



الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Advanced Nursing Practice Diploma in Home Healthcare



سَبِّحْ لِلَّهِ عَمَّا يُشْرِكُونَ

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GENERAL TRAINING REQUIREMENTS

- 1) The trainee shall abide by the training regulations and obligations set by the Saudi Commission for Health Specialties (SCFHS).
- 2) Training is a full-time commitment. The trainee shall be enrolled in full-time, continuous training for the entire duration of the program.
- 3) Training is to be conducted in institutions accredited for nursing training by the Saudi Commission for Health Specialties.
- 4) The training will be comprehensively in the specialty of Home Healthcare nursing.
- 5) The trainee shall be actively involved in patient care, with gradual progression of responsibility.

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Advanced Home Healthcare Nursing Diploma

Introduction

The specialty of home health nursing is rapidly growing and evolving due to demographic changes and technological advances. Home health nursing encompasses disease prevention, rehabilitation, restoration of health, health protection, and health promotion with the goal of managing existing problems and preventing potential problems (ANA, 2008; CHCA, 2008; CHNAC, 2008). Definitions of home health nursing in the literature situate patients, their families, and caregivers as the focus of a practice that attends to acutely ill, chronically ill, and terminally ill patients receiving care at home or in other places in the community (American Nurses Association [ANA], 2008; Canadian Home Care Association [CHCA], 2008). Due to the steady increase in the prevalence of chronic diseases, an ageing population, and increased hospital costs, Home Healthcare has become an essential component of the healthcare ecosystem. In many cases the home is the best setting for providing healthcare to increasing numbers of patients. Not only can care be provided less expensively in the home, evidence suggests that homecare is a key step toward achieving optimal health outcomes for many patients. Studies show that home-care interventions can improve the quality of care and reduce hospitalizations caused by chronic conditions or adverse events.

Home care nursing activities include “teaching, curative interventions, end-of-life care, rehabilitation, support and maintenance, social adaptation and integration, and support for the family caregiver” (CHCA, 2008, p2). These activities involve initiating, coordinating, managing, and evaluating the resources needed to promote patients’ maximum level of health and functionality (ANA, 2008).

Promoting patients’ independence and self-sufficiency has been reported as a key focus of home health nursing (Meyer, 1997; Rice, 1998), with the overriding aim of home health nursing being to maintain or improve the quality of life for patients and their families and other caregivers, or to support patients in their transition to end-of-life (ANA, 2008).

Home Healthcare in Saudi Arabia

Developing Home Healthcare programs in Saudi Arabia presents a significant opportunity for improving the efficiency of the healthcare system. In the Kingdom of Saudi Arabia, Home Health Care services were initiated in 1980 by Green Crescent Hospital as a part of their emergency program. King Faisal Specialist Hospital and Research Center implemented a HHC service in 1991 under the supervision of a committee that oversaw its ongoing planning and implementation. This followed a pilot study that had indicated that patients and their families benefited from nursing care and psychosocial support in home settings. The study demonstrated that such a program reduced the need for hospital admissions, clinic visits, and resulted in a reduction in the number of emergency visits. In 1995, King Fahad National Guard Hospital (KFNGH) in Riyadh also began to provide Home Healthcare. At present, over 200 Ministry of Health hospitals provide Home Healthcare programs. This is in addition to hospitals related to other government health sectors such as King Faisal Specialist Hospitals, National Guard Hospitals, and military hospitals. In addition, there are some private hospitals that provide Home Healthcare services around the Kingdom of Saudi Arabia.

Since the increased involvement of professional healthcare workers in Home Healthcare is inevitable, it is important that training and practice for the provision of Home Healthcare services be incorporated into the undergraduate, graduate, and continuing professional education of healthcare professionals. According to the American Nursing Association (ANA, 2008) home health nursing is a specialized area of community health nursing practice that focuses on individuals in need of care in their homes, as well as their families and caregivers.

Home health nurses provide care to patients across their life span, from the pre-natal through to the post-mortem period. This practice embraces primary, secondary, and tertiary prevention.

Program Overview

The Advanced Nursing Diploma in Home Healthcare is aimed at preparing nurses to provide care for patients of all ages and with a diversity of diagnoses and conditions across the span of the health-illness continuum. Building on the determinants of health, which are foundational to practice, home health nursing integrates “environmental, psychosocial, economic, cultural, and personal health factors affecting an individual’s and family’s health status” (ANA, 2008).

This program is designed to provide an opportunity for professional nurses to develop specialized practice and to upgrade their knowledge and clinical competence in the area of Home Healthcare nursing to international standards. It is constructed in a format that enables the learner to understand and apply the necessary knowledge, skills, and attitude related to contemporary nursing issues, theory, and research in the context of home health nursing practice. It also focuses on creating learning opportunities and on using exemplar case studies that contribute to high-quality practice environments.

The program of study aims to facilitate the learners’ personal and professional growth in Home Healthcare nursing by enhancing the critical thinking, communication, technical, teaching, and assessment skills necessary for making rapid, sound nursing judgments and for demonstrating self-direction in providing home care to each individual in the family, regardless of different diagnoses, needs, or age groups. Furthermore, this program synthesizes evidence-based data and theoretical knowledge to deliver immediate, competent, culturally sensitive care and, concurrently, to develop expertise in utilizing human and material resources to support clinical reasoning.

Upon successful completion of the program, the learner will earn an advanced post-graduate nursing diploma in Home Healthcare Nursing Specialization. This program is offered under the supervision of the Saudi Commission of Health Specialties.

Program Objectives

Upon completion of the post-graduate nursing diploma in Home Healthcare Nursing Specialization, the learner will be able to:

1. Integrate knowledge of nursing and health sciences to provide Home Healthcare to individuals and families in the community
2. Collect and assess data using established Home Healthcare assessment tools in order to determine the common risk factors that may adversely affect the physical and psychosocial well-being of individuals and their families in home settings
3. Ensure the delivery of safe, holistic, and high-quality home healthcare

4. Demonstrate the interpersonal and psychomotor skills needed to implement an effective care plan for individuals and families through the nursing process format.
5. Develop and demonstrate critical thinking and problem-solving abilities in identifying patient/family healthcare needs in order to manage sudden and acute changes in patients with life-threatening conditions
6. Understand patients' health problems and the types of care needed during home visits
7. Utilize various resources available during home visits
8. Develop the best healthcare plan for the clients and their families
9. Work independently as well as in collaboration with a multidisciplinary team
10. Provide appropriate health education and counseling to individuals and their families in relation to their needs
11. Apply infection control measures when caring for individuals and their families in the home
12. Utilize an evidence-based, research-supported approach in evaluating nursing practices within the home setting
13. Manage ethical issues concerning homecare for individuals and their families in accordance with Saudi Arabian rules and regulations
14. Demonstrate participation in self-directed, professional development activities

Admission Requirements

Admission process follows the SCFHS Executive Policy of training, admission and registration (<https://www.scfhs.org.sa/en/MESPS/Admissions%20and%20Registration/Pages/default.aspx>)

To be eligible to enroll in the program, the applicant must conform to the application requirements established by the Saudi Council of Health Specialties, and must also:

1. Possess a Bachelor of Science in nursing (BSN) from an accredited nursing program or equivalent
2. Preferably have a minimum of two years post-graduate clinical experience in nursing (including internship)
3. Provide a minimum of three professional letters of reference
4. Successfully pass a written exam and oral interview
5. Possess a valid license to practice.
6. Have BLS Certificate
7. Have basic computer literacy
8. Be in good physical health (provide a recent physical exam report).
9. Commit to studying on a full-time basis with a letter of approval from the employer.

Program Requirements

1. The required period for the completion of the post-graduate nursing diploma in the Home Healthcare nursing specialization program is not less than two calendar years.
2. The program consists of 46 weeks per calendar year, excluding annual and Eid vacation. A total of 92 weeks must be completed during the entire diploma study period.
3. A total of 48 hours of didactic and clinical hours must be completed each week throughout the whole program following the General Bylaws of Training in Postgraduate Programs (<https://www.scfhs.org.sa/en/MESPS/Documents/General%20Bylaws%20of%20Traing%20in%20Postgraduate%20Programs.pdf>).
4. Trainees may complete clinical rotations of 8-hour shifts per day.

5. Theoretical and clinical experience components will be integrated. The program consists of 27 modules delivered over the two years. The program is arranged so that the learner progresses from basic concepts, principles, and topics, to advanced and specialized Home Healthcare topics that follow the body systems approach.
6. The language of instruction in the specialty diploma program is English.
7. Trainees must acquire an ACLS Certificate before the end of the program.
8. Trainees must complete some of the topics detailed in the universal topics online before completion of the program. These topics are:
 1. Assessment of frail, elderly persons
 2. Mini-mental state examination
 3. Care of the elderly
 4. Occupational hazards of HCW
 5. Patient advocacy
 6. Ethical issues: treatment refusal, patient autonomy

Teaching and Evaluation Methods

Theoretical Component:

1. Interactive lectures and discussions
2. Computer-assisted interactive instructional programs
3. Weekly reading assignments
4. Presentations
5. Group discussions of case studies

Clinical Practicum:

1. Pre-clinical work prior to clinical assignment (as needed)
2. Simulations and clinical skills demonstrations (Appendix A)
3. Hospital rotations as required
4. Actual home visits and development of nursing care plans
5. Post-clinical conferences
6. Role play

Leaves and Interruption of Training:

Leave process follows the SCFHS Executive Policy for Interruption and Leave

1. Trainees are entitled to Four Weeks annual leave in addition to one of the Eid leaves.
2. Sick leaves, maternity leaves and exceptional "emergency" leaves must be compensated for with an equivalent period of days before the trainee is awarded the Certificate of Training Completion. Emergency leaves will be treated as interruption of training according to the stated policy.
3. Leaves that are not availed of in due time within the year cannot be shifted to the coming year.
4. The trainee may be granted special leave, not exceeding seven days per training year, for scientific purposes to attend scientific conferences, seminars, or workshops in the same specialty, provided that the trainee presents proof of attending such activities.

