

NR 75A Course Outline as of Spring 2010**CATALOG INFORMATION**

Dept and Nbr: NR 75A Title: FUNDAMNTLS OF PROF NURSE

Full Title: Fundamentals of Professional Nursing

Last Reviewed: 4/3/2006

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	11.50	Lecture Scheduled	6.50	17.5	Lecture Scheduled	113.75
Minimum	11.50	Lab Scheduled	15.00	17.5	Lab Scheduled	262.50
		Contact DHR	0		Contact DHR	0
		Contact Total	21.50		Contact Total	376.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 227.50

Total Student Learning Hours: 603.75

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Concepts fundamental to professional nursing: nursing process, professionalism, basic physiological, psychosocial, and developmental needs and basic nursing skills are included in this course. Concepts from the basic sciences, anatomy, physiology and microbiology are applied throughout the course. Application of theoretical knowledge is guided by Orem's Self-Care Deficit Model. A number of teaching/learning strategies are incorporated in a variety of settings: classroom, skills laboratory and client-care settings providing students an opportunity to use the nursing process.

Prerequisites/Corequisites:

Admission to the ADN program

Recommended Preparation:**Limits on Enrollment:**

Admission to the Associate Degree Nursing Program.

Schedule of Classes Information:

Description: Concepts fundamental to professional nursing: nursing process, professionalism, basic physiological, psychosocial, and developmental needs and basic nursing skills are included

in this course. Concepts from the basic sciences, anatomy, physiology and microbiology are applied throughout the course. (Grade Only)

Prerequisites/Corequisites: Admission to the ADN program

Recommended:

Limits on Enrollment: Admission to the Associate Degree Nursing Program.

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

I. Theoretical Outcomes and Objectives

A. Theoretical Application for Professional Growth

At the completion of this course the student will:

1. Describe nursing as a profession incorporating the role of the professional nurse in nursing practice.
2. Use individual-preferred learning styles and test taking technique to achieve success in the ADN program and in future professional growth activities.
3. Use critical thinking concepts to apply basic nursing knowledge to a theoretical client scenario.
4. Apply principles of time management and organization to foster success in the ADN program.
5. Identify effective strategies for handling conflict.
6. Discuss professional/legal and ethical concepts, and health care delivery systems, as they apply to the practice of professional nursing.

B. Clinical Objectives - Application of Theoretical Content

In a nursing practice scenario, the student will demonstrate ability to:

1. Incorporate Orem's Self-Care Deficit Model in the use of the nursing process.
2. Describe physiologic and psychosocial homeostatic mechanisms as they influence the client and family in adapting to change in health status.

3. Describe the use of verbal and written communication skills as they relate to:
 - a. Use of the nursing process in team work while promoting safety.
 - b. Acknowledging client's diversity as it relates to culture, ethnicity, sexuality and spirituality.
4. Identify examples of how characteristics of developmental stages - young, middle and older adult - influence the planning and implementation of a nursing care plan.
5. Apply the principles of environmental and psychological safety for the client and health care provider, as identified in course syllabus.
6. Identify the underlying significance of physiological concepts as they relate to the writing and implementation of a nursing care plan:
7. Apply baseline knowledge, as identified in course syllabus, to a theoretical client scenario.
8. Demonstrate competency in performing the following skills by incorporating scientific, physiological and psychosocial concepts in a simulated skills laboratory:
 - a. Nursing care plan development
 - b. Safety for client and health care provider
 - c. All skills incorporated in the Fundamentals of Nursing care.

II. Professional Clinical Practice Objectives

A. Professional Growth Objectives

At the completion of this course, the student will practice the concepts/techniques of professional nursing by demonstrating the ability to:

1. Incorporate critical thinking in the application of baseline knowledge.
2. Apply techniques of time management and organization in providing client care.
3. Use effective strategies for handling conflict.
4. Demonstrate the application of professional/legal and ethical behaviors.

B. Clinical Practice Objectives

When assigned a client in a clinical setting, the student will practice professional nursing, incorporating Orem's Self-Care Deficit Model into the nursing process, as demonstrated by the ability to:

1. Use the nursing process to provide nursing care.
2. Recognize physiological and psychosocial homeostatic mechanisms as they influence the client and family in adapting to illness and the disease process.
3. Use verbal and written communication skills as they relate to:
 - a. Use of the nursing process in team work while promoting safety.
 - b. Acknowledging clients culture, diversity, ethnicity, sexuality and spirituality

4. Incorporate characteristics of developmental stages - young, middle and older adult - in the development and implementation of a nursing care plan.
5. Use standard safe practices that will protect the client, nurse and other members of the health care team from environmental hazards.
6. Explain the theoretical basis underlying all aspects of nursing care for each client consistent with the student's knowledge base.
7. Incorporate into the writing and implementation of a nursing care plan basic physiological concepts as identified in the course syllabus.
8. Demonstrate competency in performing the fundamental basic nursing skills.

