

**NR 75A Course Outline as of Fall 2000****CATALOG INFORMATION**

Dept and Nbr: NR 75A Title: FUND OF PROF NURSING

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; completion of WEOC 99 or CI 52 (50 hrs), HS chemistry or CHEM 60; ANAT 1, PHYSIO 1, and HLC 55, MICRO 5 or MICRO 60; completion of, or concurrent enrollment in, FDNT 62; completion of physical exam form; required health documentation listed in application packet; current CPR card; malpractice insurance.

**Recommended Preparation:**

Completion of ENGL 100B or ENGL 100 or ESL 100 is required for certificate. Recommend taking prior to beginning program.

**Limits on Enrollment:**

### **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; completion of WEOC 99 or CI 52 (50 hrs), HS chemistry or CHEM 60; ANAT 1, PHYSIO 1, and HLC 55, MICRO 5 or MICRO 60; completion of, or concurrent enrollment in, FDNT 62; completion of physical exam form; required health documentation listed in application packet; current CPR card; malpractice insurance.

Recommended: Completion of ENGL 100B or ENGL 100 or ESL 100 is required for certificate. Recommend taking prior to beginning program.

Limits on Enrollment:

Transfer Credit: CSU;

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

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	Spring 2010
<b>UC Transfer:</b>		Effective:		Inactive:	

### **CID:**

### **Certificate/Major Applicable:**

Certificate Applicable Course

### **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 as they apply to the practice of professional nursing.

7. Describe health care delivery systems.

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:
  - a. Illness
  - b. Disability
  - c. Loss
  - d. Grieving
3. Describe the use of verbal and written communication skills as they relate to:
  - a. Promoting safety for client and health care provider.
  - b. Promoting team work among the health care team.
  - c. Use of the nursing process.
  - d. 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 the following concepts as they relate to the writing and implementation of a nursing care plan:
  - a. Fluid and electrolytes
  - b. Elimination
  - c. Nutrition
  - d. Oxygenation
  - e. Vision
  - f. Sensation and perception
  - g. Skin assessment
  - h. Pain
  - i. Mobility/immobility
  - j. Comfort, rest and sleep
7. Apply baseline knowledge, as identified in course syllabus, to a theoretical client scenario.
8. Demonstrate competency in performing the following cluster of 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. Infection control for client and health care provider
  - d. Mobility/immobility

- e. Vital signs and oxygenation
- f. Therapeutic communication
- g. Comfort, rest and sleep
- h. Physical assessment
- i. Elimination
- j. Wound care and sterile dressings
- k. Medication administration
- l. Fluid balance/imbalance
- m. Basic pre- & post-operative care

## II. Professional Clinical Practice Objectives

### A. Professional Growth Objectives

At the completion of this course, the student will practice the threads 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:
  - a. Illness/Injury
  - b. Disability
  - c. Loss
  - d. Grieving
3. Use verbal and written communication skills as they relate to:
  - a. Promoting safety for client and health care provider
  - b. Promoting team work among members of the health care team
  - c. Use of the nursing process
  - d. 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 concepts as identified in the course syllabus related to:

- a. Fluid and electrolytes
  - b. Elimination
  - c. Nutrition
  - d. Oxygenation
  - e. Vision
  - f. Sensation and perception
  - g. Skin assessment
  - h. Pain
  - i. Mobility/immobility
  - j. Comfort, rest and sleep
8. Demonstrate competency in performing the following basic nursing skills:
- a. Nursing care plan development
  - b. Infection control for client and health care provider
  - c. Mobility/immobility
  - d. Vital signs and oxygenation
  - e. Therapeutic communication
  - f. Comfort, rest and sleep
  - g. Physical assessment
  - h. Elimination
  - i. Wound care and sterile dressings
  - j. Medication administration
  - k. Fluid balance/imbalance
  - l. Basic pre- & post-operative care

## **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. 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.
2. Written 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 evaluation of effectiveness.
3. Completion of two-page assessment tool, approximately 15 per semester.
4. Viewing selected videotapes in CHEC, 10-15 per semester.
5. Viewing selected CAI program in CHEC, 1-2 per semester.
6. Present patient situations for discussion in post clinical conferences. (approximately 1 hour presentation per student per semester).
7. Analysis of patient care situations. In group setting, approximately 8-10 per semester.
8. Reading assignments, 70-350 pages per week.
9. Written process recording, one per semester, 2-3 pages per recording.
10. Written crisis assessment tool, one per semester, 1 page per tool.
11. Reading prior to skills demonstration 15-50 pages per week.

### 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 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.

None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
SKILLS COMPETENCY DEMOS - PASS/FAIL	Skill Demonstrations 5 - 10%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items, SHORT ANSWER ESSAY	Exams 90 - 95%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
WRITING IS AN ESSENTIAL PART OF THE CLINICAL COMPONENT WHICH IS GRADED ON A PASS/FAIL BASIS.	Other Category 0 - 0%

### **Representative Textbooks and Materials:**

Doyle, R.M. & Johnson, P.H. (1999). Nursing 2000 Drug Handbook (20th ed.)  
Pennsylvania: Springhouse.

Eliopoulos, C. (1996). Gerontological Nursing (4th ed.). Philadelphia:  
J.B. Lippincott.

Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R. (2000). Clinical Companion  
to Medical-Surgical Nursing (5th ed.). Chicago: Mosby.

Munley, M.J. & Sayers, P.A. (1979). Self-Care Deficit Theory of Nursing  
(6th ed.) Scottsdale: Personal and Family Health Associates, Inc.

Pagana, & Pagana (1998). Manual of Diagnostic & Laboratory Tests.  
Chicago: Mosby.

Potter, P.A. & Perry, A.G. (Eds.) (1997). Fundamentals of Nursing  
(4th ed.) Chicago: Mosby.

Smith, S.F. & Duell, D.J. (1996). Clinical Nursing Skills (4th ed.)  
Stamford: Appleton & Lange.

Stuart, G.W. & Laraia, M.T. (Eds.) (1998). Stuart & Sundeen's Principles  
Of Practice of Psychiatric Nursing (6th Ed.). Chicago: Mosby.

Wilkinson, J. (1999). Nursing Diagnosis and Intervention - Pocket Guide  
(7th ed.) Menlo Park, Ca.: Addison-Wesley