Evaluation and Assessment

Evaluation and assessment of trainees is conducted according to the Saudi Commission's training and examination rules and regulations (<https://www.scfhs.org.sa/en/examinations/Regulations/General%20Assessment%20Bylaws.pdf>)

The content of the evaluation and assessment is set according to the program Blue Print (Appendix G). The assessment is divided into two parts:

1. Formative/ Continuous evaluation
2. Summative evaluation

Formative/Continuous Evaluation:

The continuous evaluation process follows the SCFHS Executive Policy of Continuous Assessment and Promotion https://www.scfhs.org.sa/MESPS/TrainingProgs/RegulationBoard/documents2/Rules_for_Assessments_Training.pdf

The main aim of the formative/continuous evaluation process is to evaluate every aspect of the trainee's performance during the training period. This process provides objective feedback obtained from those who are involved in the training process. This process also involves evaluation of interactive training activities such as case studies and seminars. The following are the formative/continuous evaluation process components:

Continuous/Formative Evaluation Components	Assessment Tools	Learning Domains		
		Knowledge	psychomotor	Attitudes
Quizzes	Academic Assignment	√		
Feedback from the assigned preceptor using the evaluation sheet (Appendix B)	ITER		√	√
Feedback from the assigned clinical instructor (Appendix C)	ITER	√	√	√
Feedback from the assigned head nurse/nurse manager: (Appendix D)	ITER		√	√
Seminar evaluation - one group seminar will be undertaken in each training year. Seminar topics will be selected by the trainee and approved by the assigned clinical instructor and the program director (Appendix E)	Academic Assignment	√		

Case study evaluation - a case study of a home healthcare patient and his/her family will be presented twice a year. Presentations and the post-presentation discussions will be facilitated by the trainee and will last approximately 15 minutes (Appendix F)	Academic Assignment	√	√	√
End of Year Progress Test-Theory: The main objective of this exam is to assess the theoretical knowledge as well as the critical-thinking skills of the trainees in relation to the topics and clinical experience covered in the first training year.	EYPT	√		
End of Year Progress Test-Clinical: (OSCE) exam will be held in order to assess the trainee's clinical skills, including data gathering, patient management, communication, and counseling skills (Appendix H).	EYPT		√	√

Based on the SCFHS Policy of continuous assessment candidates should satisfactory pass every component of the continuous/formative evaluation.

Summative evaluation:

This assessment component includes examinations that are centrally delivered by the Saudi Commission for Health Specialties. These are:

Final (end-of-program) Examination:

The end-of-program examinations are comprehensive. The trainee will be awarded his/her diploma certificate upon successful completion of these examinations.

1. Final Written Examination

This exam assesses the trainee's theoretical knowledge and critical-thinking skills in relation to the topics and clinical experience covered during the entire program. The examination format, including the number of items, eligibility, and passing scores, will conform with the Saudi Commission's examination rules and regulations.

2. Final Clinical Examination

An objective structured clinical examination (OSCE) exam will be held in order to assess the trainee's clinical skills, including data gathering, patient management, communication, and counseling skills. This examination will comprise a specific number of stations that are designed to achieve the training objectives. The examination format, including number of items, eligibility, and passing scores will conform with the Saudi Commission's examination rules and regulations.

Curriculum Plan-First Year

	Modules	Didactic	Clinical	Duration
1.	Foundation in home health care I. principles and concepts of home health care II. Home Health Care Nurse Role and Responsibilities. III. Home Health Nursing Care Planning	32 Hours (1 day per week)	128 Hours (4 days per week)	4 Week
2	Ethical and Legal Considerations in Home Health Care	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
3	Health Education and Health Promotion in Home Health Care	32 Hours (1 day per week)	128 Hours (4 days per week)	4 Week
4	Home Health Care Safety	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
5	Applied Pharmacology in Home Health Care	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
6	Communication in Home Health Care	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
7	Biostatistics	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
8	Epidemiology	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
9	Clinical Practicum in Home Health Care I I. Diabetes Miletus Management II. Cardiovascular Diseases Management III. Respiratory Diseases Management	96 Hours (1 day per week)	384 hours (4 days per week)	12 Week
10	Clinical Practicum in Home Health Care II I. Chronic Skin Disorder Management II. Chronic Nephrological Diseases Management III. Chronic Psychiatric and Mental Health Diseases Management	96 Hours (1 day per week)	384 hours (4 days per week)	12 week
	Examinations			2 Weeks
	Total Weeks			46 Weeks

Second Year Curriculum Plan

	Modules	Didactic	Clinical	Duration
11	Neurological Chronic Diseases Management	32 Hours (1 day per week)	128 Hours (4 days per week)	4 Week
12	Infectious Diseases and Infection Control in Home Health Care	64 Hours (1 day per week)	256 Hours (4 days per week)	8 Week
13	Pediatric Home Health Care	64 Hours	256 Hours (4 days per week)	8 Week
14	Clinical Practicum in Home health Care III I. Care of the Geriatrics at Home II. Cancer in Home Health Care III. Palliative and Hospice (End of life) Care	96 Hours (1 day per week)	384 Hours (4 days per week)	12 Week
15	Nursing Informatics	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
16	Nursing Research and Evidence Based Practice	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
17	Nursing Leadership and Management	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
18	Quality and professional responsibility	16 Hours (1 day per week)	64 Hours (4 days per week)	2 Week
	Examinations			2 Weeks
	Total Weeks			46 Weeks

Module 1: Foundations in Home Health Care Nursing:

I. Principles and Concepts in Home Healthcare

Module Description:

This module introduces nurses to key concepts in home health care and the theoretical framework for home healthcare. It enables participants to understand how the ethical and legal decision-making in-home healthcare and to identify the cultural aspect that affects home healthcare.

Learning Objectives:

At the end of this module the learner will be able to:

- Describe the important concepts related to home health care.
- Recognize the philosophical principles governing home health care and the historical and social perspectives.
- Identify theoretical framework for home healthcare.
- Identify the cultural aspects of home healthcare.
- Discuss the ethical and legal decision-making in-home healthcare.

Module Outline:

- Concepts in home healthcare
- Philosophical principles
- Theoretical framework for home healthcare
- Ethical and legal foundations

Competencies:

- Demonstrate knowledge of concepts related to home healthcare.
 - Demonstrate knowledge of the philosophical principles underpinning home healthcare including the historical and social perspectives.
- Discuss theoretical framework for home healthcare.
- Discuss the cultural aspects of home healthcare.
- Show knowledge of applying ethical and legal decision-making in-home healthcare.

II. Home Healthcare Nurse Role and Responsibilities

Description:

This module focuses on basic elements of professional and clinical role and responsibilities with patients, their families, and public and community. The module emphasizes strategies of health promotion and disease prevention focusing on patient, family and the community.

Learning Objectives:

At the end of this module the learner will be able to:

1. Describe the roles and responsibilities of the Home Healthcare Nurse (HHN) as:
 - Patient educator
 - Patient advocate
 - Case manager and coordinator of care
2. Apply the principles of health promotion in HHC practice
3. Apply concept of illness prevention and health promotion in HHC
4. Describe the scope of practice of the HHN
5. Describe the HHC recipient as:
 - The patient
 - The family
 - The community
6. Describe the influence of specific issues such as culture, social and systemic structures and setting on the nursing care of the HHC recipient.

Outlines:

A. Home Healthcare Nurse:

- Health promotion
- Illness prevention and health protection
- Scope of practice

B. Home Healthcare Recipient:

- The Patient
- The Family
- The community

Competencies:

- Provide patient centered care within the scope of practice of the HHN
- Assess the impact specific issues may have on the patient's health such as culture, social and systemic structures and setting.
- Facilitate planned change with patient and families by applying and incorporating health promotion theory, primary health care principles and change theory into practice
- Assess the readiness and capacity of the patient and family to make changes to promote their health
- Support patients and families to identify risks to health and make informed choices about protective and preventative health measures
- Participate in collaborative, interdisciplinary and intersectoral partnerships to enhance the health of patients and families.

III. Home Health Nursing Care Planning

Description

This module deals with the Nurse's role and responsibility in the planning the care for patients in the Home Health setting. Care Planning is a fundamental nursing responsibility and requires a high degree of knowledge and skill. Planning care is core to the Nursing Process. Nurses

must be able to holistically Assess, Diagnose, Plan, Implement and Evaluate Care. In the Home Healthcare setting, the Nurse is often a sole practitioner and therefore must be confident in their ability to assess needs, make nursing diagnoses and based on these actions, to plan care. Being able to plan care contributes to continuity and communication amongst the multidisciplinary team and is a form of accountability. The patient/ family are equal partners in this process. This module is composed of seven learning elements.

Learning Objectives:

By the end of this module the learner will be able to:

- Explain the elements of the Nursing process and the role that these play in Care Planning
- Differentiate between Nursing and Medical Diagnoses
- Be able to make a range of nursing diagnoses for different conditions
- Describe and develop individual plans of care for selected patient groups
- Assess and explain where multi-disciplinary input into the plan of care is required
- Evaluate the effectiveness of their Nursing interventions
- Explain how they will engage patients/ family in the care planning process

Outline:

- The Nursing Process
- Understanding Nursing Diagnosis (Interventions and Outcomes Classifications)
- Assessing Patients in the Home Healthcare Setting
- Developing the Holistic Nursing plan of Care
- Evaluating the Effectiveness of Nursing Interventions
- Patient and Family Engagement in Care

Competencies:

- Comprehensive patient/ family assessment skills
- Diagnosis skills
- Ability to document legibly in paper and electronic records
- Patient and family engagement
- Effective interdisciplinary skills

Learning Element 1

The Nursing Process

In this section the learner will focus on the essential core of practice for the registered nurse to deliver holistic, patient-focused care. The Nursing process consists of five components of Assessing, Diagnosing, Planning, Implementing and Evaluating.

The nursing process is ‘an organised, systematic and deliberate approach to nursing with the aim of improving standards of care’. It involves a systematic, problem-solving approach and involves partnership with the patient and their family.

Learning Objectives:

At the end of this Learning Element the learner will be able to:

- Explain the five components of the Nursing process
- Explain the different Models of Nursing that apply to their Home healthcare practice e.g. Roper, Logan, Tierney's Activities of Daily Living (1980). Dorothea Orem's (1991) Self-care Model.
- Describe the four central concepts (Person, Environment, Health, and Nursing) that are commonly found in Nursing models and explain how these are addressed in planning the care of a patient/ family.
- Demonstrate their ability to utilise the five components when working with patients/ families

Section Outline:

- Nursing Models and their Relationship to Contemporary Nursing practice
- The Nursing Process
- Planning care with Patients/ Families

Learning Element 2

Understanding Nursing Diagnosis, Interventions and Outcomes Classifications

Through this learning element students will develop their knowledge and appreciation of Nursing Diagnosis and how it informs care planning, care delivery and the evaluation of care. According to the North American Nursing Diagnosis Organization-International (NANDA-I), nursing diagnoses are clinical judgments about actual or potential individual, family or community experiences or responses to health problems or life process. The learner will also demonstrate their understanding of how Nursing Diagnoses differ from and complement Medical Diagnoses.

Learning Objectives:

By the end of this Learning Element the learner will be able to:

- Explain the difference between a Nursing Diagnosis and a Medical Diagnosis
- Know when it is appropriate to use a nursing diagnosis
- Demonstrate their understanding of Nursing Interventions Classifications and Nursing Outcomes Classifications
- Be able to accurately apply Nursing diagnoses in six clinical cases.

