

TEACH FOR NURSES LESSON PLAN

Chapter 1: Professional Nursing

CHAPTER OBJECTIVES

1. Describe the domain and definition of professional nursing practice.
2. Compare the different scopes of practice available to professional nurses.
3. Describe the role of clinical judgment skills and using clinical practice framework to provide patient-centered care.
4. Apply the SBAR procedure and effective communications in the clinical setting.
5. Explore the role of the professional nurse in delegating care to licensed practical/vocational nurses and assistive personnel.
6. Discuss the role of integrating safety and quality improvement processes into nursing practice.
7. Evaluate the role of informatics and technology in nursing practice.
8. Apply concepts of evidence-based practice to nursing practice.

STUDENT RESOURCES

understand

- **Textbook Chapter 1**
- Sherpath for Medical-Surgical Nursing*
- Audio glossary (Evolve)
- Clinical Companion for Medical-Surgical Nursing*
- Clinical Skills [name of collection]*
- ClinicalKey for Nursing*
- Elsevier Adaptive Learning*
- Key points (Evolve)
- Tutorial (Evolve)
- Video clips

apply	<ul style="list-style-type: none"> • Case Studies (Evolve) • Elsevier Adaptive Quizzing* • HESI Case Studies* • Review Questions (Evolve) • Study Guide*
synthesize	<ul style="list-style-type: none"> • SimChart* • Simulation Learning System* • Virtual Clinical Excursions*
INSTRUCTOR RESOURCES	
before class	<ul style="list-style-type: none"> • Pre-Class Activities (below) • Nursing Curriculum Standards (below)
in class	<ul style="list-style-type: none"> • PowerPoint Presentations (Evolve) • Image Collection (Evolve) • Learning Activities (below) • Discussion Topics (below) • In-Class/Online Case Study (below)
after class	<ul style="list-style-type: none"> • Test Bank (Evolve) • HESI Practice Tests* • NGN case Studies

* Sold separately from textbook.

TEACHING STRATEGIES				
Learning Outcome	Content Focus/ Highlights	Learning Activities	Assessment Methods	Resources
1. 1. Describe the domain and definition of professional nursing practice.	Contrast the domain of medicine (concerned with the diagnosis and treatment of illness or injury) with that of nursing. Emphasize that	PRIORITY ACTIVITY Large group activity: Provide the class with a medical diagnosis (e.g., cancer) and ask them to identify patient responses on which nursing care would be focused.	Assessment: Have students write a personal definition of nursing and describe why they chose to enter the profession.	<ul style="list-style-type: none"> • PowerPoint Presentation: Professional Nursing Practice • Image Collection:

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	<p>nursing is concerned with the human response to actual or potential health problems or life events.</p> <p>Trace the evolution of the definitions of nursing, focusing on the core themes of health, illness, and caring.</p> <p>Tip for beginning instructors: The use of discussion can be unpredictable. It assists the students in developing their definition through as-needed direction, recognition of key points, and summarizing their discussion.</p>	<p>Online or in-class activity: In small groups, have students explore standards seen in the health care setting. Such standards and websites to use include the following:</p> <ul style="list-style-type: none"> • The Joint Commission National Patient Safety Goals: https://www.jointcommission.org/assets/1/23/JC_Online_Dec._14.pdf. • The American Nurses Association: http://www.nursingworld.org/nursingstandards, although you have to pay to access these standards • The American Heart Association: http://circ.ahajournals.org/content/early/2017/03/09/CIR.0000000000000499. <i>Circulation</i> is the journal for the American Heart Association. The information and guidelines and standards for care are free to access. This example is the recent update on how to care and evaluate somebody who had a syncopal episode. • Academy of Medical Surgical Nurses (AMSN) standards and scope of practice: https://www.amsn.org/practice-resources/scope-and-standards. • National Council of State Board of Nursing – Standards for Schools of Nursing: https://www.ncsbn.org/index.htm. <p>Journal activity: Have students write a personal definition of nursing and describe why they chose</p>	<p>Online/in-class assessment: Using the Academy of Medical Surgical Nursing website https://www.amsn.org/ have the students write a one-page report on the following:</p> <ul style="list-style-type: none"> • Define the role of the medical surgical nurse. • Why is certification important in nursing? • How can one prepare to become certified as a medical-surgical nurse? 	<p>Figure 1.1</p>

