

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**FUNDAMENTALS OF NURSING
NURS 1150**

Class Hours: 5.0

Credit Hours: 9.0

Laboratory Hours: 4.0

Date Revised: Fall 2010

Catalog Course Description:

An introduction to the practice of nursing, with emphasis on meeting therapeutic nursing care of adults and children with physiological, psychosocial, and perioperative needs. Topics include an introduction to pharmacotherapeutics, and application of fundamental concepts and the beginning development of nursing competencies. The study and application of nursing skills necessary to meet patient needs across the lifespan are included in this course. 5 hours lecture and 12 hours clinical/ lab experience per week.

Entry Level Standards:

College –level competencies in logic, reading, ability to mathematically reason, effectively utilize communication skills, ability to tug, pull, stoop, and lift 50 pounds unassisted.

Prerequisites:

Acceptance and admission to the Associate of Applied Science in Nursing program at Pellissippi State Community College Department of Nursing.

Co-requisites:

BIO 2010, PSY 2400

Textbook(s) and Other Course Materials:

- Buchholz, S. (2009). *Henke's med-math: Dosage calculation, preparation & administration*. (6th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781776288
- Deglin, J. H., Valerand, A. H. & Sanoski, C.A. (2011). *Davis's drug guide for nurses*. (12th ed.). Philadelphia, PA: F. A. Davis Company. ISBN# 13: 9780803623088
- Karch, A.M. (2010). *Focus on nursing pharmacology* (5th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781789820
- Kyle, T. (2008). *Essentials of pediatric nursing*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781751155
- Lynn, P. (2010). *Taylor's clinical nursing skills, a nursing process approach* (2nd ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781775724
- Lynn, P. (2008). *Taylor's interactive nursing skills version 2.0*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781770842
- Piper, T. (2008). *Stedman's medical dictionary for the health professions and nursing, Illus.* (6th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781776189

Surrena, H. (2010). Brunner & Suddarth's handbook of laboratory and diagnostic tests. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN#9780781799072

Taylor, C., Lillis, C., & LeMone, P. (2008). Fundamentals of nursing: The art and science of nursing care (6thed.) . Philadelphia, PA: Lippincott, Williams, & Wilkins. ISBN#9780781781572

I. Week/Unit/Topic Basis:

Week	Topic
1	Foundations
2	Foundations and Basic Human Needs
3	Nursing Process, Critical Thinking, Diversity
4	Ethics, Communication
5	Nutrition, Pediatric Concepts
6	Protection and Comfort
7	Urinary and Bowel Elimination
8	Perioperative, Psychosocial Concepts
9	Perioperative, Psychosocial Concepts
10	Medication Administration
11	Medication Administration, Dosage Calculations
12	Advanced Dosage Calculations
13	Heparin and Insulin Administration
14	Intravenous Calculations
15	Final Exam Period

II. Course Goals*:

The course will:

- A. Discuss the historical background of nursing. V, VI, VII, VIII
- B. Identify the role of various members of the health care team in a structured setting. III, V
- C. Describe those attributes reflective of a caring and compassionate nurse. I, III
- D. Define and identify examples of critical thinking skills in the nursing care of culturally diverse patients. IV, IX
- E. Begin to understand and demonstrate principles of patient care documentation. III, VII, VIII
- F. Describe principles and styles of the teaching-learning process that promote and maintain well-being for culturally diverse individuals of all age groups. IV, V

- G. Define terms and abbreviations that are essential for effective communication within a medical setting. III, IV
- H. Identify the components of the nursing process. II
- I. Demonstrate with assistance in the laboratory/clinical setting beginning level nursing performance of skilled nursing care and procedures in a safe and efficient manner. I, II, III, IV, V, VI, VII, VIII
- J. Utilize the steps of the nursing process in developing a nursing care plan applying theoretical principles and concepts identified in NURS 1150. I, II, III, IV, V
- K. Apply therapeutic principles in the performance of beginning skilled nursing care for assigned patients related the theoretical content of NUR 1150. I, II, III, IV, VI, VII, VIII
- L. Utilize ethical and legal standards of nursing practice. I, II, III, IV
- M. Explain the significance and impact of research to the practice and principles of nursing care. II, III, IV, V, VI, VII
- N. Apply theoretical concepts identified in NURS 1150 topical content outline in given patient situations. I, II, III, IV, V, VI, VII

