

NUR*120 Nursing in Health & Illness I: 9 cr (75h theory; 180h lab/clinical)

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAMS

*Capital Community College, Gateway Community College, Norwalk Community College,
Naugatuck Valley Community College, Northwestern Community College,
Three Rivers Community College*

THREE RIVERS COMMUNITY COLLEGE

Division of Nursing

Nursing 120

Nursing in Health & Illness 1

Syllabus and Course Materials

Fall 2019

Welcome to Nursing!

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

*Capital Community College, Gateway Community College, Norwalk Community College,
Naugatuck Valley Community College, Three Rivers Community College Community College*

NUR 120: Nursing in Health & Illness 1
Fall 2019

Course Prerequisites

BIO 211: Anatomy & Physiology I; BIO 212: Anatomy & Physiology II; ENG 101: English Composition

Course Co-requisites

BIO 235: Microbiology; PSY 111: General Psychology (or passed with required grades)

Course Components

Total Credit/Contact Hours: 9.00

Clinical Credit/Contact Hours: 4.00

Theory Credit/Contact Hours: 5.00

Hours: Classroom: 75 hours

Clinical: 180 hours

Course Description

This course provides an introduction to the art and science of nursing using concepts of nursing practice. Concepts related to the Nursing Profession, Health and Illness, Healthcare Systems and Patient Attributes are introduced and integrated throughout the course. Learning experiences in this course assist the student to integrate knowledge from pre-and co-requisite courses into the provision of patient-centered care using the nursing process. Students apply learning related to pathophysiology, pharmacology, medical, and alternative therapies in classroom, laboratory and clinical settings throughout the course. Active learning strategies are employed in this course to introduce and develop critical thinking skills and self-directed lifelong learning.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of this course, the student will be able to:

1. Demonstrates developing verbal and nonverbal communication skills and strategies that promote an effective exchange of information, and development of therapeutic and professional relationships while caring for individuals within the health care system. *Curricular Concept: Communication*
2. Identifies best practices and current evidence from scientific and credible professional resources as it relates to the provision of safe, quality, patient-centered care to individuals within the health care system. *Curricular Concept: Evidence-Based Practice*
3. Uses information and patient care technology to communicate patient information in the provision of evidence-based care for individuals within the health care system. *Curricular Concept: Informatics & Technology*
4. Identifies basic leadership and priority-setting skills to support the provision of safe, quality, patient-

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centered care for individuals within the health care system. *Curricular Concept: Leadership*

5. Uses critical thinking to identify fundamental nursing care that is based on the patient's physiological, psychological and sociological status, preferences, values, and needs and is compassionate, age and culturally appropriate for individuals of diverse background within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*
6. Describes standard-based nursing care and its role in the provision of professional, cost effective, ethical, and legal care that is consistent with regulatory guidelines for individuals within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*
7. Identifies processes that support established quality improvement initiatives applicable to the care of individuals within the health care system. *Curricular Concept: Quality Improvement*
8. Demonstrates awareness of strategies that minimize risk of harm, provide a safe environment, and promote a safe culture for patients, self, and others within the health care system. *Curricular Concept: Safety*
9. Identifies the role of the nurse within a work unit of a healthcare system. *Curricular Concept: Systems Based Practice*
10. Identifies the members of the interprofessional health care team and their roles in the provision of safe, quality, patient-centered care of individuals within the health care system. *Curricular Concept: Teamwork & Collaboration*

Course Schedule

Lecture: Monday 8:30-11:30 and 12:30-3:30pm

Exams: Friday 8:00-9:45am unless otherwise noted

Classroom Laboratory: Tuesday and Thursday 8:00 AM-4:00 PM, Room A218, A220, and as assigned

Clinical: Weeks 5–16 as assigned

Nursing Faculty and Staff

Director of Nursing and Allied Health:

Edith Ouellet, M.S.N, RN

Office: C245

Phone & Voicemail: 860 215-9460

E-mail: couellet@trcc.commnet.edu

Educational Assistant to the Director:

Rhonda Charette: 860 215-9301, Office: C245

RCharette@trcc.commnet.edu

Faculty:

Full-Time Team

Assistant Professor Cheryl Gilot, M.S.N., R.N. - Course Leader

cgilot@trcc.commnet.edu

Office: C262

Phone & Voicemail: 860-215-9445

Assistant Professor Karen Amor, M.S.N., R.N.

kamor@trcc.commnet.edu

Office: C266

Phone & Voicemail: 860-215-9423

Professor Lillian Rafeldt, M.A., R.N., CNE

lrafeldt@trcc.commnet.edu

Office: C230

Phone & Voicemail: 860-215-9463

Assistant Professor Melissa Neill, M.S.N., R.N.

mneill@trcc.commnet.edu

Office C246

Phone & Voicemail: 860-215-9477

Part-Time Faculty

Jill Blain, M.S.N., R.N., adjunct clinical faculty

Teri Walsh, M.S.N., R.N., adjunct clinical faculty

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Lee McLallen, M.S.N., R.N., adjunct clinical faculty

Martha Healy, M.Ed,BSN, RN, adjunct clinical faculty

Kim Kobelski, M.S.N.,RN, adjunct clinical faculty

Nursing Lab Staff:

Denise Cartegnia M.S.N., R.N., Nursing Lab Coordinator

Office: A210

decartegnia@trcc.commnet.edu

Methods of Instruction

This course is team taught. Teaching and learning approaches include inquiry, reflection and integration through student preparation for class, lecture, discussion, case studies, demonstration, return demonstration, guest speakers, experiential exercises, small group activities, independent assignments, pre and post clinical conferences, clinical practice, and formative feedback. Electronic instruction, interactive video and simulations are also used. Blackboard Learn is used as a learning management tool. An additional learning tool is ePortfolio. Students may keep their ePortfolio account after graduation.

All students are required to maintain an online learning portfolio in Digication that uses the college template. Students will submit assignments into their portfolio which will guide their learning. The General Assessment and Nursing Department also take random samples for review in curriculum development. This process supports accreditation. Nursing and College accreditation are required for financial aid, easy entry into BSN programs and growth of the department and college.

Required Textbooks: All textbooks are used in subsequent courses

Pearson bundle (4books) available through TRCC Bookstore

Giangrasso (2017) Dosage Calculations- A Multi Method Approach (2nd ed) 978-0134624679

Please note: ISBN number is for single copy text only, not for the bundle. Bundle saves money. Bundle has a separate ISBN number and is available through TRCC bookstore only.

Nursing 101 Tote Bag. Contents are used throughout the 4 semesters on Lab Days. Purchase through the TRCC Bookstore.

ATI Testing and Resources are utilized during the semester. Access code supplied by nursing department.

Optional Textbooks: No assignments will be given in these texts. They are for your information only.

Vallerand, A. Nurses Med Deck (16th ed.). Philadelphia, PA: F.A. Davis.

Other company Drug Cards for use in clinical setting

Faculty / Staff Availability

Students are encouraged to seek clarification with the course leader as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. For course questions please contact course leader.

Study Groups

Students are encouraged to form study groups which can meet in the lab or at another mutually convenient location. Tutors within the nursing lab are available during posted hours of the Nursing Laboratory. Be proactive in your learning and seek help independently. The Nursing Lab and Nursing Tutors are in place to promote success and retention. Use these learning opportunities weekly.

Practice materials are available through supplements of your texts, in the course website on Blackboard, Evolve, and CDs / DVDs, material within the nursing laboratory and the Learning Resource Center (LRC). Sample exam questions can be found within these materials. Students may use the following in the Nursing Laboratory to improve test taking skills.

Nursing Program College Facilities

Faculty offices are located within C wing.

The Nursing laboratory is located in A212/A216/A218/A220.

Computer labs are located in the nursing lab A212 and throughout the campus (library and E wing).

The Learning Resource Center is located in the C wing, ground floor.

Testing Procedures: The standard time allotment for each exam in the CTCCNP is 60 minutes. Students with learning differences requiring accommodations for extra time are usually allowed 90 minutes. The nursing faculty has agreed to grant the extra 30 minutes to all students. Doors will open at 7:45, and bubble sheets will be available. Exams will start promptly at 8:00. Students must be in the testing room and ready to start their exam at that time. Any student arriving after 8:00 will be admitted at 8:15. Students arriving after 8:15 will not be admitted and will need to take the make-up exam (cumulative) at the end of the semester. No questions will be answered by the proctors during the exam.

Class Examinations

Exam 1	Friday	9/6/19	12.5%
Exam 2	Friday	9/20/19	12.5%
Exam 3	Friday	10/4/19	12.5%
Exam 4	Friday	10/18/19	12.5%
Exam 5	Friday	11/15/19	12.5%
Exam 6	Monday	12/2/19	12.5%
Final Exam	Monday,	12/9/19	25%

Preparation Assignments: 11 assignments (see calendar) – each completed assignment worth 1.5 to 3 points added to the Exam

Dosage Calculation Competency Test: Monday 9/16/19

Pass/Fail (Must achieve a 90% to pass)

Grading Policies

To pass Nursing 120 and progress in the nursing program a student must achieve **ALL** of the following:

- Earn at least a 74 average in the theoretical portion of the course. Exam items are drawn from **ALL** content of the course; theory, lab, clinical and math. Students who receive a score below 75 on a theory

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exam, will receive a nursing lab referral for Exam review with lab faculty. This referral is due one week after the exam date.