TEACHING STRATEGIES				
Learning Outcome	Content Focus/ Highlights	Learning Activities	Assessment Methods	Resources
		to enter the profession.		
2. Compare the different scopes of practice available to professional nurses.	<p>Responsibilities and autonomy are increased as the nurse expands his or her role when becoming an advanced practice nurse. Such advanced practice roles include the following:</p> <ul style="list-style-type: none"> • Clinical nurse specialist/leader • Doctor of Nurse Practitioner (DNP) • Certified Registered Nurse Anesthetist (CRNA) • Certified Nurse Midwives (CNM) 	<p>All Groups: Invite nurses with advanced nursing roles to share experiences and explain the role. Before the presentation, ask the students to prepare questions about regarding expanded or advanced nursing practice.</p> <p>Large Group Activity: Show the group video clips of nurses in various settings describing or depicting their roles and responsibilities.</p> <p>Collaborative interprofessional activity: Small group or individual activity. Ask the students to conduct an Internet search on the following ancillary team members: nursing aids, respiratory therapists, and nurse practitioners. Give an example of how each group can work with the nurse providing care to an ill client with pneumonia.</p>	Online assessment: Have students select an advanced practice nursing role and present the common responsibilities of nurses in that role and the educational preparation required.	
3. Describe the role of clinical judgment skills and using clinical practice framework to provide patient-centered care.	<p>The phases of the nursing process include assessment, diagnosing, planning, implementing, and evaluating.</p> <p>Stress the cyclic nature and interrelatedness of the five phases.</p> <p>Emphasize nurses' use of critical thinking for making clinical decisions and judgements, problem</p>	<p>Large group activity: Using a case study example, have students describe how they would include the patient as a co-collaborator in his or her care in that particular instance.</p> <p>Online activity: Select a journal article that discusses the legal ramifications of a nurse who used poor critical thinking and communication skills such as The Journal of Nursing Administration (www.nursinglaw.com) or Legal Eagle's PDF (http://www.nursinglaw.com/medication-error-nursing-negligence.pdf).</p> <p>Small group activity: Have students divide into</p>	Online/class assessment: Select a journal article that discusses the legal ramifications of a nurse who used poor critical thinking and communication skills such as The Journal of Nursing Administration	<ul style="list-style-type: none"> • Image Collection: Figures 1.3 and 1.4 • Table 1.1

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	solving, organizing, and prioritizing care.	<p>teams to debate the pros and cons of the use of various health care delivery models in different settings.</p> <p>Clinical activity: Ask students to describe situations when they identified a nurse using clinical judgment skills.</p>		
4. Apply the SBAR procedure and effective communications in the clinical setting.	<p>SBAR is part of the Team Strategies and tools to Enhance Performance and Patient Safety (TeamSTEPPS). This is one of many tools that help with communication and improves patient outcomes. The website for TeamSTEPPS and all of the tools can be found on the website at https://www.ahrq.gov/teamstepps/instructor/index.html.</p>	<p>Online, group, or clinical activity: Provide a small case study. For the beginner, use basic information. For more senior-level nursing students, use a more complex situation that allows the student to determine the important information. There are many tools available on the TeamSTEPPS website that will help the student extrapolate pertinent information. Key issues when conducting this exercise include:</p> <p>Situation: stating what concerns the nurse the most. Many students in the beginning stages may be uncomfortable stating, "I think the patient is having a stroke" because students may interpret this as diagnosing. Have the students state the most pertinent symptoms and prioritizing the importance of the information provided.</p> <p>Background: Only information that is needed should be included. Often high cholesterol level is not needed when calling for an emergency.</p> <p>Assessment: Have students recognize changes that have occurred, critically looking at assessment findings (past and present) and identifying key issues.</p> <p>Recommendation: The beginning student may have a hard time identifying a recommendation or</p>	<p>Online/class assessment: This exercise can be done on an individual basis, in a discussion board thread, or as a test question.</p> <p>The SBAR format can be part of the nursing care plan and graded accordingly.</p>	<p>https://www.ahrq.gov/teamstepps/instructor/index.html</p> <p>Tables 1.3 and 1.4</p> <p>Box 1.1- EBP-Huddles</p> <p>Figure 1.6</p>

