognitive** - comprehend knowledge of nursing fundamentals and the nursing process.
- **Performance** - apply knowledge of nursing fundamentals and the nursing process in a simulated and clinical environment.

PROFESSIONAL COMPETENCIES/OBJECTIVES
Unless otherwise indicated, evaluation of student's attainment of cognitive and performance objectives is based on knowledge and skills gained from this course. Competencies specified for each module may be set by certification agencies, national and state codes, health care facility policies, locally developed lab/clinical assignments, or any combination. Students are expected to utilize relevant technology for client care and documentation.

PROFESSIONAL COMPETENCIES
- Promote safe and secure environment.
- Assist clients with activities of daily living.
- Assess vital signs.
- Use therapeutic communication skills.
- Demonstrate professional behaviors.
- Provide needs-based care according to Maslow's Hierarchy.
- Utilize the nursing process and critical thinking skills.
- Manage comfort, pain, sleep, and rest.
- Provide for nutrition/fluid balance.
- Administer medication through tubes.
- Maintain oxygenation.
- Promote, maintain, and restore elimination.
- Explain issues associated with the aging process.

MODULE A – SAFETY

PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA Indicators
A1.0 Promote safe and secure environment.	A1.1 Provide environmental safety and security.	1b
	A1.2 Demonstrate aseptic techniques.	1b
	A1.3 Demonstrate reporting procedures and techniques for safety and security.	1b

LEARNING OBJECTIVES

A1.1.1	Identify safety risk factors.	A
A1.1.2	Explain body mechanics risk factors.	B
A1.1.3	Explain positioning, transfer, and ambulation.	b
A1.1.4	Define environmental hazards.	A
A1.1.5	Identify safety restraints.	A
A1.1.6	Explain guidelines and risk factors for using safety restraints.	B
A1.1.7	Explain the process of using safety restraints.	b
A1.1.8	Identify the hazards of immobility.	A
A1.1.9	Identify the nurse's role in disaster management.	b
A1.1.10	Identify issues related to risk management.	A
A1.1.11	Explain the importance of risk management.	B
A1.2.1	Identify types of asepsis.	A
A1.2.2	Explain medical and surgical aseptic procedures including isolation.	b
A1.2.3	Explain the chain of infection.	B
A1.2.4	Explain the infectious process.	B
A1.2.5	Explain the consequences of infection.	B
A1.2.6	Explain the inflammatory process.	B
A1.2.7	Identify diagnostic values related to inflammation and infection.	B
A1.2.8	Identify OSHA guidelines for healthcare providers, including isolation.	A
A1.2.9	Identify standard precautions.	A
A1.3.1	Identify measures that ensure a secure environment.	B
A1.3.2	Define documentation processes for safety and security.	A
A1.3.3	Explain the process of reporting breaches in safety and security.	b

CLINICAL/LAB SKILLS

- Safety and security measures
- Medical/Surgical asepsis (i.e. hand washing, dressing, sterile field, etc.)
- Lab values
- Restraints
- Body mechanics
- Range of motion
- Positioning, transfer and ambulation
- Assistive devices
- Personal protective equipment
- Safety documentation and reporting procedures
- Isolation techniques

MODULE A OUTLINE
- Risk factors
- Body mechanics
- Mobility
    - Assistive devices
- Environmental hazards
    - Fire
    - Electrical
    - Mechanical
    - Chemical
- Medical and surgical asepsis
- Lab values
- Safety devices (restraints)
    - Guidelines
    - Risk factors
    - Procedures
- Disaster management
- Risk management issues