- Preparation Assignments: a Paper Copy of the assignment is due at the beginning of lectures on the assigned day. NO late assignments will be ACCEPTED. Each assignment is worth 2 points added to the exam that covers the assigned concept. No points will be earned for late assignments.
- Pass the clinical component of the course in a satisfactory manner.
- Pass Dosage Calculation Competency with 90% accuracy. Students must use calculators provided by the college for all exams involving drug calculations. A student may not administer medications until s/he has successfully passed the dosage calculation examination. A student will be given three (3) attempts to pass the dosage calculation examination. A student who fails the dosage calculation examination must participate in remediation before taking the next examination. A student who fails the third (3rd) examination will be withdrawn from the nursing course and dismissed from the nursing program. See Nursing Student Handbook.
- Pass required clinical skills validations. Three (3) opportunities will be given to pass each clinical skills validation. Students unable to meet validation criteria must attend mandatory remediation before repeat attempts to validate required clinical skills. Students who are unable to satisfactorily meet validation criteria upon the third attempt will be dismissed from the nursing program as a clinical failure. See Nursing Student Handbook.
- Clinical Lab Peer Validations: Students will be given a Peer review skill sheet for each Lab. For the skills indicated, students are responsible to practice these skills and have a peer sign them off when they demonstrate proficiency to their peer. Faculty will be SPOT CHECKING skills that have been validated by your peer. If you are unable to proficiently demonstrate the skill during the SPOT CHECK, both you and the peer that signed you off will receive a Lab Referral for remediation.
- **Evaluation activities:**
 - **Clinical:** A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. The Formative Clinical Evaluation Form will be completed by the instructor and reviewed and signed by the student at each weekly meeting. Clinical performance is evaluated according to the objectives identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and documentation. A summative evaluation will be completed, reviewed, and signed at the end of the semester.
 - **Theory:** There will be six 90-minute exams (35-50 questions each) and one three hour final examination (80 to 100 questions). The exams will start at 8:00 AM or as assigned.
 - **Weight:** Each exam is worth 12.5% of the theory grade for 75% of total grade. Final examination = 25% of total grade.
The six exams + final exam = the letter grade in the course.
 - **ATI Proctored Exam:** Student may earn points on their final exam score based on scores received on the ATI Proctored Test given at the end of the semester. See the ATI performance requirements below to earn points on the final exam.
80% and above= 3 points, 70-79.9%= 2 points, 65-69.9%= 1 point, 64.9 and below= 0 points

****In order to pass the course students are required to receive a satisfactory clinical evaluation, pass the math test as previously stated, and pass required clinical skills validations.**

Grading Scale:

A	93-100	A-	90-92	
B+	87-89	B	83-86	B- 80-82
C+	77-79	C	74-76	C- 70-73
D+	67-69	D	64-66	
F	63.4 or less.			

Nursing Program Policy Handbook 2019-2020

Refer to the Nursing Program Policy Handbook for detailed information regarding:

- Missed Exams
- Clinical Evaluations
- College Labs
- Attendance
- Required Clinical Equipment
- Professional Appearance in the Clinical Sites
- Return if withdraw
- Inability to return under certain circumstances

Please note: Changes may be made to the schedule if needed.

Attendance Policy

Students are expected to attend each lecture, classroom laboratory and clinical experience. It is the student's responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience. All clinical absences are to be made up as per the Nursing Program Policy Handbook. Uniform is required for both college laboratory clinical experiences and clinical experiences at health care agencies. See Nursing Program Policy Handbook for uniform requirements.

Clinical Absenteeism Policy

The student who is absent for one clinical day will receive a PIP. A second clinical absence will result in the student being placed on clinical warning. To be successful in the course, the student must earn removal from clinical warning status by having no further clinical absences the remainder of the semester.

If the student has more than 2 absences, the student will not be able to meet the clinical objectives resulting in a clinical failure, thereby, failing the course (please see the student nursing handbook). Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

If there are greater than one absence in a specialty area, the student will be unable to meet the clinical and course objectives resulting in a clinical failure, thereby, failing the course. Extenuating circumstances will be reviewed by the nursing faculty and the director of nursing.

Test Make-Up Policy

If you must be absent from a scheduled test due to **personal** illness or other emergency, contact the course leader, Cheryl Gilot (860) 215-9445, by 7:30AM *on the morning of the test*. Failure to do so may result in a failing grade for that test. Any absent student taking a make-up examination will have 10 points subtracted from the examination grade unless **documentation** of extenuating circumstances has been provided and approved prior to the start of the make-up exam.

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Students with an approved absence from scheduled tests will be given an alternate examination. The make-up will be cumulative and determined by the course leader and full-time faculty and administered at the end of the semester.

Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed." Consequences are delineated in the College Catalog.

Additional Expected Activity Requirements

Students are expected to engage in class discussions, role-play, material review and lab simulation and practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other. Students will be expected to submit work to ePortfolio and Digication as assigned. Netiquette and HIPAA policies are required to be used for all postings within the electronic tools.

Digication Statement

All students are required to maintain a learning portfolio in Digication that uses the Three Rivers College Template.

Students are reminded that classroom demeanor is a vital part of participation. Practice common courtesy and recognize each person's right to learn in an atmosphere conducive to the learning experience. These same behavioral standards are required when using social networking or social media accounts. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave. *Students are required to attend all classes. Tardiness and early leaves as well as absences have a direct impact on student learning.*

WITHDRAWAL POLICY:

Students may withdraw, **in writing**, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog for withdrawal and readmission policies.

DISABILITIES STATEMENT:

If you have a disability that may influence your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. (Before the course starts is best.) Please note that accommodations cannot be provided until you provide written authorization from a DSP. Contact Advising and Counseling Services at (860) 215-9017 for further information. Table below provides contact information for College Disability Service Providers.

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College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265, Room A113	Learning Disabilities ADD/ADHD Autism Spectrum Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289, Room A113	Medical Disabilities Mobility Disabilities Sensory Disability

Please see the Three Rivers Community College Catalog for additional policies and information.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug, Title IX Coordinator:

Maria Krug
mkrug@trcc.commnet.edu
860-215-9208

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be cancelled. When the college delays opening, clinical experiences will be at the discretion of the your clinical instructor. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. Preplanning and communication with your clinical instructor and course leader are important. The College Student Handbook and Catalog lists radio stations announcing cancellations. There also will be a notice of delays or cancellation through the Early Alert Notification system. Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard. You can sign up for the Early Alert Notification System through the Three Rivers Community College web page.

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
UNIT ONE: Introduction to Professionalism, The Nursing Process, Health Promotion, & Safety (12.5 hours)				
LAB ONE: COURSE ORIENTATION, Orientation To CBC AND PEARSON RESOURCES, Intro to Dosage Calc; Professionalism, Stress & Coping (total 4.5h, 1.5 class, 3 lab)		3	Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on Dosage Calculation Test Performance on objective examinations Performance on Standardized Testing	
PROFESSIONALISM				
Concept Introduction Class	0.5		Performance of pre-class learning activities Performance during in-class learning activities	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: 1. Analyze the components of the curricular concept Professionalism a. Concept Definition

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	b. Defining Attributes c. Related concepts d. Exemplars Classroom Learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Provide examples of Professionalism using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Professionalism 3. List the CT-CCNP curricular exemplars for the concept Professionalism 4. Describe the importance of an awareness of the concept Professionalism to nursing and interprofessional practice
STRESS & COPING				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations	Pre-class Learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the concept Stress and Coping: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Stress and Coping.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on Standardized Testing	<p>3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Stress and Coping.</p> <p>4. Explore the management of Stress and Coping by individuals and members of the interprofessional team across the lifespan.</p> <p>Classroom Learning objectives: At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Stress and Coping across the lifespan. 2. Describe the relationship between the concept Stress and Coping and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Stress and Coping across the lifespan 4. Describe the management of Stress and Coping in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Stress and Coping across the lifespan. 6. List the curricular exemplars associated with the curricular concept Stress and Coping.
Exemplar: Life as a Nursing Student			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<ol style="list-style-type: none"> 1. Apply the associated concept, Stress and Coping as a foundation for learning about Life as a Nursing Student 2. Describe aspects of Life as a Nursing Student <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze portrayals of Life as a Nursing Student 2. Discuss the importance of self-care for caregivers 3. Discuss ways to manage stress associated with being a nursing student
CLINICAL JUDGEMENT				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Clinical Judgment <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on Standardized Testing	<ol style="list-style-type: none"> 1. Provide examples of Clinical Judgment using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Clinical Judgment 3. List the CT-CCNP curricular exemplars for the concept Clinical Judgment 4. Describe the importance of an awareness of the concept Clinical Judgment to nursing and interprofessional practice
Exemplar: The Nursing Process	3		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Clinical Judgment as a foundation for learning about the Nursing Process 2. Describe what is meant by the Nursing Process <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to the Nursing Process 2. Describe the importance of the Nursing Process to the interprofessional health care team 3. Discuss the inter-relationship of the Nursing Process with other CT-CCNP curricular concepts

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
HEALTH PROMOTION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Health Promotion <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Health Promotion using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Health Promotion 3. List the CT-CCNP curricular exemplars for the concept Health Promotion 4. Describe the importance of an awareness of the concept Health Promotion to nursing and interprofessional practice
Exemplar: Primary Prevention-optimize health and prevent disease focusing on the following topics:	1			<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
1. Healthy Life style/self-directed – car seats, seat belts, oral care, responsible sexual behavior, health enhancement programs 2. Physical Activity across the lifespan 3. Nutrition Counseling across the lifespan 4. Adherence-Smoking Cessation				1. Apply the associated concept, Health Promotion , as a foundation for learning about Primary Prevention -optimize health and prevent disease 2. Describe what is meant by Primary Prevention Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Primary Prevention 2. Describe the importance of Primary Prevention to the interprofessional health care team 3. Discuss the inter-relationship of Primary Prevention with other CT-CCNP curricular concepts
SAFETY				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Safety <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on Dosage Calculation Test</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Safety using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Safety 3. List the CT-CCNP curricular exemplars for the concept Safety 4. Describe the importance of an awareness of the concept Safety to nursing and interprofessional practice
Exemplar: Safety Level I - National Patient Safety Goals	2		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on Dosage Calculation Test</p> <p>Performance on objective examinations</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Safety, as a foundation for learning about the National Patient Safety Goals 2. Describe what is meant by the National Patient Safety Goals <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to the National Patient Safety Goals 2. Describe the importance of the National Patient Safety Goals to the interprofessional health care team

