

### Template for Related Instruction in Certificates

<b>45 to 60 credits</b>		<b>Practical Nursing (OCCC)</b>			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relation	<b>Total RI</b>
BKT	101	Basket Weaving Basics	4	120	6	12	8	<b>26</b>
<b>courses used for embedded related instruction</b>				0				<i>No RI</i>
NUR	141	Fundamentals of Nursing	12	360	40.00	85.00	80.00	<b>205.00</b>
NUR	142	Care if Acutely Ill Patients and	12	360	40.00	55.00	45.00	<b>140.00</b>
				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
<b>courses used for stand-alone related instruction</b>				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
				0				<i>No RI</i>
<b>Totals</b>			<b>24</b>	<b>720</b>	<b>80.00</b>	<b>140.00</b>	<b>125.00</b>	<b>345.00</b>
Minimum for 1 yr certificate:					48.00	48.00	48.00	<b>240.00</b>
Remaining to meet Min. Requirement:					0.00	0.00	0.00	0.00

	YES	NO
All courses identified as embedded related instruction are approved by the curriculum committee for RI?		
<a href="#">Related instruction instructor qualification forms are filed with the VP Academic &amp; Student Affairs?</a>		

## Related Instruction for CTE Courses

Save this document as the course prefix and number  
 Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

### General Information

Department:	Nursing	Submitter:	Linda Mollino
Prefix and Course Number:	NUR 141	Submitter Phone and Email:	541-867-8513 lmollino@occc.cc.or.us
Credit	12	Course Title:	Fundamentals of Nursing

### Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

<b>Computation</b>	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	40 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> <li>• Provide basic nursing care for patients using facts and principles from physical, biological, social, and behavioral sciences.</li> <li>• Follow standard safety and infection control measures to perform nursing skills correctly in the skills practice laboratory.</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> <li>• Students are required to complete self-study modules with regard to drug dose calculations and medication administration.</li> <li>• Required Self-Study: Dosage Calculation and Skill Modules through ATI (Assessment Technologies Institute): including: Safe Dosage; Medication Administration (two different modules); Oral Medications Injectable Medications, Powdered Medications and Parenteral Medications and related case studies. 25 item exam with each module plus a proctored exam per term.</li> <li>• Dosage calculation and safe medication administration skill modules include online tutorials that are designed to support students in learning the basics of safe medication administration. These modules improve comprehension and critical-thinking math skills in relation to safely calculating medication dosages. Students practice clinical reasoning and problem-solving skills while working through in-depth and real-life case scenarios (related to drug dose calculation), at their own pace. In the clinical, skills lab and simulation environments, under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the independent study modules.</li> </ul>		

<b>Communication</b>	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	85 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> <li>• Use therapeutic and professional communication techniques in the clinical setting.</li> <li>• Utilize an understanding of conceptual foundations of nursing; nursing process, critical thinking and holistic care, as they apply to the nursing role in care of patients with common health disturbances.</li> <li>• Recognize how facts and principles from physical, biological, social, and behavioral sciences are applied to planning care for individuals across the life span.</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Curriculum Content and Objectives for topics related to Communication</p> <ul style="list-style-type: none"> <li>• The Profession of Nursing: Compare and contrast the following nursing roles: Certified Nursing assistant, Licensed Practical Nurse, Registered Nurse, Advanced Registered Nurse Practitioner. Participate in verbal collaboration about patient care with other members of the nursing care team regarding progress towards desired outcomes. Demonstrate cooperation and teamwork by providing support and assistance to others when requested. Delegation: Understand the roles of delegator and delegatee; receives delegation from staff RN and follows through appropriately</li> <li>• Communication in the nurse-patient relationship: Define the four main types of communication. Discuss the elements of the communication process and their relevance to nursing. Explain the nature of the nurse-patient relationship. Distinguish between a professional and social relationship. Discuss key ingredients of therapeutic communication. Identify assessment areas to address when communicating with patients. Discuss therapeutic and non-therapeutic techniques.</li> <li>• Grief and Loss: Identify methods of communication that facilitate the grieving process for patients and their family members. Identify methods for nurse self-care in grief and loss.</li> <li>• Health Assessment: Organize a nursing assessment. Differentiate between subjective and objective data. Describe the techniques of inspection, palpation, percussion and auscultation. Individualize the nursing assessment based on lifespan considerations. Describe methods to obtain subjective and objective data during the health assessment/physical exam</li> <li>• Infection prevention and management and safety: Describe nursing measures that promote healing and prevent infection transmission. Discuss the role of the Center for Disease Control (CDC) and Public Health Departments in infection control. Describe the components of Standard Precautions and Transmission Based precautions in the control of infection transmission. Differentiate between medical and surgical asepsis. Describe appropriate situations for using cleaning, is infection, and sterilization. Identify age related considerations preventing the transmission of infectious diseases</li> <li>• Nursing Process: Describe activities the nurse carries out during the evaluation phase of the nursing process. Describe the components of the patient plan of care. Differentiate situations when a registered nurse would prepare an individualized patient plan of care instead of using a standardized plan of care. Understand the relationships between knowledge, experience, critical thinking, reflection, clinical reasoning, and nursing judgment.</li> <li>• Pain Management: List the essential components of a comprehensive pain assessment and how to adapt it lifespan and cognition variations.</li> <li>• Spiritual Health: Discuss the influence of spiritual practices on the health status of clients. Explain the importance of establishing a caring relationship with clients to gain spiritual insight.</li> <li>• Stress, coping and adaptation: Describe various types of coping patterns people typically use to handle stress. Identify stress management techniques that nurses can use to help patients adapt</li> </ul>		

