

**NR 75.1A Course Outline as of Summer 2009****CATALOG INFORMATION**

Dept and Nbr: NR 75.1A Title: FUNDAMNTLS OF PROF NURSE

Full Title: Fundamentals of Professional Nursing

Last Reviewed: 2/9/2015

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	12.00	Lecture Scheduled	6.50	17.5	Lecture Scheduled	113.75
Minimum	12.00	Lab Scheduled	16.50	17.5	Lab Scheduled	288.75
		Contact DHR	0		Contact DHR	0
		Contact Total	23.00		Contact Total	402.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 227.50

Total Student Learning Hours: 630.00

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 with an emphasis on the geriatric client: nursing process, professionalism, basic physiological, psychosocial, and developmental needs and basic nursing skills are included in this 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:****Recommended Preparation:****Limits on Enrollment:**

Admission to Program

**Schedule of Classes Information:**

Description: Concepts fundamental to professional nursing with an emphasis on the geriatric client: nursing process, professionalism, basic physiological, psychosocial, and developmental needs and basic nursing skills are included in this 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. (Grade Only)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment: Admission to Program

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: Summer 2009	Inactive: Spring 2021
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

#### **A. Theory**

1. Describe nursing as a profession
  - a. scope of practice
  - b. standards of practice
  - c. nursing's roles within the larger health-care delivery system
2. Analyze fundamental nursing care using Orem's Self-Care Deficit Theory and Nursing Process theory
3. Use individual-preferred learning styles, test taking techniques, and time management strategies to achieve success in the ADN program
4. Identify and implement effective strategies for handling conflict
5. Apply legal and ethical concepts to nursing practice situations
6. Discuss practical implications of basic pharmacology for patient care
7. Compare and contrast developmental needs of younger adults and the elderly, and how these are affected by alterations in health
8. Describe how nursing supports patients' fundamental physiological, psychological and spiritual needs in maintaining health and recovering from illness
9. Support patients who are suffering from grief and loss, and those who are in the process of dying
10. Adapt care to meet patients' needs related to their cultural and ethnic backgrounds

#### **B. Skills**

1. Comport themselves in a manner consistent with the standards of professional nursing:
  - a. dress

- b. demeanor
- c. communication with simulated patients
- 2. Competently perform fundamental nursing skills

### C. Clinical

- 1. Incorporate critical thinking in the application of baseline knowledge
- 2. Use Nursing Process and Orem's Theory to provide nursing care
- 3. Correlate patients' observed behaviors, signs, and symptoms to physiological and psychosocial homeostatic mechanisms
- 4. Use effective strategies for handling conflict
- 5. Document patients' status, care given, and patient response according to agency policy
- 6. Communicate effectively with patients and members of the health care team
- 7. Adapt care to support patients' developmental needs as young, middle, and older adults
- 8. Use standard safety practices that will protect the client, nurse and other members of the health care team from environmental hazards
- 9. Explain the theoretical basis underlying all aspects of nursing care for each assigned patient consistent with the theory component of the course
- 10. Exhibit professional behavior, as set forth in the American Nurses' Association Standards of Practice
- 11. Manage their time and organize their activities to provide timely care to two patients
- 12. Contribute meaningfully to facilities' written care plans for patients

### **Topics and Scope:**

#### A. Theory Topics and Scope

- 1. Survival skills
- 2. Learning styles, strategies and test taking skills
- 3. Time management and organization
- 4. Critical thinking
- 5. Conflict management
- 6. Professional nursing
  - a. Introduction to role definition and nursing practice
  - b. Introduction to health care delivery system
  - c. Introduction to nursing models, Orem's Self-Care Deficit Theory of Nursing
  - d. Nurse/client relationship
- 7. Legal principles
- 8. Client abuse
- 9. Ethical aspects, values clarification
- 10. Nursing process
- 11. Introduction to the nursing process
- 12. Assessment
- 13. Introduction to lab and diagnostic studies
- 14. Introduction to physical assessment
- 15. Diagnosis
- 16. Planning and implementation
- 17. Documentation
- 18. Evaluation
- 19. Admission, discharge and home health
- 20. Psychological homeostasis and responses related to illness
- 21. Introduction to homeostasis, stress, and adaption
- 22. Self-concept and the family
- 23. Loss and the grieving process