Section Outline:

- Introduction to the North American Nursing Diagnosis Organization-International (NANDA-I)
- Introduction to Nursing Interventions Classification & Nursing Outcomes Classification
- Developing/ identifying a Nursing Diagnosis
- The relationship between Medical Diagnosis, Nursing Diagnosis and Care Planning

Learning Element 3

Assessing Patients in the Home Healthcare Setting

The home healthcare environment differs from hospitals and other institutional environments where Nurses work. For example, many home healthcare Nurses work alone with little or remote connection to their field or main office. The relationship between the Nurse, the Patient and the Multidisciplinary team involves less direct contact. Physicians also rely to a greater extent on the Nurse to make assessments and diagnoses and to communicate their findings. This learning element highlights the criticality of assessment to Nurse Care Planning and care delivery. Nurses must be competent in history-taking and should be able to identify subjective and objective data as part of the assessment process. The concept of the Primary Care Medical Home as it applies in the KSA context will also be introduced.

Learning Objectives:

At the end of this Learning Element the learner will be able to:

- Demonstrate the ability to undertake a holistic patient assessment including prioritizing needs for interventions
- Comprehensively communicate the findings of the assessment to the multidisciplinary, indicating where intervention by other team members is required
- Identify risks for the patient/ family and nursing actions to mitigate these risks
- Explain the concept of the Primary Care Medical Home and how it applies in the KSA Home Healthcare context

Section Outline:

- Deciding which interventions are appropriate for your patients
- Undertaking holistic assessment in the home healthcare environment
- Communicating findings to the physician and the multidisciplinary team
- Using the holistic assessment as the basis for building the plan of care

Learning Element 4

Developing & Implementing the Holistic Nursing Plan Of Care

Holistic Nursing involves all nursing practice that has healing the whole person as its goal. Each individual is different and a holistic plan of care demonstrates understanding of the uniqueness of each patient/ family and the importance of dealing with all aspects of the patient's/ family's needs. The care plan is based on the Nursing assessment and diagnosis and requires the Nurse to use critical thinking skills to develop an individualised plan aimed at meeting the patient's unique needs and circumstances. In this way, the learner will be able to explain the scientific rationale for why the care interventions they have identified are appropriate and how they will be carried out. Nursing interventions are all the activities carried out by the nurse to achieve the nursing outcomes. Interventions relate directly to the identified nursing problem and outcome. These interventions are often goal-directed, in which the goals are patient-centred and measurable.

Learning Objectives:

At the end of this Learning Element the learner will be able to:

Demonstrate the ability plan care based on assessment and nursing interventions

- Provide the scientific rationale for why the interventions they have identified are appropriate
- Setting SMART patient/ family Goals
- Identify strategies for engaging patients/ families in developing the plan of care

Section Outline:

- The Nursing care plan, standards for documentation and professional accountability
- Components of the care plan in the home healthcare setting
- Care planning in electronic health records
- The Nursing care plan as multidisciplinary communication

Learning Element 5

Evaluating The Effectiveness Of Nursing Interventions

Nursing evaluation is systematic and ongoing and relates to measuring how well the patient has achieved the goals/outcomes specified in the care plan. It involves reviewing subjective and objective data from the client, family and other health care team members. During the evaluation process, the Nurse makes clinical decisions and applies their knowledge of the disease process or other data to re-adjust goals and interventions. The evaluation process is aimed at identifying the factors that have positively or negatively influenced goal achievement. An understanding of these factors may also lead to changes in the plan of care or the nursing interventions. Steps in the evaluation of nursing care are analysing the patient's/ family's responses, identifying factors contributing to success or failure, and planning for future care

Learning Objectives:

By the end of this learning element the learner will be able to:

- Provide evidence of (ongoing) evaluation of patient care and interventions
- Demonstrate thorough and systematic review of each intervention
- Demonstrate through systematic evaluation whether or not the goals of care have been achieved
- Adjust the plan of care based on their systematic evaluation

Section Outline:

- The process of evaluating the nursing care plan
- Application of clinical knowledge and decision-making in evaluating care
- Acting on the outcomes of the evaluation process

Learning Element 6

Patient and Family Engagement In Care

Patient/ family engagement in care is about shared decision-making. It is also about working with the patient/family as individuals as opposed to treating their care as a task to be completed. "Patient- and family-centred care redefines relationships in health care. It places an emphasis on collaborating with patients and families of all ages, at all levels of care, and in all health care settings. Further, it acknowledges that families, however they are defined, are essential to patients' health and well-being and are crucial allies for quality and safety within the health care system" (Johnson et al, 2008). The quality and safety of patient care can improve when they or their families are actively involved in their own care. They can provide unique information about the patient and in some cases can be useful in interpreting information from caregivers to the patient. Involving patients and families in their care can be challenging for nurses and requires the nurse to be confident, knowledgeable and aware of the benefits of engagement. This includes knowing that patients and families are much more likely to be compliant with treatment if they have been engaged in the care planning process.

Learning Objectives:

By the end of this learning element the learner will be able to:

- Identify strategies for engaging with patients and their families in the care planning process
- Articulate the challenges of patient/ family engagement
- Use reflection on practice to identify two cases in which patient engagement would have created a different outcome
- Describe the benefits of patient / family engagement in care

Section Outline:

- Defining and describing Patient/ family engagement in care and in the home healthcare setting
- Patient and family engagement and the maintenance of professional accountability
- Understanding the implications for the patient, professional practice and for the health system

Module 2: Ethics in Nursing

Module Description:

This module provides an opportunity to study the ethical and legal issues that arise in healthcare and specifically, in Home Healthcare. It aims to deepen learner's understanding of healthcare ethics and law and to enhance their ability to think critically and systematically about the moral, ethical and legal issues that healthcare professionals may face when working with patients in their own homes. It also provides learners with the knowledge to develop ethical practice capabilities congruent with those demonstrated by nurses working as advanced clinicians in the healthcare sector and to continually develop and transform ethical professional practice through the process of critical evaluation and reflection.

Learning Objectives:

At the end of this module the learner will be able to:

- Demonstrate understanding of the ethical concepts related to caring
- Examine the nature and role of ethical theories in guiding sound ethical decision making in workplace settings including the home
- Discuss the ethical and legal context of professional nursing practice as outlined in the ICN Code of Ethics (2012)
- Examine key ethical issues and dilemmas occurring in nursing and related to home health care contexts
- Use ethical reasoning to synthesize standards of practice, ethical principles, and legal/regulatory requirements in the resolution of ethical dilemmas in home health care.

Module Outline:

1. Introduction to Moral and Legal Concepts:
 - Introduction to the concepts and theories used
 - The distinction between consequentialist and deontological theories of ethics
 - The relationship between law and morality and the nature of moral and legal rights
2. Credentialing & Licensing:
 - Professional nursing practice
 - Accountability and responsibility in professional practice
 - Nursing code of ethics
3. Autonomy and Paternalism:
 - Ethical and legal issues in relation to informed consent, consent to treatment, confidentiality, patient choice and medical paternalism.
 - Ethical principles and human rights as a decision-making framework in relation to:
 - i. the relationship between law, ethics and standards of professional practice
 - ii. cross-cultural ethics
 - iii. patients' rights to: health care, being treated with respect
4. Life and Death:
 - Difficult ethical issues relating to the creation and destruction of human life.
 - The moral and legal status of the embryo issues raised by reproductive technologies; the definition of death; moral and legal problems regarding physician assisted suicide, euthanasia and the withdrawal of medical treatment.

5. Public Health:
 - Justice and resource allocation or 'rationing' of medical treatment;
 - Research ethics.
 - Discrimination and health care; and issues raised by new technologies.
6. Ethical Issues related to the specialty
 - Topics will depend on diploma specialty including allocation of home healthcare resources (justice), palliation, death and dying (Autonomy, non-maleficence), child and adult protection (non-maleficence).

Module 3: Health Education and Health promotion in Home Health Care

Course description

This module will enable the nurses to apply the principles of education and learning to render preventive and promotive health education to individuals and groups in home setting.

Learning Objectives:

At the end of this module the learner will be able to:

1. Define health education
2. Describe the relationship between behavior and health
3. Determine the antecedent factors that influence health related behaviors
4. Select appropriate health education methods and strategies including local/indigenous learning methods.
5. Demonstrate a participatory approach to using health education materials
6. Describe methods to evaluate the outcomes of family health education
7. Apply the health promotion models in home care

Module Outlines:

1. Definition of teaching and learning
2. Conceptual and theoretical framework for health education
3. Principles of adult learning
4. Teaching strategies and tools
5. Teaching strategies for special patient groups in home care
6. Health promotion Models application

Competencies:

1. facilitate planned change with clients and families by applying and incorporating health promotion theory, primary health care principles and change theory into practice
2. recognize how the determinants of health influence the health and well-being of clients and families
3. assess the impact specific issues may have on the client's health such as; political climate; priorities, values and culture; social and systemic structures and settings
4. assess the readiness and capacity of the client and family to make changes to promote their health
5. Assess the knowledge, attitudes, level of motivation, values, beliefs, behaviors, practices, stage of change, and skills of the client/family
6. Consider and integrate into educational planning the factors that may impact the client/family's ability to learn. For example: environment, readiness, willingness, literacy level, educational background, socioeconomic situation health status etc.
7. interpret and explain complex information for clients and families
8. apply appropriate learning principles, teaching methods and educational theories to educational activities include family, volunteers and caregivers in teaching and education
9. evaluate the effectiveness of health education interventions

Module 4: Home Health Care Safety

Module description

This module will Help the nurses to assess, and ensure safety at home including client safety , home environment safety as well as the nurse safety during home visits.

Learning Objectives:

At the end of this module the learner will be able to:

1. Discuss the basic principles of home safety
2. Identify how to ensure the physical safety of the client home environment
3. Recognize specific safety measures to take for patients, caregivers, health and other essential staff
4. Appreciate the importance of safety risk assessment
5. Identify common factors that contribute to accidents in the home
6. Discuss the Home Care nurse role in injury prevention and fire safety
7. Discuss methods of ensuring own safety in the field
8. Describe basic home fire prevention and response actions
9. Describe basic first aid techniques for common emergencies
10. Know agency policies that relate to safety issues
11. Identify situations that require immediate attention by self and the agency

Module Outlines:

1. Safe home environment
2. Basic principles to ensure safety at home
3. Most frequent home injuries
4. Factors that may contribute to injuries among older adults
5. Factors that may contribute to injuries involving young children
6. Where household injuries occur most frequently
7. Potential hazards to a home care nurse that could exist in clients' homes

Competencies:

1. Gather appropriate information that includes identification of the possible risks in the home environment, control measures that will minimize each risk
2. Ensure the application of basic principles of safety during home visit
3. Perform nursing care for the patient considering the safety precautions
4. Follow appropriate risk management practices when delivering home health services
5. Ensure that all incidents are reported promptly and that accurate record keeping
6. Demonstrate effective assessment and interventions for fall and injury prevention.