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on Standardized Testing	3. Discuss the inter-relationship of the National Patient Safety Goals with other CT-CCNP curricular concepts
Exemplar: Safety Level I - A Safe Culture				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Safety, as a foundation for learning about NAMEOFEXEMPLAR 2. Describe what is meant by A Safe Culture <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to A Safe Culture 2. Describe the importance of A Safe Culture to the interprofessional health care team 3. Discuss the inter-relationship of A Safe Culture with other CT-CCNP curricular concepts
Exemplar: Safety Level I - Quality and Safety Education for Nursing (QSEN)				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 1. Apply the associated concept, Safety, as a foundation for learning about NAMEOFEXEMPLAR 2. Describe what is meant by A Safe Culture <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to A Safe Culture 2. Describe the importance of A Safe Culture to the interprofessional health care team 3. Discuss the inter-relationship of A Safe Culture with other CT-CCNP curricular concepts
IMMUNITY / INFECTION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Clinical Performance Performance in Clinical Simulations	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Immunity/Infection: <ul style="list-style-type: none"> Concept Definition <ol style="list-style-type: none"> a. Defining Attributes b. Related concepts c. Exemplars 2. Summarize the physiological functions related to the concept Immunity/Infection.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Immunity/Infection. 4. Explore the management of Immunity/Infection by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Immunity/Infection across the lifespan. 2. Describe the relationship between the concept Immunity/Infection and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Immunity/Infection across the lifespan 4. Describe the management of Immunity/Infection in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Immunity/Infection across the lifespan.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				6. List the curricular exemplars associated with the curricular concept Immunity/Infection .
Exemplar: Viral Infection- Influenza	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Clinical Performance</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Immunity/Infection as a foundation for learning about Viral Infection - Influenza 2. Summarize the physiological functions related to Viral Infection - Influenza 3. List diagnostic & laboratory tests applicable to Viral Infection - Influenza 4. Explore the application of the nursing process to Viral Infection - Influenza 5. Explore the management of Viral Infection - Influenza by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Viral Infection - Influenza 2. Analyze diagnostic & laboratory tests applicable to Viral Infection - Influenza

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the management of Viral Infection - Influenza by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Viral Infection - Influenza
Exemplar: Hospital Acquired Bacterial Infection-VRE, MRSA, C-Difficile				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Immunity/Infection as a foundation for learning about Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile Summarize the physiological functions related to Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile List diagnostic & laboratory tests applicable to Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile Explore the application of the nursing process to Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile Explore the management of Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p>

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile 2. Analyze diagnostic & laboratory tests applicable to Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile 3. Describe the management of Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile
Exemplar: Bacterial Infection-Urinary Tract Infection (UTI/Cystitis)				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Immunity/Infection as a foundation for learning about Bacterial Infection - Urinary Track Infection (UTI/Cystitis) 2. Summarize the physiological functions related to Bacterial Infection - Urinary Track Infection (UTI/Cystitis) 3. List diagnostic & laboratory tests applicable to Bacterial Infection - Urinary Track Infection (UTI/Cystitis)

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>4. Explore the application of the nursing process to Bacterial Infection - Urinary Track Infection (UTI/Cystitis)</p> <p>5. Explore the management of Bacterial Infection - Urinary Track Infection (UTI/Cystitis) by patients and members of the interprofessional health care team across the lifespan.</p> <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Bacterial Infection - Urinary Track Infection (UTI/Cystitis) 2. Analyze diagnostic & laboratory tests applicable to Bacterial Infection - Urinary Track Infection (UTI/Cystitis) 3. Describe the management of Bacterial Infection - Urinary Track Infection (UTI/Cystitis) by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Bacterial Infection - Urinary Track Infection (UTI/Cystitis)
LAB TWO: Hygiene, Medical Asepsis, Precautions, Nursing Process, Intake & Output, Nutrition & Feeding)		12	<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Clinical Performance Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	
UNIT TWO: Introduction to Health Assessment, Vital Signs (12 HOURS)				
NUTRITION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-class Learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the concept Nutrition: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Nutrition. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Nutrition. 4. Explore the management of Nutrition by individuals and members of the

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>interprofessional team across the lifespan.</p> <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Nutrition across the lifespan. 2. Describe the relationship between the concept Nutrition and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Nutrition across the lifespan 4. Describe the management of Nutrition in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Nutrition across the lifespan. 6. List the curricular exemplars associated with the curricular concept Nutrition.6
Exemplar: Nutritional Assessment	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Nutrition as a foundation for learning about Nutritional Assessment

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> Summarize the physiological functions related to Nutritional Assessment List diagnostic & laboratory tests applicable to Nutritional Assessment Explore the application of the nursing process to Nutritional Assessment Explore the integration of Nutritional Assessment into the care of patients by members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care applicable to Nutritional Assessment Analyze diagnostic & laboratory tests applicable to Nutritional Assessment Describe the the importance of Nutritional Assessment for the care of patients by members of the interprofessional health care team across the lifespan. Examine additional curricular concepts that are related to Nutritional Assessment
TISSUE PERFUSION				
Concept Introduction Class	1		Performance of pre-class learning activities	Pre-class Learning objectives:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Tissue Perfusion: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Tissue Perfusion. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Tissue Perfusion. 4. Explore the management of Tissue Perfusion by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Tissue Perfusion across the lifespan. 2. Describe the relationship between the concept Tissue Perfusion and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Tissue Perfusion across the lifespan

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the management of Tissue Perfusion in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Tissue Perfusion across the lifespan. List the curricular exemplars associated with the curricular concept Tissue Perfusion.
Exemplar: Hypertension	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Tissue Perfusion as a foundation for learning about Hypertension Summarize the physiological functions related to Hypertension List diagnostic & laboratory tests applicable to Hypertension Explore the application of the nursing process to Hypertension Explore the management of Hypertension by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Hypertension 2. Analyze diagnostic & laboratory tests applicable to Hypertension 3. Describe the management of Hypertension by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Hypertension
REGULATION AND METABOLISM				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Regulation and Metabolism: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Regulation and Metabolism. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Regulation and Metabolism. 4. Explore the management of Regulation and Metabolism by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Regulation and Metabolism across the lifespan. 2. Describe the relationship between the concept Regulation and Metabolism and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Regulation and Metabolism across the lifespan 4. Describe the management of Regulation and Metabolism in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Regulation and Metabolism across the lifespan. 6. List the curricular exemplars associated with the curricular concept Regulation and Metabolism.
Exemplar: Hyper/Hypothermia: Fever; exposure	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Regulation and Metabolism as a foundation for

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>learning about Hyper/Hypothermia - Fever; exposure</p> <ol style="list-style-type: none"> Summarize the physiological functions related to Hyper/Hypothermia - Fever; exposure List diagnostic & laboratory tests applicable to Hyper/Hypothermia - Fever; exposure Explore the application of the nursing process to Hyper/Hypothermia - Fever; exposure Explore the management of Hyper/Hypothermia - Fever; exposure by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Hyper/Hypothermia - Fever; exposure Analyze diagnostic & laboratory tests applicable to Hyper/Hypothermia - Fever; exposure Describe the management of Hyper/Hypothermia - Fever; exposure by members of the interprofessional team across the lifespan

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				4. Examine additional curricular concepts that are related to Hyper/Hypothermia - Fever; exposure
Exemplar: Diabetes Mellitus-Hyper/Hypoglycemia	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Regulation and Metabolism as a foundation for learning about Diabetes Mellitus-Hyper/Hypoglycemia 2. Summarize the physiological functions related to Diabetes Mellitus-Hyper/Hypoglycemia 3. List diagnostic & laboratory tests applicable to Diabetes Mellitus-Hyper/Hypoglycemia 4. Explore the application of the nursing process to Diabetes Mellitus-Hyper/Hypoglycemia 5. Explore the management of Diabetes Mellitus-Hyper/Hypoglycemia by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				Diabetes Mellitus-Hyper/Hypoglycemia 2. Analyze diagnostic & laboratory tests applicable to Diabetes Mellitus-Hyper/Hypoglycemia 3. Describe the management of Diabetes Mellitus-Hyper/Hypoglycemia by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Diabetes Mellitus-Hyper/Hypoglycemia
GAS EXCHANGE				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-class Learning objectives: After students complete the assigned pre-class learning activities they will be able to: 1. Analyze the components of the concept Gas Exchange : a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Gas Exchange . 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Gas Exchange . 4. Explore the management of Gas Exchange by individuals and members of the interprofessional team across the lifespan.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Gas Exchange across the lifespan. 2. Describe the relationship between the concept Gas Exchange and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Gas Exchange across the lifespan 4. Describe the management of Gas Exchange in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Gas Exchange across the lifespan. 6. List the curricular exemplars associated with the curricular concept Gas Exchange.
PAIN				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Pain: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>c. Related concepts d. Exemplars</p> <ol style="list-style-type: none"> Summarize the physiological functions related to the concept Pain. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Pain. Explore the management of Pain by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Compare & contrast patient presentation in normal and altered states of related to the concept, Pain across the lifespan. Describe the relationship between the concept Pain and other curricular concepts. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Pain across the lifespan Describe the management of Pain in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Pain across the lifespan. List the curricular exemplars associated with the curricular concept Pain.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
Exemplar: Pain Management-General Medication Administration and Non-Pharmacological Interventions	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Pain as a foundation for learning about Pain Management 2. Summarize the physiological functions related to Pain Management 3. List diagnostic & laboratory tests applicable to Pain Management 4. Explore the application of the nursing process to Pain Management 5. Explore the responsibilities for Pain Management by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care related to Pain Management 2. Analyze diagnostic & laboratory tests applicable to Pain Management 3. Describe the roles and responsibilities related to Pain Management by members of the interprofessional team across the lifespan