*Roman numerals after course objectives reference goals of the Nursing program (Career Program Goals and General Education Goals are listed http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/)

Nursing Program Educational Goals:

Upon completion of the Associate of Applied Science in Nursing Program, the graduate will develop skills, knowledge, and abilities to accomplish the following:

- I. Provide competent nursing care at the advanced beginner level to diverse populations.
- II. Establish and maintain ethical relationships in order to act within the context of the Nurse Practice Act.
- III. Provide nursing care that promotes, protects, and improves health for individuals, families and communities.
- IV. Deliver culturally competent care that reflects sensitivity to racial, ethnic and cultural diversity.
- V. Utilize nursing and allied health related research in the delivery of nursing care.
- VI. Participate in coordinated care by practicing shared decision-making, delegating aspects of care, and working in teams.
- VII. Deliver nursing care that is cost-effective and assures financial accountability.
- VIII. Utilize multiple sources of information, which include computer-based data, to critique and improve clinical decisions.
- IX. Engage in critical self-assessment in order to maintain life-long learning.
- X. Practice and evaluate caring behaviors in clinical nursing.

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Identify the beginning nurse role and expectations as a member of the health care team. B
- 2. Draw upon historical nursing perspective to understand and evaluate nursing problems and issues. A

3. Compare and contrast the contributions of past medical/nursing perspectives to the present complex health care and nursing profession. A, M
4. Begin to apply basic theoretical nursing concepts to patient/client care situations. N
5. Utilize ethical and legal standards in assessing, planning, implementation, and evaluation of nursing care. H, I, J, L
6. Apply safe and efficient nursing care to assigned patients/clients as a beginning registered nursing student. I,
7. Identify and discuss major historical events that have shaped current nursing practice. A
8. Identify the role of the associate degree nursing (ADN) generalist. B
9. Compare, contrast, and discuss the role, aim, and functions of nurses, nursing organizations, and their impact on the guidelines of nursing practice. B
10. Identify, discuss, and apply Maslow's Hierarchy of Needs Theory and Erickson's Developmental theory as applied to individuals and families across the lifespan. F, N
11. Discuss the concepts of culture and ethnicity and their influences upon nursing and health care. D, F
12. Describe attributes of effective communication, effective teaching, learning, critical thinking, caring, and compassion reflective of a professional nurse when planning, implementing, and evaluating nursing care for culturally diverse individuals across the lifespan. F, G
13. Summarize and apply the nurse's role in promoting health promotion, health prevention, and well-being based on knowledge of potential risk factors in each. F
14. Compare, contrast, and practice personal values with those values epitomizing a caring and professional nurse as identified by the National League for Nursing and the American Association of Colleges of Nursing. C, L
15. Define and apply advocacy as it relates to principle-based and care-based approaches to nursing and the role that value clarification has in regards to the practice of nursing. C, L
16. Describe, define, and apply nursing law and the professional / legal regulation of nursing practice. E, L
17. Identify, describe, implement, and evaluate interventions that effectively prevent injury to patients and specify risk factors for each developmental age. K, N
18. Display and utilize proper body mechanics when moving lifting, positioning, ambulating and transferring patients. K, N
19. Describe principles used to prepare and administer medications safely (oral, parenteral, topical, inhalation, intravenous, and oxygen administration). I, K, N
20. Describe, demonstrate, and implement priorities and techniques used when assisting patients with hygiene measures, including those used when administering various types of baths and those used in cleaning each part of the body. I, K, N
21. Provide nursing interventions, follow guidelines, and utilize the steps of the nursing process to prevent and minimize pressure ulcers in patients across the lifespan and with patients experiencing mobility problems amenable to nursing therapy. I, K, N
22. Describe, identify, and utilize the nursing process by development of a plan of nursing care for selected patients across the lifespan. J
23. Describe, identify, utilize, and conduct the techniques used during a basic health assessment to provide

developmental, age appropriate care throughout the lifespan; document significant health assessment findings in concise, descriptive manner. E, H

24. Describe, identify, differentiate, explain, define, and implement attribute and principles of effective communication, effective teaching learning, caring and compassion reflective of a professional nurse when planning, implementing, and evaluating nursing care to culturally diverse patients of all ages experiencing nutritional demands. C, G
25. Identify, compare, contrast, describe, and implement beginning knowledge of health lifestyles, support systems, stress, management techniques, crisis intervention, through beginning planning, implantation, and evaluation of physiological, psychological, and spiritual care to hospital-based and community-based patients. H, N
26. Display beginning mastery of content by defining, discussing, differentiating, calculating and correctly administering subcutaneous, intramuscular, intradermal, injections, intravenous medications; oral and topical preparations; eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants to assigned patients. I, K, N

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: 95% of grade

Unit tests: 80% of the course grade: 8 tests (approximately one test every one to two weeks) will be given. Tests will be multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.

