



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Nursing

COURSE: NUR 2201 Holistic Nursing II

Date: Spring 2023

Credit Hours: 5

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): Successful completion of all first year NUR courses and prerequisites.

Enrollment by assessment or other measure? Yes No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): NUR 2200; ENG 1001 and SOC 1000 with a grade of C or better.

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **1 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **4.5 Contact Hours** (3 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

The focus of this module is the holistic nursing care across the life span of patients with problems related to the biliary, digestive, hematologic, renal, reproductive systems, cancer, and HIV/AIDS. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Students must earn 80% or better in this class to remain in the nursing program.

The grading scale is in accordance with the Nursing Handbook:

93-100	= A
86-92	= B
80-85	= C
70-79	= D
Below 70	= F

A grade of 80.00% (with no rounding) or above is required to pass the theory portion of the course.

The clinical portion of the course is a pass/fail. In order to pass a nursing course with a clinical component, a passing grade must be obtained both in the clinical and the theory components.

COURSE TOPICS AND CONTENT REQUIREMENTS:

I: Malignant Neoplasms

- a. Care of the cancer patient (Oral Cancer, Lung Cancer, Malignant Bone Cancer, Kidney and bladder Cancer, Brain Tumors, Pediatric Cancers).
- b. Care for the patient receiving chemo and radiation
- c. Diagnostics of the cancer patient
- d. Care of a patient with a central venous catheter

II: HIV/AIDS/STIs

A. STIS

- a. Identify factors contributing to the high incidence of STD's.
- b. Explain the etiology, manifestations, complications, diagnosis, and treatment of gonorrhea, syphilis, genital herpes, chlamydia, and condylomata acuminata.
- c. Discuss the nurse's role in assessment, prevention, and treatment of STD's.
- d. Identify which methods of contraception will prevent STD's.
- e. Contrast the symptomatology of each STD from male to female.
- f. How does primary herpes differ from recurrent herpes?
- g. Which STD will impact preferred method of delivery for newborn? Why?

B. HIV/AIDS

- a. Discuss the historical sequence of HIV/AIDS in the U.S. and the role that has played in the stigma vs. acceptance of HIV/AIDS.
- b. List the modes of transmission for HIV and variables involved in transmission of HIV.
- c. Identify what activities are most likely to transmit HIV and which mechanical barriers are recommended to decrease the risk of transmission.
- d. Describe the spectrum of HIV infection, including the timeline for antibody detection until symptomatic disease.
- e. Discuss various methods of testing for HIV including the difference between confidential and anonymous testing.
- f. Discuss the pathophysiology of HIV.
- g. List the diagnostic criteria for AIDS.

- h. Describe the opportunistic diseases, HIV associated malignancies, and other physiological manifestations that occur with HIV disease. Include their prevention & treatment.
- i. Describe the use of CD4 counts and viral load measurements in the therapeutic management of HIV.
- j. Describe the nurse's role in prevention, detection, treatment, and care of the client with HIV infection.
- k. Discuss the significance of the ADA and public endangerment laws for individuals with HIV/AIDS.

III: Hematology

A. Hematology

- a. Review the normal structure and function of blood and its' components on your own.
- b. Review the normal clotting mechanism on your own.
- c. Review the different types of blood cells, their functions, & corresponding diagnostic tests, i.e. RBC's, WBC's, & platelets on your own.
- d. Analyze & interpret significant subjective and objective assessment data related to the hematologic system.
- e. Describe the age-related changes in the hematologic system & differences in hematologic parameters.
- f. Differentiate normal from common abnormal findings of a physical assessment of the hematologic system.
- g. Describe the purpose, significance of results and nursing responsibilities related to diagnostic studies of the hematologic system.
- h. Integrate the effects of problems of the hematologic system on other body systems.
- i. Integrate abnormal lab findings into the various anemias discussed.
- j. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the following disorders: iron deficiency anemia, thalassemia, pernicious anemia, folic acid deficiency, aplastic anemia, sickle cell anemia, polycythemia vera, hemophilia, disseminated intravascular coagulation (DIC).

