



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Nursing**

**COURSE: NUR 1200 Foundations of the Nursing Profession**

Date: Spring 2021

Credit Hours: 8

Prerequisite(s): Admission to the nursing program: concurrent enrollment or completion of prerequisites / co-requisites as outlined in nursing handbook for PN and ADN programs

Delivery Method:

<input checked="" type="checkbox"/> Lecture	<b>4.5 Contact Hours (1 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> Seminar	<b>.5 Contact Hours (1 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> Lab	<b>3 Contact Hours (2-3 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> Clinical	<b>6 Contact Hours (3 contact = 1 credit hour)</b>
<input type="checkbox"/> Online	
<input type="checkbox"/> Blended	

Offered:  Fall     Spring     Summer

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>:

### **CATALOG DESCRIPTION:**

The content focuses on nursing as a profession within varied settings, integrating personal philosophy, legal documentation, and ethical accountability. The nursing process is introduced as the foundation for the development of critical thinking skills. An approach to goal-oriented communication is utilized in promotion, protection, and maintenance of health. These skills are blended to assist the student in providing individuals, families, or groups with health education within various community settings. Cultural diversity is introduced as a consideration in providing the learner with health care knowledge based on varied values and personal belief systems. Holistic wellness and health restoration across the life span is introduced with a focus on medication administration, principles of asepsis, elimination, fluid and electrolytes, oxygenation, and perioperative and wound care. Campus lab experiences enhance development of dexterity and proficiency of nursing skills. Supervised practice in the clinical area provides students opportunities to implement critical thinking, therapeutic nursing skills, communication skills, and care management in providing patient care.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

### Upon completion of the course, the student will be able to:

1. **Recognize the nurse's role and responsibility in using nursing judgment to make clinical decisions.**
  - 1.1 Identify and discuss the steps of the nursing process and how they correlate to critical thinking and nursing judgment.
  - 1.2 Describe the types of nursing assessments and explain the steps involved in nursing assessment.
  - 1.3 Apply understanding of assessment to basic client need concepts discussed in course.
  - 1.4 Describe the diagnostic reasoning process as a means to identifying and formulating a nursing diagnostic statement.
  - 1.5 Discuss criteria used in priority setting
  - 1.6 Differentiate between client goals, expected outcomes, and types of nursing interventions.
  - 1.7 Explain the nurses' role in the implementation phase of the nursing process
  - 1.8 Differentiate between common forms of direct and indirect nursing interventions to aid in developing a plan of care
  - 1.9 Describe the relationship between critical thinking and evaluation.
  - 1.10 Describe how evaluation can lead to revision or modification of the nursing plan of care
  - 1.11 Define critical thinking and discuss components of a critical thinking model for making clinical judgments.
  - 1.12 Discuss the benefits of evidence-based practice and how nurses apply evidence in practice
  - 1.13 Identify the role of the nurse in client education
  - 1.14 Identify basic learning principles and teaching strategies that lead to effective teaching
  - 1.15 Describe methods used to evaluate learning.

2. **Identify and begin to utilize basic communication methods and techniques in various settings.**
  - 2.1 Identify ways to apply critical thinking to the communication process
  - 2.2 Identify elements of the communication process
  - 2.3 Identify characteristics of verbal and nonverbal communication and techniques used in building therapeutic nurse-client helping relationships
  - 2.4 Describe elements of professional communication
  - 2.5 Discuss the different professional nursing relationships
  - 2.6 Define and discuss nursing informatics and the impact on quality of care
  - 2.7 Describe guidelines for quality documentation
  - 2.8 Describe the different methods used in record keeping
  - 2.9 Identify ways to maintain confidentiality of health care records
  - 2.10 Begin to use basic therapeutic communication techniques in providing nursing care to clients in various settings.
  - 2.11 Utilize documentation principles to accurately record client care
  - 2.12 Recognize importance of shift-hand off and transfer of care as necessity for promoting safe, effective nursing care
  