MODULE B – INTEGUMENTARY SYSTEM ALTERATIONS		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicators**
B1.0 Provide care for clients with selected integumentary system alterations.	Given clinical situations: B1.1 Assess a client for selected integumentary system alterations.	2b
	B1.2 Develop a nursing care plan to provide care for a client with selected integumentary system alterations.	2b
	B1.3 Implement a nursing care plan to provide care for a client with selected integumentary system alterations.	2b
	B1.4 Evaluate the effectiveness of interventions for a client with integumentary system alterations.	2b
LEARNING OBJECTIVES		
B1.1.1 Explain the anatomy and physiology of integumentary system.		B
B1.1.2 Define terms associated with integumentary system alterations.		A
B1.1.3 Identify causes of integumentary system alterations.		B
B1.1.4 Describe diagnostic tests for selected integumentary system alterations.		B
B1.1.5 Describe selected integumentary system alterations.		B
B1.1.6 Interpret clinical manifestations to determine necessary care for selected integumentary system alterations.		C
B1.2.1 Describe the pharmacological agents for selected integumentary system alterations.		C
B1.2.2 Describe nutritional considerations for treating selected integumentary system alterations.		C
B1.2.3 Identify treatment modalities for selected integumentary system alterations.		C
B1.3.1 Describe the process for implementing a nursing care plan to treat selected integumentary system alterations.		c
B1.4.1 Identify expected outcomes of treatment modalities for selected integumentary system alterations.		C
B1.4.2 Use critical thinking to prioritize management of care.		D
CLINICAL/LAB SKILLS		
• Use of relevant technology for client care and documentation		
• Therapeutic baths		
• Hot and cold applications		
• Wet to dry dressings		
• Skin assessment		
• Wound assessment		
• Topical medications		
• Decubitus care		

MODULE B OUTLINE
- Terminology and A& P review
- Diagnostic tests
- Alterations
    - Pressure ulcers (Decubitus)
    - Inflammatory
    - Infectious
    - Skin cancers
- Nursing process
- Pharmacological agents
- Dermatological treatment
- Nutritional considerations

MODULE C – ACTIVITIES OF DAILY LIVING		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
C1.0 Assist clients with activities of daily living.	C1.1 Given scenarios and various clinical settings demonstrate assisting clients with activities of daily living.	2b
LEARNING OBJECTIVES		
C1.1.1 Describe typical activities of daily living.		B
C1.1.2 Explain the process of providing hygiene.		b
C1.1.3 Identify special equipment for activities of daily living.		a
C1.1.4 Explain how to assist with toileting needs.		b
C1.1.5 Identify equipment and techniques to assist with mobility.		a
C1.1.6 Identify measures to maintain skin integrity.		a
C1.1.7 Describe measures that promote a therapeutic environment.		a
CLINICAL/LAB SKILLS		
• Bathing • Bed making • Hygienic care • Toileting • Assisting with ambulation • Assistive devices		
MODULE C OUTLINE		
• Hygiene • Toileting • Mobility • Skin Integrity • Therapeutic environment		

MODULE D – VITAL SIGNS		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
D1.0 Assess vital signs.	Given scenarios and various clinical settings:	
	D1.1 Assess vital signs.	2b
	D1.2 Document vital signs.	2b
LEARNING OBJECTIVES		
D1.1.1 Define terminology related to assessing vital signs.		A
D1.1.2 Identify equipment used for measuring temperature.		a
D1.1.3 Explain the process for assessing temperature.		b
D1.1.4 Identify equipment used for measuring pulse (central and peripheral).		a
D1.1.5 Explain the process for measuring pulse (central and peripheral).		b
D1.1.6 Identify equipment used for measuring respiration.		a
D1.1.7 Explain the process for measuring respiration.		b
D1.1.8 Identify equipment used for measuring blood pressure.		a
D1.1.9 Explain the process of measuring blood pressure.		b
D1.1.10 Identify assessment tools for measuring pain.		a
D1.1.11 Explain the process of measuring pain.		b
D1.1.12 Recognize abnormal findings.		B
D1.1.13 Explain the relationship between vital sign measures.		C
D1.2.1 Describe considerations for documenting vital signs.		c
CLINICAL/LAB SKILLS		
- Terminology - Temperature - Pulse - Respiration - Blood pressure - Pain assessment - Equipment - Documentation and reporting		
MODULE D OUTLINE		
- Temperature - Pulse (central and peripheral) - Respiration - Blood Pressure - Pain		