B. Leukemia

- a. Compare and contrast the clinical manifestations for different severities of anemia.
- b. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of various anemias (pernicious anemia vs. folate acid deficiency; aplastic anemia vs. hemolytic anemia; sickle vs. polycythemia vera).
- c. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of hemophilia and disseminated intravascular coagulation.
- d. Compare and contrast the pathophysiology, clinical manifestations and therapeutic management of idiopathic thrombocytopenia purpura and acquired thrombocytopenia:
- e. Integrate abnormal lab findings into the various anemias discussed.
- f. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the following disorders: iron deficiency anemia, thalassemia, pernicious anemia, folic acid deficiency, aplastic anemia, sickle

- cell anemia, polycythemia vera, hemophilia, disseminated intravascular coagulation (DIC).
- g. Compare and contrast the clinical manifestations for different severities of anemia.
 - h. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of various anemias (pernicious anemia vs. folate acid deficiency; aplastic anemia vs. hemolytic anemia; sickle vs. polycythemia vera).
 - i. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of hemophilia and disseminated intravascular coagulation.
 - j. Compare the pathophysiology, clinical manifestations and therapeutic management of idiopathic thrombocytopenia purpura and acquired thrombocytopenia
 - k. Discuss abnormal lab finding as they relate to various anemias.
 - l. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of leukemia.
 - m. Compare and contrast the major types of Leukemia including age of onset, distinguishing S&S, and diagnostic laboratory findings.
 - n. Discuss the psychosocial care of the patient with leukemia
 - o. Examine the problems of anemia, leukopenia, thrombocytopenia, & neutropenia resulting from leukemia treatment.
 - p. Discuss the etiology, treatment, & nursing care of the patient with neutropenia or with thrombocytopenia.
 - q. Compare & contrast Hodgkin's and non-Hodgkin's lymphomas in terms of clinical manifestations, staging, and therapeutic management.
 - r. Describe the types of bone marrow donors, preparation required for the bone marrow transplants and post procedure nursing care.
 - s. Describe pathophysiology of multiple myeloma, manifestations, and management.
 - t. Compare and contrast the clinical manifestations for different severities of anemia.
 - u. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of various anemias (pernicious anemia vs. folate acid deficiency; aplastic anemia vs. hemolytic anemia; sickle vs. polycythemia vera).
 - v. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of hemophilia and disseminated intravascular coagulation.
 - w. Compare and contrast the pathophysiology, clinical manifestations and therapeutic management of idiopathic thrombocytopenia purpura and acquired thrombocytopenia:
 - x. Integrate abnormal lab findings into the various anemias discussed.
 - y. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the following disorders: iron deficiency anemia, thalassemia, pernicious anemia, folic acid deficiency, aplastic anemia, sickle cell anemia, polycythemia vera, hemophilia, disseminated intravascular coagulation (DIC).