Module 5: Applied Pharmacology in Home Health Care

Module Description:

This module is focused on application of pharmacological principles for standard nursing practice in home health care sector. It prepares students to interpret physiological outcomes associated with cellular mechanisms. It will enable students to make dose adjustment in lieu with changes in pharmacokinetic parameters of the patient. Drug administration techniques will be explored. Students will critically analyze the effects of medications on body process. This course will enable students to manage patients with chronic or complex health challenges in unique home settings.

Learning objectives:

Upon successful completion of the module, students should be able to:

- Administer, evaluate and monitor medications in homebound chronic/elderly/ disabled or debilitated patients by applying critical thinking and problem-solving skills based on pharmacological knowledge
- Administer, evaluate and monitor medications in post-surgical or acute patients discharged from the hospital
- Critically appraise and apply pharmacological knowledge in the prevention and treatment of comorbidities, complications and pressure sores.
- Critically analyze effects of medications on pathophysiological and biochemical processes.
- Analyze effects of polypharmacy and adjust dosing regimens to avoid drug interactions.
- Interpret and apply legal and ethical principles of medication management.
- Prevent intensity and assess origin of inevitable adverse effect in critical therapy.
- Educate patients, care givers and family regarding medications and side effects

Modules outline:

- Fundamentals of pharmacodynamics and quality use of medications
- Applied pharmacokinetics and effect of disease on absorption, distribution, metabolism and elimination processes
- Drug therapy in common diseases, infections and conditions
- Pharmacovigilance (adverse effect reporting) and polypharmacy (multiple drug administration)
- Drug administration technique and route of administration (advantages and disadvantages of selected route)
- Pharmacology as basis for evidence-based nursing practice
- Patient education in chronic or critical therapy.
- Drug storage conditions in homes.
- Patient compliance and factors affecting compliance in chronic homebound patients.
- Ethical and legal considerations inclusive of practice scope, cost, access and clinical efficacy.

Competencies:

- Medication calculation skill
- Medication administration skill
- Proficiency in cultural safety and medication diversity
- Therapeutic management and health promotion

Module 6: Communication in Home Health care

This module prepares the nurse to demonstrate understanding of different levels, types of professional communication, structure of the client-nurse relationship, conflict resolution between nurse and patient/care giver or family, and professional, cultural, legal, and ethical standards guiding professional relationship in home health care nursing. Also, discuss barriers and bridges to the development of therapeutic relationships. Identify the strategies used to communicate with patients with communication deficits. Special emphasis is placed on communicating with clients in stressful situations, crises and those experiencing communication difficulties caring for at home.

Learning Objectives:

At the end of this module the learner will be able to:

- List and define the elements of communication.
- Identify Major Dimensions of Communication
- Apply the concepts related to verbal communication and nonverbal communication skills
- Indicate how to participate in and stimulate communication within the multi-disciplinary team
- Identify the skills necessary for active listening.
- Identify common communication problems that hinder the provision of high quality patient care.
- Discuss ways that body language enhances and hinders communication.

Module Outlines:

- Definitions and process of communication.
- Major Dimensions of Communication.
- Types of Communication.
- Mode of Communication.
- Principles of communication in the home.
- Factors influencing communication.
- Barriers of communication at the home.

Competencies:

- Demonstrate knowledge on the concepts, principles, and process of communication.
- Use effective listening skills.
- Utilize effective communication skills.
- Use effective strategies and tools in communication.
- Utilize technology effectively in communication.

Module 7: Biostatistics

Course Description

This course is intended to help trainees understand fundamental concepts and methods of statistics as applied to home health. The module includes basic concepts in descriptive and inferential statistics as they apply to health and nursing research. Additionally, it provides trainees with the main concepts for testing statistical hypotheses, as well as, identification of specific statistical techniques.

Course Objectives

By the end of the course, each trainee will be able to:

1. Demonstrate familiarity with statistical terminology and the purpose of statistics.
2. Identify different ways/ methods of organizing and summarizing data.
3. Define and compute measures of central tendency and variability.
4. Integrate the concept of statistical data analysis with the context of the research process.
5. Utilize necessary statistical background for analyzing data and drawing inferences
6. Exhibit understanding the logic of hypothesis testing.

Course Outlines:

- Organizing and summarizing data
 - Methods for organizing data: Tables and graphs, Frequencies, Shapes,
- Univariate descriptive statistics
 - Measures of Central Tendency
 - Measures of Variability
- Inferential statistics
 - Hypothesis Testing
 - Type I Type II Errors
 - Level of Significance/Critical regions
 - Confidence interval
- Specific statistical techniques
 - Parametric vs. nonparametric techniques
 - Bivariate Inferential Statistics
 - Correlation
 - Regression
 - T - Tests for Independent Groups
 - Paired- t Tests (dependent groups)
 - Analysis of variance ANOVA
 - Analysis of covariance ANCOVA
 - Contingency Tables
 - Chi Square
 - Multi-variate statistics:
 - MANOVA
 - MANCOVA

Competencies:

By the end of the course, each trainee will be able to:

1. Exhibit familiarity with statistical terminology and the purpose of statistics.
2. Display different ways/ methods of organizing and summarizing data.
3. Compute measures of central tendency and variability.
4. Illustrate statistical data analysis in relation to the research process.
5. Apply necessary statistical background for analyzing data and drawing inferences from that analysis.
6. Demonstrate utilization of the concept of hypothesis testing.

Module 8: Epidemiology

Course Description:

This course is an introduction to epidemiology and to the epidemiological approach to population-based health care. The basic principles and methods of epidemiology are presented together with many of the applications of epidemiology to clinical practice and public health. Topics include: dynamics of disease transmission, measuring occurrence of disease, validity and reliability of screening tests, randomized trials, cohort studies, case control, cross-sectional studies, inferences, bias, confounding and interaction.

Course Objectives

By the end of this course the student should be able to:

- Demonstrate understanding of the mechanisms and dynamics of disease transmission in populations and the risk factors which determine their distribution.
- Calculate the measures of morbidity and mortality, incidence and prevalence.
- Assess the validity and reliability of diagnostic and screening tests.
- Explain the different mechanisms used to describe disease prognosis in quantitative terms for groups of patients.
- Assess the efficacy of preventive and therapeutic measures via randomized trials.
- Become knowledgeable about the design and conduct of epidemiological study designs (cohort, cross-sectional, retrospective, and prospective).

Course Outlines:

- Defining epidemiology and defining health
- Dynamics of disease transmission-infectious disease epidemiology
- Measuring the occurrence of disease
- Assessing the reliability and validity of diagnostic and screening tests
- Assessing the efficacy of preventive and therapeutic measures: Randomized trials
- Cohort studies
- Case control and cross –sectional studies
- Ethical and professional issues in epidemiology

Module 9: Clinical Practicum in Home health Care I

This module will include:

- I. Diabetes Mellitus Management
- II. Cardiovascular Diseases Management
- III. Respiratory Diseases Management

I. Diabetes Mellitus Management

Description

Diabetes is a disorder of the endocrine system and affects both children and adults. In 2015 there were 3.5 million cases of adult diabetes in Saudi Arabia where the prevalence rate is 17.6%. In this module Diabetes Mellitus will be reviewed with specific reference to its characteristics, potential complications and the implications for the patient and family, and the Nurse's role and responsibility in maintaining skin integrity. Assessing skin integrity is a major component of nursing assessment. Nurses working with patients in the home setting are likely to have prolonged contact with patients as well as intimate knowledge of the familial, nutritional and other factors that lead to and impact diabetes. Nurses are therefore well-placed to provide expert care and preventative health education and health promotion interventions to patients and their families. This module assumes existing in-depth theoretical and practical knowledge of the endocrine system and of diabetes.

Learning Objectives

By the end of this module the learner will be able to:

- Explain why the care of the patient with diabetes mellitus is an important priority for Nurses working in the Saudi Arabian Healthcare sector
- Describe the characteristics of diabetes mellitus
- Describe the causes and risk factors
- Describe the complications associated with chronic diabetes
- Articulate their role in the management of diabetic emergencies
- Identify a range of primary and secondary preventative nursing interventions
- Provide holistic care for patients with impaired diabetes mellitus
- Describe how the health education and health promotion needs of the patient and family will be met

Outline

- Review of the endocrine system
- Characteristics and two main types of Diabetes Mellitus
- Glycaemic control related to tablets and insulin therapy
- Micro and macrovascular changes and complications associated with Diabetes Mellitus
- Nursing management of acute metabolic emergencies and complications of Type I and Type II Diabetes Mellitus
- Patient and family education including nutritional plan and weight management
- Patient and Family education

Competencies:

- Demonstrate understanding of basic concepts related to diabetes mellitus, chronic cardiovascular disease and chronic respiratory disorders.
- Conduct comprehensive assessment of the identified health problem.
- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care plan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence based knowledge in the care of the health problem.
- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Apply critical thinking approaches in caring with diabetic client at home.
- Ensure quality and safety in the home care.
- Apply the Home Health Nursing Scope and Standards of Practice when caring of diabetic client and his family.

II. Cardiovascular Diseases Management:**Description**

This module deals with the cardiac system including structure, functions and altered physiology. The study of altered cardiac physiology is important because the prevalence of Coronary Heart Disease in Saudi Arabia is 5.5%. Deaths from cardiovascular disease account for 46% of all deaths in the Kingdom of Saudi Arabia. As well as providing direct care which often includes palliative care, nurses are also required to provide education to patients and families on improving health and managing those aspects of their lives impacted by their condition. Nurses are required to work collaboratively with the multidisciplinary team to provide comprehensive and holistic care for such patients. This module deals with application in the Home Healthcare context and therefore assumes existing in-depth theoretical and practical knowledge of the cardiovascular system.

Learning Objectives

By the end of this module the learner will be able to:

- Describe the anatomy and physiology of the cardiovascular system
- Explain the steps and actions in the completion of a holistic assessment of a patient's cardiovascular system
- Identify the risk factors associated with cardiovascular disease
- Evaluate the role of secondary prevention in cardiac disease management
- Assess, plan, implement and evaluate a range of appropriate nursing interventions for the patient with impaired cardiology function and the family
- Describe how they will provide holistic care for patients with altered cardiac physiology
- Identify and obtain health education and health promotion resources to support the patient and family
- Demonstrate a critical understanding of care and management of heart failure.
- Describe and evaluate the roles and responsibilities of the professionals within the multi-disciplinary team.
- Use evidence to inform their home healthcare nursing practice to inform care.

Outline

- Normal function of the heart
- Anatomy and Physiology of the heart
- Nursing issues related to the holistic care of individuals with altered cardiac physiology
- Risk factors associated with cardiovascular disease
- Nursing management of the patient with cardiovascular disease including stroke and Congestive cardiac Failure
- Recommendations for lifestyle modifications, health education and health promotion

Competencies:

- Demonstrate understanding of basic concepts related to chronic cardiovascular disease.
- Conduct comprehensive assessment of client with chronic cardiovascular disease.
- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care pan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence-based knowledge in the care
- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Pan an effective cardiac rehabilitation program.
- Apply critical thinking approaches in caring with client at home.
- Ensure quality and safety in the home care.
- Apply the Home Health Nursing Scope and Standards of Practice.