to stress.

**Activities:** include classroom discussion, focused on how to effectively communicate with members of the team, the patient and their family members; team building related activities; communicating with members of a team to accomplish tasks related to patient care; learning to communicate effectively in order to maintain a safe environment for all involved; reading for meaning by learning to read critically so as to interpret patient data appropriately; identification and use of correct terminology to support patient assessment and intervention and reflecting on progress towards outcomes through weekly journals. In the clinical, skills lab and simulation environments under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the theory classroom setting.

Students are also required to do ATI Skill Modules, post classroom discussion for: health assessment; infection control; principles of safety care and teaching; nursing process and self-assessment for learning styles; testing and remediation and critical thinking entrance exam. These modules are independent learning modules that have pre and post exams.

Independent Assignment with instructor oversight: Through conducting this life review the student will increase their knowledge level and comfort level in conversing with the older adults and be able to identify that the person is aging in a positive manner regardless of barriers that may exist from their life conditions. The assignment provides an opportunity for nursing student to connect with older adults in the community setting. The student is required to interview with a senior for a life review assignment: Each student is to choose an adult age 70 or older who is not a family member or who they are familiar with to interview for a life review. The paper consists of three components: Introduction of the older adult; analysis of the Life review interview and Student’s reflection. The objectives behind this assignment include: increase their knowledge level and comfort level in conversing with the older adults and be able to identify if the person is aging in a positive manner regardless of barriers that may exist from their life conditions. The assignment provides an opportunity for nursing student to connect with older adults in the community setting.

<b>Human Relations</b>	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	80 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> <li>• Distinguish between personal and professional values, and legal/ethical responsibilities in practice</li> <li>• Recognize how facts and principles from physical, biological, social, and behavioral sciences are applied to planning care for individuals across the life span.</li> <li>• Apply selected health promotion concepts in care of patients from diverse backgrounds in various health care settings</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Curriculum Content and Objectives for topics related to Human Development</p> <ul style="list-style-type: none"> <li>• Caring for the Older Adult: Describe the effect of loss and grief, loneliness, and coping and stress on the health of geriatric patients. Explain the role of values, beliefs, and spirituality in quality of life in older patients.</li> <li>• Healthcare in the community and in the home: Discuss the role of nurses in different health care delivery settings. Describe elements of a community assessment. Describe the management of healthcare needs in the home from a systems perspective.</li> <li>• Culture and diversity: Discuss characteristics and concepts related to culture. Build an</li> </ul>		

understanding of people by viewing human responses in cultural context. Identify patterns of one's own and others' behavior that reflect stereotypical thinking and ethnocentric assumptions. Demonstrate an increased awareness of one's own culture and its influence on one's own nursing practice.