- z. Compare and contrast the clinical manifestations for different severities of anemia.
 - aa. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of various anemias (pernicious anemia vs. folate acid deficiency; aplastic anemia vs. hemolytic anemia; sickle vs. polycythemia vera).
 - bb. Compare and contrast the etiology, clinical manifestations, diagnostic tests, and therapeutic management of hemophilia and disseminated intravascular coagulation.
 - cc. Compare the pathophysiology, clinical manifestations and therapeutic management of idiopathic thrombocytopenia purpura and acquired thrombocytopenia
 - dd. Discuss abnormal lab finding as they relate to various anemias.
 - ee. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of leukemia.
 - ff. Compare and contrast the major types of Leukemia including age of onset, distinguishing S&S, and diagnostic laboratory findings.
 - gg. Discuss the psychosocial care of the patient with leukemia
 - hh. Examine the problems of anemia, leukopenia, thrombocytopenia, & neutropenia resulting from leukemia treatment.
 - ii. Discuss the etiology, treatment, & nursing care of the patient with neutropenia or with thrombocytopenia.
 - jj. Compare & contrast Hodgkin's and non-Hodgkin's lymphomas in terms of clinical manifestations, staging, and therapeutic management.
 - kk. Describe the types of bone marrow donors, preparation required for the bone marrow transplants and post procedure nursing care.
 - ll. Describe pathophysiology of multiple myeloma, manifestations, and management.
- C. Blood Product Administration
- a. Explain the relationship among the ABO, Rh, and HLA systems and blood compatibility
 - b. Differentiate among the different types of blood products and their indications for use.
 - c. Describe the nursing interventions in the administration of blood products.
 - d. Describe the nursing management of patient receiving transfusions of blood and blood components.
 - e. Differentiate among the types of transfusion reactions and their associated treatments.
 - f. Discuss the nursing responsibilities in the event of a transfusion reaction.
- IV: Reproductive Disorders
- a. Review on own & describe structures & functions of male & female reproductive systems.
 - b. Review on own the major hormones essential for function of the system.
 - c. Differentiate normal from common abnormal findings on physical assessment and describe noninvasive techniques for obtaining assessment data.
 - d. Describe age-related changes in the system and identify the differences in assessment findings.

- e. Identify subjective and objective (including physical assessment) information to be obtained regarding reproductive during a client interview.
 - f. Describe the purpose, significance of results and nursing responsibilities related to diagnostic tests of the male and female reproductive organs.
- A. Female Reproductive System
- a. Explain the alterations and management during climacteric and menopause.
 - b. Explain manifestations and management of benign and cancerous tumors of uterus, ovaries, and vulva.
 - c. *Describe the pre-op & post op nursing interventions for patients undergoing major reproductive surgery.*
 - d. Explain the etiology, manifestations and management of uterine displacements.
 - e. Identify manifestations, management of cystoceles, rectoceles, and fistulas.
- B. Breast
- a. Describe types, causes, manifestations and management of common benign breast disorders.
 - b. Identify known risk factors and therapeutic treatment of breast cancer, including breast reconstruction.
- C. Male Genitourinary Problems
- a. Explain nursing management of problems related to male sexual functioning.
 - b. Identify psychological and emotional implications of problems relating to the male GU organs.
 - c. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the patient with benign prostatic hyperplasia (BPH).
 - d. Integrate the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management in the patient with benign prostatic hyperplasia including acute care, health promotion, & maintenance.
 - e. Compare & contrast various types of surgical treatment for BPH.
 - f. Compare & contrast BPH & cancer of the prostate.
 - g. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the patient with cancer of the prostate.
 - h. Explain nursing management of problems related to male sexual functioning.
 - i. *Identify psychological and emotional implications of problems relating to the male GU organs.*
 - j. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the patient with benign prostatic hyperplasia (BPH).
 - k. Integrate the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management in the patient with benign prostatic hyperplasia including acute care, health promotion, & maintenance.
 - l. Compare & contrast various types of surgical treatment for BPH.
 - m. Compare & contrast BPH & cancer of the prostate.
 - n. Analyze the pathophysiology, clinical manifestations, diagnostic tests, and therapeutic management of the patient with cancer of the prostate.