III. Respiratory System Disorders Management:

Description

This module deals with the respiratory system including structure, functions and altered physiology. The study of altered respiratory physiology is important because respiratory disease accounts for 3.3% of all deaths in Saudi Arabia. Nurses working with patients with respiratory disorders in home healthcare will encounter patents with a range of conditions including pulmonary hypertension, asthma, COPD, tuberculosis, sleep disorders, respiratory oncology, sleep disorders and cystic fibrosis. As well as providing direct care which often includes palliative care, nurses are also required to provide education to patients and families on improving health and managing those aspects of their lives impacted by their condition. Nurses are required to work collaboratively with the multidisciplinary team to provide comprehensive and holistic care for such patients. This module deals with application in the Home Healthcare context and therefore assumes existing in-depth theoretical and practical knowledge of the respiratory system.

Learning Objectives

By the end of this module the learner will be able to:

- Describe the anatomy and physiology of the respiratory system
- Explain the steps and actions in the completion of a holistic assessment of a patient's respiratory system
- Identify the risk factors associated with respiratory disease

- Assess, plan, implement and evaluate a range of appropriate nursing interventions for the patient with impaired respiratory function and the family
- Describe how they will provide holistic care for patients with respiratory disease
- Identify and obtain health education and health promotion resources to support the patient and family
- Describe and evaluate the roles and responsibilities of the professionals within the multi-disciplinary team.
- Use evidence to inform their home healthcare nursing practice to inform care.

Outline

- Overview of respiratory anatomy and physiology
- Assessing the respiratory system and function
- The main causes and risk factors for respiratory health problems
- Disorders of the upper airway including respiratory infections including rhinitis and allergic conjunctivitis
- Disorders of the lower airway including bronchitis, pneumonia, tuberculosis, COPD and lung cancer
- Nursing management of the patient with respiratory disorders
- Recommendations for lifestyle modifications, health education and health promotion

Competencies:

- Demonstrate understanding of basic concepts related to Respiratory System Disorders.
- Conduct comprehensive assessment of client with Respiratory System Disorders.
- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care pan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence based knowledge in the care
- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Apply critical thinking approaches in caring with client at home.
- Ensure quality and safety in the home care.
- Apply the Home Health Nursing Scope and Standards of Practice.

Module 10: Clinical Practicum in Home Health Care II

This will include:

- I. Chronic Skin Disorder Management
- II. Chronic Nephrological Diseases Management
- III. Chronic Psychiatric and Mental Health Diseases Management

I. Chronic Skin Disorder Management

Description

This module addresses the Nurse's role and responsibility in maintaining skin integrity. It assumes basic knowledge of the structure and function of the skin. Assessing skin integrity is a major component of nursing assessment. Nurses working with patients in the home setting are likely to have prolonged contact with patients as well as intimate knowledge of the environmental factors that might impact skin integrity. While problems related to skin integrity might range from serious (such as burns, complex surgical wounds and cancer-related wounds) to simple, such as rashes or skin redness, a preventative approach is preferable to a treatment approach. This module assumes existing theoretical and practical in-depth knowledge of the structure and function of the skin

Learning Objectives

By the end of this module the learner will be able to:

- Describe the characteristics that lead to common impairments of the skin
- Undertake a holistic skin assessment and relay the clinically important findings
- Assess the personal and environmental risk factors that lead to impaired skin integrity
- Assess, plan, implement and evaluate a range of nursing interventions related to patients and families
- Provide holistic care for patients with impaired skin integrity
- Identify and obtain resources to support the patient and family

Outline

- Review of the structure and function of the skin
- Identifying patients with actual or at risk of potential skin breakdown
- The physical, pharmacological and environmental factors that lead to actual or potential skin breakdown
- The use of the Nursing Process in patients with skin integrity needs- Assess, Diagnose, Plan, Implement, Evaluate
- Care of the patient with pressure ulcers, burns, cancer-related skin breakdown
- Patient and Family education

Competencies:

- Patient assessment and diagnosis skills including the ability to recognise and diagnose risk for skin breakdown
- Able to recognise pressure ulcer development and undertake pressure ulcer staging
- Skills in hand-hygiene, sterile procedures, infection control and cross-contamination

- Able to provide wound care for pressure ulcers to Stage 5 including use of equipment and protection of the sterile field
- Able to identify the wound care products appropriate for the patient's needs
- Able to care for surgical wounds and cancer-related wounds
- Ability to clearly report assessment findings
- Able to independently plan and evaluate care
- Health Education and Health Promotion knowledge and skills
- Able to assess pain caused by pressure ulcers and to identify appropriate nursing interventions
- Collaborative and Consultation practice skills
- Able to arrange follow-up care

II. Chronic Nephrological Diseases Management

Description

This module deals with renal and urinary systems including structure, functions and abnormalities. It also deals with how such abnormalities can affect other bodily functions and systems. While nephrology impairment can occur across the life span, urinary incontinence and retention and chronic diseases, such as chronic kidney disease (CKD), are growing in incidence and prevalence. Support provided through home care services is essential in attaining a more efficient and higher quality care. Nursing the patient with Nephrological complications can range from the simple to the complex, with some patients also suffering from other health-related conditions such as diabetes, infectious heart disease, hypertension and mental health issues. As well as providing direct care which often includes palliative care, nurses are also required to provide education to patients and families on improving health and managing those aspects of their lives impacted by their condition. Because the needs of patients with Nephrological conditions tend to be complex, nurses are required to work collaboratively with the multidisciplinary team to provide comprehensive and holistic care for such patients. This module assumes existing theoretical and practical knowledge of the structure and function of the renal system.

Learning Objectives

By the end of this module the learner will be able to:

- Identify the normal structure and function of the kidney and potential abnormalities
- Recognize the mechanisms of urinary elimination
- Identify how impaired nephrology manifests itself in patients with other chronic diseases
- Undertake a nursing assessment of renal function renal and report the clinically significant findings
- Assess, plan, implement and evaluate a range of appropriate nursing interventions related to patients and families
- Provide holistic care for patients with impaired nephrology
- Identify and obtain resources to support the patient and family

Outline

- Review of the structure and function of the kidneys
- Nursing issues related to the holistic care of individuals with acute/ chronic renal dysfunction

- Nursing measures to prevent urinary tract infections
- Therapeutic approaches in the management of Nephrological dysfunction including, Peritoneal Dialysis, Hemodialysis, Transplant, Continuous Renal Replacement Therapy (CRRT)
- Factors contributing to urinary incontinence and urinary retention
- Nursing management of the patient with urinary incontinence and urinary retention
- Patient and Family education including self-care

Competencies:

- Patient assessment and diagnosis skills including uremia
- Medication Administration skills
- Able to recognize abnormal urinary volume and color
- Able to record and interpret fluid intake, fluid output and weight in the context of impaired nephrology
- Skills in accurately selecting and inserting urinary catheters
- Skills in teaching intermittent self-catheterization
- Skills in hand-hygiene, sterile procedures, infection control and cross-contamination
- Skills in recognizing the complications associated with peritoneal dialysis and hemodialysis
- Able to care for patients who have undergone kidney transplant
- Skills in caring for the patient with acute kidney injury
- Able to care for patients with urinary incontinence
- Able to identify appropriate incontinence management products for the patient's needs
- Ability to clearly report assessment findings
- Able to independently plan and evaluate care
- Health Education and Health Promotion knowledge and skills
- Collaborative and Consultation practice skills
- Able to arrange follow-up care

III. Chronic Psychiatric and Mental Health Diseases Management

Description

This sub module covers psychiatric disorders which may result in behavioral changes, as well as the management thereof

Learning Objectives

At the end of this module the learner should be able to:

- Distinguish between Mental health and Mental ill health
- Describe the Etiology and pathophysiology of Mental illness.
- Identify the clinical presentation of mental illness through accurate and relevant history taking and assessment.
- Incorporate basic and advanced knowledge of mental health across the life span and the mental ill health spectrum.
- Develop a comprehensive nursing care plan for the management of mental health problems according to their classification.
- Demonstrate ability to conduct one to one and group work for mentally ill patient

Outline

- Etiology and Pathophysiology of mental illness.
- Anxiety: Panic disorder, Obsessive-compulsive disorder; Post traumatic stress disorder.
- Attention deficit or hyperactivity disorders
- Phobias.
- Autism.
- Eating disorders: Anorexia, Bulimia.
- Mood disorders: Depression, Bipolar disorder (Manic depression).
- Personality disorders: Schizophrenia; Delusions.
- Self destructive behaviors that may compromise health: substance /drug abuse
- Harm to self and others.
- Drug Addiction.
- Individual neglect and domestic violence.
- Therapeutic strategies related to mental illness
- Patient counselling
- Effective and therapeutic communication
- Motivational intervention.
- Health and wellness promotion.
- Health education: mental health and mental ill health.
- Drug therapy for mental illness/conditions.

Competencies:

- Demonstrate understanding of basic concepts related to Psychiatric disorders/diseases cardiovascular disease and Psychiatric disorders/diseases.
- Conduct comprehensive assessment of the identified health problem.
- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care pan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence based knowledge in the care of the health problem.
- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Apply critical thinking approaches in caring with diabetic client at home.
- Ensure quality and safety in the home care.
- Effective Interpersonal relationship skills
- Good communication and observation skills.
- Counseling skills.

Module 11: Neurological disorders in Home Health Care

Module Description

This module covers the different types of neurological disorders that may lead to physical and psychomotor impairment.

Learning objectives

At the end of this sub module the learner should be able to:

- List and classify the common neurological disorders according to their etiology and pathophysiology
- Identify the clinical presentation of mental illness through accurate and relevant history taking and assessment.
- Develop a plan of care for the management of Neurological disorders according to their classification.

Module Outline:

Neurological disorders

- Etiology of neurological disorders
- Pathophysiology of Neurological disorders
- Classification of neurological disorders: Congenital; Traumatic; Disease/ Infection, Degenerative disorders; Malignant disorders.
- Assessing levels of consciousness
- Assessing sensory-motor functions
- Assessing cranial nerves.
- Diagnosing neurological disorders.
- Seizure disorders and drug therapy.
- Head trauma ; Post traumatic headache
- Spinal cord trauma
- Cerebrovascular Accident(CVA)
- Neuromuscular disorders/diseases: Multiple sclerosis, Parkinsonism, Alzheimer`s disease.
- Syncope
- Encephalitis
- Brain tumor
- Brain damage
- Cognitive motor impairment (Degenerative or other causes).

Competencies:

- Demonstrate understanding of basic concepts related to Neurological disorders.
- Conduct comprehensive assessment of client with Neurological disorders.
- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care pan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence-based knowledge in the care

- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Apply critical thinking approaches in caring with client at home.
- Ensure quality and safety in the home care.

