

**Mt. San Antonio College
Associate Degree Nursing
Curriculum Threads**

Social/Ethical Aspects

Nurses often struggle with ethical and social dilemmas that affect individuals and families for whom they provide care. Nurses must know the way to approach these issues in a knowledge and systematic way. In addition, nurses practice in an ethical manner by demonstrating responsibility for their own learning, and for professional and personal actions taken. It is important that nurses demonstrate honesty and maintain confidentiality in interactions with patients, their families, and other health care professionals. It is expected that Mt.SAC nursing graduates are able to examine the social/ethical aspects nursing to make sound decision to reflect organizational values/mission, personal ethics, professional standards, and evidence-based practice. Social/ethical aspects concepts are integrated throughout the Mt.SAC Nursing Program curriculum.

NURS 1A - The Nursing Process I

Objectives

1. Develop a relationship with at least one geriatric client; assess this individual's experience with the aging process physically, psychosocially and cognitively.
2. Discuss using Mr. & Mrs. to address all patients/clients.
3. Demonstrate responsibility to self by:
 - a. Taking the initiative to contact instructor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort, and safety.
 - b. Applying theoretical concepts from nursing and related disciplines in care to assigned clients.
 - c. Accepting responsibility for own actions.
 - d. Following attendance guidelines.
 - e. Following the dress code policy.
 - f. Turning in assigned work by due date.

NURS 1B - The Nursing Process II

Objectives

1. Describe how the impact of the variables of culture, ethnicity, spirituality, religious beliefs and/or age may impact on client system communication patterns, time, orientation, food, nutritional/health practices, susceptibility to disease and beliefs about health, illness, sexuality, pain and death.
2. Act as an advocate and liaison with nursing team members, other disciplines, family members/significant others and physician to enhance client's dietary intake.
3. Discuss the role of nursing professional values and how they are acquired from nursing codes of ethics, student experiences, professors and peers during socialization into nursing.
4. Identify assigned client's values as they influence and relate to a particular stressor or threat to the client's system stability.
5. Verbally examine and clarify personal values about life, health, illness and death with peer student clinical group and professor.
6. Cite observed examples of the essential nursing values of altruism, equality, esthetics, freedom, human dignity, justice, truth and the professional behaviors enacted by the assigned agency's nursing staff to implement these values.
7. Observe nurses presented with ethical situations and how they identified the moral issues and principles involved.
8. Cite example of nurses who performed an advocate role in assigned or other clients and the values, which basic to client advocacy.
9. Cite examples of how the Patient Self Determination Act is implemented by nurses in the acute care setting and how it affects the nurse's role in supporting the clients and/or families right to accept or refuse medical care.
10. Cite example of nurses who performed an advocate role in assigned or other clients and the values, which basic to client advocacy.

11. Demonstrate responsibility to self by:
 - a. Taking the initiative to contact instructor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort, and safety.
 - b. Applying theoretical concepts from nursing and related disciplines in care to assigned clients.
 - c. Accepting responsibility for own actions.
 - d. Following attendance guidelines.
 - e. Following the dress code policy.
 - f. Turning in assigned work by due date.

NURS 3 – Medical-Surgical Nursing - Locomotion/Sensation/Integument/Oncology/Immunology

Objectives

1. Identify issues of confidentiality in the client with HIV and or AIDS, and review hospital policies and procedures regarding testing, disclosure, etc.
2. Apply an analytical approach to ethical and moral dilemmas.
3. Discuss nursing advocacy roles for clients with problems r/t locomotion, sensation, oncology, integument, and immunology including: client abuse detection/intervention, managed care, home health/hospice options, support/advocacy groups, and agency referrals.
4. Demonstrate responsibility to self by:
 - a. Taking the initiative to contact instructor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort, and safety.
 - b. Applying theoretical concepts from nursing and related disciplines in care to assigned clients.
 - c. Accepting responsibility for own actions.
 - d. Following attendance guidelines.
 - e. Following the dress code policy.
 - f. Turning in assigned work by due date.