Comprehensive final exam: 15% of the course grade. (This test will be multiple choice).

A 78% overall course average is required in order for the student to progress in the nursing sequence. Test dates specified in the class calendar. If a nursing student is unable to take a test, it is the responsibility of the student to contact the instructor PRIOR to the TEST and arrange an alternate make-up test.

B. Laboratory Expectations: Satisfactory Performance

Laboratory and clinical behaviors must be satisfactory to receive a passing grade for the course. The following four (4) areas are considered to make up the laboratory portion of this course:

Laboratory Quizzes: Student will have one lab quiz during each Week 2 through Week 7 of class for a total of six (6) lab quizzes. Student must attain a 78% average on these quizzes.

Skills Lab: Students must perform weekly psychomotor skills with active participation and satisfactory performance of these skills.

Simulation Lab: Students will actively participate in the simulated scenarios provided through the use of Sim Man 3G, Sim Baby, Sim NewB, Vital Sim, and any other electronic simulation device. Failure to actively participate in these simulations with satisfactory responses to the scenarios will result in an Unsatisfactory in the laboratory portion of the class.

Clinical: Students will participate in clinical experiences at area hospitals, extended care facilities, and community agencies as designated by faculty. Students will be responsible for successfully completing the following:

1. Complete written assignments.
2. Perform nursing procedures (skills) at a beginning level.
3. Participate in pre and post clinical conferences.
4. Complete an agency affiliate evaluation.

5. Clinical/lab attendance is mandatory.

Students will receive a clinical evaluation at the completion of the clinical experiences. A grade of Satisfactory (S), Need Improvement (NI), or Unsatisfactory (U) will be awarded. The clinical evaluation must be Satisfactory in order to receive a passing grade for the laboratory portion of the course and therefore to be able to pass NURS 1150.

*NOTE: Any student who unduly compromises the safety of a patient and / or displays clinical misconduct behavior will receive a clinical grade of Unsatisfactory.

C. Field Work:

N/A

D. Other Evaluation Methods: 5% of grade

Standardized Kaplan Course Assessment Exam: 5 % of the course grade. (This test will be multiple choice).

E. Grading Scale:

94-100	A
86-93	B
78-85	C
70-77	D
Below 70	F

A grade average of at least 78% calculated on all didactic tests is required for successful completion of all nursing courses. There will be no rounding of grades. No extra credit will be given for papers and presentations toward the final grade.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from class. Withdrawal from class can affect eligibility for federal financial aid. See the PSCC Department of Nursing Student Handbook for the class attendance policy. Attendance at all clinical/lab experiences is mandatory. However, if an unavoidable mitigating circumstance arises which prevents attendance as scheduled; the student may request an excused absence. A student who misses more than 2 (two) clinical/lab days per semester will be referred to the Department of Nursing for determination of the ability to remain in the program.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.

- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. Other Policies:

Make Up Policy:

The manner in which make up work, test(s), or assignments will be given for excused absences, as allowed by the Standard College Policies, shall be left solely to the discretion of the instructor.

Computer Usage Guidelines:

College-owned or -operated computing resources are provided for use by students of Pellissippi State. All students are responsible for the usage of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner. (Pellissippi State Online Catalog)

Cell Phone Usage:

Faculty recognizes the need for students to be able to be contacted in the event of an emergency. However, noise disturbance must be reduced during nursing activities. Therefore, all pagers, beepers, and cell phones are to be on vibrating mode while in the classroom and Skills Lab. During scheduled testing all cell phones are to be turned off and placed out of reach. Possession of a cell phone during testing constitutes cheating, so any student not in compliance with this rule will receive a grade of zero on the exam and be removed from testing. The use of cell phones by students in an assigned clinical area is prohibited. Please inform your family that in the case of an emergency, you may be reached by calling the agency to which you are assigned and speaking to the nursing faculty supervising your clinical assignment.