



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: NURSING Division

COURSE: NUR 1201 Fundamentals of Nursing

Date: Fall, 2019

Credit Hours: 4

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	2.5 Contact Hours (1 contact = 1 credit hour)
<input checked="" type="checkbox"/> Seminar	.5 Contact Hours (1 contact = 1 credit hour)
<input checked="" type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Clinical	1 Contact Hours (3 contact = 1 credit hour)
<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:

I. An introductory course in nursing.

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

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 appreciate 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 List and discuss the steps of the nursing process
 - 1.2 Discuss components of the nursing process and how they correlate to critical thinking and nursing judgment
 - 1.3 Formulate nursing diagnoses from assessments
 - 1.4 Discuss the process of priority setting in nursing diagnoses and goals
 - 1.5 List and discuss the five steps of the nursing implementation process
 - 1.6 Differentiate between client goals, expected outcomes, and nursing orders
 - 1.7 Explain how the steps of evaluation involve critical thinking
 - 1.8 Describe how evaluation can lead to revision or modification in a nursing care plan
 - 1.9 Explain clinical reasoning and how nurses develop clinical reasoning skills
 - 1.10 Discuss Evidence Based Practice and asking clinical questions through PICOT format
 - 1.11 Differentiate the factors that determine the readiness to learn from those that determine the ability to learn
 - 1.12 Identify the principles of effective teaching
 - 1.11 Describe ways to incorporate teaching with routine nursing care
 - 1.13 Recognize and discuss basic legal and ethical principles related to the profession of nursing
 - 1.14 Discuss implications of the Nurse Practice Act
 - 1.15 Discuss the role of ethics in professional nursing
 - 1.16 Discuss the role of values in the study of ethics

1.17 Examine and clarify personal values

2. Identify and begin to utilize basic communication methods and techniques in various settings.

- 2.1 Define communication methods
- 2.2 Identify attitudes, values, and beliefs, which may influence communication
- 2.3 Identify characteristics of verbal and nonverbal communication
- 2.4 Define therapeutic communication in the nurse/client relationship
- 2.5 Discuss methods of blocking verbal interaction with clients
- 2.6 Describe communication as it relates to the nursing process and the health team collaboration
- 2.7 Complete interviews and process recordings with an adult and a child comparing communicational differences
- 2.8 Define relationship-centered care
- 2.9 Define and discuss nursing informatics
- 2.10 Describe the guidelines for effective documentation and SBAR reporting
- 2.11 Describe the different methods used in record keeping
- 2.12 Identify ways to maintain confidentiality of records and reports

3. Describe and demonstrate therapeutic nursing and evidence-based nursing interventions in providing holistic care to the client / aggregates.

- 3.1 Discuss the role that caring plays in building the nurse-client relationship
- 3.2 Discuss the evidence that exists about clients' perception of caring
- 3.3 Describe ways to express caring through presence and touch
- 3.4 Describe the therapeutic benefit of listening to clients
- 3.5 Discuss the role that caring plays in building the nurse-patient relationship
- 3.6 Describe ways to express caring through presence and touch
- 3.7 Discuss the relationship of compassion to caring
- 3.8 Describe the significance of caring as part of the nurses' personal philosophy
- 3.5 Define health to illness as a continuum
- 3.6 Relate various models of health and illness
- 3.7 Describe variables that influence health beliefs and practices
- 3.8 Discuss concepts of health promotion, maintenance, and restoration across the life span
- 3.9 Discuss health promotion strategies including nutrition, exercise, stress management, safety, and prevention of communicable disease
- 3.10 Discuss cultural and spiritual aspects of health and illness
- 3.11 Describe variables of stress and adaptation as they apply to the nursing process
- 3.12 List the components of basic human needs in promoting wellness
- 3.13 Discuss how safety, sleep, and comfort considerations promote health
- 3.14 Describe the normal physiological changes that occur from childhood to older adults
- 3.15 Describe how developmental factors influence learning and perceptions of health

- 3.16 Apply the principles of physical, psychosocial, and cognitive development across the lifespan to develop nursing care plans

- 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 Identify relevant nursing diagnoses associated with risks to safety
 - 4.5 Define the knowledge, skills, and attitudes necessary to promote safety in a health care setting
 - 4.6 Discuss the specific risk specific to developmental age
 - 4.7 Identify safety factors relating to restraint use

- 5. **Describe the planning and provision of nursing care.**
 - 5:1 Define and describe the roles of various health care team members in diverse health care settings
 - 5:3 Define collaboration and identify examples in health care delivery
 - 5:4 Discuss the impact of social, political, and economic changes on nursing practice
 - Identify historical nurse leaders and the influence on current health care delivery
 - 5:5 Describe the methods used to manage care of clients

- 6. **Identify the individual uniqueness and available resources for clients and communities.**
 - 6:1 Define the meaning of community
 - 6:2 Collect data on a specific community using the guidelines provided
 - 6:3 List available health care resources in specified communities
 - 6:4 Define and identify cultural diversity
 - 6:5 Describe how health care resources are used in the local communities.
 - 6:6 Identify major components of cultural assessment
 - 6:7 Define and identify nursing interventions that achieve culturally congruent care
 - 6:8 Differentiate culturally congruent from culturally competent care.