3. **Describe and demonstrate therapeutic nursing and evidence-based nursing interventions in providing holistic care to the client / aggregates.**
  - 3.1 Discuss and practice the role that caring plays in building the nurse-client relationship
  - 3.2 Discuss and define the evidence that exists about clients' perception of caring
  - 3.3 Describe and demonstrate ways to express caring through presence
  - 3.4 Discuss the relationship of compassion to caring
  - 3.5 Describe and recognize variables that influence health beliefs and practices
  - 3.6 Discuss concepts of health promotion, maintenance, and restoration across the life span
  - 3.7 Discuss health promotion strategies and how they relate to basic human needs
  - 3.8 Discuss cultural and spiritual aspects of health and wellness
  - 3.9 Describe how developmental factors affect the nursing process
  - 3.10 Apply the principles of physical, psychosocial, and cognitive development across the lifespan to develop nursing care plans
  - 3.11 Explain the factors that determine the best method of safe drug administration via routes learned in the course.
  - 3.12 Identify the correct equipment / supplies required for safe medication delivery
  - 3.13 Differentiate between medical and surgical asepsis.
  - 3.14 Recognize the differences in changing a dressing of a sterile/clean wound from an aseptic wound.
  - 3.15 List the required preoperative data needed about a client and relate the nursing responsibilities involved.
  - 3.16 Identify the factors that increase the surgical risks in clients.
  - 3.17 Identify common postoperative complications.
  - 3.18 Describe and identify the factors that could inhibit or promote the wound healing process
  - 3.19 Explain the types of dressings needed to properly dress a wound.
  - 3.20 Describe the nursing responsibilities of inserting, irrigating, and maintaining the patency of a gastric tube.
  - 3.21 Describe the factors that affect oxygenation.
  - 3.22 Identify the common alterations in respiratory functioning: hyperventilation, hypoventilation, and hypoxia.
  - 3.23 Explain the physiological aspects of normal urinary and bowel elimination.

- 3.24 Compare and contrast common alterations in urinary and bowel elimination.
  - 3.25 Describe common nursing interventions that will maintain or attain normal elimination.
4. **Recognize the importance of continuous quality and safety initiatives to improve client care and outcomes.**
- 4.1 Identify the influence of EBP on quality and performance improvement
  - 4.2 Discuss the Quality and Safety Education in Nursing (QSEN) initiative
  - 4.3 Describe assessment activities designed to identify client's physical, psychosocial, and cognitive status as it pertains to safety
  - 4.4 Define the knowledge, skills, and attitudes necessary to promote safety in a health care setting in various situations of concepts related to this class
  - 4.5 Demonstrate the correct steps in administering drugs via oral, topical, ophthalmic, otic, nasal, inhalation, vaginal, and rectal to various age groups.
  - 4.6 Demonstrate the correct steps to administer intradermal, subcutaneous, and intramuscular injections.
  - 4.7 Practice nursing measures necessary to prevent the chain of infection.
  - 4.8 Identify and practice the measures to provide isolation for a client's benefit.
  - 4.9 Demonstrate 100% aseptic technique in applying sterile gloves, inserting urinary catheters, and applying sterile dressings.
  - 4.10 Demonstrate the basic nursing responsibilities in administering and maintaining an IV infusion and medication.
5. **Describe the planning and provision of nursing care.**
- 5.1 Define, describe and recognize the roles of various health care team members in diverse health care settings
  - 5.2 Define collaboration and identify examples in health care delivery
  - 5.3 Discuss the impact of social, political, and economic changes on nursing practice
  - 5.4 Describe the methods used to manage care of clients
  - 5.5 Participate effectively as a member of the health care team in the hospital setting.
  - 5.6 Demonstrate safe nursing care, including medications, to one client in the hospital setting.
  - 5.7 List factors to consider in setting priorities when providing care in the hospital setting.
  - 5.8 Begin to collaborate with clients and hospital staff to develop realistic, patient-centered goals.
6. **Identify the individual uniqueness and available resources for clients and communities.**
- 6.1 Define the meaning of community and discuss how health care resources are used in the community.
  - 6.2 Define and identify cultural diversity
  - 6.3 Identify components of a cultural assessment
  - 6.4 Define and identify nursing interventions that achieve culturally congruent care
  - 6.5 Identify the impact of health care economics on care management
7. **Identify attributes for professional behavior.**
- 7.1 List elements of professional behavior
  - 7.2 Define, demonstrate, and display professional accountability and integrity.
  - 7.3 Recognize nursing practice as an active, dynamic process requiring life-long learning
  - 7.4 Develops self-reflection of performance as a means to develop as a nurse

- 7.5 Discuss the role of ethics and values in professional nursing
- 7.6 Define the scope of nursing practice and standards of nursing care
- 7.7 Identify the purpose of the Nurse Practice Act
- 7.8 Compare sources of law and the impact of professional practice
- 7.9 Identify legal safeguards used to in professional practice

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	1. Identify and begin to utilize basic communication methods and techniques in various settings.
Second Goal	
To develop interpersonal capacity.	1. Identify the individual uniqueness and available resources for clients and communities. 2. Identify attributes for professional behavior.
Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	1. Recognize the nurse's role and responsibility in using nursing judgment to make clinical decisions.

