

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Nursing 101

CRN 3159 (day) /4597 (evening)

COURSE TITLE: Fundamentals of Nursing

COURSE CATALOG DESCRIPTION: This course introduces the student to concepts related to Man, his hierarchy of basic human needs, his adaptation to stress, and serves as a basis for the entire nursing program. The student is provided with fundamental knowledge and skills necessary to assist hospitalized individuals representative of diverse cultural groups meet their basic human needs. The effects of the stressors, aging and hospitalization are presented. Concepts of nutrition and pharmacology are introduced. Clinical experiences in skilled nursing facilities are selected for students to care for adult individuals.

LECTURE HOURS PER WEEK: 4

CREDIT HOURS: 6

LAB HOURS PER WEEK (if applicable): 6

PREREQUISITE(S): Admission to the Associate Degree Nursing Program, BIO 211, BIO 212, ENG 101 with minimum grade of C+.

SECTION II

A. SCOPE: The student will describe the effects of stressors on basic human needs. Apply physical and mental health principles in performing nursing activities to provide care to hospitalized individuals. Utilize the nursing process to assist hospitalized individuals meet basic human needs. Function in the nursing role in meeting basic human needs of hospitalized individuals.

B. REQUIRED WORK:

1. Completion of required readings for each class period.
2. Submission of written clinical assignments (for example: care plans, data collection tool, BHN's model, Reflective Journal) on a weekly basis.
3. Completion of five quizzes, 5 lab quizzes, and one final examination. A final grade is based on adherence to policies within the Division of Nursing and Health Careers and includes:

Examinations

Quiz 1	13%
Quiz II	13%
Quiz III	13%
Quiz IV	13%
Quiz #5	13 %
Lab Quizzes	10%
(5 Mini quizzes- 2% each)	
Final	25%
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Total	100%

4. Medication/Drug Calculation Testing - Students are required to pass a Medication/Drug Calculation Testing. The passing grade is **90**. Students who do not pass the Medication/Drug Calculation Testing will have the opportunity to study and retake the test. **Retakes of the test are limited to two**. Students who do not pass Medication/Drug Calculation Testing on the third try will be unable to attend clinical and therefore will be withdrawn from the program. *If student does not take the exam on the schedule day, it is considered a 0%.
5. Satisfactory performance in Simulated Learning Laboratory.
Satisfactory achievement of all applicable behaviors identified on the clinical evaluation tool.

SUCCESSFUL COMPLETION OF THE COURSE IS BASED ON A MINIMUM GRADE OF "C" IN THEORETICAL PERFORMANCE AND SATISFACTORY "S" PERFORMANCE IN CLINICAL LABORATORY.

Students with disabilities (learning or otherwise) who may require accommodation should contact the Disabilities Coordinator, at the beginning of each semester. The students must self-identify and provide documentation of their specific disability to the Disabilities Coordinator in order for accommodations to be provided by instructors. The Disabilities Coordinator will notify the instructor/course leader that the student has filed and discussed recommended accommodations. It is also the student's responsibility to discuss what the needed accommodations are with the instructor. Instructors in conjunction with appropriate College officials will provide assistance and/or accommodations only to these students who have completed this process.

- C. ATTENDANCE AND PARTICIPATION:** It is expected that students will attend all scheduled learning activities. The faculty believes that clinical and classroom attendance is critical to progress in the Nursing Program.
- A. If unable to attend simulated or clinical laboratory, the student must assume the responsibility for notifying the nursing laboratory, hospital unit or community agency to which he/she is assigned before the experience is scheduled to begin.
 - B. Faculty will review clinical and simulated lab attendance in relation to student's consistent progress in meeting weekly clinical objectives.
 - C. An assignment will be required for any clinical absence.
- D. METHODS OF INSTRUCTION:** The methods of instruction are determined by course faculty and may include but are not limited to lecture, lecture/discussion, small group collaborative learning, experimental/exploration, distance learning, student presentations, or use of technologies such as audio-visual materials, computer, language laboratory, calculators.

