

**NR 75.1A Course Outline as of Fall 2015****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	0	17.5	Lab Scheduled	0
		Contact DHR	16.50		Contact DHR	288.75
		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: 42 - One Repeat 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 patient: 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 the Readiness for Practice Model. A number of teaching/learning strategies are incorporated in a variety of settings: classroom, skills laboratory and patient-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 patient: 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 the Readiness for Practice Model. A number of teaching/learning strategies are incorporated in a variety of settings: classroom, skills laboratory and patient-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: One Repeat 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**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Provide age and stage-appropriate basic care for geriatric patients.
2. Provide safe care for adult/geriatric patients in a timely and cost-effective manner
3. Apply evidence-based theoretical nursing concepts and critical thinking skills to identify and prioritize fundamental patient care needs.
4. Communicate effectively with patients, peers and members of the health care team.
5. Support patients' fundamental physiological, psychological and spiritual needs in maintaining health and recovering from illness.

### **Objectives:**

#### **A. Theory**

1. Describe nursing as a profession:
  - a. scope of practice
  - b. standards of practice
  - c. nurses' roles as collaborating members of the multidisciplinary team within the larger healthcare delivery systems
  - d. nurses' role in promoting patient safety through open communication, respect for others and identifying uncivil behaviors
2. Apply fundamental nursing care using the Readiness for Practice Model and Nursing Process.
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 pharmacological and parenteral therapies for patient care.
7. Compare and contrast developmental needs of younger adults and the elderly, and how these are affected by alterations in health, and what their role is in patients' health promotion.
8. Identify psychosocial and spiritual needs of patients and intervene as appropriate.
9. Discuss how nurses reduce risk potential for patients and promote safe practices.
10. Adapt care to promote patients' health needs related to their cultural and ethnic backgrounds.
11. Report, document and seek to remedy patient care errors.
12. Familiarize themselves with facilities' written care plans for patients.

## 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 Readiness for Practice concepts to provide nursing care.
3. Correlate patients' observed behaviors, signs, and symptoms to physiological and psychosocial homeostatic mechanisms.
4. Recognize the patient and family or designee as the source of control and full partner in care.
5. Document patients' status, care given, and patient response according to agency policy.
6. Promote physical health and wellness by providing care and comfort.
7. Adapt care to support patients' developmental needs as young, middle, and older adults.
8. Use standard safety practices that will protect the patient, nurse, and other members of the healthcare team from environmental hazards.
9. Explain the theoretical content 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. Familiarize themselves with 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, Readiness for Practice Model
  - d. Nurse/patient relationship
7. Legal principles.

8. Patient abuse.
9. Ethical aspects, values clarification
10. Nursing process:
  - a. Introduction to the nursing process
  - b. Assessment
  - c. Introduction to lab and diagnostic studies
  - d. Introduction to physical assessment
  - e. Planning and implementation
  - f. Documentation
11. Admission, discharge and home health.
12. Psychological homeostasis and responses related to illness.
13. Introduction to homeostasis, stress, and adaption.
14. Self-concept and the family.
15. Loss and the grieving process.
16. Health and wellness.
17. Communication skills.
18. Management of aggressive behavior.
19. Culture and ethnicity.
20. Sexuality.
21. Spiritual health.
22. Fluids and electrolytes.
23. Elimination:
  - a. Introduction to urinary elimination
  - b. Introduction to bowel elimination
24. Nutrition.
25. Introduction to oxygenation.
26. Vital signs.
27. Respiratory assessment.
28. Chronic Obstructive Pulmonary Disease (COPD)/asthma.
29. Introduction to patient safety.
30. Infection prevention/medical asepsis.
31. Surgical asepsis.
32. Wound healing and management.
33. Hygiene.
34. Skin assessment and care.
35. Introduction to sensation and perception.
36. Introduction to visual status.
37. Introduction to pain.
38. Dementia/delirium.
39. Introduction to mobility and immobility.
40. Introduction to comfort, rest, and sleep.
41. Introduction to developmental stages.
42. Introduction to pharmacology.
43. Medication dosage calculation.
44. Medication administration.
45. Parenteral medications.
46. Medications and the geriatric patient.

## B. Skills

1. Professional comportment and communication in the skills lab.
2. Safety for client and health care provider.
3. Infection control for patient 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 injectable.
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 and preparation.
19. Writing a nursing care plan.
20. Integration of clinical skills.

#### C. Clinical

1. Clinical application of nursing theory and 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. Patients 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 patients' limitations
  - a. Mobility
  - b. Cognitive
  - c. Sensory-perceptual
  - d. Self-care
13. End-of-life and palliative care.
14. Patients' rights.
15. Laws and governance
  - a. State and 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 (2 diagnosis 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 online videos and DVDs 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 Nursing Practice Act with Regulations and Related Statutes with CD-ROM, 2014 Ed.  
Deglin & Vallerand Davis's Drug Guide for Nurses, 2014, 14th Ed. Philadelphia: F.A. Davis  
Gerontological Nursing, Eliopoulos, C., 2014, 8th Ed. Philadelphia: JB Lippincott  
Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach, Halter, M., 2013, 7th Ed. St. Louis: Elsevier/Mosby  
Calculating Drug Dosages Correctly: A Dimensional Analysis Approach, Horntvedt, T., 2012, 1st Ed., Philadelphia: F.A. Davis  
Pocket guide Physical Examination & Health Assessment, Jarvis, C., 2011, 6th Ed., St. Louis: Saunders.  
Pharmacology: A Nursing Process Approach, Kee, Hayes & McCuiston, 2014, 8th Ed. Elsevier Saunders  
Medical-Surgical Nursing, Lewis, S. M, Heitkemper, M. M, & Dirksen, S.R., 2013, 9th Ed., Mosby/Elsevier  
Pathophysiology: The Biologic Basis for Disease in Adults and Children, McCance & Huether, 2013, 6th Ed. Chicago: Mosby Purnell  
Swearingen's Manual of Medical Surgical Nursing Care, Monahan, F., 2010, 7th Ed., Mosby  
Mosby's Nursing Video Skills Student Online Version 4.0., Mosby Elsevier  
Mosby's Manual of Diagnostic and Laboratory Tests, Pagana, K. & Pagana, T. 2013, 5th Ed., St. Louis: Elsevier/Mosby  
Clinical Nursing Skills and Techniques, Perry, A.G., Potter, P.A. & Ostendorf, W. 2014, 8th Ed., Chicago: Elsevier/Mosby  
Manual of IV Therapeutics, Phillips, L., 2014, 6th Ed., F.A. Davis  
Fundamentals of Nursing, Potter, P.A. & Perry, A.G. 2012, 8th Ed. Chicago: Mosby.  
Nursing Diagnosis and Intervention Pocket Guide, Wilkinson, J.M., 2013, 10th Ed., Prentice Hall