MODULE E – THERAPEUTIC COMMUNICATION SKILLS		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
E1.0 Use therapeutic communication skills.	Given scenarios and various clinical settings:	
	E1.1 Establish a therapeutic nurse-client/family relationship.	2b
	E1.2 Demonstrate effective communication skills.	2b
	E1.3 Document and report client information.	2b
	E1.4 Demonstrate professional communication among members of the healthcare team.	2b
LEARNING OBJECTIVES		
E1.1.1 Explain confidentiality.		B
E1.1.2 Define the nurse-client/family relationship.		A
E1.1.3 Explain the process of establishing and maintaining an effective nurse-client/family relationship.		b
E1.2.1 Define communication.		A
E1.2.2 Define therapeutic and non-therapeutic communication.		A
E1.2.3 Differentiate between therapeutic and non-therapeutic communication.		B
E1.2.4 Identify barriers to effective communication.		A
E1.2.5 Explain how to overcome barriers to effective communication.		B
E1.2.6 Identify basic concepts related to teaching and learning activities.		c
E1.2.7 Describe considerations for performing teaching and learning activities.		C
E1.3.1 Identify information to record.		B
E1.3.2 Describe types and categories of documentation consistent with organizational policy.		B
E1.3.3 Explain the process of reporting and documenting client information.		b
E1.4.1 Identify strategies to promote professional communication among healthcare team members.		B
CLINICAL/LAB SKILLS		
• Interaction analysis with client/family • Documentation in medical records • Confidentiality • Provide and receive client reports • Professional communication with healthcare team		
MODULE E OUTLINE		
• Establishing therapeutic nurse-client/family relationship • Communication process • Therapeutic/Non-Therapeutic communication • Barriers to effective communication • Documentation/reporting • Communication among healthcare team members		

MODULE F – PROFESSIONAL BEHAVIOR		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
F1.0 Demonstrate professional behaviors.	F1.1 Given scenarios and various clinical settings, demonstrate professional behaviors associated with nursing.	2b
LEARNING OBJECTIVES		
F1.1.1 Describe nursing from a historical perspective.		B
F1.1.2 Identify the educational career paths available to nurses.		A
F1.1.3 Describe competencies associated with each level of nursing.		B
F1.1.4 Define the roles of the nurse as a provider of care, manager of care, and member of the discipline of nursing.		A
F1.1.5 Identify the professional behaviors expected of nurses.		A
F1.1.6 Identify caring behaviors associated with nursing.		A
F1.1.7 Differentiate the scope of practice for LPNs and RNs as related to teaching and learning activities for the client, family, and community.		C
F1.1.8 Explain the importance of adhering to standards of nursing practice.		B
F1.1.9 Explain legal and ethical issues related to nursing.		B
F1.1.10 Explain the importance of adhering to nursing program and healthcare facility policies and procedures.		B
F1.1.11 Describe the consequences of substance abuse by healthcare providers.		B
F1.1.12 Describe the nurse's responsibilities in maintaining an environment free of substance abuse.		B
F1.1.13 State the roles of regulatory agencies, accrediting bodies and professional organizations related to nursing.		A
CLINICAL/LAB SKILLS		
• Standards of care • Confidentiality • Work ethic • Dress and appearance • Adherence to program/agency policies and procedures		

MODULE F OUTLINE
- History of nursing
- Nursing educational career paths
- Competencies of the nurse
  - Professional behaviors
  - Communication
  - Caring interventions
  - Teaching and learning
- Standards of nursing practice
- Legal/Ethical
  - Legal terms and issues
  - Ethical terms and issues
  - Regulatory agencies
    o Alabama Board of Nursing
      ▪ Nurse Practice Act
    o Alabama State Board of Education
    o Alabama Department of Public Health
  - Accrediting bodies
  - Professional organizations

MODULE G – PROVIDING NEEDS-BASED CARE		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
G1.0 Provide needs-based care according to Maslow's Hierarchy of Needs.	G1.1 Given scenarios and various clinical settings, provide needs-based care for client/family.	1b
LEARNING OBJECTIVES		
G1.1.1 Define Maslow's Hierarchy of Needs.		A
G1.1.2 Describe needs throughout the lifespan.		B
G1.1.3 Explain the impact culture and ethnicity can have on care during the lifespan.		B
G1.1.4 Explain how spirituality can impact care during the lifespan.		B
G1.1.5 Explain how sexuality can impact care during the lifespan.		B
G1.1.6 Explain how anxiety, stress, and adaptation affect homeostasis throughout the lifespan.		B
G1.1.7 Describe the effect of grief and loss throughout the lifespan.		B
G1.1.8 Describe considerations for recording client care.		c
CLINICAL/LAB SKILLS		
• Prioritize nursing care • Individualize care based on client's needs • Postmortem care • Documentation and recording		
MODULE G OUTLINE		
• Maslow's Hierarchy of Needs • Client/family lifespan • Impact of culture, ethnicity, spirituality, and sexuality • Effects of anxiety, stress and adaptation on homeostasis • The impact of grief and loss • Recording client care		