### COURSE TOPICS AND CONTENT REQUIREMENTS:

#### Lecture Unit 1

Nursing History  
Professional Foundations  
Vital Signs  
Health History and General Survey  
Growth and Development

#### Lecture Unit 2

Communication Techniques  
Cultural Diversity  
Documentation/Nursing Informatics  
The Art of Caring

#### Lecture Unit 3

Legal and Ethical Issues  
Community & Health Care Delivery Systems  
Health-Illness Continuum

#### Lecture Unit 4

Nursing Judgment Critical Thinking and the Nursing Process  
Assessment  
Nursing Diagnosis  
Goals and Outcome Criteria  
Nursing Implementation  
Evaluation  
Client Teaching

<u>Lecture Unit 5</u>	Asepsis Infection Control Immunity & Inflammation
<u>Lecture Unit 6</u>	Basic Human Needs: Safety Nutrition Activity/Immobility Rest & Sleep Elimination
<u>Lecture Unit 7</u>	Peri-Operative Care Wound Care
<u>Lecture Unit 8</u>	Basic Needs: Death/Dying Stress Pain Spirituality
<u>Lecture Unit 9</u>	Oxygenation
<u>On Campus Clinical</u>	Integumentary System Head and Neck Exam Mental / Cognitive Exam Neurological System Musculoskeletal System Cardiovascular System Pulmonary System Abdominal Assessment Gastrointestinal System Genitourinary System Reproductive System Bedside Glucose Monitoring Medication Administration

**INSTRUCTIONAL METHODS:**

Lecture	Demonstrations
Discussion	Return demonstrations
Seminars	Computer programs
Simulation	Multimedia Aids
Group work	Podcasts
Quizzes & Exams	Lab practice & evaluation
Written Assignments	Case Studies

**INSTRUCTIONAL MATERIALS:**

**REQUIRED for Nursing 12:**

Potter, P. A., Perry, A. G., Stockert, P.A., & Hall, A. M. (2021). *Fundamentals of Nursing, (10<sup>th</sup> ed.)*. Mosby ISBN: 9780323677721

Wilson, S. F., & Giddens, J. F. (2021). *Health Assessment for Nursing Practice (7<sup>th</sup> ed.)* Elsevier Mosby ISBN: 9780323377768

Wilson, S.F. & Giddens, J.F. (2021). *Student Laboratory Manual for Health Assessment for Nursing Practice* (7<sup>th</sup> ed.). Elsevier Mosby ISBN: 9780323377836

**Electronic Resources:** Nurse Tim Bundle

**Other:** IVCC Nursing Handbook (2021-22)

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

### **METHODS OF EVALUATION:**

Unit and Lab Exams

Quizzes (P/F)

Clinical Assignments and Performance (P/F)

Evolving Clinical Reasoning Assignment: Adult Assessment, Clinical Reasoning, Nursing Process

Portfolio Assignments: Personal Philosophy and Mission Statement

### **Grading**

For this semester long course only the lecture and Lab exam grades will be used to determine final grade. Other quizzes (math, prefix-suffix, abbreviation and symbols, classroom quizzes) as well as portfolio assignments must be satisfactorily completed as per specific guidelines for each, but students will NOT be awarded points for satisfactory completion. ***NO extra credit is offered.***

Student's grade is based on cumulative total points which are then recorded as a percentage of the total points for the course:

$$\frac{\text{\# of SN test points}}{\text{\# of total test point}} = \text{SN percentage (course grade)}$$

**Do not average the percentages of each test!**

**The grading scale is in accordance with the nursing handbook.**

### **OTHER REFERENCES**

# Course Competency/Assessment Methods Matrix

NUR 1200		Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
1.1	Identify and discuss the steps of the nursing process and how they correlate to critical thinking and nursing judgment.	X	X	X	X	X			X	X			X	X	X		X	X					X	X	X	X	X	X	X	X	X	X
1.2	Describe the types of nursing assessments and explain the steps involved in nursing assessment.	X	X	X	X	X			X	X			X	X	X		X	X					X	X	X	X	X	X	X	X	X	X
1.3	Apply understanding of assessment to basic client need concepts discussed in course.	X	X	X	X	X			X	X			X	X	X		X	X					X	X	X	X	X	X	X	X	X	X
1.4	Describe the diagnostic reasoning process as a means to identifying and formulating a nursing diagnostic statement.	X	X	X	X	X			X	X			X	X	X		X	X					X	X	X	X	X	X	X	X	X	X
1.5	Discuss criteria used in priority setting.	X	X	X	X	X			X	X			X	X	X		X	X					X	X	X	X	X	X	X	X	X	X















