NURS-1200: FUNDAMENTALS OF NURSING CONCEPTS

Cuyahoga Community College

Viewing: NURS-1200: Fundamentals of Nursing Concepts

Board of Trustees:
May 2019

Academic Term:
Fall 2020

Subject Code
NURS - Nursing

Course Number:
1200

Title:
Fundamentals of Nursing Concepts

Catalog Description:
Overview of fundamental concepts important to the practice of nursing including patient care, individualized patient-centered nursing, the healthcare environment, and professional nursing practice. Includes concept analysis and related exemplars necessary to provide basic care to patients. Covers collection of appropriate data necessary to plan safe, quality care to patients and administer medication safely including dosage and calculations. Application of knowledge and skills occurs in the nursing laboratories and clinical setting.

Credit Hour(s):
4

Lecture Hour(s):
2.5

Lab Hour(s):
1.5

Other Hour(s):
3

Other Hour Details:
On Campus Laboratory: 22.5 per semester; Clinical Laboratory: 45 hours per semester

Requisites

Prerequisite and Corequisite
BIO-2331 Anatomy and Physiology I, and BIO-2341 Anatomy and Physiology II or concurrent enrollment, and NURS-1000 Introduction to Health Care Concepts, and NURS-1010 Introduction to Patient Care Concepts, and MATH-1240 Contemporary Mathematics, and PSY-1010 General Psychology, and PSY-2020 Life Span Development or concurrent enrollment; and departmental approval: admission to program.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.
II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at https://www.tri-c.edu/student-accessibility-services/. Blackboard accessibility information is available at http://access.blackboard.com.

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status. Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s). Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student's responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called 'artifacts,' for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student's grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also...

VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:
• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes

Course Outcome(s):
Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations within various healthcare settings.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):
1. Conduct a head-to-toe assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Identify basic patient needs based on assessment findings.
3. Identify nursing interventions based on assessment findings.
4. Implement patient-centered care that reflects an understanding of human growth and development, pharmacology, nutrition, medical management, and nursing management for patients.
5. Incorporate interventions that create a culture of safety for patients.
6. Discuss information to include in a patient teaching plan considering basic aspects of developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
7. Deliver care within expected timeframe.
8. Utilize effective communication techniques when transitioning care to another health care provider.
9. Incorporate cultural awareness and sensitivity concepts when providing care to diverse patients in a variety of healthcare settings.
10. Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.
11. Document all aspects of patient care provided.
12. Follow essential principles when administering medications to adults across the adult life span.
13. Correctly calculate and administer subcutaneous, intraderal, intramuscular, tube feedings, ears, eyes, nose drop medications, and IV medications.

Course Outcome(s):

Incorporate the use of clinical judgment to make patient-centered care decisions.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):
1. Incorporate clinical judgment to make basic care decisions to ensure safe care in all nursing actions.
2. Begin to use clinical judgment when implementing all steps of the nursing process for patients within various healthcare settings.
3. Recognize potential risks and complications.
4. Identify ways to prioritize patient care.
5. Identify aspects of the clinical microsystem that may impact the nurse's ability to provide safe, quality care.

Course Outcome(s):
Explain how quality improvement processes are used to improve patient care.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Describe quality improvement processes to ensure safety initiatives and monitor performance measures.
2. Discuss potential gaps related to basic nursing care between local and national standards of practices and competencies in the care of patients.
3. Discuss the importance of analyzing errors and how this is used to identify system improvements.
4. Implement the National Patient Safety Goals in the care of patients.

Course Outcome(s):
Recognize the importance of collaboration and teamwork with members of the interprofessional healthcare team, the patient, and the patient's support systems.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Communicate effectively with all members of the healthcare team, including the patient and the patient’s support network when providing care.
2. Collaborate with the appropriate interprofessional healthcare team member(s) to communicate data collected during patient care.
3. Describe patient safety and quality improvement within the context of the interprofessional healthcare team in a variety of healthcare settings.
4. Describe the use of conflict resolution principles as needed on the patient care unit.