MODULE H – NURSING PROCESS AND CRITICAL THINKING		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
H1.0 Utilize the nursing process and critical thinking skills.	Given scenarios and various clinical settings: H1.1 Apply the nursing process. H1.2 Demonstrate critical thinking while providing nursing care.	 1b 1b
LEARNING OBJECTIVES		
H1.1.1 Define the nursing process.		A
H1.1.2 Identify the steps of the nursing process.		A
H1.1.3 Identify data required for assessment and documentation.		A
H1.1.4 Explain the process for gathering assessment data.		b
H1.1.5 Explain the process for developing a nursing diagnosis using North American Nursing Diagnosis Association (NANDA).		B
H1.1.6 Review data to develop an acceptable NANDA nursing diagnosis.		B
H1.1.7 Define the process for identifying goals.		a
H1.1.8 Define a measurable goal.		B
H1.1.9 Identify nursing interventions related to goal attainment.		A
H1.1.10 Explain considerations for evaluating goal attainment.		B
H1.2.1 Define the critical thinking process.		A
H1.2.2 Use the critical thinking process to make decisions.		D
CLINICAL/LAB SKILLS		
• Develop nursing care plans		
• Document and record		
MODULE H OUTLINE		

• Nursing process
  − Assessments
  − Planning
  − Nursing diagnosis
  − Implementation
  − Evaluation
• Critical thinking and decision making		

MODULE I – COMFORT, PAIN, SLEEP, AND REST MANAGEMENT		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicator**
I1.0 Manage comfort, pain, sleep, and rest. **(A/2b)**	I1.1 Given scenarios and various clinical settings provide comfort measures for pain management, sleep and rest promotion.	2b
	I1.2 Apply the nursing process to manage comfort, pain, sleep, and rest.	2b
LEARNING OBJECTIVES		
I1.1.1 Define terms associated with comfort, pain, sleep, and rest.		A
I1.1.2 Explain techniques to promote comfort.		b
I1.1.3 Explain techniques to manage pain.		b
I1.1.4 Explain the process of promoting sleep.		b
I1.1.5 Explain the process of promoting rest.		b
I1.2.1 Explain the application of the nursing process in managing comfort, pain, sleep, and rest.		b
CLINICAL/LAB SKILLS		
• Hot and cold applications • Relaxation techniques • Manage environmental factors • Time management and organizational skills • Nursing process • Document and record		
MODULE I OUTLINE		
• Comfort measures • Pain management • Sleep promotion • Rest promotion		

MODULE J – NUTRITION/FLUID BALANCE		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicators**
J1.0 Provide nutrition/fluid balance.	Given scenarios and various clinical settings:	
	J1.1 Apply the nursing process to providing nutrition/fluid balance across the lifespan.	1b
	J1.2 Demonstrate various methods for enteral and parenteral feeding.	1b
LEARNING OBJECTIVES		
J1.1.1 Identify nutrition and fluid intake and output requirements across the lifespan.		A
J1.1.2 Describe nutrition and fluid balance.		A
J1.1.3 Differentiate between the value of various types of nutrients.		B
J1.1.4 Explain roles of nutrients in the body.		B
J1.1.5 Identify diagnostic values related to nutrition and fluid balance.		B
J1.1.6 Identify food sources for nutrients.		B
J1.1.7 Explain types of therapeutic diets.		B
J1.1.8 Explain the relationship of prescribed diet to nutritional/fluid balance.		B
J1.1.9 Identify equipment for measuring nutrition and fluid intake and output.		a
J1.1.10 Calculate nutritional/fluid intake and output.		C
J1.1.11 Explain the process of monitoring client nutritional intake and output.		b
J1.1.12 Explain documentation requirements for nutrition and fluid intake and output.		B
J1.2.1 Define enteral feedings.		A
J1.2.2 Identify equipment used for enteral feedings.		a
J1.2.3 Explain the procedure for initiating enteral feedings.		b
J1.2.4 Explain the procedure for inserting a nasogastric tube.		b
J1.2.5 Define parenteral therapy.		A
J1.2.6 Describe equipment requirements for parenteral therapy.		b
J1.2.7 Describe the types, purposes, operations of various GI tubes.		c

CLINICAL/LAB SKILLS
- Intake and output
- Gastric feeding
- Insertion of nasogastric tubes
- Enteral and parenteral feeding
- Therapeutic diets
- Blood glucose monitoring
- Lab values
- Feedings
- Gavage
- Lavage
- Nursing process
- Document and record

MODULE J OUTLINE
- Intake and output
- Therapeutic diets
    - Feeding the client
- Enteral nutrition
- Nutrients
- Lab values
- Parenteral therapy