- Families and their relationships: Discuss evidence-based nursing interventions for altered family function. Discuss evidence-based nursing interventions to promote family health and function. Evaluate the possible impact of altered family function on activities of daily living. Discuss evidence-based nursing interventions for altered family function. Discuss evidence-based nursing interventions to promote family health and function. Demonstrate evolving ability to manage patient care through effective interpersonal relationship with staff, peers patients and instructors. Demonstrates sound judgment and effective interpersonal relationships while functioning as an effective interdisciplinary team member.
- Loss and grieving: Describe the holistic needs of the dying and their support systems, considering cultural, religious and developmental differences as well as legal issues in the provision of nursing care. Describe the role of the nurse in working with support systems of dying clients.
- Lifespan and development: Describe developmental tasks for the different age groups according to Erikson. Describe physical, psychosocial, and cognitive developmental patterns from toddlerhood through adolescence. Describe variables influencing how children learn about and perceive their health status. Discuss ways in which the nurse is able to help parents meet their children's developmental needs.
- Spiritual Health: Identify nursing interventions designed to promote spiritual health. Identify the impact of the nurse's personal beliefs and spirituality on the way the nurse attends to the spiritual needs of patients.
- Grief and Loss: Describe the holistic needs of the dying and their support systems, considering cultural, religious and developmental differences as well as legal issues in the provision of nursing care. Describe the role of the nurse in working with support systems of dying clients. Identify measures that facilitate the grieving process. Recognize physiological changes that occur as persons move toward death and when the concept of hospice is typically introduced in the care of the dying. Identify the nurse's role in assisting clients experiencing loss, grief, or death.

Activities: include classroom discussion, in-class case studies related to content area; team building activities in order to assist the student in understanding the role of human relations in patient care. Independent study includes video clips related to content area along with reading assignments. In the clinical, skills lab and simulation environments under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the theory classroom setting.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4<sup>th</sup> floor.

**Instructor Qualifications**

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

**Identify area(s) of related instruction**

Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

<input checked="" type="checkbox"/> Computation	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.
<input checked="" type="checkbox"/> Communication	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.
<input checked="" type="checkbox"/> Human Relations	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.

## Related Instruction for CTE Courses

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

### General Information

Department:	Nursing	Submitter:	Linda Mollino
Prefix and Course Number:	NUR 142	Submitter Phone and Email:	541-867-8513 lmollino@occc.cc.or.us
Credit	12	Course Title:	Care of Acutely Ill Patients and Developing Families I

### Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

<b>Computation</b>	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	40 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> <li>• Provide basic nursing care for patients using facts and principles from physical, biological, social, and behavioral sciences.</li> <li>• Follow standard safety and infection control measures to perform nursing skills correctly in the skills practice laboratory.</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> <li>• Students are required to complete self-study modules with regard to drug dose calculations and medication administration. Modules build on the prior course content and have more complex problems. The goal is for increased accuracy on independent and proctored exams.</li> <li>• Required Self-Study: Dosage Calculation and Skill Modules through ATI (Advanced Technologies Institute): including: Safe Dosage, Medication Administration (three different modules); Injectable Medications, Powdered Medications and Parenteral Medications and related case studies. 25 item exam with each module plus a proctored exam per term.</li> <li>• Dosage calculation and safe medication administration modules include online tutorials that are designed to support students in learning the basics of safe medication administration. These modules improve comprehension and critical-thinking math skills in relation to safely calculating medication dosages. Students practice clinical reasoning and problem-solving skills while working through in-depth and real-life case scenarios (that are drug dose in nature) at their own pace. In the clinical, skills lab and simulation environments, under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the independent study modules.</li> </ul>		