NURS 4 – Maternity Nursing

Objectives

1. Provide emotional support for the entire family during the birthing process.
2. Provide Daily care and assessments which include Progress of bonding.
3. Assess and intervene to address maternal and paternal teaching needs related to self and infant care with referrals as appropriate.
4. Implement primary prevention techniques which foster maternal bonding and paternal engrossment.
5. Assess needs and stressors and provide emotional and physical (pain) support for all family members during all phases of the childbearing cycle.
6. Implement nursing care which incorporates the philosophy of family centered care.
7. Implement primary, secondary and tertiary preventions related to psychosocial and cultural stressors of pregnancy.
8. Answer patient/family questions related to progress of labor, post partum status, health etc. correctly based on knowledge of anatomy & physiology.
9. Implement primary prevention techniques which foster maternal bonding and paternal engrossment.
10. Plan primary and tertiary preventions to facilitate parent- infant bonding with the premature infant as well as the normal newborn.
11. Give nursing care which demonstrates knowledge and incorporation of the emotional and psychological aspects of the puerperium.
12. Anticipate problems and/or complications (physical and emotional) of the post-partum period and implement primary nursing preventions.
 - a. Nursing Process.
 - b. Determines physical and psychosocial stressors for maternity and newborn clients by assessment of:
 - i. Prenatal/labor and delivery records.
 - ii. Maternal behaviors associated with (1) stages of labor, (2) infant bonding, (3) phases of the postpartum period and (4) cultural and socioeconomic factors.

13. Demonstrate initiative and is self starting.
14. Assume responsibility for implementation of primary, secondary and tertiary preventions according to care plan.
15. Personal behavior in clinical situations conform to legal responsibilities of the registered nurse/student
 - a. Following attendance guidelines.
 - b. Following the dress code policy.
 - c. Turning in assigned work by due date.
16. Make decisions and prioritizes according to established principles.

NURS 5 – Psychiatric Nursing

Objectives

1. Collect/Determine pertinent behavioral and physical data for clients.
2. Observations include verbal and non-verbal behaviors and communications as well as physical assessment data -seeks out pertinent background/demographic data -reviews psychological and physical history.
3. Involve client, significant others and health care team in Identifying stressors, resistors and developing short and long term goals using assessment data.
4. Select nursing diagnosis appropriate to identify mental health and physical needs.
5. Identify primary, secondary and/or tertiary preventions to resolve client problems / stressors.
6. Develop individualized, age appropriate, comprehensive plans of care for clients using the Betty Neuman Model and incorporating the client's developmental, cultural, psychosocial, ethnic and sexual needs.
7. Utilize therapeutic techniques to implement plan of care according to identified stressors, nursing goals and diagnoses.
8. Transfer knowledge and principles from one situation to another.
9. Evaluate outcomes and behavioral changes and revises care plan as appropriate.
10. Use effective therapeutic communication techniques to establish rapport, conduct interviews and interact with clients and staff.
11. Accurately communicate information using appropriate verbal and non-verbal techniques.
12. Promptly report significant observations to staff or instructor in a timely manner.
13. Written and verbal communications are expressed using correct grammar, terminology and spelling.
14. Incorporate understanding of issues of confidentiality in all client related discussions.
15. Provide support for client, family and peers in an appropriate and therapeutic manner.

16. Participate appropriately and constructively in interactions with clients in all group, unit and individual activities.
17. Demonstrates responsibility to self by:
 - a. recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving
 - b. Accepts responsibility for own actions.
18. Provides a role model of mental health.
19. Dresses appropriately for participation in client care activities.
20. Complete the Reading Assignment:
 - a. Varcarolis Chapter 4 Psychiatric Mental Health Nursing in Acute Settings
 - b. Varcarolis Ch 5 Psychiatric Mental Health Nursing in Community Settings
 - c. Varcarolis Ch 8 The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing
 - d. Varcarolis Ch 9 Therapeutic Relationships
 - e. Varcarolis Ch 10 Communication and Clinical Interview

NURS 6 – Pediatric Nursing

Objectives

1. Identify the major biologic, psychosocial, cognitive, and social developments during the first year of life.
2. Provide nursing care that meets the immediate and long-term needs of the family that has lost a child from sudden infant death syndrome.
3. Identify the major biologic, psychosocial, cognitive, and social developments during the toddler years.
4. Identify the major biologic, psychosocial, cognitive, and social developments during the preschool years.
5. Discuss the role of schools in the development and socialization of the school-age child.
6. Discuss the impact of social media on the social development of adolescents.
7. Discuss the manifestations and nursing management of selected emotional or behavioral problems in school children and adolescents.
8. Identify the major reactions of and effects on the family of a child with a special need.
9. Define the stages of adjustment to the diagnosis of a chronic condition.
10. Recognize the impact of the illness or condition on the developmental stages of childhood.
11. Outline nursing interventions that promote the family's optimal adjustment to the child's chronic disorder.
12. Outline nursing interventions that support the family at the time of death.
13. Discuss the nurse's role in helping the child and family cope with congenital heart disease.
14. Discuss the nursing role in helping parents care for the child who has cerebral palsy.

