

# **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. Recognize the impact of implicit bias on patient care and reflect on personal bias to support equitable, person-centered care.
24. Identify strategies to promote equitable, respectful care for all patients regardless of background.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p><b>Unit III: Professionalism/Communication</b>  <b>Theory Hours- 12.5</b>  <b>Clinical Hours- 5.0</b></p> <p>I. Professionalism</p> <ul style="list-style-type: none"> <li>A. Definition of Professionalism <ul style="list-style-type: none"> <li>i. Professionalism in Nursing</li> <li>ii. Unprofessionalism</li> <li>iii. Professional Identity</li> </ul> </li> <li>B. Model of Professionalism in Nursing <ul style="list-style-type: none"> <li>i. Inner Processes</li> <li>ii. Outer Processes</li> <li>iii. Professionalism</li> </ul> </li> <li>C. Accountability <ul style="list-style-type: none"> <li>i. Accountability as a Nursing Student</li> </ul> </li> <li>D. Responsibility/Dependability</li> <li>E. Integrity</li> <li>F. Email Etiquette</li> <li>G. Professional Communication <ul style="list-style-type: none"> <li>i. AIDET</li> <li>ii. Implicit Bias <ul style="list-style-type: none"> <li>1. Harvard Implicit Association Test</li> </ul> </li> </ul> </li> <li>H. Phone Etiquette</li> <li>I. National Student Nurses' Association (NSNA) <ul style="list-style-type: none"> <li>i. Mission</li> <li>ii. Core Values</li> </ul> </li> <li>J. Tips to be a Successful Student Nurse Professional</li> <li>K. Nursing Professional Student Self-Pledge</li> </ul> <p>II. Communication: The Nurse-Patient Relationship</p> <ul style="list-style-type: none"> <li>A. Definition</li> <li>B. Nurse-Client Therapeutic Relationship <ul style="list-style-type: none"> <li>i. Characteristics</li> <li>ii. Phases <ul style="list-style-type: none"> <li>1. Pre-interaction Phase</li> <li>2. Introductory Phase</li> </ul> </li> </ul> </li> </ul>	<p>Case Study Analysis: ATI Nurse's Touch, "Becoming a Professional Nurse: Professional Behaviors in Nursing"</p> <p>Ted Talk: "Compassion Fatigue" Christie Watson</p> <p>ATI Podcast: Inclusion, Equity, and Diversity: Bias</p> <p>Interactive Lecture: In-class discussion and participation in content-related questions</p>	<p>Class Prep: Ticket to Exit-ATI Nursing Professional Self-Pledge</p> <p>ATI Nurse's Touch: Becoming a Professional Nurse Case Study Questions</p> <p>Alumni/Graduate Nurse Panel <i>*In September</i></p> <p>Nurse Manager Panel <i>*In November</i></p> <p>Implicit Bias, Guest Speaker: Elizabeth Campbell</p> <p>Harvard Implicit Association Test</p> <p>Class Prep: ATI The Communicator Technique Identifiers – "Respecting Client's Culture &amp; Client Experiencing Thrombosis"</p>	<p>Class Preparation</p> <p>Clinical</p>