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				4. Examine additional curricular concepts that are related to Pain Management
MOBILITY				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Mobility: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Mobility. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Mobility. 4. Explore the management of Mobility by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states related to the concept, Mobility across the lifespan.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the relationship between the concept Mobility and other curricular concepts. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Mobility across the lifespan Describe the management of Mobility in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Mobility across the lifespan. List the curricular exemplars associated with the curricular concept Mobility.
Exemplar: Functional Ability-Outcome and Assessment Information Set (OASIS) on an Older Adult	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Mobility as a foundation for learning about Functional Ability-Outcome and Assessment Information Set (OASIS) on an Older Adult Summarize the physiological functions related to Functional Ability-OASIS on an Older Adult List diagnostic & laboratory tests applicable to Functional Ability-OASIS on an Older Adult Explore the application of the nursing process to Functional Ability-OASIS on an Older Adult

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>5. Explore the management of Functional Ability-OASIS on an Older Adult by patients and members of the interprofessional health care team across the lifespan.</p> <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Functional Ability-OASIS on an Older Adult 2. Analyze diagnostic & laboratory tests applicable to Functional Ability-OASIS on an Older Adult 3. Describe the management of Functional Ability-OASIS on an Older Adult by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Functional Ability-OASIS on an Older Adult
Exemplar: Complications of Immobility			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Mobility as a foundation for learning about Complications of Immobility

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> Summarize the physiological functions related to Complications of Immobility List diagnostic & laboratory tests applicable to Complications of Immobility Explore the application of the nursing process to Complications of Immobility Explore the management of Complications of Immobility by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Complications of Immobility Analyze diagnostic & laboratory tests applicable to Complications of Immobility Describe the management of Complications of Immobility by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Complications of Immobility
LAB THREE (VITAL SIGNS Plus) FOLLOWS		12		

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
UNIT THREE: Patient Centered Health Assessment, Head to Toe (16 hrs)				
COGNITION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Cognition: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Cognition. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Cognition. 4. Explore the management of Cognition by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states related to the concept, Cognition across the lifespan. 2. Describe the relationship between the concept Cognition and other curricular concepts.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Cognition across the lifespan Describe the management of Cognition in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Cognition across the lifespan. List the curricular exemplars associated with the curricular concept Cognition.
Exemplar: Delirium and Dementia in an Older Adult	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Cognition as a foundation for learning about Delirium and Dementia in an Older Adult Summarize the physiological functions related to Delirium and Dementia in an Older Adult List diagnostic & laboratory tests applicable to Delirium and Dementia in an Older Adult Explore the application of the nursing process to Delirium and Dementia in an Older Adult Explore the management of Delirium and Dementia in an Older Adult by patients and members of the interprofessional health care team across

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>the lifespan.</p> <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Delirium and Dementia in an Older Adult 2. Analyze diagnostic & laboratory tests applicable to Delirium and Dementia in an Older Adult 3. Describe the management of Delirium and Dementia in an Older Adult by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Delirium and Dementia in an Older Adult
Exemplar: Alzheimer's disease	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Cognition as a foundation for learning about Alzheimer's disease-From Mid to Older Adulthood 2. Summarize the physiological functions related to Alzheimer's disease-From Mid to Older Adulthood

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> 3. List diagnostic & laboratory tests applicable to Alzheimer's disease-From Mid to Older Adulthood 4. Explore the application of the nursing process to Alzheimer's disease-From Mid to Older Adulthood 5. Explore the management of Alzheimer's disease-From Mid to Older Adulthood by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Alzheimer's disease-From Mid to Older Adulthood 2. Analyze diagnostic & laboratory tests applicable to Alzheimer's disease-From Mid to Older Adulthood 3. Describe the management of Alzheimer's disease-From Mid to Older Adulthood by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Alzheimer's disease-From Mid to Older Adulthood
SENSORY PERCEPTION / SENSATION				
Concept Introduction Class	1		Performance of pre-class learning activities	Pre-class Learning objectives:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Sensory Perception/Sensation: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Sensory Perception/Sensation. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Sensory Perception/Sensation. 4. Explore the management of Sensory Perception/Sensation by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Sensory Perception/Sensation across the lifespan. 2. Describe the relationship between the concept Sensory Perception/Sensation and other curricular concepts.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Sensory Perception/Sensation across the lifespan 4. Describe the management of Sensory Perception/Sensation in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Sensory Perception/Sensation across the lifespan. 6. List the curricular exemplars associated with the curricular concept Sensory Perception/Sensation.
Exemplar: Visual Impairment-Age related Macular Degeneration (AMD), Cataracts, and Glaucoma	2		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Sensory Perception/Sensation as a foundation for learning about Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma 2. Summarize the physiological functions related to Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma 3. List diagnostic & laboratory tests applicable to Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Explore the application of the nursing process to the care of patients with Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma Explore the management of Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma Analyze diagnostic & laboratory tests applicable to Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma Describe the management of Visual Impairment-Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Visual Impairment-

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
Exemplar: Hearing Impairment Across the Lifespan – Conductive & other Hearing Loss				<p>Age Related Macular Degeneration (AMD), Cataracts, and Glaucoma</p> <p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Sensory Perception/Sensation as a foundation for learning about Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 2. Summarize the physiological functions related to Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 3. List diagnostic & laboratory tests applicable to Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 4. Explore the application of the nursing process to Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 5. Explore the management of Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 2. Analyze diagnostic & laboratory tests applicable to Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss 3. Describe the management of Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss
Exemplar: Balance Impairment- Vestibular Disorders-Meniere's Disease				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Sensory Perception/Sensation as a foundation for learning about Balance Impairment- Vestibular Disorders / Meniere's Disease 2. Summarize the physiological functions related to Balance Impairment- Vestibular Disorders / Meniere's Disease

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 3. List diagnostic & laboratory tests applicable to Balance Impairment-Vestibular Disorders / Meniere's Disease 4. Explore the application of the nursing process to Balance Impairment-Vestibular Disorders / Meniere's Disease 5. Explore the management of Balance Impairment-Vestibular Disorders / Meniere's Disease by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Balance Impairment-Vestibular Disorders / Meniere's Disease 2. Analyze diagnostic & laboratory tests applicable to Balance Impairment-Vestibular Disorders / Meniere's Disease 3. Describe the management of Balance Impairment-Vestibular Disorders / Meniere's Disease by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Balance Impairment-

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				Vestibular Disorders / Meniere's Disease
TISSUE INTEGRITY				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Tissue Integrity: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Tissue Integrity. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Tissue Integrity. 4. Explore the management of Tissue Integrity by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Tissue Integrity across the lifespan. 2. Describe the relationship between the concept Tissue Integrity and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Tissue Integrity across the lifespan 4. Describe the management of Tissue Integrity in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Tissue Integrity across the lifespan. 6. List the curricular exemplars associated with the curricular concept Tissue Integrity.
Exemplar: Pressure Ulcer Management	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Tissue Integrity as a foundation for learning about Pressure Ulcer Management 2. Summarize the physiological functions related to Pressure Ulcer Management 3. List diagnostic & laboratory tests applicable to Pressure Ulcer Management

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on Standardized Testing	<p>4. Explore the application of the nursing process to Pressure Ulcer Management</p> <p>5. Explore the management of Pressure Ulcer Management by patients and members of the interprofessional health care team across the lifespan.</p> <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Pressure Ulcer Management 2. Analyze diagnostic & laboratory tests applicable to Pressure Ulcer Management 3. Describe the management of Pressure Ulcer Management by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Pressure Ulcer Management
DIGESTION / BOWEL ELIMINATION				
Concept Introduction Class: Focus on Abdominal Assessment	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Digestion/Bowel Elimination:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <ol style="list-style-type: none"> 2. Summarize the physiological functions related to the concept Digestion/Bowel Elimination. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Digestion/Bowel Elimination. 4. Explore the management of Digestion/Bowel Elimination by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Digestion/Bowel Elimination across the lifespan. 2. Describe the relationship between the concept Digestion/Bowel Elimination and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Digestion/Bowel Elimination across the lifespan

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the management of Digestion/Bowel Elimination in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Digestion/Bowel Elimination across the lifespan. List the curricular exemplars associated with the curricular concept Digestion/Bowel Elimination.
EXCRETION RENAL/URINARY				
Concept Introduction Class: Focus on Assessment	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Analyze the components of the concept Excretion-Renal/Urinary: <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars Summarize the physiological functions related to the concept Excretion-Renal/Urinary. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Excretion-Renal/Urinary. Explore the management of Excretion - Renal/Urinary by individuals and members of the interprofessional team across the lifespan.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Excretion-Renal/Urinary across the lifespan. 2. Describe the relationship between the concept Excretion-Renal/Urinary and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Excretion-Renal/Urinary across the lifespan 4. Describe the management of Excretion-Renal/Urinary in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Excretion-Renal/Urinary across the lifespan. 6. List the curricular exemplars associated with the curricular concept Excretion-Renal/Urinary .
Exemplar: Incontinence Developmental Incidence/Older Adults	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Excretion-Renal/Urinary as a foundation for learning about Incontinence -

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Developmental Incidence / Older adults</p> <ol style="list-style-type: none"> Summarize the physiological functions related to Incontinence - Developmental Incidence / Older adults List diagnostic & laboratory tests applicable to Incontinence - Developmental Incidence / Older adults Explore the application of the nursing process to Incontinence - Developmental Incidence / Older adults Explore the management of Incontinence - Developmental Incidence / Older adults by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Incontinence - Developmental Incidence / Older adults Analyze diagnostic & laboratory tests applicable to Incontinence - Developmental Incidence / Older adults Describe the management of Incontinence - Developmental

