NURSING 101: FOUNDATIONS OF NURSING

UNIT III: PROFESSIONALISM/COMMUNICATION

UNIT OBJECTIVES

AT THE COMPLETION OF THE UNIT, THE STUDENT:

1. Describes the elements of the communication process and their relevance to nursing.
2. Identifies characteristics of verbal and non-verbal communication.
3. Identifies evidence-based practice and best practice standards related to communication.
4. Explains the nature of the nurse-client relationship.
5. Identifies factors that facilitate and inhibit effective communication.
6. Utilizes therapeutic communication.
7. Discusses legal guidelines for recording and documenting client information.
8. Identifies significant information to include and communicate in a verbal report to the healthcare team.
9. Explains the admission and discharge process and discusses the nurse's role in meeting client needs.
10. Explains the process of teaching and learning.
11. Identifies teaching strategies and proper implementation of teaching skills.
12. Explains types and domains of learning implementation and evaluation.
13. Defines the aging process, including common problems of older adults.
14. Identifies the nurse's role in gerontologic nursing.
15. Identified legal and ethical issues related to older adults.
16. Discusses unique communication interventions for the elderly population.
17. Identifies nursing interventions for promoting client safety in the elderly population.
18. Discusses correct documentation of client teaching.
19. Discusses the role and use of an interpreter.
20. Identifies modes of interpreting.
21. Summarize the elements of professionalism and discuss professional behaviors consistent with those of a nurse.
22. Examine the characteristics that exemplify nursing as a profession.
23. Understand the principles of Diversity, Equity, Inclusion, and Belonging (DEIB) in healthcare and their impact on patient care.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
Unit III: Professionalism/Communication **Theory Hours- 13.0** **Clinical Hours- 5.0** I. Professionalism A. Definition of Professionalism i. Professionalism in Nursing ii. Unprofessionalism iii. Professional Identity B. Model of Professionalism in Nursing i. Inner Processes ii. Outer Processes iii. Professionalism C. Accountability i. Accountability as a Nursing Student D. Responsibility/Dependability E. Integrity F. Email Etiquette G. Professional Communication i. AIDET ii. DEIB H. Phone Etiquette I. National Student Nurses' Association (NSNA) i. Mission ii. Core Values J. Tips to be a Successful Student Nurse Professional K. Nursing Professional Student Self-Pledge	Case Study Analysis: ATI Nurse's Touch, "Becoming a Professional Nurse: Professional Behaviors in Nursing"	Class Prep: Ticket to Exit-ATI Nursing Professional Self-Pledge ATI Nurse's Touch: Becoming a Professional Nurse Case Study Questions Alumni/Graduate Nurse Panel **in November* Nurse Manager Panel **In November* Diversity, Equity, Inclusion, and Belonging (DEIB) Guest Speaker: Elizabeth Campbell The Evolving Role of Diversity, Equity, and Inclusion Programs in Academia Health Institutions Article	Class Preparation Clinical
II. Communication: The Nurse-Patient Relationship A. Definition B. Levels of Communication i. Intrapersonal ii. Interpersonal iii. Public iv. Small Group C. Elements of the Communication Process	Interactive Lecture: In-class discussion and participation in content-related questions		

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
i. Sender ii. Message iii. Receiver D. Modes of Communication i. Verbal ii. Non-Verbal iii. Written & Electronic E. Influencing Factors F. Therapeutic Communication i. Therapeutic vs. Non-therapeutic Skills & Techniques G. Nurse – Client Relationship i. Characteristics ii. Phases 1. Pre-interaction Phase 2. Introductory Phase 3. Working Phase 4. Termination Phase iii. AIDET III. Communication within the Healthcare Arena A. Characteristics of Effective & Ineffective Communication B. Verbal Communication: Reporting Patient Data i. SBAR ii. Bedside Shift Report iii. Telephone Report C. Written Communication: Recording – Records i. Purpose ii. Legal Guidelines for Charting iii. Safety Tracking Tool iv. Principles of Proper Recording v. Information Security & Privacy Considerations D. Documentation Formats i. Source-oriented	Guest Speaker – Certified Medical Translator Visual-Based Learning & Interactive Learning: Mrs. Doubtfire Game-Based Learning: SBAR Interactive-Lecture: Safety Tracking Tool	Class Prep: ATI The Communicator Technique Identifiers – “Respecting Client’s Culture & Client Experiencing Thrombosis” Visual-Based Learning: ATI Engage Fundamentals – Professional Nursing, “Communication” Visual-Based Learning: ATI Nurse’s Touch – Professional Communication, “Types of Communication” & “Therapeutic Communication” Visual-Based Learning: ATI Engage Fundamentals – Professional Nursing, “Documentation”	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
ii. Problem-oriented iii. SOAP Notes iv. PIE Notes E. EMR F. Admission Process i. Patient Bill of Rights ii. Advanced Directives & Living Wills iii. Preliminary Admission Procedure iv. Admission to the Nursing Unit v. Discharge Planning G. Discharge Process i. Patient & Family Education ii. Health Care Referrals iii. Documentation 1. Discharge Record 2. AMA 3. Transfers		Documentation Formatting Guidelines Handout	
IV. The Elderly Population A. Characteristics of Aging B. Attitudes of Society C. Definitions of Aging D. Theories of Aging i. Biological ii. Psychosocial E. Communication i. Barriers & Enhancement Techniques F. Age-Related Changes i. Physiologic ii. Socioeconomic iii. Psychosocial G. Age-Related Considerations & Nursing Interventions i. Falls ii. Exercise iii. Nutrition	Interactive Lecture: In-class discussion and participation in content-related questions Case-Study Analysis: Attitudes in Caring	Class Prep: ATI The Communicator Virtual Interaction – “Aging Client” Visual-Based Learning: ATI Nurse’s Touch – Professional Communication, “Factors that Affect Communication with Individuals and Groups” ATI Review Modules Fundamentals for Nursing: Chapter 25 – Older Adult	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
iv. Sleep v. Driving vi. Injury vii. Medications viii. Restraints H. Mental Health Considerations I. Elder Abuse and Mistreatment J. Settings of Care i. Acute Care ii. Rehabilitation iii. Long-Term Care K. Community Resources & Care Alternatives L. Legal & Ethical Issues M. Teaching Older Adults	Visual-Based Learning: Many Faces of Aging America Visual-Based Learning & Interactive Learning: UP Experiential Learning: Elderly Simulation & Patient Teaching		
V. Patient Education A. Purpose B. The Education Process i. Process of Teaching ii. Process of Learning iii. Terminology C. Learning Theories i. Behaviorism ii. Cognitivism iii. Humanistic D. Domains of Learning i. Cognitive ii. Affective iii. Psychomotor E. Learning Assessment F. Factors Impacting Learning & Considerations G. Challenges to Teaching H. Planning a Teaching Session I. Implementing Education J. Evaluating Education K. Documentation of Teaching in EMR	Interactive Learning: In-Class Discussion of Education Case-Study Analysis: Education	Class Prep: Client Teaching Video & Worksheet ATI Review Modules Fundamentals for Nursing: Chapter 17 – Client Education Visual-Based Learning: ATI Nurse's Touch – Professional Communication, "Client Education" Tips for Patient Education Handout	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
L. Nurse as a Teacher	Game-Based Learning: Patient Education Jeopardy		Unit III Quiz Unit III Exam Communication Paper