V: Gastrointestinal/Biliary Disorders

A. Biliary and Pancreas

- a. Review the structures and functions of the liver, gallbladder, biliary tract and pancreas on own.
- b. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the Liver, Gallbladder, and pancreas i.e. ERCP, oral cholecystogram, Cholangiogram, liver biopsy, ultrasounds, MRI
Labs: Anti-HAV, HA Ab, HA Ag, HBsAb, HBsAg, IgG, IgM, ALT, LDH, SGOT, GGT, PT, PTT, CBC, ammonia, bilirubin (direct & indirect), total protein, albumin, amylase, lipase, cholesterol.
- c. Analyze the following blood tests & integrate the results in the disease processes they reflect: serum bilirubin, liver enzymes (ALT/AST), serum amylase, serum lipase, serum protein, blood ammonia, & hepatitis screening.
- d. Define jaundice; describe the etiology and S & S which may occur with the three types.
- e. Analyze the pathophysiology, clinical manifestations, diagnostic tests, & therapeutic management of the following: cirrhosis, esophageal varices, hepatitis, pancreatitis, & cancer of the liver, gallbladder, & pancreas.
- f. *Integrate the pathophysiology, clinical manifestations, diagnostic tests, & therapeutic management including acute care, health promotion, & maintenance of the following: cirrhosis of the liver, esophageal varices, hepatitis, acute/chronic pancreatitis, & cancer of the liver, gallbladder, & pancreas.*
- g. Compare and contrast cirrhosis of the liver & hepatitis.
- h. Identify nursing care principles common to persons with liver disorders.
- i. Analyze complications of cirrhosis.
- j. *Differentiate the stages of portal-systemic encephalopathy.*
- k. Compare & contrast different treatments used for esophageal varices.
- l. *Compare and contrast among the different types of hepatitis including etiology, transmission, pathophysiology, symptoms, complications and therapeutic management.*
- m. *Examine measures to reduce risks for exposure to Hepatitis B & C.*
- n. Analyze the use of immune globulin for HAV prophylaxis, the use of HBIG and Hepatitis B vaccine for health care workers and at risk individuals.
- o. Review the structures and functions of the liver, gallbladder, biliary tract and pancreas on own.
- p. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the Liver, Gallbladder, and pancreas i.e. ERCP, oral cholecystogram, Cholangiogram, liver biopsy, ultrasounds, MRI
Labs: Anti-HAV, HA Ab, HA Ag, HBsAb, HBsAg, IgG, IgM, ALT, LDH, SGOT, GGT, PT, PTT, CBC, ammonia, bilirubin (direct & indirect), total protein, albumin, amylase, lipase, cholesterol.
- q. Analyze the following blood tests & integrate the results in the disease processes they reflect: serum bilirubin, liver enzymes (ALT/AST), serum amylase, serum lipase, serum protein, blood ammonia, & hepatitis screening.
- r. Analyze the pathophysiology, clinical manifestations, diagnostic tests, & therapeutic management of the following: cirrhosis, esophageal varices, hepatitis, pancreatitis, & cancer of the liver, gallbladder, & pancreas.

- s. *Integrate the pathophysiology, clinical manifestations, diagnostic tests, & therapeutic management including acute care, health promotion, & maintenance of the following: cirrhosis of the liver, esophageal varices, hepatitis, acute/chronic pancreatitis, & cancer of the liver, gallbladder, & pancreas.*
- t. Compare and contrast cirrhosis of the liver & hepatitis.
- u. Identify nursing care principles common to persons with liver disorders.
- v. Analyze complications of cirrhosis.
- w. *Differentiate the stages of portal-systemic encephalopathy.*
- x. Compare & contrast different treatments used for esophageal varices.
- y. *Compare and contrast among the different types of hepatitis including etiology, transmission, pathophysiology, symptoms, complications and therapeutic management.*
- z. *Examine measures to reduce risks for exposure to Hepatitis B & C.*
- aa. Analyze the use of immune globulin for HAV prophylaxis, the use of HBIG and Hepatitis B vaccine for health care workers and at-risk individuals.