E. OBJECTIVES, OUTCOMES and ASSESSMENT

Students' grades will be based on achievement of learning the objectives and outcomes listed below as measured by the course faculty's method of assessment:

1 Describe the effects of stressors on the individual's basic human needs.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<ul style="list-style-type: none"> -explain concept of self -describe selected mental health principles -identify individual health/wellness -identify teaching and learning principles -identify community health/wellness -define phases of relationships -compare types of communication -distinguish elements of the communication process -identify facilitators to communication 	<p>A. Psychosocial Needs</p> <p>1. Love/Self-esteem</p> <ul style="list-style-type: none"> -concept of self e.g. cultural considerations (religion, economic, privacy, significant others), developmental stages (i.e. older adult); osteoarthritis -selected mental health principles i.e. relationships, communication -individual as a member of family. Health promotion of adults/elders cultural diversity. -teaching and learning principles -family within community. general systems theory community as a system community health assessment -phases of relationships -types of communication e.g. verbal/non-verbal/written -elements of the communication process (sender, message, feedback) -hearing aids -clean eye glasses -quiet room environment 	<p>With guidance, group discussion to describe psychosocial needs of man</p> <p>Use of Pre-Clinical Data Card to identify psychosocial needs of selected hospitalized individuals.</p> <p>Interview with well elderly individual reflected in written assignment.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<p>-explain medical asepsis</p> <p>-explain surgical asepsis</p> <p>-state factors influencing asepsis</p> <p>-explain concept of immunity</p> <p>-give example of a safe environment</p> <p>-identify principles of drug administration</p> <p>-describe action of selected drugs</p> <p>-discuss development of sexuality throughout life</p> <p>-state sexual response patterns and sexual lifestyle</p>	<p>B. Safety Needs</p> <p>1. Asepsis</p> <p>-medical asepsis i.e. principles, prevention and control of infection (e.g. chain of infection, concepts of immunity)</p> <p>-surgical asepsis i.e. principles</p> <p>-factors influencing asepsis i.e. hygienic patterns (beliefs/habits, cultural considerations)</p> <p>-concept of immunity</p> <p>2. Prevention From Harm</p> <p>-characteristics of a safe environment i.e., room temp., noise, lighting, restraints.</p> <p>-factor interfering with a safe environment i.e. disaster e.g. fire, electrical hazards, hazardous materials, natural causes.</p> <p>-components of pharmacology i.e. methods of classification (structure, function, drug sources) pharmacodynamics (metabolism, excretion) drug interactions, common terminology</p> <p>-principles of drug administration i.e. methods posology, standards (five rights)</p> <p>-selected drug actions i.e. analgesics, (narcotic/non-narcotic) laxatives, antacids, supplements (vitamins, electrolytes) antidiarrheals</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-components of sexuality</p> <p>-sexual role behavior i.e. societal expectations</p> <p>-development of sexuality throughout life-</p> <p>-sexual lifestyle</p> <p>-sexual response patterns i.e. physiological/psychological</p>	<p>With guidance, group discussion to describe psychosocial needs of man</p> <p>Use of Pre-Clinical Data Card to identify psychosocial needs of selected hospitalized individuals.</p> <p>Interview with well elderly individual reflected in written assignment.</p> <p>Complete the CHA orientation packet.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<ul style="list-style-type: none"> -explain principles of basic nutrition -state recommended daily dietary allowances -compare cultural practices -contrast fluid balance -recall electrolyte balance -explain principles of infusion -state function of elimination -name routes of elimination -indicate daily fluid losses -discuss characteristics of urine -discuss characteristics of stool -discuss daily patterns of elimination -describe factors influencing elimination 	<p>2. Nutrition</p> <ul style="list-style-type: none"> -principles of basic nutrition i.e. nutrients; major food groups - dietary guidelines - cultural considerations i.e. eating patterns, food selection, preparation & planning, family participation, personal preferences (older adults) <p>3. Fluid</p> <ul style="list-style-type: none"> - fluid balance i.e. fluid volume excess, fluid volume deficit - electrolyte balance, i.e. Na, K, Cl, Ca, magnesium, bicarbonate, phosphorus -principles of infusion <p>4. Elimination</p> <ul style="list-style-type: none"> - function of elimination - routes of elimination i.e. skin, lungs, kidney, intestines, - daily losses i.e. skin, kidney, intestines, lungs, - characteristics of urine i.e. amount, color, clarity, odor, pH, specific gravity, constituents - characteristics of stool i.e. consistency, shape, odor, composition - daily patterns of elimination i.e. frequency, volume - factors influencing elimination i.e. age, diet, fluid intake, exercise, muscle tone 	<p>With guidance, group discussion to describe physiological needs of man</p> <p>Use of Pre-Clinical Data Card to identify psychosocial needs of selected hospitalized individuals.