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Incidence / Older adults by members of the interprofessional team across the lifespan</p> <p>4. Examine additional curricular concepts that are related to Incontinence - Developmental Incidence / Older adults</p>
DEVELOPMENT				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <p>1. Analyze the components of the curricular concept Development</p> <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Development using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Development List the CT-CCNP curricular exemplars for the concept Development Describe the importance of an awareness of the concept Development to nursing and interprofessional practice

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
Exemplar: Head to Toe Assessment of the Adult & Older Adult (Body Systems Based)	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Development, as a foundation for learning about Head to Toe Assessment of the Adult & Older Adult 2. Describe what is meant by Head to Toe Assessment of the Adult & Older Adult <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Head to Toe Assessment of the Adult & Older Adult 2. Describe the importance of Head to Toe Assessment of the Adult & Older Adult to the interprofessional health care team 3. Discuss the inter-relationship of Head to Toe Assessment of the Adult & Older Adult with other CT-CCNP curricular concepts
COMMUNICATION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	1. Analyze the components of the curricular concept Communication <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Communication using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Communication List the CT-CCNP curricular exemplars for the concept Communication Describe the importance of an awareness of the concept Communication to nursing and interprofessional practice
Exemplar: Therapeutic communication	2		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Communication as a foundation for learning about Therapeutic Communication

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	2. Describe what is meant by Therapeutic Communication Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Therapeutic Communication 2. Describe the importance of Therapeutic Communication to the interprofessional health care team 3. Discuss the inter-relationship of Therapeutic Communication with other CT-CCNP curricular concepts
Exemplar Interpersonal Communication-Interviewing, Patient instructions			Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Communication, as a foundation for learning about Interpersonal Communication-Interviewing; Patient/Family Instructions 2. Describe what is meant by Interpersonal Communication-Interviewing; Patient/Family Instructions Classroom learning objectives: At the end of the learning experience the student will be able to:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 1. Analyze patient care examples related to Interpersonal Communication-Interviewing; Patient/Family Instructions 2. Describe the importance of Interpersonal Communication-Interviewing; Patient/Family Instructions to the interprofessional health care team 3. Discuss the inter-relationship of Interpersonal Communication-Interviewing; Patient/Family Instructions with other CT-CCNP curricular concepts
Exemplar: Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-Off, and Advocacy			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Communication, as a foundation for learning about Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-off, and Advocacy 2. Describe what is meant by Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-off, and Advocacy

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-off, and Advocacy 2. Describe the importance of Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-off, and Advocacy to the interprofessional health care team 3. Discuss the inter-relationship of Interprofessional Communication-Documentation, Situation-Background-Assessment-Recommendation (SBAR), Hand-off, and Advocacy with other CT-CCNP curricular concepts
LAB FOUR, Head to Toe Assessment, FOLLOWS		12		
UNIT FOUR: Introduction to Healthcare Systems (3 Hours)				
QUALITY IMPROVEMENT				
Concept Introduction Class	1		Performance of pre-class learning activities	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	1. Analyze the components of the curricular concept Quality Improvement <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Quality Improvement using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Quality Improvement List the CT-CCNP curricular exemplars for the concept Quality Improvement Describe the importance of an awareness of the concept Quality Improvement to nursing and interprofessional practice
Exemplar: Nursing Quality Indicators- Restraints			Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Quality Improvement, as a foundation for learning about Nursing Quality Indicators (NQI) as it pertains to- Restraints

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	2. Describe what is meant by Nursing Quality Indicators (NQI) as it pertains to-Restraints Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Nursing Quality Indicators (NQI) as it pertains to-Restraints 2. Describe the importance of Nursing Quality Indicators (NQI) as it pertains to-Restraints, to the interprofessional health care team 3. Discuss the inter-relationship of Nursing Quality Indicators (NQI) as it pertains to-Restraints, with other CT-CCNP curricular concepts
INFORMATICS & TECHNOLOGY				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Informatics and Technology <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars Classroom Learning objectives:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Informatics and Technology using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Informatics and Technology 3. List the CT-CCNP curricular exemplars for the concept Informatics and Technology 4. Describe the importance of an awareness of the concept Informatics and Technology to nursing and interprofessional practice
Exemplar: Nursing Informatics-Nursing Student/RN Documentation, and the Electronic Health Record (EHR)	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Informatics and Technology, as a foundation for learning about Nursing Informatics-Nursing Student/RN Documentation and the Electronic Health Record (EHR) 2. Describe what is meant by Nursing Informatics-Nursing Student/RN Documentation and the Electronic Health Record (EHR) <p>Classroom learning objectives:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Nursing Informatics-Nursing Student/RN Documentation and the Electronic Health Record (EHR) 2. Describe the importance of Nursing Informatics-Nursing Student/RN Documentation and the Electronic Health Record (EHR) to the interprofessional health care team 3. Discuss the inter-relationship of Nursing Informatics-Nursing Student/RN Documentation and the Electronic Health Record (EHR) with other CT-CCNP curricular concepts
Exemplar: Patient Engagement Technologies-Patient Portals			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Informatics and Technology, as a foundation for learning about Patient Engagement Technologies such as Patient Portals 2. Describe what is meant by Patient Engagement Technologies such as Patient Portals <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 1. Analyze patient care examples related to Patient Engagement Technologies such as Patient Portals 2. Describe the importance of Patient Engagement Technologies such as Patient Portals to the interprofessional health care team 3. Discuss the inter-relationship of Patient Engagement Technologies such as Patient Portals with other CT-CCNP curricular concepts
UNIT FIVE: Medication Safety (3 hours)				
SAFETY				
Exemplar: National Patient Safety Goal-Principles of Pharmacology and Safe Medication Administration	3		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Safety as a foundation for learning about the National Patient Safety Goal - Principles of Pharmacology and Safe Medication Administration 2. Differentiate between: <ol style="list-style-type: none"> a. therapeutics and pharmacotherapeutics. b. traditional drugs, biologics, and complementary and alternative medicine therapies. c. a drug's chemical name, generic name, and trade name. d. trade-name drugs and their generic equivalents.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>e. prescription and over-the-counter drugs.</p> <p>3. Discuss the prototype approach to drug classification and its role in safe medication administration</p> <p>4. Define the four processes of Pharmacokinetics:</p> <ul style="list-style-type: none"> a. Absorption b. Distribution c. Metabolism, and d. Elimination <p>5. Define the term Pharmacodynamics</p> <p>6. Explore the implications of drug therapy for individuals across the lifespan</p> <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ul style="list-style-type: none"> 1. Utilizing patient care scenarios, apply the ideas and principles of: <ul style="list-style-type: none"> b. therapeutics vs. pharmacotherapeutics, c. traditional drugs, biologics, and complementary and alternative medicine therapies, d. the chemical names, generic names, and trade names of drugs, e. trade-name drugs and their generic equivalents, and f. prescription and over-the-counter drugs

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the four processes of pharmacokinetics: Absorption, Distribution, Metabolism, and Elimination (ADME) and their relationship to safe medication administration Describe what is meant by a drug's mechanism of action and its relationship to safe medication administration Explore the principles of Pharmacodynamics and their relationship to drug therapy choices/options among different groups of patients and safe medication administration across the lifespan. Explore applications of pharmacokinetics and pharmacodynamics to safe medication administration by the nurse as it applies to each phase of the nursing process: <ol style="list-style-type: none"> Assessment Diagnoses Planning Implementation Evaluation Provide examples of Interprofessional Care and Management as it relates to Safe Medication Administration Discuss the inter-relationship of the National Patient Safety Goal - Principles of Pharmacology and Safe Medication Administration with other CT-CCNP curricular concepts

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
LAB FIVE Medication Administration and the Electronic Health Record (EHR) FOLLOWS		12		
LAB SIX: Intravenous (IV) Administration, Clinical Simulation FOLLOWS		12		
UNIT SIX: Foundations of Nursing Practice (9.5 hrs)				
EVIDENCE BASED PRACTICE				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Evidence-Based Practice <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Evidence-Based Practice using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Evidence-Based Practice 3. List the CT-CCNP curricular exemplars for the concept Evidence-Based Practice

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				4. Describe the importance of an awareness of the concept Evidence-Based Practice to nursing and interprofessional practice
Exemplar: Use of Best and Current Evidence	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Evidence-Based Practice, as a foundation for learning about the use of best and current evidence 2. Describe what is meant by the use of best and current evidence <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to the use of best and current evidence 2. Describe the importance of the use of best and current evidence to the interprofessional health care team 3. Discuss the inter-relationship of the use of best and current evidence with other CT-CCNP curricular concepts
Exemplar: Search of the Literature			Performance of pre-class learning activities Performance during in-class learning activities	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Evidence-Based Practice as a foundation for learning about search of the literature

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	2. Describe what is meant by a search of the literature Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to search of the literature 2. Describe the importance of search of the literature to the interprofessional health care team 3. Discuss the inter-relationship of search of the literature with other CT-CCNP curricular concepts
TEAMWORK & COLLABORATION				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Teamwork and Collaboration <ol style="list-style-type: none"> a. Defining Attributes b. Related concepts c. Exemplars d. Classroom Learning objectives: At the end of the learning experience the student will be able to:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on Standardized Testing	<ol style="list-style-type: none"> 1. Provide examples of Teamwork and Collaboration using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Teamwork and Collaboration 3. List the CT-CCNP curricular exemplars for the concept Teamwork and Collaboration 4. Describe the importance of an awareness of the concept Teamwork and Collaboration to nursing and interprofessional practice
Exemplar: Basic Nursing Care Management	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Teamwork and Collaboration as a foundation for learning about Basic Nursing Care Management 2. Describe what is meant by Basic Nursing Care Management <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Basic Nursing Care Management