Course Outcome(s):
Describe how information management principles, systems, and patient care technology are used in the healthcare setting.

Objective(s):
1. Utilize patient care technologies, information systems/technologies, and communication devices to support safe nursing practice in the care of patients.
2. Explain the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.
3. Describe specific patient care technologies used in the care of patients.
Course Outcome(s):
Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for patients.

Objective(s):
1. Provide care within the legal and ethical frameworks used in nursing practice.
2. Interpret the American Nursing Association (ANA), National League for Nursing (NLN), Quality Safety Education for Nurses (QSEN), and National Association for Practical Nurse Education and Services (NAPNES) Standards of Practice.
3. Explain the concept of accountability for nursing care given by self and/or delegated to others as applied to the care of patients.
4. Explain the nurse's role in the process of delegation when working with other healthcare team members.
5. Acts as a patient advocate.
6. Discuss the importance of economic, political, social, and demographic forces on the delivery of health care for patients.

Methods of Evaluation:
1. Concept Maps
2. Case Studies
3. Clinical Evaluation Tool
4. Lab Skills Competency
5. Nursing Care Plans
6. Teaching Plan
7. Quizzes
8. Exams

Course Content Outline:
1. Elimination
   a. Genitourinary assessment
   b. Foley insertion
   c. Enemas
2. Tissue Integrity
   a. Cellulitis
   b. Skin assessment
   c. Sensory perception
3. Fluid And Electrolytes
   a. Fluid balance/imbalance
   b. dehydration
   c. Fluid Volume Excess
   d. Fluid Electrolyte needs (Sodium, Calcium, Magnesium)
4. Mobility
   a. Musculoskeletal assessment
   b. immobility
   c. fractures
5. Communication*
   a. Subjective Background Assessment Recommendation (SBAR)
   b. Therapeutic
   c. Nurse-patient
   d. Nurse-interdisciplinary team
   e. Documentation
6. Health Promotion*
   a. Primary prevention - vaccinations
   b. Secondary prevention-health screenings/assessment
   c. Tertiary prevention-disease management
7. Nutrition:
   a. Gastrointestinal assessment
   b. Feeding tubes - insertion
8. Perfusion:
   a. Cardiac Vascular (CV) assessment
   b. Hypertension (HTN)
9. Inflammation
a. Inflammatory process
b. Infection

10. Safety*
a. Institute for Healthcare Improvement (IHI)
b. Institute of Medicine (IOM)
c. Quality and Safety Education for Nurses (QSEN)
d. National Patient Safety Goals (NPSG)
e. Error prevention
f. Medication administration
g. Dosage calculations

11. Gas Exchange
a. Respiratory assessment
b. Atelectasis
c. Trach care
d. Suctioning

12. Comfort and Pain
a. Pain assessment
b. Sleep: Non-pharmacological and Pharmacological

13. Coping
a. Mental assessment
b. Relaxation techniques
c. Meditation

14. Stress
a. Functional ability
b. Family dynamics

15. Immunity
a. Allergic response
b. Immunity

16. Sensory Perception
a. Neurological assessment
b. Development
c. Functional ability

17. Informatics and Technology*
a. Electronic Health Record (EHR)
b. Health care law
c. Health policy
d. Bar code medication administration

18. Collaboration*
a. Conflict resolution
b. Interprofessional collaboration
c. Nurse to nurse collaboration
d. Civility
e. Group process
f. Nurse patient-family

19. Patient Education*
a. Disease specific diet-teaching
b. Instructional specific to condition or treatment videos
c. Symptom control

20. Culture and Diversity*
a. Health care beliefs
b. Traditions
c. Customs
d. Family roles
e. Gender roles
f. Religion
g. Socioeconomic
h. Vulnerable populations

21. Evidence*
a. Practice guidelines for Hypertension
b. Standards of care

22. Clinical Judgement*
a. Nursing Process
b. Critical Thinking

Resources


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