MODULE K – MAINTAINING OXYGENATION		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicators**
K1.0 Maintain oxygenation.	Given scenarios and various clinical settings:	
	K1.1 Maintain airway.	1b
	K1.2 Demonstrate emergency techniques.	1b
	K1.3 Apply the nursing process to maintaining oxygenation.	1b
LEARNING OBJECTIVES		
K1.1.1 Define terms associated with oxygenation.		A
K1.1.2 Explain the physiology of oxygenation.		B
K1.1.3 Explain the process of oxygen administration.		b
K1.1.4 Explain the process of nasopharyngeal suctioning.		b
K1.1.5 Explain the process for specimen collection.		b
K1.1.6 Identify diagnostic values related to oxygenation.		B
K1.1.7 Explain pulse oximetry.		B
K1.1.8 Explain the process of connecting a pulse oximeter.		b
K1.2.1 Identify emergency techniques for restoring oxygenation.		A
K1.2.2 Explain the process of using various emergency techniques for restoring oxygenation.		b
K1.3 1 Explain the process of applying the nursing process to maintaining oxygenation.		b
CLINICAL/LAB SKILLS		
• Oxygen administration • Pulse oximetry • Nasopharyngeal suctioning techniques • Specimen collection • Lab values • Cardiopulmonary Resuscitation (CPR) • Nursing process • Document and record		
MODULE K OUTLINE		
• Oxygen administration • Nasopharyngeal suctioning • Oxygen maintenance • Lab values • Pulse oximetry • Emergency procedures		

MODULE L – ELIMINATION

PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA Indicators
L1.0 Promote, maintain, and restore elimination.	Given scenarios and various clinical settings:	
	L1.1 Provide interventions to promote, maintain, and restore bowel/bladder elimination.	1b
	L1.2 Apply the nursing process to promote, maintain, and restore elimination	1b
	L1.3 Document and report interventions.	1b

LEARNING OBJECTIVES	
L11.1.1 Define terms associated with elimination.	A
L1.1.2 Identify procedures for assisting with bowel/bladder elimination.	b
L1.1.3 Identify equipment used for different types of catheterization.	a
L1.1.4 Explain the procedures for different types of catheterization.	b
L1.1.5 Identify types of bladder irrigation.	A
L1.1.6 Identify equipment used for bladder irrigation.	a
L1.1.7 Explain the procedures for bladder irrigation.	b
L1.1.8 Identify types of specimen collection.	A
L1.1.9 Identify equipment used for specimen collection.	a
L1.1.10 Identify techniques for specimen collection.	b
L1.1.11 Identify types of enemas.	A
L1.1.12 Identify equipment used for different types of enemas.	a
L1.1.13 Explain the procedures of performing an enema.	b
L1.1.14 Explain procedures for removing fecal impactions.	b
L1.1.15 Identify the types of ostomies.	A
L1.1.16 Identify equipment used for different types of ostomy care.	a
L1.1.17 Explain the procedures for types of ostomy care.	b
L1.2.1 Explain the process of applying the nursing process to promote, maintain, and restore elimination.	b
L1.3.1 Explain the process of documenting and reporting interventions related to bowel/bladder eliminations.	b

CLINICAL/LAB SKILLS

- Catheterizations
- Catheter care
- Care of urinary diversions
- Bladder irrigations
- Specimen collections
- Lab values
- Ostomy care
- Enemas
- Fecal impaction removal
- Nursing process
- Documenting and reporting

MODULE L OUTLINE
- Bowel/bladder elimination procedures
- Catheterization
  - Bladder irrigation
- Urinary diversions
- Ostomy care
- Enema
- Specimen collection
- Lab values

MODULE M – AGING PROCESS		
PROFESSIONAL COMPETENCIES	**PERFORMANCE OBJECTIVES**	**KSA Indicators**
M1.0 Explain issues associated with the aging process.	M1.1 This module is measured cognitively.	c
LEARNING OBJECTIVES		
M1.1.1 Define terms associated with the older adult		A
M1.1.2 Explain biological, sociological and psychological theories of aging.		B
M1.1.3 Explain the most common psychosocial changes faced by older adults in various cultures.		B
M1.1.4 Explain current social problems/issues concerning the older adult.		B
M1.1.5 Describe the most common methods of financing health care for the older adult population in the country.		c
M1.1.6 Describe the most common changes in physical appearance, body system alterations and the nursing implications.		B
M1.1.7 Explain ways in which the older adult can promote and maintain good health.		B
CLINICAL/LAB SKILLS		
• None		
MODULE M OUTLINE		