</p> <p>Interview with well elderly individual reflected NCP and Reflective Journal assignments</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<ul style="list-style-type: none"> -list activities of daily living -discuss factors influencing mobility -explain principles of body mechanics -state factors influencing rest -distinguish components of sleep -state factors affecting sleep -explain components of oxygenation 	<p>5. Activity</p> <ul style="list-style-type: none"> -activities of daily living (ADL) i.e. mobility vs. immobility -factors influencing mobility i.e. life style, health, culture, age, physical development, tolerance -principles of body mechanics i.e. body alignment balance, coordination of body movement (base of support line of gravity, center of gravity, use of major muscle groups, balance/counter balance, leverage) <p>6. Rest/Sleep</p> <ul style="list-style-type: none"> -factors influencing rest i.e. life style, health, culture, age, physical development -components of sleep i.e. patterns, rhythms, stages of sleep (NREM and REM sleep) -factors affecting sleep i.e., sleep apnea, insomnia <p>7. Oxygen</p> <ul style="list-style-type: none"> -components of oxygenation, i.e. (pulmonary volume, capacity, pulmonary ventilation pressure) -diffusion of gases (membrane thickness, surface area, pressure variables) -transportation of gases (oxygen, carbon dioxide) 	<p>Small group discussion:</p> <ul style="list-style-type: none"> -hazards of immobility <p>-With guidance small group discussion to describe physiological needs of man. Use of Pre-Clinical Data Card to identify physiological needs of selected hospitalized individuals.</p> <p>With guidance small group discussion regarding:</p> <ul style="list-style-type: none"> -hazards of immobility -rest/sleep patterns. <p>With guidance small group discussion to describe factors affecting vital signs</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<ul style="list-style-type: none"> -state factors affecting oxygenation -outline effects of oxygenation -classify types of pain -state factors influencing perception of pain -describe response to pain -give examples of coping/adapting mechanisms -define general adaptation syndrome -compare age related changes -list common concerns of the aged 	<ul style="list-style-type: none"> -factors affecting oxygenation i.e. altitude, environment, emotions, exercise -effects of oxygenation i.e. body temperature (heat production/loss, normal range) -pulse (pulse points, rate, rhythm) -respiration (range, inspiration/expiration) -blood pressure 8. Pain Avoidance -types of pain e.g. acute, chronic, referred -factors influencing perception of pain e.g. (cultural considerations, developmental stage) ; osteoarthritis -response to pain Stressors affecting Basic Human Needs of Man A. Concept of Stress -coping/adapting mechanisms -general adaptation syndrome B. Selected Stressors 1. Aging Process -age related changes -birth/senescence -crisis points -common concerns of the aged, i.e. psychosocial & physiological (e.g. cognitive, sexual, mobility, elimination, sleep patterns, sensory changes) ; osteoarthritis 	<p>Use of Pre-Clinical Data Card to identify effects of stressors on basic human needs</p> <p>With guidance small group discussion to identify individual responses to stress</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will			As measured by:
1. The effects of stressors on the individual's basic human needs.	<ul style="list-style-type: none"> -describe effects of hospitalization on basic human needs of man -compare cultural practices 	<p>2. Hospitalization</p> <ul style="list-style-type: none"> -effect of hospitalization on basic human needs of man, i.e. autonomy -cultural considerations - health care delivery systems 	<p>Observation of elder daycare</p> <p>With guidance small group discussion to identify effects of aging and/or hospitalization on basic human needs</p> <ul style="list-style-type: none"> -cultural responses -cultural diversity of patient population -cultural diversity of student nurse population 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