Module 12: Infectious Diseases in Home Health Care Practice

Module description:

This module will introduce the nurses to key scientific concepts within the field of infectious disease epidemiology, with a practical focus on home settings and how to manage infectious diseases at home.

Learning Objectives:

At the end of this module the learner will be able to:

- Define infection control
- Describe the chain of infection
- Discuss the basic principles of infection prevention and control
- Identify how to prevent infection in the home setting
- Recognize that a risk assessment must be performed to determine PPE usage
- Practice the use and disposal of gloves and masks
- Practice hand washing
- Discuss how to manage waste and how to handle the deceased
- Discuss the management of respiratory infections at home including Pulmonary Tuberculosis
- Discuss the management of Gastrointestinal infections at home including Gastroenteritis
- Discuss the management of skin infections at home including Surgical site infections
- Discuss the management of blood borne infections at home including HIV and Hepatitis B and C
- Discuss the management of Urinary tract infections at home including Catheter-associated Urinary Tract Infections
- List work practices to prevent exposure to: Sharps, Sharps containers, Contaminated supplies, Cleaning/decontamination of body fluids/spills
- State procedures for all exposure incidents, Blood exposures, Airborne, Allergy/latex
- Complies with risk management policies and procedures regarding staff and client safety, infection control and universal precautions
- Complies with principles of effective communicable disease control and all infection control measures including universal precautions as per policies and procedures
- Assessing the risk of infection from home care equipment

Module Outlines:

- Infection control in the home
- Standard precautions for home care
- Home care infections
- Urinary Tract Infections (UTI):
 - Symptomatic Urinary Tract Infections (SUTI)
 - Catheter-associated Urinary Tract Infections (CAUTI)
- Respiratory Tract Infections
 - Influenza-like Illness (ILI)
 - Lower Respiratory Infections (LRI) (i.e., Bronchitis, Pneumonia)
 - Pulmonary Tuberculosis

- Bloodstream Infections (BSI)
- Primary Bloodstream Infection (BSI)
- Clinical Sepsis (CSEP)
- IV Catheter Site Infection
- Skin and Soft Tissue Infections
- Cellulitis/soft tissue/non-surgical wound/decubitus ulcer/foreign body site (e.g., gastrostomy, tracheostomy)/around foreign bodies (e.g., PEGs, drains, catheters)
- Fungal Skin Infection
- Surgical Site Infections (SSI)
- Eye, ear, nose, and mouth infections
- Conjunctivitis Ear Infection
- Sinusitis
- Oral Infection
- Gastrointestinal Infections
- Gastroenteritis
- Clostridium difficile-Associated Diarrhea (CDAD)
- Blood borne diseases
 - Hepatitis B and C
 - HIV

Competencies:

- Ensure the application of basic principles of infection control during home visit
- Perform nursing care for the patient following the standards of infection control
- Knows how to appropriately manage sharps, blood and body fluids and recognizes the appropriate first aid activities for exposures to blood and body fluids
- Appreciate the importance of hand hygiene/hand washing
- Demonstrates appropriate use of PPE
- Maintains safe clean environment
- Apply the principles of cleaning, disinfection and sterilization to promote safety
- Manage different infectious diseases at home following the infection and control principles.

Module 13: Pediatric Home Health Care

Description:

This module covers the different modalities of Pediatrics or child care from infancy until 14 years of age. It is divided into two sections.

Learning objectives

- At the end of this Section the learner should be able to:
- Perform a complete physical assessment of the Pediatric patient in respect of the child developmental stages according to different age groups.
- Demonstrate understanding of the different common childhood diseases.
- Identify the clinical signs and symptoms of these common childhood diseases.
- Formulate relevant nursing care plans for specific diseases/conditions.
- Outline the management of the different diseases/conditions.

Module outline

- Developmental stages of the Pediatric patient
- Gastro Intestinal System (GIT) diseases/Disorders
- Respiratory system diseases/Disorders
- Cardiovascular system diseases/Disorders
- Urogenital disorders diseases/Disorders
- Central Nervous system diseases/Disorders
- Integumentary system diseases/Disorders
- Malignancies in children

Module Competencies:

- Demonstrate ability of history taking from parent/caregiver/older child
- Perform Physical assessment
- Pain assessment in children
- Plan and prioritize nursing care plan to meet the need of pediatric patients and their families
- Demonstrate competence in performing nursing care for children at home as nasogastric feeding tube, tracheostomy care, bronchial Hygiene, Oxygen administration, Aerosol medication administration, Chest Physiotherapy, deferent medication administration.

Module 14: Clinical Practicum in Home health Care III:

This includes:

- I. Care of Geriatrics at Home
- II. Cancer Care in Home Health Care
- III. Palliative and Hospice (End of life) Care

I. Care of Geriatrics at Home

Description:

This sub module covers the common health problems, diseases and their pathophysiology in the elderly, as well as the management of the healthy and ill elderly patient

Learning objectives

At the end of this sub- module the learner should be able to:

- Define Gerontology/ Geriatrics.
- Demonstrate understanding of the aging process, common health problems of the aged.
- General principles of geriatric nursing in the community.
- Perform a comprehensive assessment of an elderly patient.
- Develop a nursing care plan for an elderly patient, including care giver involvement.
- Design a treatment care plan including symptom and pain management.
- Develop health education strategies for elderly patients and their families.

Outline

- Communication with elderly
- Health Promotion and risk reduction at home
- Promoting independent life for the elderly patient.
- Teaching: Patient, their families/caregivers in the safe and appropriate use of equipment, technology for lifestyle modification.
- Common diseases/ conditions of the elderly.
- Etiology and Pathophysiology of each disease.
- Comprehensive assessment of the elderly patient.
- Management of chronic diseases/ conditions of the elderly.
- Nursing process applied to geriatric care at home settings.

Competencies:

- To demonstrates a comprehensive health assessment of the elderly.
- Recognizes common medical illnesses in the elderly
- Incorporates a systematic functional assessment in patient evaluations. This should include assessment for:
- Basic and Instrumental activities of daily living (ADLs) including:
 - Mobility, including risk of falls
 - Cognitive assessment
 - Sensory assessment (vision and hearing)
 - Pain Bladder function
 - Caregiver and social supports (including caregiver burnout).

- Plan and prioritize nursing care plan to meet the need of clients.
- Implement the nursing care plan effectively.
- Develop an evaluation strategy for the nursing care pan.
- Ensure effective and appropriate discharge planning for client from home health care.
- Incorporate the most evidence-based knowledge in the care of the health problem.
- Facilitate and coordinate access of other members of multidisciplinary team in performing their role in the care of the health problem.
- Ensure safety of elderly at home.
- Communication skills.
- Patient/family education skills.

II. Cancer Care in Home Health Care

Description

This sub module covers the debilitating diseases associated with malignancies, as well as the management of Cancer.

Learning objectives

At the end of this sub-module the learner should be able to:

- Define Oncology.
- Describe the etiology and pathophysiology of Cancer
- Perform a comprehensive and holistic assessment of a patient with cancer.
- Describe the treatment modalities of cancer.
- Develop management strategies for cancer patients, including counselling; pain and symptom management.

Outline

- Oncology
- Etiology and pathophysiology of Cancer
- Health Assessment of Cancer patient including nutritional status.
- The Oncology Crisis.
- Cancer Treatment modalities: Chemo-therapy, Radium therapy
- Symptom Management.
- Pain Management.
- Isolation procedures if patient suffers from infectious disease.
- Fluid and electrolyte imbalance/dehydration
- Rehydration therapy: Oral, Enteral; Intravenous; Subcutaneous.
- Care of patient with:
 - Bone marrow transplant.
 - Post Cancer surgery.
 - Leukemia.
 - Radiation implant.
 - Radiation Therapy.

Competencies:

- Effective therapeutic communication: Effective listening; counselling skills including cultural sensitivity.
- Basic and advanced nursing skills for cancer patients.
- Assisting patient with coping mechanisms/ Lifestyle modification and comfort assurance.
- Assessment of the hydration status of the patient: Use of Intravenous hydration
- Enhancing patient comfort
- Responding to the physical, social, emotional and spiritual needs of the patient
- Referring to relevant resources; care coordination with multidisciplinary health teams.
- Emotional and social support of the caregivers and patient family.

III. Palliative and Hospice (End of life) Care

Description

This module covers the modalities of Palliative illnesses and the care of the palliative and end of life patient.

Learning objectives

At the end of this sub- module the learner should be able to:

1. Distinguish between Palliative and Hospice care
2. Describe the principles of Palliative care in community settings.
3. Demonstrate understanding of basic concepts related to the end of life.
4. Identify the needs of the patient and family during end of life period.
5. Develop a management program for the palliative and hospice patient, using the nursing process.
6. Demonstrate cultural sensitivity and respect to Palliative patients and their families.

Outline

- Principles of Palliative and Hospice care
- Cultural issues related to Palliative care.
- Holistic Palliative care.
- Cultural and Ethical Issues in End of Life Care.
- The nursing process applied to a palliative patient.
- Counseling of the Palliative patient and the family.
- Involvement of the multidisciplinary team in Palliative care.
- Last Hours of Dying in a Palliative patient; Patient requests, desires. Testaments/Wills.
- Care of the caregivers of the Palliative patient.
- Loss, Grief and the stages of bereavement

Competencies:

- Effective therapeutic communication: Effective listening; counselling skills including cultural sensitivity.
- Basic and advanced nursing skills for Palliative patients.
- Assisting patient with coping mechanisms/ Lifestyle modification and comfort assurance.
- Assessment of the hydration status of the patient: Use of Intravenous hydration

- Enhancing patient comfort
- Responding to the physical, social, emotional and spiritual needs of the patient
- Referring to relevant resources; care coordination with multidisciplinary health teams.
- Emotional and social support of the caregivers and patient family.

Module 15: Nursing Informatics

Module Description:

This module introduces learners to the emerging field of nursing informatics (theory, and applications) and its effect on administration, clinical practice, education and research. Here, great emphasis is put on the critical factors that shape the nursing informatics as a specialty i.e. roles, competencies, skills and the legislative acts that provide direction of utilization. The learners will explore different health information systems to appreciate its utilization for documentation, discharge planning, communication, professional development, networking and health team collaboration and research.

Learning Objectives:

At the end of this module, the learner will be able to:

1. Describe the foundation of nursing informatics as an emerging field in the nursing profession and identify key factors & legislative organizations that help shaping nursing informatics.
2. List & discuss evolving models and theory of informatics that define role and competencies of nursing informatics.
3. Explain the use and application of healthcare information technology in the home-health setting for health monitoring, health education and health provision.
4. Explain implications of nursing informatics for nursing practice, administration, education, and research.
5. Demonstrate skills in the acquisition and retrieval of nursing information using health information system within the institution and through the world-wide web and varied electronic resources.
6. Understand the ethical implications of Nursing Informatics
7. Apply approaches that safeguard data and information integrity while maintaining privacy and confidentiality.