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		<p>medication. Have beginner level students stress the top two areas that need to be addressed.</p> <p>Large group activity: Ask students groups to identify a situation when CUS communication would be appropriate.</p> <p>Laboratory/simulation or clinical activity: Based on a clinical scenario or simulation, have students practice using SBAR to communicate with other health care professionals.</p> <p>Small group, simulation, or clinical activity: Based on several patient case studies, ask students to role play a morning huddle discussion of patients to be cared for.</p>		
5. Explore the role of the professional nurse in delegating care to licensed practical/vocational nurses and assistive personnel (AP).	<p>Discuss the roles of an interprofessional team. Stress that involvement by the entire health care team is crucial to effective patient care and that a lack of understanding and communication among disciplines often creates barriers to positive patient outcomes.</p> <p>Licensed practical nurses may perform many functions but are not allowed to care for unstable patients.</p>	<p>Clinical activity: Assign students to attend an interprofessional patient conference at their assigned facility. Have them describe the roles of each member of the interprofessional team in patient care. Team members may include respiratory therapists, AP, LPNs, secretaries of the clinical site, charge nurse role, and physical or occupational therapy.</p> <p>Small or large group activity: Based on two or three case studies, determine what client care is needed and what can and should not be delegated.</p>	<p>Online assessment: Show a video clip of a nurse and AP caring for a patient. Ask the group to discuss via discussion board thread what should and should not be delegated.</p> <p>Have students perform literature searches and online searches for information on legal cases that involved delegation issues among nurses, doctors, LPN, LVNs, and APs.</p>	<ul style="list-style-type: none"> • Tables 1.2 and 1.5

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	<p>Delegation to an AP is the job of the RN and is part of the implementation phase of the nursing process. An RN must use clinical judgment to determine if the patient intervention is beyond the scope of practice for the AP.</p> <p>The RN is ultimately responsible for the care of that patient throughout the shift.</p>			
6. Discuss the role of integrating safety and quality improvement processes into nursing practice.	<p>Review serious reportable events, also called “never events,” that causes severe harm to patients while in the care of the hospital.</p> <p>Review how National Patient Safety Goals (NPSG) have evolved into an essential part of nursing practice. Nurses play a key role in implementing NPSG in the clinical setting.</p>	<p>Large group activity: Provide the students with a NPSG; have students identify activities that they or nursing staff perform that assist clinical facilities with meeting that safety goal.</p> <p>Small group activity: Assign student groups one NPSG. Have the group present the goal’s definition and its relationship to health care delivery and nursing care.</p>	<p>Assessment: Have students identify critical activities that a nurse needs to perform to provide care consistent with meeting specific NPSGs.</p>	<ul style="list-style-type: none"> • Tables 1.6 and 1.7 in the textbook • Figure 1.2
7. Evaluate the role of informatics and technology in nursing practice.	<p>Describe the evolution of the use of technology and information in nursing practice and the impact of</p>	<p>All groups: Before the presentation by the informatics nurse, ask the students to prepare questions about the role of informatics and nursing practice.</p>	<p>Assessment: Ask students to describe three ways technology enhances patient care.</p>	<ul style="list-style-type: none"> • Image Collection: Quality Improvement: Figures 1.5, 1.7 and

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	<p>safe, quality care.</p> <p>Invite an informatics nurse specialist to speak or be an online guest. Have the nurse describe his or her role within the health care delivery system.</p>	<p>Small group activity: Have students develop a consensus statement on the use of electronic devices within facilities by nurses.</p> <p>Large group activity: Have the students discuss the use of CIS and EHRs they have encountered in the clinical setting. If using the SLS Simulation System, pull up an electronic health record during class and discuss how different health care members can access patient information. Also discuss how the technology is used for patients to access their medical records while at home.</p> <p>Online activity: Assign students to search the Internet for nurse informatics specialists; then compare and contrast job descriptions.</p>		<p>1.8</p> <ul style="list-style-type: none"> • Box 1.2-Ethical/Legal Dilemmas
8. Apply concepts of evidence-based practice to nursing practice.	<p>Stress that evidence-based practice (EBP) is problem-solving approach to clinical decision making. Evidence is used in practice to improve patient outcomes.</p> <p>Describe the 6 steps of the EBP process.</p>	<p>Small group activity: Ask students to identify an area of practice that may benefit from the EBP process. Ask students to identify why this area of practice could be improved based on available evidence.</p> <p>Online activity: Ask students to identify and select an evidence-based publication associated with the area practice groups identified in small group activity.</p>	<p>Assessment: Ask student groups to develop a PICOT question for their selected area of practice that may benefit from the EBP process.</p>	<p>Figure 1.9</p> <p>Table 1.8 in the textbook</p>

PRE-CLASS ACTIVITIES

Objective 4: Have students download an example of the SBAR tool from the TeamSTEPPE AHRQ website.

