DEFINITIONS

ADVANCED PLACEMENT
Advanced placement is the process of recognizing learning from any agency which is not a part of an institution of higher learning such as diploma schools of nursing located in hospitals. Advanced placement is based on the premise that there is some analogy between the content and emphasis of previously acquired learning and an existing course(s) at the University or Health Sciences Center.

Advanced placement credit is given after the analogous content/course(s) has been validated. Advanced placement credit may be given for nursing or non-nursing courses. The amount of advanced placement credit that is given is in relation to the analogous existing course(s) or portion thereof. When advanced placement credit is given, it is recorded as AP: # of hours.

In instances where a portion of the credit for a particular course is given, the total credits required for that course in the degree plan must still be attained by enrolling in courses in the same field and at the same level.

BASIC CONTENT
Specific subject matter related to the general subject matter that is presented in a course of study, and serves as a foundation for more difficult content.

CLIENT
Individual recipient of care across the lifespan in consideration of diversity of background. For the vocational nurse graduate includes the individual. For the diploma and associate degree graduate, may include the individual and the family. For the baccalaureate graduate, may include the individual, the family, groups or community.

CLINICAL
Direct and indirect experiential learning activities in which the student is given the opportunity to practice and is expected to demonstrate (under the supervision of the faculty) the transfer and application of theoretical concepts and cognitive, psychomotor and affective skills necessary to make competent nursing judgments and decisions in a variety of settings involving health promotion and maintenance, illness care, and rehabilitation with patients from diverse and multicultural populations throughout the life cycle. This transfer and application of theoretical concepts and cognitive, psychomotor, and affective skills is designed to promote achievement in the three roles of the nurse: provider of care, coordinator of care, and member of a profession. The majority of clinical hours in a course should be spent in direct experiential learning activities.

Direct experiential learning activities mean “hands-on” nursing care applying theoretical concepts and cognitive, psychomotor, and affective skills to patient situations.

Indirect experiential learning activities include activities in simulation to learn and practice application of theoretical concepts and cognitive, psycho-motor, and affective skills to patient situations. Indirect experiential learning activities also include preclinical conferences and/or debriefing at the end of direct experiential learning activities.
CLINICAL PRACTICE GUIDELINES
Systematically developed statements that are designed to assist nurses toward decisions on appropriate healthcare for specific conditions and provide diagnostic criteria and therapeutic interventions from national health advisory boards and authoritative sources with which to carefully judge patient care (Broughton, R. and Rathborne, B., 1999).

COLLABORATION
A joint effort focusing on the client(s) health goals and therapeutic interventions of a team.

COMMUNICATION
A process whereby information is transmitted between or among individuals via verbal or written techniques.

COMMUNITY
Includes the physical topographical characteristics of the setting, the view of community held by its inhabitants, the nature of community groups and their characteristic interaction patterns, and the dynamic interplay of dominant community forces.

COMPETENCY
Effective demonstration by the time of graduation of the knowledge, judgment, skills and professional values derived from the nursing and general education content.

COURSE FACILITATOR-Non Traditional Program (ROLE OF):
• Serve as a course facilitator of the section to which the faculty member is assigned
• Work with the course team to identify issues and mechanisms to improve course delivery
• Communicate with the Course Lead Faculty quickly when issues arise
• Work with the Course Lead Faculty and team to ensure consistency of course instruction and evaluation mechanisms.

CRITICAL THINKING/CLINICAL REASONING AND JUDGEMENT
The intellectually disciplined process of actively inquiring and skillfully conceptualizing, analyzing, synthesizing and/or evaluating information generated by observation, experience, reflecting, reasoning or communication, as a guide to belief or action.

CURRICULUM LEADERSHIP GROUP-Non Traditional Program (FUNCTIONS OF):
• Formed out of the curriculum task force.
• Ensure consistency & similar quality of student education whether the faculty was part-time or not.
• Ensure that competencies are covered
• Define lead faculty role
• Ensuring that standards are met – IOM, DECs,
• Advisory committee of the NTUG program
• Communication back to the large group

DELEGATION
RN authorization of an unlicensed person to provide nursing services while the RN retains accountability for the outcome. It does not include situations in which an unlicensed person is directly assisting a RN by carrying out nursing tasks in the presence of an RN.

EARNED CREDIT
Earned credit is a course successfully completed at Texas Tech University Health Sciences Center and Texas Tech University following the degree plan for the School of Nursing through enrollment in a course, credit by exam, and/or in correspondence course.
ESSENTIAL CONCEPT
Refers to the board categories of abstract ideas intrinsic to knowledge, skills, and attitudes in nursing which functions as the foundation/template for establishing curriculum to be included in the overall design of a certain curriculum.

ESSENTIAL CONTENT
General subject matter to be included in the overall design of a certain curriculum.

EVIDENCED-BASED PRACTICE
Integration of best research evidence with clinical expertise and patient values (Sackett, Straus, Richardson, Rosenberg, & Haynes, 2000; and Stevens, 2002).