Content Outlines:

1. Introduction and overview.
 - The Evolution of informatics in the health care.
 - The foundation nursing informatics NI.
 - Definition process of nursing informatics.
2. Nursing informatics goals, standard and scope of practice.
3. Nursing informatics competencies.
 - Computer literacy skills (software and hardware, data storage, input and output devices, work stations; etc.)
 - Information literacy skills (application software that support nursing practice, internet, LAN, WAN, WWW, etc.
4. Key nursing informatics organizations shaping nursing informatics influencing healthcare.
 - The International Medical Informatics Association (IMIA) recommendations (center on educational needs for health care professionals to acquire knowledge and skills in information processing and information and communication technology)
 - The emergence and role of the Association of Nursing Informatics (ANIA)
 - The TIGER initiative recommendations for health informatics / medical and nursing informatics education to deliver better patient care.

5. Models and theories of informatics that indicate quality of information.
6. Internet, search engines and electronic databases and resources.
7. Selecting health care information system that supports health care organization (e.g., care plan, documentation and staffing, decision support system... etc).
8. System implementation, maintenance and development.
9. The Electronic Medical Record (EMR) and the Electronic Patient Record (EPR)
10. Data integrity, security and confidentiality.
11. Intranet, extranet and network integration.
12. Community-based health information networks (Information technology in patient education).
13. Integrating computers and information technology in nursing education and practice.
 - Telemedicine and Tele-health
 - Research and evidence based resources for nursing:
 - <http://www.joannabriggs.org/index.html>
 - <http://ebn.bmjournals.com>

Competencies:

1. Use Information and Communication Technology (ICT) in management of client/patient related data.
2. Identify different models of computerized health care service electronic records.
3. Differentiate between models of health information management systems.
4. Analyze implications for healthcare delivery arising from tele-health and telemedicine.
5. Recognize the impact of information technology revolution on the nursing practice.
6. Apply skills to access, create, store and retrieve of nursing –related information from the world-wide web and the internet.
7. Demonstrate ways of integrating nursing informatics to nursing areas of administration, education, clinical practice and research.
8. Utilize security regulations to safeguard data and information of client and organization
9. Recognize ethical issues relate to nursing informatics.
10. Assess the future of information technology and its impact on the nursing practice.

Module 16: Nursing Research and Evidence Based Practice

Module Description

This course focuses on the framework of the research process as applied to nursing and evidence-based practice. It is designed to present basic concepts and methods of nursing research. Emphasis is placed on critique and utilization of current nursing research. The course highlights the role of research in establishing a knowledge base for nursing practice and nursing research approaches. The evidence-based part develops beginning competence in accessing and evaluating scientific knowledge as a base for promoting evidence-based practice in nursing care. The course focuses on documenting and interpreting evidence for improving patient outcomes. In addition, the course highlights the basic understanding of how evidence is developed including the research process as applied to nursing practice.

Module Objectives

At the completion of this course, the student will be able to:

1. Develop a basis understanding of the philosophical underpinnings of qualitative, quantitative and mixed-methods research
2. Define and understand the basic concepts of research methodology.
3. Understand the different research designs.
4. Understand the difference between research methods and research methodology
5. Describe the scientific process and its use in nursing research.
6. Design a research proposal project related to community/ home health nursing.
7. Understand the steps of the research process in the proposal and/or conduct of a circumscribed nursing research project.
8. Identify research problems and literature review process related to nursing practice.
9. Compare and contrast research designs.
10. Discuss appropriate statistical techniques in analysis of data.
11. Critique current studies of community/ home health nursing practice.
12. Discuss utilization of research findings.
13. Define and understand the historical perspective of evidence-based practice (EBP).
14. Understand how evidence-based practice is developed and how it is applied to nursing practice.

Module Content

Unit I

Overview of Nursing Research

- What is Research?
- Philosophical underpinnings of qualitative, quantitative and mixed-methods research
- Nursing Research in Perspective
 - Research Methodology
 - Understanding the ethics of nursing research

Unit II

Overview of Research Process

- Phases and steps in the research process
- Scrutinizing research problems, research questions and hypotheses
- Data collection
 - Methods of data collection
 - Sampling and sample size

Unit III

Designs for Nursing Research

- Quantitative versus qualitative design
- Descriptive versus exploratory
- Experimental research
- Quasi experimental research
- Survey
- Documentary/historical research

Unit IV

Collection of Research Data

- Data collection methods
- Questionnaire design
- Interviews
- Measurement and data quality
- Measurement: scaling, validity and reliability analysis of research data
 - Analyzing quantitative data
 - Analyzing qualitative data
- How to Write a Research Proposal
- Critical Appraisal and Utilization of Nursing Research
 - Critiquing research report
 - Utilization of research findings in nursing practice

Unit V

Evidence Based Practice (EBP)

- Definition of EBP
- The evolution of evidence-based practice in the healthcare
- Development of skills for evidence and determining the quality of using critical appraisal of the literature
- Issues and strategies used to implement evidence-based practice
- Examine the components of the inquiry as a tool to advance nursing knowledge and a tool to promote evidence-based practice
- The evaluation of practice changes and clinical audit

Competencies:

- Demonstrate familiarity with research terminology
- Demonstrate knowledge of research design

- Conduct a literature search using all resources (electronic or non-electronic resources).
- Gather and interpret relevant data to make judgments
- Utilize evidence based principles and in applications of practice
- Application of a critical appraisal approach
- Critique journal articles
- Formulate a research proposal for an interested topic within oncology
- Apply the process of design and implementation of a research project
- Compose a manuscript for publication

Module 17: Nursing Management and Leadership

Module Description:

This module examines managerial and leadership concepts, issues, roles, and functions as applied to the role of the professional nurse in various nursing specialties.

Module Objectives:

- 1) Apply theories of effective leadership and management within selected health care arenas.
- 2) Utilize the skills of nursing process, critical thinking, ethical decision-making, communication, and therapeutic nursing intervention in managing culturally competent, cost effective care of groups of clients across the wellness/illness continuum.
- 3) Collaborate with interdisciplinary health care team members in prioritizing and coordinating quality/cost effective healthcare.
- 4) Demonstrate leadership and management of a care-giving team comprised of individuals with varied cultural and ethnic origins, and varied levels of clinical knowledge and competencies.
- 5) Utilize skills of inquiry and research as a means to enhance knowledge base, facilitate change, and improve quality of care.
- 6) Demonstrate professional accountability for effective leadership within nursing practice and for advancement of the profession

Module Outlines

- Definition and application of leadership and management (Theories of Effective Leadership, Followership, and Management and leadership styles)
- Organizational and personal mission, vision and goals
- SWOT Analysis and Strategic Planning
- Critical thinking, problem solving and effective decision making
- Quality and risk management
- Budgeting, cost, care delivery models, and staffing
- Communication, motivation, and team building
- Change and conflict management
- Role transition and delegation

Competencies:

- Systems thinking
- Time management
- Information management
- Human resources management (i.e. staffing and scheduling, resource allocations, etc.)
- Financial management (cost analyses, budget forecasting, etc.)
- Quality and risk management (quality plans, risk management models, etc.).
- Change management and conflict resolution
- Strategic planning
- Strategic management
- Career planning

Module 18: Quality & Professional Responsibility

Module Description

This module addresses the Nurse's accountability and professional responsibilities with respect to Nursing Quality. Nurses working with patients and families in their own homes, outside the formal boundaries of the hospital setting have a high degree of professional autonomy and need to demonstrate advanced knowledge and practice with respect to issues such as patient safety, infection control, prevention of falls and physical injuries and other nursing quality indicators. They also need to be able to demonstrate the quality outcomes related to their nursing interventions.

Learning Objectives

By the end of this module the learner will:

- Be able to define nursing autonomy
- Articulate the scope of practice for the Home Healthcare Nurse
- Explain the concept of professional responsibility and the implications for the Home Healthcare Nurse
- Define Nursing quality and quality outcomes and identify the range of indicators most applicable to the home setting
- Explain why quality is a critical component of professional responsibility
- Describe the benefits to patients, their families and the profession as a whole

Module Outline

- Scope of Practice and Professional Responsibility in Home Healthcare Nursing
- Theory and application of Nursing Accountability and Autonomy
- Quality in Nursing Practice
- Application of Nursing Quality in the Home Healthcare setting
- Benefits to the patient, family and the profession

Competencies:

- Able to practice autonomously across a range of Nursing tasks in the home health setting
- Record-keeping skills
- Patient advocacy skills
- Skills in using caring's ethical concepts in care delivery, especially justice
- Reflective practice skills
- Ability to maintain a reflective diary
- Skills in undertaking risk assessment
- Able to identify appropriate nurse-sensitive indicators for use in the home
- Able to independently plan and evaluate care
- Patient and family education skills
- Collaborative and Consultation practice skills
- Able to arrange follow-up care

Theory and Application of Nursing Accountability and Autonomy

This section of the module deals with the concepts of Accountability and Autonomy in Nursing practice and the particular application and significance in the Home Healthcare setting. Addressed here are the essential knowledge-base and the characteristics of the accountable and autonomous practitioner. The use of reflection is addressed here.

Learning Objectives:

At the end of this module the learner will be able to:

- Define professional accountability and explain the application in the Home Healthcare setting and in the KSA legal context
- Define professional autonomy and explain the application in the Home Healthcare setting and in the KSA legal context
- Demonstrate understanding of the professional knowledge-based underpinning Home Healthcare and identify gaps in their own knowledge that impact their ability to be accountable and autonomous
- Understand the pre-conditions and characteristics of the accountable and autonomous practitioner
- The role of reflection and peer-review in the development of the accountability and autonomous practitioner

Section Outline:

- Theoretical and applied definition of accountability
- Theoretical and applied definition of professional autonomy
- The basic pre-conditions for autonomy and accountability
- Benefits to patients, their families and the Nursing profession

Quality in Nursing Practice

Nurses deliver quality through quality measurement, research and collaborative learning. How do Nurses working in the Home Healthcare setting embed quality in their practice? How can patients and their families be assured that they are receiving high quality nursing care?