Objective 5: Have students read the case studies on delegation of the AP, RN, and LVN before coming to class.

Objective 7: Using the Elsevier Simulation Learning System, have students log into the first scenario and explore tabs found within the Electronic Health Record before learning activity or simulation experience.

Objective 8: Have students search and select an EBP article that contains a PICOT question or statement.

IN-CLASS / ONLINE CASE STUDY

Unit Profile: Delegation

It is the beginning of the evening shift on a step-down unit. Your team for the evening includes you (the RN), another RN, one LVN, and one AP. Here are the patients on the unit:

Room 1A: 50-year-old woman with ovarian cancer. Had an argument with her husband and is asking that all visitors be restricted.

Room 1B: 88-year-old woman with dehydration. Is now confused, and a urine sample is needed to rule out a urinary tract infection (UTI).

Room 2A: 44-year-old man admitted with a nonhealing abdominal wound after gastric bypass. The wound has a negative-pressure wound therapy (NPWT) system that needs to be changed this shift.

Room 2B: 78-year-old man with bacterial endocarditis who will be returning to the nursing home to continue his IV antibiotics. Needs transfer form completed, assistance with dinner, and a bath.

Room 3A: 35-year-old man going for an IV contrast CT. Received call from radiology that transportation is on its way to pick up the patient; patient does not have any IV access.

Room 3B: 18-year-old man admitted for 23-hour observation for mild concussion after falling at an ice rink. Patient is ready for teaching before discharge.

Room 4A: 22-year-old woman with SIADH on fluid restriction. Current fluid restriction is 200 mL for evening shift and 100 mL for night shift. Family has brought in multiple food items as well as her favorite sodas to drink.

Room 4B: 25-year-old woman with PID. Needs to receive IV antibiotics, and a weight is required to prepare the proper dose.

1. Describe what an AP and LVN can do.

Answer: An AP can generally assist with basic care measures, such as obtaining routine vital signs on stable patients, feeding and assisting patients at mealtimes, ambulating stable patients, and helping patients with bathing and hygiene. An LVN can administer medications, perform sterile procedures, and provide a wide variety of interventions planned by the RN.

Rationale: When assigning tasks to AP or LVNs, the RN must consider the scope of practice for each professional. Assignment is different than that of delegation is the term “assign” is used to direct others to do a procedure that is part of their everyday job.

2. What determination do you need to make before assigning care of the patient in Room 2A?

Answer: RNs and LVNs may change a NPWT system after proper training and documented competency. Therefore, you would need to assess whether the other RN and LVN had been through the necessary training to perform the dressing change.

Rationale: The RN is ultimately responsible for deciding what patient care tasks must be done in a given time period, identify who can and should perform the task, and prioritize the order in which tasks are completed. The RN must ensure the task was completed accurately and evaluate the care given.

3. Which tasks must be completed by you and the other RN? List in order of priority with rationale.

Answer:

You (Nurse 1)

- Room 3B: Discharge teaching needs to be completed before the end of the 23-hour admission period.
- Room 4A: Patient and family teaching needed regarding fluid restriction.
- Room 2B: Complete nursing transfer form.

Nurse 2

- Room 1B: Perform a straight catheterization to get the urine sample to rule out UTI because she has had an acute change in her condition.
- Room 4B: Begin IV ATB after receiving weight from AP.
- Room 1A: Provide a nursing presence to address distress associated with ovarian cancer.

Rationale: Nurses (RN) assign nursing care and supervise others who are delegated tasks. When assigning a task to another RN, the job must be within the RN's scope of practice.

4. Which tasks may be delegated to the LVN/LPN? List in order of priority and provide your rationale.

Answer:

- Room 3A: It is appropriate to have the LVN start an IV. Because this is time sensitive, it should be delegated first.
- Room 2A: It is appropriate to delegate the sterile dressing change to the LVN.

Rationale: The five rights of nursing delegation (Table 1.5) guide the RN's judgment in deciding who can complete which tasks.

5. Which tasks may be delegated to the AP? List in order of priority and provide your rationale.

Answer:

- Room 4B: It is appropriate to delegate to the AP to get the patient's weight and report the result to the RN.
- Room 2B: It is appropriate for the AP to assist the patient with dinner and bath.