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the importance of Basic Nursing Care Management to the interprofessional health care team Discuss the inter-relationship of Basic Nursing Care Management with other CT-CCNP curricular concepts
Exemplar: Nurse to Nurse-Nursing practice			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Teamwork and Collaboration as a foundation for learning about Nurse to Nurse Collaboration in nursing practice Describe what is meant by Nurse to Nurse Collaboration in nursing practice <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Analyze patient care examples related to Nurse to Nurse Collaboration in nursing practice Describe the importance of Nurse to Nurse Collaboration in nursing practice to the interprofessional health care team Discuss the inter-relationship of Nurse to Nurse Collaboration in nursing practice

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				practice with other CT-CCNP curricular concepts
PROFESSIONALISM				
Exemplar: Legal/Ethical Principles	0.5		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Professionalism as a foundation for learning about Legal and Ethical Principles 2. Describe what is meant by Legal and Ethical Principles Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Legal and Ethical Principles 2. Describe the importance of Legal and Ethical Principles to the interprofessional health care team 3. Discuss the inter-relationship of Legal and Ethical Principles with other CT-CCNP curricular concepts
PATIENT EDUCATION				
Concept Introduction Class	1		Performance of pre-class learning activities	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	1. Analyze the components of the curricular concept Patient Education <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Patient Education using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Patient Education List the CT-CCNP curricular exemplars for the concept Patient Education Describe the importance of an awareness of the concept Patient Education to nursing and interprofessional practice
Exemplar: Principles of Teaching Learning- The domains of learning and Health Literacy	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Patient Education as a foundation for learning about the principles of teaching and learning: the domains of learning and health literacy

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	2. Describe what is meant by the principles of teaching and learning: the domains of learning and health literacy Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to the principles of teaching and learning: the domains of learning and health literacy 2. Describe the importance of the principles of teaching and learning: the domains of learning and health literacy to the interprofessional health care team 3. Discuss the inter-relationship of the principles of teaching and learning: the domains of learning and health literacy with other CT-CCNP curricular concepts
Exemplar: Health Literacy-Management of Medications by the Patient	0.5		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Patient Education as a foundation for learning about Management of Medications by the Patient 2. Describe what is meant by Management of Medications by the Patient

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Management of Medications by the Patient 2. Describe the importance of Management of Medications by the Patient to the interprofessional health care team 3. Discuss the inter-relationship of Management of Medications by the Patient with other CT-CCNP curricular concepts
LEADERSHIP				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Leadership <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Leadership using the defining attributes of the concept

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Leadership List the CT-CCNP curricular exemplars for the concept Leadership Describe the importance of an awareness of the concept Leadership to nursing and interprofessional practice
LAB SEVEN: Information Literacy/Library Exercise, selected topics		6		
UNIT SEVEN: Individualized and Patient Centered Care in Health & Illness (5 hrs)				
DIVERSITY				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Analyze the components of the curricular concept Diversity <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Diversity using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Diversity

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> 3. List the CT-CCNP curricular exemplars for the concept Diversity 4. Describe the importance of an awareness of the concept Diversity to nursing and interprofessional practice
Exemplar: Healthcare Practices & Beliefs	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Diversity as a foundation for learning about Healthcare Practices and Beliefs 2. Describe what is meant by Healthcare Practices and Beliefs <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Healthcare Practices and Beliefs 2. Describe the importance of patients' Healthcare Practices and Beliefs to the interprofessional health care team 3. Discuss the inter-relationship of Healthcare Practices and Beliefs with other CT-CCNP curricular concepts
Exemplar: Culturally Competent Care			Performance of pre-class learning activities Performance during in-class learning activities	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<ol style="list-style-type: none"> 1. Apply the associated concept, Diversity as a foundation for learning about Culturally Competent Care 2. Describe what is meant by Culturally Competent Care <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Culturally Competent Care 2. Describe the importance of Culturally Competent Care to the interprofessional health care team 3. Discuss the inter-relationship of Culturally Competent Care with other CT-CCNP curricular concepts
FAMILY DYNAMICS				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Family Dynamics <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p>

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			Performance on Standardized Testing	At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Provide examples of Family Dynamics using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Family Dynamics 3. List the CT-CCNP curricular exemplars for the concept Family Dynamics 4. Describe the importance of an awareness of the concept Family Dynamics to nursing and interprofessional practice
PATIENT-CENTERED CARE				
Concept Introduction Class (Patient Satisfaction)	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Patient-Centered Care <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars Classroom Learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Provide examples of Patient-Centered Care using the defining attributes of the concept

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Patient-Centered Care List the CT-CCNP curricular exemplars for the concept Patient-Centered Care Describe the importance of an awareness of the concept Patient-Centered Care to nursing and interprofessional practice
Exemplar: Advanced Directives	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Patient Centered Care as a foundation for learning about Advanced Directives Describe what is meant by Advanced Directives <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Analyze patient care examples related to Advanced Directives Describe the importance of Advanced Directives to the interprofessional health care team Discuss the inter-relationship of Advanced Directives with other CT-CCNP curricular concepts
Exemplar: Spirituality			Performance of pre-class learning activities	Pre-Class/Review learning objectives:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Patient Centered Care as a foundation for learning about Spirituality 2. Describe what is meant by Spirituality Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Spirituality 2. Describe the importance of Spirituality to the interprofessional health care team 3. Discuss the inter-relationship of Spirituality with other CT-CCNP curricular concepts
UNIT EIGHT: Patient Centered Care in Health & Illness (8 hrs)				
FLUID & ELECTROLYTE BALANCE				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations	Pre-class Learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the concept Fluid and Electrolyte Balance: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> 2. Summarize the physiological functions related to the concept Fluid and Electrolyte Balance. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Fluid and Electrolyte Balance. 4. Explore the management of Fluid and Electrolyte Balance by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Fluid and Electrolyte Balance across the lifespan. 2. Describe the relationship between the concept Fluid and Electrolyte Balance and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Fluid and Electrolyte Balance across the lifespan 4. Describe the management of Fluid and Electrolyte Balance in health and illness by patients and members of the

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>interprofessional team across the lifespan.</p> <p>5. Apply the nursing process to the concept of Fluid and Electrolyte Balance across the lifespan.</p> <p>6. List the curricular exemplars associated with the curricular concept Fluid and Electrolyte Balance.</p>
<p>Exemplar: Fluid Imbalances (compare and contrast)</p> <p>Extracellular fluid volume (ECV) deficit (ex: a Child/Infant with Nausea & Vomiting)</p>	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Fluid and Electrolyte Balance as a foundation for learning about Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 2. Summarize the physiological functions related to Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 3. List diagnostic & laboratory tests applicable to Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 4. Explore the application of the nursing process to Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 5. Explore the management of Extracellular Fluid Volume Deficit using a child/infant with

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>nausea/vomiting as an example, by patients and members of the interprofessional health care team across the lifespan.</p> <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process to the provision of patient centered care of Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 2. Analyze diagnostic & laboratory tests applicable to Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example. 3. Describe the management of Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example by members of the interprofessional team across the lifespan 4. Examine additional curricular concepts that are related to Extracellular Fluid Volume Deficit using a child/infant with nausea/vomiting as an example.
ECV excess (ex: Older Adult with Fluid Retention)			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Fluid and Electrolyte Balance as a foundation for

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>learning about Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example</p> <ol style="list-style-type: none"> Summarize the physiological functions related to Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example List diagnostic & laboratory tests applicable to Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example Explore the application of the nursing process to Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example Explore the management of Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention, as an example by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example</p> <ol style="list-style-type: none"> Analyze diagnostic & laboratory tests applicable to Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example Describe the management of Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Fluid Imbalances - Extracellular Fluid Volume (ECV) excess using the Older Adult with Fluid Retention as an example
INFLAMMATION				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Analyze the components of the concept Inflammation: <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars Summarize the physiological functions related to the concept Inflammation.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Inflammation. 4. Explore the management of Inflammation by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Inflammation across the lifespan. 2. Describe the relationship between the concept Inflammation and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Inflammation across the lifespan 4. Describe the management of Inflammation in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Inflammation across the lifespan. 6. List the curricular exemplars associated with the curricular concept Inflammation.

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
REPRODUCTION AND SEXUAL HEALTH				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Reproduction and Sexual Health: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Reproduction and Sexual Health. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Reproduction and Sexual Health. 4. Explore the management of Reproduction and Sexual Health by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>states of related to the concept, Reproduction and Sexual Health across the lifespan.</p> <ol style="list-style-type: none"> Describe the relationship between the concept Reproduction and Sexual Health and other curricular concepts. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Reproduction and Sexual Health across the lifespan Describe the management of Reproduction and Sexual Health in health and illness by patients and members of the interprofessional team across the lifespan. Apply the nursing process to the concept of Reproduction and Sexual Health across the lifespan. List the curricular exemplars associated with the curricular concept Reproduction and Sexual Health.
Exemplar: Responsible Sexual Behavior: Contraception; Incidence of Sexually Transmitted Infection (STI)			<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Apply the associated concept, Reproduction and Sexual Health as a foundation for learning about Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI)

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> Summarize the physiological functions related to Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) List diagnostic & laboratory tests applicable to Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) Explore the application of the nursing process to Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) Explore the management of Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) by patients and members of the interprofessional health care team across the lifespan. <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) Analyze diagnostic & laboratory tests applicable to Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI)

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the management of Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI) by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections (STI)
ADDICTION				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Analyze the components of the concept Addiction: <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars Summarize the physiological functions related to the concept Addiction. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Addiction. Explore the management of Addiction by individuals and members of the interprofessional team across the lifespan.