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<ul style="list-style-type: none"> <li>3. Working Phase</li> <li>4. Termination Phase</li> <li>C. Levels of Communication               <ul style="list-style-type: none"> <li>i. Intrapersonal</li> <li>ii. Interpersonal</li> <li>iii. Public</li> <li>iv. Small Group</li> </ul> </li> <li>D. Elements of the Communication Process               <ul style="list-style-type: none"> <li>i. Sender</li> <li>ii. Message</li> <li>iii. Receiver</li> </ul> </li> <li>E. Modes of Communication               <ul style="list-style-type: none"> <li>i. Verbal</li> <li>ii. Non-Verbal</li> <li>iii. Written &amp; Electronic</li> </ul> </li> <li>F. Influencing Factors</li> <li>G. Therapeutic Communication               <ul style="list-style-type: none"> <li>i. Therapeutic vs. Non-therapeutic Skills &amp; Techniques</li> <li>ii. AIDET</li> </ul> </li> <li>III. Communication within the Healthcare Arena               <ul style="list-style-type: none"> <li>A. Characteristics of Effective &amp; Ineffective Communication</li> <li>B. Types of Reporting:                   <ul style="list-style-type: none"> <li>i. Verbal Communication:                       <ul style="list-style-type: none"> <li>1. Bedside Shift Report</li> <li>2. Telephone Report</li> <li>3. SBAR</li> </ul> </li> <li>ii. Written Communication</li> </ul> </li> <li>C. Documentation                   <ul style="list-style-type: none"> <li>i. Records                       <ul style="list-style-type: none"> <li>1. Purpose</li> </ul> </li> <li>ii. Types:                       <ul style="list-style-type: none"> <li>1. Source Oriented</li> <li>2. Problem Oriented</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Guest Speaker – Certified Medical Translator</p> <p>Visual-Based Learning &amp; Interactive Learning: Mrs. Doubtfire</p> <p>Game-Based Learning: SBAR</p>	<p>Visual-Based Learning: ATI Engage Fundamentals – Professional Nursing, “Communication”</p> <p>Visual-Based Learning: ATI Nurse’s Touch – Professional Communication, “Types of Communication” &amp; “Therapeutic Communication”</p>	



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<p>G. Age-Related Considerations &amp; Nursing Interventions</p> <ul style="list-style-type: none"> <li>i. Falls</li> <li>ii. Exercise</li> <li>iii. Nutrition</li> <li>iv. Sleep</li> <li>v. Driving</li> <li>vi. Injury</li> <li>vii. Medications</li> <li>viii. Restraints</li> </ul> <p>H. Mental Health Considerations</p> <p>I. Elder Abuse and Mistreatment</p> <p>J. Settings of Care</p> <ul style="list-style-type: none"> <li>i. Acute Care</li> <li>ii. Rehabilitation</li> <li>iii. Long-Term Care</li> </ul> <p>K. Community Resources &amp; Care Alternatives</p> <p>L. Legal &amp; Ethical Issues</p> <p>M. Teaching Older Adults</p> <p>V. Patient Education</p> <ul style="list-style-type: none"> <li>A. Purpose</li> <li>B. The Education Process <ul style="list-style-type: none"> <li>i. Process of Teaching</li> <li>ii. Process of Learning</li> <li>iii. Terminology</li> </ul> </li> <li>C. Learning Theories <ul style="list-style-type: none"> <li>i. Behaviorism</li> <li>ii. Cognitivism</li> <li>iii. Humanistic</li> </ul> </li> <li>D. Domains of Learning <ul style="list-style-type: none"> <li>i. Cognitive</li> <li>ii. Affective</li> <li>iii. Psychomotor</li> </ul> </li> <li>E. Learning Assessment</li> <li>F. Factors Impacting Learning &amp; Considerations</li> </ul>	<p>Visual-Based Learning: Many Faces of Aging America</p> <p>Visual-Based Learning &amp; Interactive Learning: UP</p> <p>Experiential Learning: Elderly Simulation &amp; Patient Teaching</p> <p>Interactive Learning: In- Class Discussion of Education</p>	<p>ATI Review Modules Fundamentals for Nursing: Chapter 25 – Older Adult</p> <p>Class Prep: Client Teaching Video &amp; Worksheet</p> <p>ATI Review Modules Fundamentals for Nursing: Chapter 17 – Client Education</p> <p>Visual-Based Learning: ATI Nurse’s Touch – Professional Communication, “Client Education”</p>	

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<p>G. Challenges to Teaching  H. Planning a Teaching Session  I. Implementing Education  J. Evaluating Education  K. Documentation of Teaching in EMR  L. Nurse as a Teacher</p>	<p>Case-Study Analysis:  Education</p> <p>Game-Based Learning:  Patient Education  Jeopardy</p>	<p>Tips for Patient  Education Handout</p>	<p>Unit III Quiz</p> <p>Unit III Exam</p> <p>Communication  Reflection  Assignment</p>