<b>Communication</b>	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	55 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> <li>• Utilize critical thinking skills and understanding of nursing process to develop holistic, individualized plans of care for patients with pain, endocrine, respiratory, cardiovascular, musculoskeletal, integumentary disorders, and women’s health needs across the life span.</li> <li>• Identify health-related community-based resources supporting individuals across the lifespan.</li> <li>• Utilize therapeutic communication skills with individual patients and families, while providing health education and health promotion.</li> <li>• Collaborate with members of the health care team during planning, implementation and evaluation of the plan of care for assigned patients.</li> <li>• Evaluate and apply strategies and communication techniques that promote effective delegation.</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Curriculum Content and Objectives for topics related to Communication</p> <ul style="list-style-type: none"> <li>• <b>Nursing care of Patients in pain:</b> Discuss factors affecting individual responses to pain. Discuss interdisciplinary care for the patient in pain, including medications, surgery, and complementary medicine.</li> <li>• <b>Nursing Research and evidence-based care:</b> Discuss the role of evidence-based research in nursing. Discuss the value of evidence-based practice to the nursing profession and patient care delivery. Compare and contrast qualitative and quantitative studies, as they would apply to nursing or healthcare research.</li> <li>• <b>Patient education and health promotion:</b> describe individualized teaching methods and evaluation strategies for patients of different ages and abilities. Describe important qualities of a teaching–learning relationship. Describe why teams are essential in healthcare settings. Describe teambuilding processes and how they strengthen a team. Describe individualized teaching methods and evaluation strategies for patients of different ages or abilities. Discuss important assessment data used to individualize patient teaching. Discuss therapeutic techniques when doing the clinical interview in establishing data to set up a patient teaching plan. Utilize therapeutic verbal and non-verbal communication skills when interacting with patients and families and members of the interdisciplinary team. Participate in verbal collaboration about patient care with other members of the nursing care team regarding progress towards desired outcomes. Initiate appropriate and timely collaboration about individualized patient care with other members of the interdisciplinary team.</li> </ul> <p><b>Activities:</b> include classroom discussion, focused on how to effectively communicate with members of the team, the patient and their family members; team building related activities; communicating with members of a team to accomplish tasks related to patient care; learning to communicate effectively in order to maintain a safe environment for all involved and reading for meaning by learning to read critically so as to interrupt patient data appropriately. In the clinical, skills lab and simulation environments under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the theory classroom setting.</p> <p>Community Based Group Project: To provide the student with the opportunity to explore community agencies that are involved in health promotion activities for the individual and family. Students are required to interview the staff of a non-profit agency of their choice. They are given some direction with regard to data they need to gather and outcomes they are to accomplish. The second part of</p>		



the assignment requires a presentation to first and second year nursing students and faculty regarding the agency.

<b>Human Relations</b>	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	45 Hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> <li>Collaborate with members of the health care team during planning, implementation and evaluation of the plan of care for assigned patients.</li> <li>Evaluate and apply strategies and communication techniques that promote effective delegation</li> </ul>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Curriculum Content and Objectives for topics related to Human Relations</p> <ul style="list-style-type: none"> <li>Team Building: Describe why teams are essential in healthcare settings. Describe teambuilding processes and how they strengthen a team. Identify characteristics of a positive team member. Demonstrate sound judgment and effective interpersonal relationships while managing patients with medical surgical problems and functioning as an effective team member. Demonstrate evolving ability to manage patient care through effective interpersonal relationship with staff, peers patients and instructors.</li> <li>Patient education, health promotion and becoming an effective team member: Describe why team members are essential in healthcare settings. Describe the teambuilding process and how they strengthen a team. Identify characteristics of a positive team member. Demonstrate cooperation and teamwork by providing support and assistance to others when requested. Understands the roles of delegator and delegatee; receives delegation from staff RN and follows through appropriately.</li> </ul> <p>Activities: include classroom discussion, in-class case studies related to content area; team building activities in order to assist the student in understanding the role of human relations in patient care. Independent study includes video clips related to content area along with reading assignments. In the clinical, skills lab and simulation environments under the direct supervision of a nursing instructor the student puts into direct practice those elements that have been presented in the theory classroom setting.</p>		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 <sup>th</sup> floor.		
<b>Instructor Qualifications</b>		
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.		
Instructors qualified to teach related instruction in <b>computation, communication, and/or human relations</b> will have the following acceptable subject area skills, education or training. Provide details		
<b>Identify area(s) of related instruction</b>	Clearly identify <a href="#">qualifications instructors</a> must have to teach EACH area as identified above	
<input checked="" type="checkbox"/> Computation	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate	

	shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.
<input checked="" type="checkbox"/> Communication	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.
<input checked="" type="checkbox"/> Human Relations	Master's Degree in Nursing or a Baccalaureate Degree in Nursing, and Master's in a related field with a Post-Master's Certificate in Nursing from a program that is at least two semesters or three quarters in length and have at least three years of nursing experience, each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience, according to the Oregon State Board of Nursing.