Learning Objectives:

By the end of this section the learner must be able to:

- Define Nursing Quality
- Articulate the nurse's role in patient safety
- List the range of Nurse Sensitive Indicators applicable within the Home Healthcare setting
- Demonstrate understanding of the risks to patient safety outside of the hospital setting and the strategies to mitigate those risks

Section Outline:

- Quality as the umbrella for patient safety
- What is Nursing Quality?
- Nursing Quality Indicators in the Home Healthcare Setting
- The role of collaborative practice in quality and patient safety

- Quality assurance for patients and families
- Application of Nursing Quality in the Home Healthcare setting
- Benefits to the patient, family and the profession

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Appendix A: Simulation Workshop Sessions

1. Body Mechanics
2. Oxygen Administration
3. Wound Assessment & Dressing
4. Removal of Sutures
5. Oropharyngeal Suction
6. Nasopharyngeal Suction
7. Nasogastric Tube Insertion/Feeding & Removal
8. PEG Tube Care & Feeding
9. Urinary Catheterization
10. Assessment & Care of Pressure Ulcers
11. Care of Colostomy Wounds
12. Phlebotomy
13. Tracheostomy Suction
14. Tracheostomy Care

Appendix B: Performance Assessment of the Trainee by Preceptor

Advanced Practice Clinical Nursing Diploma in Home Healthcare

(To be completed by the preceptor upon completion of the monthly required clinical hours in the specialty area)

Trainee Name:.....ID Number:.....

Evaluation For The Period From:.....To:.....

Performance Indicators: Weak: 1 Fair: 2 Good: 3 Very good: 4 Excellent: 5

Skill Assessment Criteria	1	2	3	4	5
Demonstrates an ability to effectively assess, diagnose, plan, implement, and evaluate patient care.					
Plans patient-specific care and uses the care maps or clinical pathways (if appropriate) for the clinical setting.					
Implements nursing interventions and makes individualized therapeutic decisions related to patients' health conditions and planned outcomes					
Demonstrates safe medication administration practice at all times.					
Participates in formal and informal teaching/training					
Maintains professional behavior at all times					
Maintains complete documentation according to hospital policies					
Works collaboratively with the multidisciplinary team (preceptor, manager, physicians, etc.) in order to achieve training goals.					
Requests assistance, support, and supervision appropriately, as needed.					
Shares goals/objectives with the preceptor for each clinical day.					
Shows initiative in identifying and articulating training needs.					
Completes all responsibilities for care associated with designated patients each clinical day.					
Demonstrates effective time management, organization in planning, and appropriate performance in nursing responsibilities.					
Displays punctuality, and provides appropriate absence notification based on hospital policy.					
Displays professional behavior and appearance (uniform and ID).					
Demonstrates accountability and responsibility for own practice					

Accepts constructive feedback.						
Adheres to the code of ethics.						
Maintains patient confidentiality at all times.						
Demonstrates respect for cultural differences.						
Total						/20

Comments: Preceptor:

Preceptor Name: _____

Signature: _____

Date: _____

Trainee Name: _____

Signature: _____

Date: _____

Appendix C: Performance Assessment of the Trainee by Clinical Instructor

Advanced Practice Clinical Nursing Diploma in Home Healthcare
 (To be completed by the clinical instructor on completion of the monthly required clinical hours
 in the specialty area)

Trainee Name:.....ID Number:.....

Evaluation For The Period From:.....To:.....

Performance Indicators: Weak: 1 Fair: 2 Good: 3 Very good: 4 Excellent: 5

Skill Assessment Criteria	1	2	3	4	5
Collects relevant patient information in order to create a comprehensive care plan.					
Conducts a thorough physical assessment and documents findings in the patient's medical record according to organizational policies.					
Identifies, based on assessment findings, appropriate patient outcomes.					
Develops a comprehensive plan of care in collaboration with patients and their families that ensures continuity of care.					
Provides appropriate interventions based on the patient's plan of care.					
Adheres to safety standards/protocols as outlined in hospital policies and procedures.					
Communicates with patients and families using therapeutic communication skills.					
Evaluates patient's progress based on planned outcomes and revises the plan of care accordingly.					
Is self-directing; assumes initiative and responsibility for own practice.					
Develops a plan of care for specific patient population, as needed.					
Accepts constructive criticism and uses suggestions for improvement.					
Demonstrates punctuality and reports absence or sickness through the correct channels, in accordance with hospital policies.					
Participates in staff and trainee education.					
Submits completed written assignments on time.					
Cooperates with and supports other members of the healthcare team.					
Adheres to the code of ethics.					
Maintains patient confidentiality and privacy at all times.					

Communicates effectively with the multidisciplinary team members.					
Synthesizes appropriate research findings and incorporates them in practice.					
Utilizes evidence-based practice in developing the patient's plan of care.					
Total					/20

Comments: Clinical Instructor:

Clinical Instructor Name: _____

Signature: _____

Date: _____

Trainee Name: _____

Signature: _____

Date: _____

Appendix D: Performance Assessment of the Trainee by Head Nurse

Advanced Practice Clinical Nursing Diploma in Home Healthcare
(To be completed by the nurse manager on completion of the monthly required clinical hours in the specialty area)

Trainee Name:.....ID Number:.....

Evaluation For The Period From:.....To:.....

Performance Indicators: Weak: 1 Fair: 2 Good: 3 Very good: 4 Excellent: 5

Skill Assessment Criteria	1	2	3	4	5
Actively participates in departmental activities (meetings, education, etc.).					
Assists with the development, updating, and implementation of clinical guidelines.					
Proactively intervenes in challenging situations within the clinical setting.					
Attends and actively participates in hospital committees as needed.					
Adheres to relevant standards of care and follows hospital policies at all times.					
Coordinates with other departments within the hospital to promote optimal continuity of care.					
Serves as the patient's advocate in exploring other plans of care in collaboration with the multidisciplinary team members.					
Accepts constructive criticism and uses suggestions for improvement.					
Demonstrates punctuality and reports absence or sickness through the correct channels, in accordance with hospital policies.					
Participates in staff and trainee education.					
Turns in completed written assignments on time.					
Cooperates with and supports other members of the healthcare team.					
Adheres to the code of ethics.					
Maintains patient confidentiality and privacy at all times.					
Communicates effectively with the multidisciplinary team members.					
Utilizes evidence-based practice in developing the patient's plan of care.					
Total	/16				

Comments: Nurse Manager:

Nurse Manager Name: _____

Signature: _____

Date: _____

Trainee Name: _____

Signature: _____

Date: _____

Note: Electronic evaluation forms approved by SCFHS should be utilized whenever it is applicable

Appendix E: Seminar Evaluation Form

Advanced Practice Clinical Nursing Diploma in Home Healthcare

Trainee Name: Signature:

Evaluator Name: Signature:

Item	Grade	Percentage
1. Organization <ul style="list-style-type: none"> • Accurately outlined background /5 • Handouts include helpful information /5 • Defined essential concepts early in the discussion /5 • Described scientific updates /5 • Followed a logical flow /5 • Delivered an appropriate abstract /5 • Began and finished presentation on time /5 • Gave clear take-home message and future directions 		
2. Content <ul style="list-style-type: none"> • Described methods clearly /5 • Evaluated results critically /5 • Outlined significance of topic /5 • Assumed a meticulous approach and conclusions /5 • Used appropriate terminology /5 • Responded to questions calmly and clearly 		
3. Presentation <ul style="list-style-type: none"> • Used readable and understandable slides /5 • Presented information and data well /5 • Used an appropriate amount of information on each slide /5 • Used well modulated audiovisual tools /5 • Clearly identified and cited content produced by others /5 • Level of engagement throughout the presentation 		
Total (100)		

Appendix F: Case Study Evaluation Form

Advanced Practice Clinical Nursing Diploma in Home Healthcare

Trainee Name: Signature:

Evaluator Name: Signature:

Item	Grade	Percentage
Conducts a comprehensive assessment of patients.	/10	
Formulates a differential diagnosis, as applicable.	/10	
Demonstrates awareness of assessment findings (subjective and objective data).	/10	
Develops and implements a treatment plan based on patient assessment findings.	/10	
Demonstrates awareness of the patient's physical, psychosocial, and cultural needs.	/10	
Outlines important patient care issues and states critical situations that may arise in the case study.	/10	
Demonstrates the integration of science, critical thinking, and evidence-based practice in developing the patient care plan.	/10	
Demonstrates awareness of professional liability issues.	/10	
Identifies practice limitations and suggests appropriate referrals as applicable.	/10	
Consistently and effectively relates theory to practice whenever appropriate.	/10	
Total (100)		

Appendix G: Evaluation and Assessment Blue Print

Disciplines	Weight	Courses	Level of Questions						Weeks	
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating (Essay)		
Core	3	Foundations, Principles, and Concepts of Home Healthcare.		2	1					1
	3	Ethical and Legal Considerations in Home Healthcare		1	1	1			1	1
	3	The Role and Responsibilities of the Home Healthcare Nurse		1	2					1
	7	Planning Home Health Nursing Care		2	5					2
	14	Health Education and Health Promotion in Home Healthcare		4	7	2	1		1	4
	7	Home Healthcare Safety		2	4	1			1	2
	7	Applied Pharmacology in Home Healthcare		3	4					2
	3	Communication in Home Healthcare		2	1					1
	6	Biostatistics		2	4					2
	6	Epidemiology		2	4					2

Clinical	21	Diabetes Mellitus Management		4	10	6	1	2	6
	14	Management of Cardiovascular Chronic Diseases		4	7	2	1	1	4
	14	Management of Chronic Respiratory Diseases		4	7	2	1	1	4
	14	Management of Chronic Skin Disorders		4	7	2	1	1	4
	14	Management of Chronic Nephrological Diseases		4	7	2	1	1	4
	14	Management of Chronic Psychiatric and Mental Health Diseases		4	7	2	1	1	4
	150			45	78	20	7	10	44
Total									

Disciplines	Weight	Courses	Level of Questions						Creating (Essay)	Weeks
			Remembering	Understanding	Applying	Analyzing	Evaluating			
Clinical	20	Management of Chronic Neurological Diseases		6	10	3	1	1	6	
	20	Infectious Diseases and Infection Control in Home Healthcare		6	10	3	1	1	6	
	20	Paediatric Home Healthcare		6	10	3	1	1	6	
	20	Care of Geriatrics at Home		6	10	3	1	1	6	
	20	Cancer in Home Healthcare		6	10	3	1	1	6	
	15	Palliative and Hospice (End-of-life) Care		5	7	2	1	1	4	
Core	7	Nursing Informatics		2	4	1		1	2	
	14	Nursing Research and Evidence-based Practice		4	7	3		1	4	
	7	Nursing Leadership and Management		2	4	1		1	2	
	7	Quality and professional responsibility		2	4	1		1	2	
Total	150		45	76	23	6	10	44		

Appendix H: Blue Print for OSCE

	Number of stations	Clinical competencies	Physical assessment	Health education	Case management and clinical reasoning
Diabetes Mellitus Management	2	√	√	√	√
Management of Chronic Cardiovascular Diseases	1	√	√		
Management of Chronic Respiratory Diseases	1	√	√		√
Management of Chronic Neurological Diseases	1	√	√		
Infectious Diseases and Infection Control in Home Healthcare	1	√		√	√
Paediatric Home Healthcare	1	√	√	√	√
Care of Geriatrics at Home	1	√	√		
Cancer in Home Healthcare	1	√	√	√	√
Total	9				

Note: Electronic evaluation forms approved by SCFHS should be utilized whenever it is applicable