MODULE M OUTLINE

- Vocabulary
  - Gerontology
  - Geriatrics
  - Osteoporosis
  - Presbycusis
  - Cataracts
  - Osteomalacia
- Theories
- Psychosocial Changes
  - Developmental tasks of the Older Adult
    - o Changes in routines
    - o Changes in housing
    - o Fixed Income"
    - o Family and Social relationships
  - Personality changes seen with the older adult
- Current social problems/issues of the elderly as reported in the media
- Health Care – Who is paying?
- Physiological changes and Related Needs
  - Altered Senses – taste, hearing, sight, touch and smell
  - Appearance – Skin, hair, nails, gait
  - Body System alterations – Body Temperature, Respiration, Circulation, Digestion, Elimination, Nervous system, Sexual changes
- Health Maintenance
  - Accident prevention
  - Adequate nutrition
  - Adequate rest and exercise
  - Independence and self-esteem

Learning Objectives Table of specifications

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

	Facts/ Nomenclature A/a	Principles/ Procedures B/b	Analysis/ Operating Principles C/c	Evaluation/ Complete Theory D/d
Module A	9%	14%	-	-
Module B	8%	33%	51%	8%
Module C	57%	43%	-	-
Module D	44%	44%	12%	-
Module E	29%	57%	14%	-
Module F	38%	54%	18%	-
Module G	13%	74%	13%	-
Module H	50%	42%	-	8%
Module I	17%	83%	-	-
Module J	40%	55%	5%	-
Module K	18%	82%	-	-
Module L	53%	47%	-	-
Module M	14%	72%	14%	-

	Value	Key Word(s)	Definition
Knowledge, Skills, and Attitudes (KSA) Indicators			
Performance Ability	4	Highly Proficient	Performs competency quickly and accurately. Instructs others how to do the competency.
	3	Proficient	Performs all parts of the competency. Needs only a spot check of completed work.
	2	Partially Proficient	Performs most parts of the competency. Needs help only on hardest parts.
	1	Limited Proficiency	Performs simple parts of the competency. Needs to be told or shown how to do most of the competency.
Knowledge of Skills	d	Complete Theory	Predicts, isolates, and resolves problems about the competency.
	c	Operating Principles	Identifies why and when the competency must be done and why each step is needed.
	b	Procedures	Determines step-by-step procedures for doing the competency.
	a	Nomenclature	Names parts, tools, and simple facts about the competency.
Knowledge	D	Evaluation	Evaluates conditions and makes proper decisions about the subject.
	C	Analysis	Analyzes facts and principles and draws conclusions about the subject.
	B	Principles	Identifies relationship of basic facts and states general principles about the subject.
	A	Facts	Identifies basic facts and terms about the subject.
Affective	*5	Characterization by Value	Acting consistently with the new value
	*4	Organization	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities
	*3	Valuing	Showing some definite involvement or commitment
	*2	Responding	Showing some new behaviors as a result of experience
	*1	Receiving	Being aware of or attending to something in the environment

Alpha Scale Values - Any item with an upper case letter (A, B, C, D) by itself is taught as general information on a topic. This information may be related to the competency or encompass multiple competencies. Examples might include mathematical computations or knowledge of principles such as Ohm's Law.

A lower case letter indicates a level of "Knowledge of Skills." Individuals are taught information pertaining to performing a competency . These may be indicated alone or in conjunction with a numerical scale value. A lower case letter by itself indicates the individual is not required to perform the task-just know about the task. (example: Can state or explain procedures for doing a task).

Numerical Scale Values - The numbers reflect the levels the individual will be able to perform a competency. Number values are always accompanied by lower case letters (i.e. **1a, 2b, 3c**...etc.) in order to specify the level of knowledge of skills associated with the competency.

Example: An individual with a competency with a scale indicator of 3b has received training of knowledge of skills whereby he or she can determine the correct procedures and perform with limited supervision; only requiring evaluation of the finished product or procedure.

Asterisk items indicate desired affective domain levels and are used to indicate the desired level for a given competency. They may be used independently or with other indicators (i.e. 1a-*1, 2c-*3). If used with another indicator, separate with a hyphen.

NOTE: Codes indicate terminal values.