Rationale: The five rights of nursing delegation (Table 1.5) guide the RN's judgment in deciding who can complete which tasks.

6. What specific feedback does the RN need from the LVN and AP regarding their assigned tasks?

Answer: From the AP's tasks, the RN needs the patient's weight from Room 4B; for the patient in 2B, the RN needs to know, when the bath is finished, if there were any new skin or other problems and the patient's mealtime intake. From the LVN's tasks, the RN needs to know that the patient's IV was inserted in Room 3A and that patient's departure and arrival from CT. In Room 2A, the RN needs to be aware of the wound assessment.

Rationale: The five rights of nursing delegation (Table 1.5) guide the RN's judgment in deciding who can complete which tasks.

7. What care delivery model is described in this scenario?

Answer: This scenario uses a team nursing model. A team nursing model has an RN as a team leader who organizes and manages the care for a group of patients with other ancillary workers such as an LVN and AP.

Rationale: The five rights of nursing delegation (Table 1.5) guide the RN's judgment in deciding who can complete which tasks.

8. The AP informs you that the patient in 1B has a fever of 102°F. After performing an assessment, you decide to call the health care provider. How would you use SBAR to communicate with the provider?

Answer: You would first identify yourself. Then tell the provider the identity of the patient you are calling about and a brief explanation of why you are concerned. Review the pertinent background information, including her admitting diagnosis, current medications, vital signs, laboratory testing, and pertinent assessment. State what you think the problem is, such as her condition is worsening because of the possibility of an evolving infection, and state any specific requests for treatment.

Rationale: SBAR allows individuals to communicate effectively with other team members. Table 1.3 demonstrates the SBAR (Situation-Background-Assessment-Recommendation) technique.

NURSING CURRICULUM STANDARDS

QSEN/NLN COMPETENCIES

QSEN/NLN Competencies

- Discussion – QSEN
- Patient-Centered Care/Human Flourishing
 - Discussion – Diverse Populations
 - Discussion – Healthy People Initiative
 - Discussion – Patient-Centered Care
- Teamwork and Collaboration/Professional Identity
 - Discussion – Teamwork and Collaboration
 - Interprofessional Team
 - Coordinating Care
 - Table 1.1: QSEN Competencies
 - Table 1.2: Interprofessional Health Care Team Members
 - Table 1.3: Guidelines for Communicating Using SBAR
 - Table 1.5: Five Rights of Delegation
- Evidence-Based Practice/Spirit of Inquiry
 - Discussion – Evidence-Based Practice
 - Steps of EBP Process

- Implementing EBP
 - Table 1.8: Steps of Evidence-Based Practice (EBP) Process
- Quality Improvement/Spirit of Inquiry
 - Discussion –Safety and Quality Improvement
 - Fig. 1.6, Quality improvement system
- Safety/Nursing Judgment
 - Discussion –Safety and Quality Improvement
 - National Patient Safety Goals
 - Table 1.6: National Patient Safety Goal
- Informatics/Nursing Judgment
 - Discussion – Standard Nursing Terminologies
 - Clinical Problems
 - Nursing Outcomes Classification (NOC)
 - Nursing Interventions Classification (NIC)
 - International Classification of Nursing Practice (ICNP)
 - Discussion –Informatics
 - Information and Technology in Practice
 - Clinical Information Systems and Electronic Health Records
 - Nursing Informatics
 - Computer Languages
 - Telehealth
 - Fig. 1.3, Nursing process
 - Ethical/Legal Dilemmas: Social Networking: HIPPA Violation

NURSING CONCEPTS

The following conceptual themes and specific concepts match those presented in Giddens, J. F. (2021). *Concepts for nursing practice* (3rd ed.). St. Louis: Elsevier. The specific exemplars chosen and listed below for each concept have been tailored specifically to correspond to Lewis S. L., et al. (2021). *Medical-surgical nursing: assessment and management of clinical problems* (12th ed.). St. Louis: Elsevier.

A full *Concept-Based Curriculum Map* covering the entire book can be found in the “Download by Resource Type” folder on Evolve.