EXPERT GRADER-Non Traditional Program (ROLE OF):
- Grade assignments as determined in workload and course needs
- Work with the course team to identify issues and mechanisms to improve course delivery
- Communicate with the Course Lead Faculty quickly when issues arise
- Work with the Course Lead Faculty and team to ensure consistency of course instruction and evaluation mechanisms.

FAMILY
Two or more people who may share a residence, who possess common emotional bonds, share common goals, which include the health of the individuals in the family, and perform/engage in interrelated social positions, roles and tasks (Taber's, 2001).

FIELD EXPERIENCE MODEL
The field experience is a type of experiential learning that provides students with guided opportunities to “acquire and apply knowledge, skills, and feelings in a relevant setting” (Smith, 2007). The field experience requires students to use critical thinking skills to explore and engage in course specific projects, interviews, and/or observations. This method of experiential learning is designed to help students “leap away” from the familiar professional patterns and venture into areas of nursing that might be unknown to the students (Cangelosi, 2006). Throughout the curriculum, these projects will address various program threads of patient-centered care, quality improvement, informatics, interdisciplinary teams, evidence-based practice, and patient safety. The experiential component(s) used in a course will vary according to the syllabus of the course and guidelines developed by the course facilitator. The amount and nature of the experience will be without regard to completing specific hours but will instead focus on accomplishing specific outcomes.


GRADUATE
In the Texas Tech University Health Sciences Center of Nursing, an individual who has successfully completed the undergraduate program requirements.

GRADUATE PROGRAM
Texas Tech University Health Sciences Center School of Nursing: The School of Nursing Graduate Program offers the Master of Science in Nursing (MSN) degree and the Doctorate of Nursing Practice (DNP) degree. The MSN degree has the following tracks: Nursing Administration, Nursing Education, Family Nurse Practitioner, Pediatric Nurse Practitioner, Acute Care Nurse Practitioner, and Nurse Midwifery. The Doctorate of Nursing Practice offers the following two specialty areas: Advanced Practice Nursing and Executive Leadership. The School of Nursing Graduate Program also offers post-MSN certification in the following nurse practitioner specialty areas: family nurse practitioner, pediatric nurse practitioner, acute care nurse practitioner, and nurse midwifery.
HOLISTIC
Holistic: emphasizing the importance of the interrelationships of the bio-psycho-social-spiritual dimensions of the person in mutual process with the environment while recognizing that the whole is greater than the sum of its parts (American Holistic Nurses’ Association, 2001; and Taber’s 2001).

INTERDISCIPLINARY
Collaborative and overlapping efforts of two or more health care professions that transcend traditional discipline boundaries (Taber’s, 2001).

LEAD FACULTY-Non Traditional Program (ROLE OF):
- Coordinating section faculty meetings
- Serves as a resource for faculty on the course, methods of instruction, student issues and letting faculty know what changes can & can not be changed to ensure general consistency between faculty expectations and requirements
- Mentor new faculty providing orientation of faculty to the course and provides oversight of first course experience. – 6, Up to faculty if others are in their course or if they are in other faculty course)
- Building the course and represents the course in discussion of curriculum matters.
- Submitting course evaluations, initiating and coordinating interrater reliability evaluation of qualitative assessments. Initiates item analysis on quantitative assessments.
- Submits the booklist for the course each semester for the team.
- Facilitate clinical with site coordinators (2nd Degree Program only)

METHODS FOR RECOGNITION OF PREVIOUS LEARNING
Methods for recognition of previous learning is a process whereby a student receives recognition for previous learning through transfer credit, advanced placement or demonstration of achievement through testing mechanisms.

NURSING
Nursing is an evolving field, representing adjustments to progress in science and to recognition of individual and social needs, whose unique component remains the provision of care. Provision of care is the process of assisting individuals, families or other groups to meet basic human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being rather than as a series of isolated systems or functions, the family as an integrated system and society as a whole.

NURSING CARE (Therapeutic Nursing Intervention)
The provision of direct services to clients (individuals, families, and communities) which include assessment (nursing diagnosis), planning, implementation and evaluation. Intervention may be directly therapeutic (physical or psychosocial), indirectly therapeutic (educative), or of a monitoring nature. Nursing care focuses on client's responses to actual or potential health problems (ANA Social Policy Statement, 1980) with goals of health promotion, illness prevention, restoration/recovery, or achieving maximum function (or a peaceful death).

NURSING PRACTICE
Nursing practice includes, but is not limited to, the provision of care, scholarly activity, education, and administration.

The application of nursing concepts encompassing clinical care, education and research.
**NURSING PROCESS**
Nursing Process is a series of phases or systematic steps that form the basis for approaching professional practice. The steps of the Nursing Process include assessment (data collection), analysis (nursing diagnosis), planning, implementation and evaluation.

**PATIENT/CLIENT**
Individuals, Families, Groups in relationships with health care professionals in multiple settings.

**PHILOSOPHY**
The pursuit of wisdom; an analysis and integration of the grounds and concepts expressing fundamental beliefs and values.