VI: Alterations in Renal Function

A. Renal

- a. Renal Assessment and Diagnostic
- b. Nephrotic Syndrome
- c. Acute Glomerulonephritis
- d. Renal Failure: Acute vs. Chronic
 - i. Dialysis
 - ii. Transplant
- e. Congenital Problems

INSTRUCTIONAL METHODS:

- Lecture
- Discussion
- Assigned Readings
- Computer Aided Instruction
- Videos
- Demonstrations
- Return Demonstrations
- Clinical Laboratory Practice and Evaluation
- Seminar
- Case Studies
- Clinical Correlation Projects
- Guest Speakers
- Written Assignments
- Reflective Journaling
- Group Projects
- Student Oral Presentations
- Special Projects as assigned

EVALUATION OF STUDENT ACHIEVEMENT: The student must meet the criteria outlined in the Nursing Student Handbook and the objectives of the course outlined in the Course Outline, Syllabus, and the Study Guide.

Grading Policies:

The Grading scale for the IVCC Nursing courses (NUR) will be as follows:

- A grade of 80.00% (no rounding) or above is required to pass the theory portion of the class.
- The nursing program grading scale applies to all nursing courses
- If a score below 80.00% is received on any test the nursing student should consult the Course Syllabus for instructions regarding follow-up to the test.
- Extra credit will not be offered in any nursing (NUR) courses.
- Courses with a clinical component will utilize a weighted grading system that includes exam scores and non-exam assignments (including HESI). The assigned weight is based on course level as follows:
 - Level 3: 95% exams, 5% assignments (clinical correlation project and HESI score)
- There will be no rounding of any grades.

The clinical component of the nursing course will be Pass/Fail based on the course outcomes detailed below:

- Clinical performance.
- Performance of specific skills for a current course, as well as skills previously taught in other courses.
- Completion of the clinical correlation project is required for each course.
- Attendance.
- Unsatisfactory performance (see Guidelines for Critical Incident), including evidence of deficient skills and performance as documented on the clinical evaluation form, will result in a failing grade for the course. This supersedes the college policy for early withdrawal.
- There will be a mandatory meeting with the nursing student's clinical instructor for clinical evaluation prior to the end of the grading period. Failure to do so will result in an "incomplete" for the course.

To pass a nursing course with a clinical component, a passing grade must be obtained both in the clinical and theory components.

Note:

A failure to attain any one of the above criteria will result in failure of the course.
Evidence of unsafe, ineffective, unethical, or unreliable nursing care will result in failure of the course regardless of exam scores or written assignments.

Grading Scale:

The grading scale is in accordance with the Nursing Handbook:

93-100	=	A
86-92	=	B
80-85	=	C
70-79	=	D
Below 70	=	F

Required Written Work or Projects

Required written work/projects have been developed as learning tools to assist the student to learn the material expected in this course. See guidelines for instructions on each assignment. The following written work and/or projects are required:

- a. **Clinical Correlation Project**
- b. **Reflective Journal**
- c. **Lab requirements**

Clinical performance

Achievement of SATISFACTORY clinical performance is:

- a. Set forth by the clinical evaluation tool and course objective used for this course.
- b. Satisfactory demonstration of the nursing process and all the nursing skills necessary to provide safe, holistic patient care within the time frame allowed for clinical.
- c. Integrate knowledge of legal/ethical standards and institutional policies into nursing practice.
- d. Demonstrate personal growth and development for appropriate professional behavior.
- e. Submit satisfactory written assignments on time.

INSTRUCTIONAL MATERIALS:

Required Textbooks:

- Evolve 365 eBooks for 2023-2024

Textbooks included in your Evolve 360 package will be required for you to be successful in all your second-year classes.

Computer/Lab materials

Assignment handouts

Videos

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Outcome 1 – Students will be able to use the nursing process as a framework to compose and implement a plan of care for clients with selected health conditions.

Competency 1.1 – Students will be able to identify abnormal assessment findings in relation to specific health conditions such as clients with oncology, hematology, burns, reproductive and GI and biliary disorders and communicable disorders.

Competency 1.2 – Students will be able to determine appropriate nursing diagnosis for clients with a variety of health conditions.

Competency 1.3 – Students will be able to utilize evidenced based practice to develop a plan of care for clients with select health conditions.