THEME: Attributes and Roles of Nurse

- CONCEPT: Professionalism
 - Exemplar: Domain of Nursing Practice
 - Exemplar: Scope of Nursing Practice
- CONCEPT: Clinical Judgment
 - Exemplar: Delegation and Assignment
- CONCEPT: Leadership
 - Exemplar: Domain of Nursing Practice
 - Exemplar: Scope of Nursing Practice

THEME: Care Competencies

- CONCEPT: Communication
 - Exemplar: SBAR
- CONCEPT: Collaboration
 - Exemplar: Interprofessional Health Care Team Members
 - Exemplar: SBAR
- CONCEPT: Evidence
 - Exemplar: General Concepts of Evidence-Based Practice
- CONCEPT: Health Care Quality
 - Exemplar: Informatics
 - Exemplar: Table 1.8: National Patient Safety Goal
 - Exemplar: Fig. 1.5, Quality Improvement System

THEME: Health Care Delivery

- CONCEPT: Care Coordination

- Exemplar: Delivery of Nursing Care

THEME: Health Care Infrastructure

- CONCEPT: Health Care Organizations
 - Exemplar: Continuum of Patient Care
- CONCEPT: Health Care Economics
 - Exemplar: Consumerism
 - Exemplar: Health Care Financing
- CONCEPT: Health Policy
 - Exemplar: Healthy People Initiative
 - Exemplar: Health Insurance Portability and Accountability Act (HIPAA)

Exemplar: National Patient Safety Goals

AACN ENTRY-LEVEL ESSENTIALS

The following conceptual themes and specific concepts match those presented by the American Association of Colleges of Nursing (AACN) (2021). The Essentials: Core Competencies for Professional Nursing Education. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

- Domain 5-Quality and Safety
 - Discussion – QSEN
 - Discussion – Safety
 - National Patient Safety Goals
 - Fig. 1.7, Quality improvement system
 - Table 1.1: QSEN Competencies
 - Table 1.6: National Patient Safety Goals
- Domain 1: Knowledge for Nursing Practice
 - Discussion – Evidence-Based Practice
 - Steps of EBP Process
 - Implementing EBP
 - Table 1.8: Steps of Evidence-Based Practice (EBP) Process
- Domain 8: Information and Healthcare Technologies
 - Discussion – Standardized Nursing Terminologies

- Clinical Problems
 - Nursing Outcomes Classification (NOC)
 - Nursing Interventions Classification (NIC)
 - Clinical Problems–NOC–NIC Linkages
- Discussion –Informatics
 - Information and Technology in Practice
 - Clinical Information Systems and Electronic Health Records
 - Nursing Informatics
 - Computer Languages
 - Telehealth
- Fig. 1.3, Nursing process
- Ethical/Legal Dilemmas: Social Networking: HIPPA Violation
- Domain 7: Systems-Based Practice
 - Discussion – Health Care Financing
 - Ethical/Legal Dilemmas: Social Networking: HIPPA Violation
- Domain 6: Interprofessional Partnerships
 - Discussion – Teamwork and Collaboration
 - Interprofessional Health Care Team Members
 - Coordinating Care
 - Table 1.2: Interprofessional Health Care Team Members
 - Table 1.3: Guidelines for Communicating Using SBAR
 - Table 1.4: Communicating Using CUS
 - Table 1.5: Five Rights of Delegation
- Domain 3: Population Health
 - Discussion – Diverse Populations
 - Discussion – Healthy People Initiative
 - Discussion – Patient-Centered Care
- Domain 9: Professionalism
 - Discussion – Professional Nursing Practice
 - Domain of Nursing Practice
 - Definitions of Nursing
 - Nursing’s View of Humanity
 - Scope of Nursing Practice
 - Discussion – Influences on Professional Nursing Practice

- Complex Health Care Environments
- Health Care Systems
- Organizational Influences
- Professional Nursing Organizations

INTERPROFESSIONAL COLLABORATIVE PRACTICE CORE COMPETENCIES

The following conceptual themes and specific concepts match those presented by the Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative. <https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf>

- Competency 1: Values/Ethics
 - Nursing Views of Humanity
 - Patient-centered Care
- Competency 2: Roles/Responsibilities
 - Professional Nursing Practice – Domain of Nursing Practice
 - Scope of Nursing Practice
- Competency 3: Interprofessional Communication
 - Continuum of Patient Care
 - Interprofessional Team Members
 - Communication and CUS or SBAR
- Competency 4: Teams and Teamwork
 - Teamwork and Collaboration
 - Interprofessional Team Members
 - Coordinating Care

ANSWERS TO QUESTIONS IN THE BOOK

Note: Answers to these questions can be found on Evolve site. Click [here](#).