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Addiction across the lifespan. 2. Describe the relationship between the concept Addiction and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Addiction across the lifespan 4. Describe the management of Addiction in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Addiction across the lifespan. 6. List the curricular exemplars associated with the curricular concept Addiction.
Exemplar: Substance Addiction-Nicotine				<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Addiction as a foundation for learning about Substance-Nicotine Addiction

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Summarize the physiological functions related to Substance-Nicotine Addiction List diagnostic & laboratory tests applicable to Substance-Nicotine Addiction Explore the application of the nursing process to Substance-Nicotine Addiction Explore the management of Substance-Nicotine Addiction by patients and members of the interprofessional health care team across the lifespan <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Apply the nursing process to the provision of patient centered care of Substance-Nicotine Addiction Analyze diagnostic & laboratory tests applicable to Substance-Nicotine Addiction Describe the management of Substance-Nicotine Addiction by members of the interprofessional team across the lifespan Examine additional curricular concepts that are related to Substance-Nicotine Addiction
VIOLENCE				
Concept Introduction Class	1		Performance of pre-class learning activities	Pre-Class/Review learning objectives:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	After students complete the assigned pre-class learning activities they will be able to: 1. Analyze the components of the curricular concept Violence <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars Classroom Learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> Provide examples of Violence using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Violence List the CT-CCNP curricular exemplars for the concept Violence Describe the importance of an awareness of the concept Violence to nursing and interprofessional practice
Exemplar: Community Violence- Violence on a College Campus			Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> Apply the associated concept, Violence as a foundation for learning about community violence-violence on a college campus Describe what is meant by community violence

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze examples of community violence 2. Describe the relevance of community violence to the interprofessional health care team 3. Discuss the inter-relationship of community violence with other CT-CCNP curricular concepts
ANXIETY				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-class Learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Analyze the components of the concept Anxiety: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars 2. Summarize the physiological functions related to the concept Anxiety. 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Anxiety. 4. Explore the management of Anxiety by individuals and members of the interprofessional team across the lifespan.

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Anxiety across the lifespan. 2. Describe the relationship between the concept Anxiety and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Anxiety across the lifespan 4. Describe the management of Anxiety in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Anxiety across the lifespan. 6. List the curricular exemplars associated with the curricular concept Anxiety.
MOOD AND AFFECT				
Concept Introduction Class	1		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p>	<p>Pre-class Learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the concept Mood and Affect: <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			<p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<ol style="list-style-type: none"> 2. Summarize the physiological functions related to the concept Mood and Affect 3. Explore assessments (i.e. nursing, physical, diagnostic tests) related to Mood and Affect 4. Explore the management of Mood and Affect by individuals and members of the interprofessional team across the lifespan. <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Compare & contrast patient presentation in normal and altered states of related to the concept, Mood and Affect across the lifespan. 2. Describe the relationship between the concept Mood and Affect and other curricular concepts. 3. Analyze assessments (i.e. nursing, physical, diagnostic tests) applicable to Mood and Affect across the lifespan 4. Describe the management of Mood and Affect in health and illness by patients and members of the interprofessional team across the lifespan. 5. Apply the nursing process to the concept of Mood and Affect across the lifespan. 6. List the curricular exemplars associated with the curricular concept Mood and Affect

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
UNIT NINE: Healthcare Systems: (3.5 hrs)				
HEALTHCARE POLICY & ECONOMICS				
Concept Introduction Class	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the components of the curricular concept Healthcare Policy and Economics <ol style="list-style-type: none"> a. Concept Definition b. Defining Attributes c. Related concepts d. Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide examples of Healthcare Policy and Economics using the defining attributes of the concept 2. Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Healthcare Policy and Economics 3. List the CT-CCNP curricular exemplars for the concept Healthcare Policy and Economics 4. Describe the importance of an awareness of the concept Healthcare

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				Policy and Economics to nursing and interprofessional practice
Exemplar: State Nurse Practice Act-influence on nursing practice; Nursing Scope of Practice	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to: <ol style="list-style-type: none"> 1. Apply the associated concept, Healthcare Policy and Economics as a foundation for learning about state nursing practice acts and scope of practice 2. Describe what is meant by state nursing practice acts and scope of practice Classroom learning objectives: At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to state nursing practice acts and scope of practice 2. Describe the importance of state nursing practice acts and scope of practice to the interprofessional health care team 3. Discuss the inter-relationship of state nursing practice acts and scope of practice with other CT-CCNP curricular concepts
Exemplar: Federal Health Policies- Health Insurance Portability and Accountability Act (HIPPA)			Performance of pre-class learning activities	Pre-Class/Review learning objectives: After students complete the assigned pre-class learning activities they will be able to:

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<ol style="list-style-type: none"> 1. Apply the associated concept, Healthcare Policy and Economics as a foundation for learning about Federal Health Policies- (Health Insurance Portability and Accountability Act) HIPPA 2. Describe what is meant by Federal Health Policies-HIPPA <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Federal Health Policies-HIPPA 2. Describe the importance of Federal Health Policies-HIPPA to the interprofessional health care team 3. Discuss the inter-relationship of Federal Health Policies-HIPPA with other CT-CCNP curricular concepts
Medicare/Medicaid			Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Healthcare Policy and Economics as a foundation for learning about Medicare and Medicaid 2. Describe what is meant by Medicare and Medicaid <p>Classroom learning objectives:</p>

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance on objective examinations Performance on Standardized Testing	At the end of the learning experience the student will be able to: <ol style="list-style-type: none"> 1. Analyze patient care examples related to Federal Health Policies- Medicare and Medicaid 2. Describe the importance of Federal Health Policies- Medicare and Medicaid to the interprofessional health care team 3. Discuss the inter-relationship of Federal Health Policies- Medicare and Medicaid with other CT-CCNP curricular concepts
Affordable Care Act			Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Healthcare Policy and Economics as a foundation for learning about Federal Health Policies-The Affordable Care Act 2. Describe what is meant by The Affordable Care Act <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to Federal Health Policies- The Affordable Care Act

CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				<ol style="list-style-type: none"> Describe the importance of Federal Health Policies- The Affordable Care Act to the interprofessional health care team Discuss the inter-relationship of Federal Health Policies- The Affordable Care Act with other CT-CCNP curricular concepts
SYSTEMS-BASED PRACTICE				
Concept Introduction Class	0.5		<p>Performance of pre-class learning activities</p> <p>Performance during in-class learning activities</p> <p>Performance in Skills Lab</p> <p>Performance in Clinical Simulations</p> <p>Performance on objective examinations</p> <p>Performance on Standardized Testing</p>	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> Analyze the components of the curricular concept Systems-Based Practice <ol style="list-style-type: none"> Concept Definition Defining Attributes Related concepts Exemplars <p>Classroom Learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> Provide examples of Systems-Based Practice using the defining attributes of the concept Discuss the inter-relationship of other CT-CCNP curricular concepts with the concept of Systems-Based Practice List the CT-CCNP curricular exemplars for the concept Systems-Based Practice

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
				4. Describe the importance of an awareness of the concept Systems-Based Practice to nursing and interprofessional practice
Exemplar: General Systems Theory	1		Performance of pre-class learning activities Performance during in-class learning activities Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Systems-Based Practice as a foundation for learning about General Systems Theory 2. Describe what is meant by General Systems Theory <p>Classroom learning objectives:</p> <p>At the end of the learning experience the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze patient care examples related to General Systems Theory 2. Describe the relevance of General Systems Theory to the interprofessional health care team 3. Discuss the inter-relationship of General Systems Theory with other CT-CCNP curricular concepts
Exemplar: The Work Unit-Patient Care/Clinical Unit			Performance of pre-class learning activities Performance during in-class learning activities	<p>Pre-Class/Review learning objectives:</p> <p>After students complete the assigned pre-class learning activities they will be able to:</p> <ol style="list-style-type: none"> 1. Apply the associated concept, Systems-Based Practice as a foundation for

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CONCEPTS (Caps) & Exemplars	Class Hrs	Lab Hrs	Evidence of Student Learning	Pre-Class/Class/Lab Student Learning Outcomes/Objectives
			Performance in Skills Lab Performance in Clinical Simulations Performance on objective examinations Performance on Standardized Testing	learning about The Work Unit-Patient Care/Clinical Unit 2. Describe what is meant by The Work Unit-Patient Care/Clinical Unit Classroom learning objectives: At the end of the learning experience the student will be able to: 1. Analyze patient care examples related to The Work Unit-Patient Care/Clinical Unit 2. Describe the relevance of The Work Unit-Patient Care/Clinical Unit to the interprofessional health care team 3. Discuss the inter-relationship of The Work Unit-Patient Care/Clinical Unit with other CT-CCNP curricular concepts
EXAMS	4			
TOTAL HOURS	75	69		
All concepts except Acid-Base Balance, Cellular Regulation, Intracranial Regulation, and Psychosis are introduced in the First Semester				
14 CONCEPTS INCORPORATED INTO NUR*120 HEALTH ASSESSMENT FOCUS				

Nursing 120 Content Outline

- **Unit 1: Introduction to Professionalism, the Nursing Process, Health Promotion, and Safety** Error! Bookmark not defined.
 - **Lab 1**Error! Bookmark not defined.
 - **Concept: Professionalism**Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Concept: Stress and Coping**.....Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Exemplar: Life as a Nursing Student****Error! Bookmark not defined.**
 - **Concept: Clinical Judgement**Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Exemplar: The Nursing Process**.....**Error! Bookmark not defined.**
 - **Concept: Health Promotion**.....Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Exemplar: Primary Prevention - Optimize Health and Prevent Disease****Error! Bookmark not defined.**
 - **Concept: Safety**Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Exemplar: Safety Level I - National Patient Safety Goals****Error! Bookmark not defined.**
 - **Exemplar: Safety Level I - A Safe Culture****Error! Bookmark not defined.**
 - **Exemplar: Safety Level I - Quality and Safety Education in Nursing (QSEN)****Error! Bookmark not defined.**
 - **Concept: Immunity/Infection**Error! Bookmark not defined.
 - **Concept Introduction Class**.....**Error! Bookmark not defined.**
 - **Exemplar: Viral Infection - Influenza**.....**Error! Bookmark not defined.**
 - **Exemplar: Hospital-acquired Bacterial Infection - VRE, MRSA, C-Difficile****Error! Bookmark not defined.**
 - **Exemplar: Bacterial Infection - Urinary Track Infection (UTI/Cystitis)****Error! Bookmark not defined.**
 - **Lab 2**Error! Bookmark not defined.
 - **Unit 2: Introduction to Health Assessment, Vital Signs**Error! Bookmark not defined.
 - **Concept: Nutrition**Error! Bookmark not defined.
 - **Concept Introduction Class: Focus on Assessment****Error! Bookmark not defined.**
 - **Exemplar: Nutritional Assessment****Error! Bookmark not defined.**
 - **Concept: Tissue Perfusion**.....Error! Bookmark not defined.

- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Hypertension](#)**Error! Bookmark not defined.**
- [Concept: Regulation and Metabolism](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Hyper/Hypothermia - Fever; exposure](#).....**Error! Bookmark not defined.**
- [Exemplar: Diabetes Mellitus - Hyper/hypo glycemia](#)**Error! Bookmark not defined.**
- [Concept: Gas Exchange](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Concept: Pain](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Pain Management-General Medication Administration and Non-Pharmacological Interventions](#) **Error! Bookmark not defined.**
- [Concept: Mobility](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Functional Ability-Outcome and Assessment Information Set \(OASIS\) on an Older Adult](#) **Error! Bookmark not defined.**
- [Exemplar: Complications of Immobility-incorporating Pulmonary Embolus](#)**Error! Bookmark not defined.**
- [Pre-class Learning Activities](#)**Error! Bookmark not defined.**
- [Lab 3](#).....*Error! Bookmark not defined.*
 - [Unit 3: Patient Centered Health Assessment, Head to Toe](#)**Error! Bookmark not defined.**
- [Concept: Cognition](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Delirium and Dementia in an Older Adult](#).....**Error! Bookmark not defined.**
- [Exemplar: Alzheimer's disease-From Mid to Older Adulthood](#)**Error! Bookmark not defined.**
- [Concept: Sensory Perception / Sensation](#)*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Visual Impairment-Age Related Macular Degeneration \(AMD\), Cataracts, and Glaucoma](#) **Error! Bookmark not defined.**
- [Exemplar: Hearing Impairment Across the Lifespan - Conductive and other Hearing Loss](#)**Error! Bookmark not defined.**
- [Exemplar: Balance Impairment-Vestibular Disorders / Meniere's Disease](#)**Error! Bookmark not defined.**
- [Concept: Tissue Integrity](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Pressure Ulcer Management](#).....**Error! Bookmark not defined.**
- [Concept: Digestion / Bowel Elimination](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**

- [Concept: Excretion](#)Error! Bookmark not defined.
 - [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
 - [Exemplar: Incontinence - Developmental Incidence / Older adults](#)**Error! Bookmark not defined.**
- [Concept: Development](#)Error! Bookmark not defined.
 - [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
 - [Exemplar: Head to Toe \(Body Systems-Based\) Assessment of the Adult and Older Adult](#)**Error! Bookmark not defined.**
- [Concept: Communication](#)Error! Bookmark not defined.
 - [Concept Introduction Class](#)**Error! Bookmark not defined.**
 - [Exemplar: Therapeutic Communication](#)**Error! Bookmark not defined.**
 - [Exemplar: Interpersonal-Interviewing; Patient/Family Instructions](#)**Error! Bookmark not defined.**
 - [Exemplar: Interprofessional-Documentation, SBAR, Hand-off, Advocacy](#)**Error! Bookmark not defined.**
- [Lab 4](#)Error! Bookmark not defined.
 - [Unit 4 Introduction to Healthcare Systems](#) .Error! Bookmark not defined.
- [Concept: Quality Improvement](#)Error! Bookmark not defined.
 - [Concept Introduction Class](#)**Error! Bookmark not defined.**
 - [Exemplar: Nursing Quality Indicators \(NQIs\) - Restraints](#) ...**Error! Bookmark not defined.**
- [Concept: Informatics and Technology](#)Error! Bookmark not defined.
 - [Concept Introduction Class](#)**Error! Bookmark not defined.**
 - [Exemplar: Nursing Informatics-Nursing Student / RN Documentation, the Electronic Health Record \(EHR\)](#)**Error! Bookmark not defined.**
 - [Exemplar: Patient Engagement Technologies - Patient Portals](#)**Error! Bookmark not defined.**
 - [Unit 5 Medication Safety](#) Error! Bookmark not defined.
- [Concept: Safety](#)Error! Bookmark not defined.
 - [Exemplar: National Patient Safety Goal - Principles of Pharmacology and Safe Medication Administration](#) **Error! Bookmark not defined.**
- [Lab 5](#)Error! Bookmark not defined.
- [Lab 6](#)Error! Bookmark not defined.
 - [Unit 6 Foundations of Nursing Practice](#) Error! Bookmark not defined.
- [Concept: Evidence Based Practice](#)Error! Bookmark not defined.
 - [Concept Introduction Class](#)**Error! Bookmark not defined.**
 - [Exemplar: Use of Best and Current Evidence](#)**Error! Bookmark not defined.**
 - [Exemplar: Search of the Literature](#)**Error! Bookmark not defined.**
- [Concept: Teamwork and Collaboration](#)Error! Bookmark not defined.

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- [Concept Introduction Class](#).....Error! Bookmark not defined.
- [Exemplar: Basic Nursing Care Management](#).....Error! Bookmark not defined.
- [Exemplar: Nurse to Nurse - Nursing practice](#).....Error! Bookmark not defined.
- [Concept: Professionalism](#).....Error! Bookmark not defined.
- [Exemplar: Legal and Ethical Principles](#).....Error! Bookmark not defined.
- [Concept: Patient Education](#).....Error! Bookmark not defined.
- [Concept Introduction Class](#).....Error! Bookmark not defined.
- [Exemplar: Principles of Teaching Learning-Patient Education: Domains of Learning, Health Literacy](#) Error! Bookmark not defined.
- [Exemplar, Health Literacy: Management of Medications by the Patient](#)Error! Bookmark not defined.
- [Concept: Leadership](#).....Error! Bookmark not defined.
- [Concept Introduction Class](#).....Error! Bookmark not defined.
- [Lab 7](#).....Error! Bookmark not defined.
 - [Unit 7 Individualized and Patient Centered Care in Health and Illness](#)Error! Bookmark not defined.
- [Concept: Diversity](#).....Error! Bookmark not defined.
- [Concept Introduction Class: Focus on Assessment](#)Error! Bookmark not defined.
- [Exemplar: Healthcare Practices and Beliefs](#).....Error! Bookmark not defined.
- [Exemplar: Culturally Competent Care](#).....Error! Bookmark not defined.
- [Concept: Family Dynamics](#)Error! Bookmark not defined.
- [Concept Introduction Class: Focus on Assessment](#)Error! Bookmark not defined.
- [Concept: Patient-Centered Care](#).....Error! Bookmark not defined.
- [Concept Introduction Class: Focus on Assessment - Patient-Centered Care](#)Error! Bookmark not defined.
- [Exemplar: Advanced Directives](#)Error! Bookmark not defined.
- [Exemplar: Spirituality](#).....Error! Bookmark not defined.
- [Unit 8 Patient Centered Care in Health and Illness](#)Error! Bookmark not defined.
- [Concept: Fluid and Electrolyte Balance](#).....Error! Bookmark not defined.
- [Concept Introduction Class: Focus on Assessment](#)Error! Bookmark not defined.
- [Exemplar Fluid Imbalances - Extracellular fluid](#).....Error! Bookmark not defined.
- [Exemplar: Fluid Imbalances - Extracellular Fluid Volume \(ECV\) excess-Older Adult / Fluid Retention](#) Error! Bookmark not defined.
- [Concept: Inflammation](#).....Error! Bookmark not defined.
- [Concept Introduction Class: Focus on Assessment](#)Error! Bookmark not defined.
- [Concept: Reproduction and Sexual Health](#)Error! Bookmark not defined.

- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: Responsible Sexual Behavior: Contraception, Incidence of Sexually Transmitted Infections \(STI\)](#)**Error! Bookmark not defined.**
- [Concept: Addiction](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Exemplar: SUBSTANCE - Nicotine Addiction](#)**Error! Bookmark not defined.**
- [Concept: Violence](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class](#).....**Error! Bookmark not defined.**
- [Exemplar: Community-College Campus Violence](#)**Error! Bookmark not defined.**
- [Concept: Anxiety](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
- [Concept: Mood and Effect](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class: Focus on Assessment](#)**Error! Bookmark not defined.**
 - [Unit 9 Healthcare Systems](#) **Error! Bookmark not defined.**
- [Concept: Healthcare Policy and Economics](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class](#).....**Error! Bookmark not defined.**
- [Exemplar: State Nurse Practice Act and Nursing Scope of Practice](#)**Error! Bookmark not defined.**
- [Exemplar: Federal Health Policies - HIPPA](#).....**Error! Bookmark not defined.**
- [Exemplar: Federal Health Policies - Medicare/Medicaid](#).....**Error! Bookmark not defined.**
- [Exemplar: Federal Health Policies - Affordable Care Act](#)**Error! Bookmark not defined.**
- [Concept: Systems-Based Practice](#).....*Error! Bookmark not defined.*
- [Concept Introduction Class](#).....**Error! Bookmark not defined.**
- [Exemplar: General Systems Theory](#)**Error! Bookmark not defined.**
- [Exemplar: The Work / Clinical Unit \(Clinical Microsystems\)](#)**Error! Bookmark not defined.**