Competency 1.4 – Students will be able to implement a plan of care for clients within specified parameters as overseen by licensed care providers.

Competency 1.5 – Students will be able to evaluate a plan of care for clients with select health care need.

Competency 1.6 - Students will be able to analyze legal /ethical situations pertinent to clients with specific health conditions.

Competency 1.7 - Students will be able to utilize debate to gain an understanding of the ethical issues involved in caring for clients with specific health conditions.

Competency 1.8 - Students will be able to explain the law regarding the rights of clients and their significant others to refuse or withdraw treatment.

Outcome 2 – Students will be able to demonstrate therapeutic communication techniques when interacting with clients, their aggregates, and health care team members in acute care settings.

Competency 2.1- Students will be able to discuss appropriate psychosocial support of the client with select health conditions and their aggregates.

Competency 2.2- Students will be able to role model effective communication with peers in clinical and classroom settings.

Competency 2.3- Students will be able to collaborate effectively with clients in the clinical setting.

Competency 2.4- Students will be able to demonstrate a nonjudgmental attitude when communicating with diverse populations.

Competency 2.5 - Students will be able to incorporate principles of nursing informatics to document all patient information sequentially, legally, concisely and accurately.

Outcome 3– Students will be able to integrate the client’s biopsychosocial adaptation in response to various therapies used for health promotion, maintenance, and restoration.

Competency 3.1- Students will be able to identify alterations in immune system response related to biopsychosocial changes in clients with specific health conditions.

Competency 3.2- Describe the pathophysiology, clinical manifestations, diagnostic abnormalities, therapeutic, pharmacological, and nursing management of clients with specific health conditions.

Competency 3.3 – Describe the purpose of and the nursing responsibilities related to a client with a central venous access device

Competency 3.4 - Describe the purpose for and nursing responsibilities related to caring for a client receiving a blood transfusion.

Outcome 4- Students will be able to integrate quality and safety initiatives into the patient plan of care.

Competency 4.1- Demonstrate safe client care practices in the clinical setting.

Competency 4.2 - Value the use of data to support and improve the quality and safety of client care outcomes.

Outcome 5 – Students will be able to employ principles of leadership and management to organize nursing care for clients/aggregates with complex health problems.

Competency 5.1- Students will be able to analyze an acute care clients needs and report which needs take priority in providing care.

Competency 5.2- Students will be able to identify appropriate therapeutic treatment for clients with select health care needs.

Competency 5.3- Students will be able to care for client(s) according to established clinical guidelines.

Competency 5.4- Students will be able to describe the nurse’s role in prevention of disease.

Competency 5.5- Students will be able to define the role of the nurse regarding complementary, alternative, and unproven methods of treatment.

Competency 5.6- Students will be able to compare the role of the nurse/physician in caring for the client with a variety of health care needs.

Competency 5.7- Students will be able to discuss appropriate nursing management for clients with selected health needs.

Competency 5.7- Students will be able to observe and analyze leadership behaviors noted in fellow students, instructors, and health care workers in the community and health care settings.

Outcome 6 – Students will be able to apply the referral process to meet the needs of client(s) with health related issues.

Competency 6.1- Students will be able to identify appropriate support services to meet the specific needs of a client and their aggregates, effectively utilizing health care resources.

Competency 6.2- Students will be able to explain the referral process.

Competency 6.3- Students will be able to recognize the impact of socioeconomic and cultural factors in the client’s utilization of health care resources.

Outcome 7 – Students will be able to integrate attributes of professional behavior.

Competency 7.1 - Students will practice within the scope of practice of a student nurse in accordance with the nurse practice act.

Competency 7.2 -Students will conduct both their personal and professional lives with integrity.

Competency 7.3 - Students will demonstrate accountability to clients, their aggregates, professional peers and the community.

Competency 7.4 – Students value characteristics of life-long learning.