15. Demonstrate responsibility to self by:

- a. Taking initiative to select learning experiences that will enhance development in the pediatric clinical setting.
- b. Appropriately using resources to seek additional information re: the pediatric client, with minimal direction.
- c. Following attendance guidelines.
- d. Following the dress code policy.
- e. Turning in assigned work by due date.
- f. Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving.

NURS 7 – Medical-Surgical Nursing – Nutrition / Elimination / Surgical Asepsis

Objectives

1. Describe and evaluate client's reactions to such stressors as emotional and interpersonal difficulties and explain the relationship between these stressors and organic disabilities.
2. Identify and evaluate criteria for assessing stressors and setting priorities to determine nursing care for clients undergoing surgical interventions.
3. Identify needs experienced by the patient undergoing surgical procedures.
4. Utilize assessment data to identify stressors in relationship to the Neuman Model, state intervention(s) to modify or lessen impact of stressor.
5. Describe and evaluate primary, secondary and/or tertiary preventions for stressors and nursing problems and develop care plan(s).
6. Develop nursing care plan/case study based on identified stressors, problems, primary, secondary and tertiary prevention techniques with specified genitourinary problems.
7. Describe and evaluate psychosocial problems encountered with clients with burns, nutrition, reproductive, and elimination disorders, and an understanding of these problems, verbally and/or in writing on care plans.
8. Appropriately involve client's significant others in aspects of care
9. Apply an analytical approach to ethical and moral dilemmas
10. Plan and implement secondary and tertiary prevention techniques aimed at teaching the client and his family about health attainment and maintenance practices, and be able to refer them to appropriate community resources for health care.
11. Demonstrate responsibility to self by:
 - a. Taking the initiative to select learning experiences in clinical setting that will enhance development.
 - b. Independently using resources in clinical to seek additional information.
 - c. Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving.
12. Exhibit flexibility and adaptability as learning opportunities arise.

NURS 8– Medical-Surgical Nursing – Circulation and Oxygenation

Objectives

1. Describe and evaluate the variables that adversely affect the maintenance of circulation and oxygenation in body cells, and plan and implement secondary prevention techniques including ethical aspects and pharmacologic intervention aimed at solving circulation and oxygenation problems.
2. Identify and evaluate the relationship between the client's cultural, ethnic, social and life-cycle - geriatric variables and his response toward his health status, using the Neuman Conceptual Framework.
3. Identify cultural and psychosocial factors that influence coping for client.
4. Explain the concepts of aging, life cycle events, and dominant concerns of the client with respect to the setting and life situations including potential for client abuse.
5. State the functions of community agencies and refer the client and/or family to these agencies when indicated [eg., Lung Association, Cancer Society].
6. Demonstrate responsibility to self by:
 - a. Taking the initiative to select learning experiences in clinical setting that will enhance development.
 - b. Independently using resources in clinical to seek additional information.
 - c. Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving.
7. Exhibit flexibility and adaptability as learning opportunities arise.

NURS 10 – Medical-Surgical Nursing – Integration/Regulation

Objectives

1. Assess the clients' condition to determine changes that might require alteration in nursing care activities or plan of care for the day.
2. Name the five basic human needs that people of all ages share.
3. Name four role changes that occur with aging.
4. Assist client in performance of rehabilitation activities and assess client before and after activities as above.
5. Be resourceful in meeting objectives; use outside references independently, as well as sources within agency.
6. State relationship of age to illness and potential problems related to clients' stage of development.
7. Identify stressors for client in relationship to the Betty Neuman Model, and state the prevention(s) to modify or lessen stressor impact.
8. Demonstrate responsibility to self by:
 - a. Taking the initiative to select learning experiences in clinical setting that will enhance development.
 - b. Independently using resources in clinical to seek additional information.
 - c. Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving.
9. Exhibit flexibility and adaptability as learning opportunities arise.

NURS 11 – Preceptorship in Nursing

Objectives

In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

1. Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:
 - a. Apply theoretical base to clinical practice.
 - b. Demonstrate effective interpersonal communication skills.
 - c. Demonstrate skills in written communication.
 - d. Demonstrate professional accountability.
 - e. Demonstrate application of the nursing process.
 - f. Demonstrate clinical skills appropriate to entry-level practitioner.
 - g. Demonstrate increasing skills in decision-making, priority setting, problem solving and organization.
 - h. Demonstrate leadership skills.
 - i. Demonstrate problem solving and skill attainment.
 - j. Demonstrate critical thinking.