- 7. **Identify attributes for professional behavior.**
 - 7.1 List elements of professional behavior
 - 7.2 Define and demonstrate professional accountability
 - 7.3 Define and display professional integrity
 - 7.4 Recognize nursing practice as an active, dynamic process requiring life-long learning

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.	2. Identify and begin to utilize basic communication methods and techniques in various settings.
Second Goal	
To develop interpersonal capacity.	6. Identify the individual uniqueness and available resources for clients and communities. 7. 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:

<u>Lecture Unit 1.</u>	Communication techniques Cultural Diversity Documentation/Nursing Informatics The Art of Caring
<u>Lecture Unit 2</u>	Legal and Ethical Issues Community & Health Care Delivery Systems Health-Illness Continuum
<u>Laboratory Exam A:</u>	Nursing History Health History General Survey Integumentary System Head and Neck Exam Mental Exam Neurological System Musculoskeletal System Growth & Development Vital Signs
<u>Laboratory Exam B:</u>	Blood Borne Pathogens / Bedside Glucose monitoring Cardiovascular System Pulmonary System Abdominal Assessment Gastrointestinal System Genitourinary System Reproductive System
<u>Lecture Unit 3</u>	Nursing Judgment, Critical Thinking and the Nursing Process Assessment Nursing Diagnosis Goals and Outcome Criteria Nursing Implementation Evaluation Client Teaching
<u>Lecture Unit 4</u>	Basic Needs of Clients: Safety Nutrition Activity and Exercise Rest and Sleep Stress and Coping Pain and Comfort Measures Loss, Death, and Grief Spirituality

INSTRUCTIONAL METHODS:

Lecture	Demonstrations
Discussion	Return demonstrations
Seminars	Computer programs
Clinical practice and evaluation	Guest speaker
Audio-Visual Aids	Written Assignments
Case Studies	Quizzes and Tests
Simulation	Adaptive Learning software
Group work	Podcasts

INSTRUCTIONAL MATERIALS:

REQUIRED for Nursing 1201 and 1202:

Ackley, B. J., & Ladwig, G. B. (2020). *Nursing Diagnosis Handbook, (12th Ed)*. C.V.Mosby ISBN: 9780323551120

LaCharity, L., Kumagai, C. K., & Bartz, B. (2018). *Prioritization, Delegation, and Assignment (4th ed)*. Mosby-Elsevier ISBN: 9780323498289

Mosby Medical and Nursing Allied Health Dictionary (10th ed), 2016. C.V. Mosby, St.Louis ISBN:978-0-323-22205-01

*****OR*****YOU ONLY NEED TO PURCHASE ONE

Taber's Cyclopedic Medical Dictionary (23rd ed), 2017. F.A. Davis, ISBN: 978-0-8036-5904-9

Nugent, P., & Vitale, B. (2019). *Fundamental Success (5th ed)*. F.A. Davis. ISBN-13: 978-0-8036-7745-6

*Potter, P. A., Perry, A. G., Stockert, P.A., & Hall, A. M. (2017). *Fundamentals of Nursing, (9th ed.)*. Mosby ISBN 9780323327404 (e-book ISBN: 9780323400084)

Sylvestri, L (2016). *HESI Online Comprehensive Review for the NCLEX-R Exam (2nd ed)*. Elsevier (ISBN: 9780323397636)

Vanleeuwen, A.M., & Bladh, M.L. (2015). *Davis' Comprehensive Handbook of Laboratory and Diagnostic Tests: With Nursing Implications (8th ed)*. FA Davis ISBN: 947-0-8036-7495-0)

*Wilson, S. F., & Giddens, J. F. (2017). *Health Assessment for Nursing Practice (6th ed)* Elsevier Mosby ISBN: 9780323377768

Wilson, S.F. & Giddens, J.F. (2017).: *Student Laboratory Manual for Health Assessment for Nursing Practice (6th ed)*. Elsevier Mosby ISBN: 9780323377836

Electronic Resources:

Mosby's Nursing Skills video
Evolve Case Studies

Elsevier Adaptive Quizzing for NCLEX

Other: IVCC NUR 1201 Course Booklet, IVCC Nursing Handbook (2019-20)

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 93-100

B= 86-92

C= 80-85

D= 70-79

F= Below 70

Unit Tests, Quizzes, Written Papers,
Clinical performance is pass/fail, Community
Assessment, Adult Assessment, Pediatric
Assessment, Philosophy Concepts, and
Mission Statement (pass/fail)

Grading

For this course (Nursing 1201), only the six 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.

Course Outcomes and Competency Evaluation Method Chart can be found in the 1st year Blackboard course

1.7	Explain how the steps of evaluation involve critical thinking.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.8	Describe how evaluation can lead to revision or modification in a nursing care plan.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.9	Explain clinical reasoning and how nurses develop clinical reasoning skills.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.10	Discuss Evidence Based Practice and asking clinical questions through PICOT format.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.11	Differentiate the factors that determine the readiness to learn from those that determine the ability to learn.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.12	Identify the principles of effective teaching.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.13	Describe ways to incorporate teaching with routine nursing care.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.14	Recognize and discuss basic legal and ethical principles related to the profession of nursing.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.15	Discuss implications of the Nurse Practice Act.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.16	Discuss the role of ethics in professional nursing.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.17	Discuss the role of values in the study of ethics.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
1.18	Examine and clarify personal values.	X	X	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	
2.0	Identify and begin to utilize basic communication methods and techniques in various settings.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.1	Define communication methods.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.2	Identify attitudes, values, and beliefs, which may influence communication.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.3	Identify characteristics of verbal and nonverbal communication.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.4	Define therapeutic communication in the nurse/client relationship.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.5	Discuss methods of blocking verbal interaction with clients.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2.6	Describe communication as it relates to the nursing process and the health team collaboration.	X	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X