Topics and Scope:

1. Survival Skills
 - A. Learning Styles, Strategies and Test Taking Skills
 - B. Time Management and Organization
 - C. Critical Thinking
 - D. Conflict Management
2. Professionalism
 - A. Introduction to Professional Nursing
 - B. Introduction to Role Definition and Nursing Practice
 - C. Introduction to Health Care Delivery System
 - D. Introduction to Nursing Models, Orem's Self-Care Deficit Theory of Nursing
 - E. Nurse/Client Relationship
 - F. Legal Principles
 - G. Client Abuse
 - H. Ethical Aspects, Values Clarification
3. Nursing Process
 - A. Introduction to the Nursing
 - B. Assessment
 - C. Introduction to Lab and Diagnostic Studies
 - D. Introduction to Physical Assessment
 - E. Diagnosis
 - F. Planning and Implementation
 - G. Documentation
 - H. Evaluation
 - I. Admission, Discharge and Home Health
4. Regulation
 - A. Psychological Homeostasis and Responses Related to Illness
 - B. Introduction to Homeostasis, Stress and Adaption
 - C. Self-concept and the Family
 - D. Loss and the Grieving Process
 - E. The Dying Client
5. Interaction
 - A. Communication Skills
 - B. Management of Aggressive Behavior
 - C. Culture and Ethnicity

- D. Sexuality
- E. Spiritual Health
- 6. Fluids and Electrolytes
 - A. Assessment
 - B. Documentation
- 7. Elimination
 - A. Introduction to Urinary Elimination
 - B. Introduction to Bowel Elimination
- 8. Nutrition
- 9. Oxygenation
 - A. Introduction to Oxygenation
 - B. Vital Signs
 - C. Respiratory Assessment
- 10. Protection
 - A. Introduction to Environmental Safety
 - B. Infection Control/Medical Asepsis
 - C. Surgical Asepsis
 - D. Wound Healing and Management
 - E. Hygiene
 - F. Skin Assessment and Care
 - G. Introduction to Sensation and Perception
 - H. Introduction to Visual Status
 - I. Introduction to Pain
- 11. Rest and Activity
 - A. Introduction to Mobility and Immobility
 - B. Introduction to Comfort, Rest and Sleep
- 12. Developmental Self-Care Requisites
 - A. Introduction to Developmental Stages
 - B. Young, Middle and Older Adult
- 13. Pharmacology
 - A. Introduction to Pharmacology
 - B. Medication Dosage Calculation
 - C. Medication Administration
 - D. Parenteral Medications
 - E. Medications and the Geriatric Client
- 14. Skill Competency Development
 - A. Safety for client and health care provider
 - B. Infection control for client and health care provider
 - C. Hygiene
 - D. Mobility/Immobility
 - E. Vital Signs and Oxygenation
 - F. Admission and Discharge
 - G. Therapeutic Communication
 - H. Physical Assessment
 - I. Elimination
 - J. Wound Care and Sterile Dressings
 - K. Medication Administration
 - L. Nursing Process Workshop
 - M. Fluid and Electrolytes (intake and output)
 - N. Blood glucose monitoring
 - O. Basic pre- and post- operative care

Assignment:

1. Clinical practice in hospital settings. Students must meet minimum problem solving skills and practice to pass this course.
2. Preparation for clinical assignments by reviewing patient's chart: Collecting data base, completing pathophysiology form, assessment tool, and researching medication and treatment skills - approximately 4-6 hours per week.
3. Preparation of nursing care plans (4 pages per plan) 4-5 plans per semester. Includes data collection, data analysis, development of plan for nursing care with specific interventions and and evaluation of effectiveness.
4. Completion of two-page assessment tool, approximately 15 per semester.
5. Present patient situations for discussion in post clinical conferences. (approximately 1 hour presentation per student per semester).
6. Analysis of patient care situations. In group setting, approximately 8-10 per semester.
7. Reading assignments, 70-150 pages per week.
8. Written process recording, one per semester, 2-3 pages per recording.
9. Written crisis assessment tool, one per semester, 1 page per tool.
10. Reading prior to nursing skills demonstration 15-50 pages per week.
11. Viewing CD-Roms and video tapes before nursing skills practice.
12. Written examinations
13. Nursing Skills demonstrations in simulated lab.
14. Cultural diversity paper and presentation, 5-10 pages.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

Writing
0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Patient Scenarios in Skills Lab

Problem solving
15 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skills competency demos - pass/fail

Skill Demonstrations
10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Short answer essay

Exams
55 - 70%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

- California BRN (2006) California Board of Registered Nurse Practice Act - Rules and Regulations and California Statutes related to Registered Nursing
- Potter, P.A. & Perry (2006) Fundamentals of Nursing w/Companion Virtual Hospital 7th ed. Chicago: Mosby.
- Potter, P.A. & Perry (2006) Clinical Nursing Skills and Techniques w/ CD-Roms, 7th ed. Chicago: Mosby.
- Phillips, L. (2005) Manual of IV Therapeutics, 4th ed. F.A. Davis.
- Kee, Joyce (2005) Laboratory and Diagnostic Tests with Nursing Implications, 7th ed. New Jersey: Prentice Hall
- Eliopoulos, C. (2004) Gerontological Nursing, 6th ed. Philadelphia: JB Lippincott.
- Varcarolis, E.M. (2006) Foundations of Psychiatric Mental Health Nursing, 5th ed. Philadelphia: Saunders.
- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004) Medical-Surgical Nursing, 6th ed. Chicago: Mosby.
- Jarvis, C. (2004) Physical Examination & Health Assessment, 4th ed. St Louis: Saunders.
- McKenry & Salerno (2006) Pharmacology in Nursing, 2nd ed. Chicago: Mosby.

Recommended Text:

- Varcarolis, E.M. (2006) The Manual of Psychiatric Nursing Care Plans, 3rd ed. St. Louis: Saunders.
- Deglin & Vallerand (2006) Drug Handbook. F.A. Davis.
- McCance & Huether (2006) Pathophysiology - The Biologic Basis for Disease in Adults and Children, 5th ed. Chicago: Mosby.