**PRIMARY CARE**
Primary care is the usual point at which an individual enters the health care system. Its major task is the early detection and prevention of disease and the maintenance of health. This level of care also encompasses the routine care of individuals with common health problems and chronic illnesses that can be managed in the home or through periodic visits to an outpatient facility. Providers of care at the primary level include family members as well as the professionals and paraprofessionals who staff community and neighborhood health centers, hospital outpatient departments, physician's offices, industrial health units, and school and college health units.

The first contact in a given episode of illness that leads to a decision regarding a course of action to resolve the health problem. Primary care functions are also handled by nurses.

**PRIMARY HEALTH CARE**
The World Health Organization and UNICEF (1978) define primary health care as "... essential health care based on practical, scientifically sound, and socially acceptable methods and technology made universally accessible to individuals and families in the community through their participation and at a cost that the community and country can afford to maintain at every stage of their development in the spirit of self-reliance and self-determination. It forms an integral part both of the country's health system, of which it is the central function and main focus, and of the overall social and economic development of the community. It is the first level of contact of individuals, the family and community with the national health system bringing health care as close as possible to where people live and work, and constitutes the first element of a continuing health care process."

**RETENTION COUNSELOR**
The Retention Counselor is the provider of resources to help ensure the ability of students to succeed in nursing school and obtain licensure. At the same time, they are a vital liaison between faculty, administration and the student.

**RURAL**
Rural is defined in a variety of ways, mostly related to population densities and to remoteness from an urban area. Rural follows existing county boundaries and includes all areas outside major urban centers of 50,000 or more persons (metropolitan statistical area), as well as nearby economically linked counties. The concept of rural may also be associated with agricultural areas and the health care needs specific to persons working on farms and in small communities.

**RURAL HEALTH**
Rural health care addresses the health care needs of persons who live in areas with population densities of less than 50,000 persons and who may be considered underserved in the area of health care.

**SERVICE LEARNING**
Service Learning, as a portion of professional development, is learning accomplished through participation in a project or event that provides clinical or educational service to a group of people. These learning experiences combine community services with explicit learning objectives, preparation, and reflection.
**SIMULATION**
An experience designed around specific objectives which promotes or validates clinical skills and the transfer of knowledge. Experiences are planned as real to life as possible by using manikins and simulators (equipment and/or machinery) in conjunction with the equipment, materials and situations similar to those encountered in the actual clinical setting. Activities are planned in an effort to promote or validate students’ competence in communication and psychomotor skills. The problem solving and decision making skills of the learner are facilitated through active participation, immediate application of knowledge, and appropriate feedback without being concerned about real life consequences.

**STUDENT ROLE**
A student role is assuming responsibility for learning and achieving increasing levels of self-direction in pursuit of learning and in accepting accountability for professional performance.

**SUBSTITUTION**
Substitution of a required course with an alternative course that is comparable in course objectives, content, and credit hours.

**TRANSFER CREDIT**
Transfer credit is the recognition of credit earned at another institution of higher education accredited by a regional education board. This institution may be a university or a health sciences center.

Application of these credits towards the specific degree requirements is based on analysis of course equivalents with those courses required for the degree.

The instances where a portion of the credit for a particular course is given, the total credits required for that course in the degree plan must still be attained by enrolling in courses in the same field and at the same level.

**UNDERGRADUATE PROGRAM CURRICULUM CONCEPTUAL FRAMEWORK**
Undergraduate program curriculum conceptual framework is the explication of concepts inherent in and interrelated in the undergraduate program. These concepts include: human behavior, nursing practice and processes basic to nursing, generation and acquisition of knowledge for nursing practice, delivery of health care and personal and professional development.

**UNSAFE PRACTICE**
1. Violates or threatens the physical, psychological, microbiological, chemical, pharmacological or thermal safety of the patient.
2. Violates previously mastered principles/learning objectives in carrying out nursing care skills or delegated medical functions.
3. Accepts assignments beyond knowledge, education, experience or competence.
4. Fails to recognize or accept legal/ethical responsibility for his/her actions as defined in the Nurse Practice Act for the State of Texas or the Code for Nurses of the American Nurses Association.
5. Fails to carry out CDC Universal Blood and Body Fluid Precautions.

Disciplinary actions depend upon the severity of the unsafe practice. They may include but not be limited to the following:

Verbal warning, written warning, formal reprimand, failure. Every effort will be made to use progressive discipline, however, at the discretion of the faulty member, a student can be failed at anytime during the semester for unsafe practice as defined above. Some violations may be so unsafe that a student may be failed immediately.

Definitions
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VULNERABLE POPULATIONS
Groups who have an increased susceptibility or higher than the national average risk for physical, psychological, and social health problems or who have worse outcomes from these health problems than the population as a whole. The needs of vulnerable groups are not fully addressed by the traditional service providers and such groups feel they cannot comfortably or safely access and use the standard health care resources (Aday, 2001; Burnam and Young, 1999; and Community Preparedness, 2001).