24. The dying client
25. Communication skills
26. Management of aggressive behavior
27. Culture and ethnicity
28. Sexuality
29. Spiritual health
30. Fluids and electrolytes
31. Elimination
  - a. Introduction to urinary elimination
  - b. Introduction to bowel elimination
32. Nutrition
33. Introduction to oxygenation
34. Vital signs
35. Respiratory assessment
36. Chronic Obstructive Pulmonary Disease (COPD)/asthma
37. Introduction to environmental safety
38. Infection control/medical asepsis
39. Surgical asepsis
40. Wound healing and management
41. Hygiene
42. Skin assessment and care
43. Introduction to sensation and perception
44. Introduction to visual status
45. Introduction to pain
46. Dementia/delirium
47. Introduction to mobility and immobility
48. Introduction to comfort, rest, and sleep
49. Introduction to developmental stages
50. Introduction to pharmacology
51. Medication dosage calculation
52. Medication administration
53. Parenteral medications
54. Medications and the geriatric client

## B. Skills

1. Professional comportment and communication in the skills lab
2. Safety for client and health care provider
3. Infection control for client and health care provider
4. Hygiene
5. Mobility/immobility
6. Vital signs and oxygenation
7. Admission and discharge
8. Therapeutic communication
9. Physical assessment
10. Elimination
11. Wound care and sterile dressings
12. Medication administration: oral and injectables
13. Nursing process application
14. Nutrition (intake and output)
15. Blood glucose monitoring
16. Specimen collection
17. Management of aggressive behavior

18. Pre-clinical data gathering & preparation
19. Writing a nursing care plan
20. Integration of clinical skills

#### C. Clinical

1. Clinical application of nursing theory & process
2. Medical records and chart review
3. Communication
4. Nursing care plans
5. Shift report
6. Resource nurse and instructor
7. Unlicensed assistive personnel
8. Clients with barriers to communication
9. Dietary adjustments related to culture and religion
10. Health related cultural customs
11. Promoting ego integrity in the nursing home setting
12. Adapting care to clients' limitations
  - a. Mobility
  - b. Cognitive
  - c. Sensory-perceptual
  - d. Self-care
13. End-of-life and palliative care
14. Patients' rights
15. Laws & governance
  - a. State & federal
  - b. Acute care
  - c. Rehab care
  - d. Custodial care
16. Orientation to the agency
  - a. Mission and philosophy
  - b. Physical plan and environmental safety
  - c. Policies and procedures
  - d. Schedules and routines
  - e. Setting-specific care delivery system
  - f. Student nurse role expectations
17. Student nurse standards of practice

#### **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) 2-3 plans per semester. Includes data collection, data analysis, development of plan for nursing care with specific interventions and evaluation of effectiveness.
4. Completion of two-page clinical 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 papers addressing objectives of clinical out rotations, 3-4 papers per semester, 2-3 pages per paper.
  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: 4 per semester.
  13. Nursing Skills demonstrations in simulated lab.
  14. Provide safe care to 1-2 patients in the clinical setting.
  15. 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.

Cultural diversity paper, clinical papers

Writing  
5 - 10%

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

Patient scenarios in skills lab; nursing care plans in clinical; clinical assessment tool

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  
5 - 20%

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

Written examination: Multiple choice, true/false, matching items; dosage calculations

Exams  
45 - 60%

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

Student clinical evaluation of all clinical processes

Other Category  
15 - 25%

### Representative Textbooks and Materials:

- California Board of Registered Nurse Practice  
Act: Rules and Regulations and California Statutes Related to Registered Nursing, California BRN (2008)

- Fundamentals of Nursing w/Companion Virtual Hospital, Potter, P.A. & Perry (2009), 7th ed. Chicago: Mosby.
- Clinical Nursing Skills and Techniques w/CD-Roms, Potter, P.A. & Perry (2006), 7th ed. Chicago: Mosby.
- Manual of IV Therapeutics, Phillips, L. (2005), 4th ed. F.A. Davis.
- Laboratory and Diagnostic Tests with Nursing Implications, Kee, Joyce (2005), 7th ed. New Jersey: Prentice Hall
- Gerontological Nursing, Eliopoulos, C. (2004), 6th ed. Philadelphia: JB Lippincott.
- Foundations of Psychiatric Mental Health Nursing, Varcarolis, E.M. (2006), 5th ed. Philadelphia: Saunders.
- Medical-Surgical Nursing, Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2007) , 7th ed. Chicago: Mosby.
- Physical Examination & Health Assessment, Jarvis, C. (2008), 5th ed. St Louis: Saunders.
- Pharmacology in Nursing, McKenry, Tessier & Hogan (2006), 22nd ed. Chicago: Mosby.

#### Recommended Text:

- The Manual of Psychiatric Nursing Care Plans, Varcarolis, E.M. (2006), 3rd ed. St. Louis: Saunders.
- Drug Handbook, Deglin & Vallerand (2009), F.A. Davis.
- The Biologic Basis for Disease in Adults and Children, Pathophysiology, McCance & Huether (2006) 5th ed. Chicago: Mosby.