2 Apply physical and mental health principles in performing nursing activities to provide care to hospitalized individuals

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To demonstrate an understanding of:	Student will utilize measures to:			As measured by:
2. Applying physical and mental health principles in performing nursing activities to provide care to hospitalized individuals.	<p>-foster self-esteem</p> <p>-foster communication</p>	<p>A. Psychosocial Needs</p> <p>1. Loving/Self-Esteem</p> <p>-measures to foster self-esteem i.e. qualities of a helping person (identify respect, acceptance, worth adequacy)</p> <p>-role acceptance (patient, self)</p> <p>-techniques to foster communication, e.g. silence, active listening, restatement, clarification, reflection</p> <p>-consider age-related sensory deficits</p> <p>-cultural considerations</p>	<p>Use of pre-clinical data card to identify psychosocial needs for planning individualized care</p> <p>With guidance small group discussion to identify “Qualities of a Helping Person.”</p> <p>-measures to foster loving/self-esteem</p> <p>-techniques of communication</p> <p>-process records</p> <p>Clinical laboratory experience with:</p> <p>-selected communication techniques</p> <p>-application of methods to meet psychosocial needs</p> <p>-communicating with individuals from diverse cultural groups</p> <p>-with guidance, report & record patient data</p> <p>-Interactive Video: “Therapeutic Communication”</p> <p>-role playing experiences of patient/client/nurse</p>	Achievement of satisfactory performance in the clinical laboratory.

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To demonstrate an understanding of:	Student will utilize measures to:			As measured by:
2. Applying physical and mental health principles in performing nursing activities to provide care to hospitalized individuals.	<ul style="list-style-type: none"> -maintain principles of medical asepsis -maintain principles of surgical asepsis -promote medical asepsis -apply isolation techniques -prevent bodily harm -maintain safe environment -support principles of medication administration -apply principles in administration of parenteral medication 	<p>B. Safety Needs</p> <p>1. Asepsis</p> <ul style="list-style-type: none"> -principles of medical asepsis -principles of surgical asepsis -measures to promote asepsis i.e. handwashing, bathing (care of mouth, skin, hair, nails, perineum) bedmaking, (occupied, unoccupied) environmental considerations i.e. dressing changes <ul style="list-style-type: none"> clean dressing sterile dressing moist dressing irrigation of wound packing of wound -isolation techniques <p>2. Prevention from Harm</p> <ul style="list-style-type: none"> -prevention of bodily harm i.e. nurse, patient, patient evacuation. -principles related to maintenance of safe environment i.e. physical, biological -principles of medication administration i.e. oral, rectal, topical, IM, SQ, IV, G-Tube - 	<p>Use of Pre-Clinical Data Card to identify methods which assist hospitalized individuals to meet safety needs</p> <p>With guidance small group discussion to identify methods which assist individuals to meet safety needs</p> <p>Peer review in simulated setting of</p> <ul style="list-style-type: none"> -handwashing -bathing -bed making -catheter care -care of hair, teeth, nails, back, perineum, feet, skin -dressing changes <ul style="list-style-type: none"> clean dressing sterile dressing moist dressing -irrigation of wound -packing of wound <p>Restraints</p> <ul style="list-style-type: none"> -care of the environment -practice utilization of fire safety devices. -role play methods to evacuate patients -films on response to fire and other disasters. -medications -spiking IV bag -setting drip rates 	Achievement of satisfactory performance in the clinical laboratory.

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To demonstrate an understanding of:	Student will utilize measures to:			As measured by:
2. Applying physical and mental health principles in performing nursing activities to provide care to hospitalized individuals.	<p>-support sexuality</p> <p>-promote optimum intake</p> <p>-promote fluid balance</p> <p>-promote elimination of urine</p> <p>-promote elimination of stool</p> <p>-collect specimens</p>	<p>C. Physiological Needs</p> <p>1. Sexuality -measures to support sexuality i.e. titles/privacy/clothing</p> <p>2. Nutrition -measures to promote optimum intake, e.g. environmental factors diet identification, menu selection</p> <p>3. Fluid -measures to monitor fluid balance e.g. intake/output, body weight</p> <p>4. Elimination - measures to promote elimination of urine e.g. positioning, privacy hygiene, monitor fluid intake -measures to promote elimination of stool, e.g. food/fluid intake, positioning, privacy, timing, enemas, suppositories, presence of bowel sounds. -collection of specimens i.e. urine, stool</p>	<p>With guidance small group discussion to identify methods which assist hospitalized individuals meet physiological needs.</p> <p>Use of Pre-Clinical Data Card to identify methods which assist hospitalized individuals meet physiological needs.</p> <p>Clinical laboratory experience with: -intake/output -diet interview -diet selection</p> <p>-positioning to promote elimination -enemas</p>	Achievement of satisfactory performance in the clinical laboratory.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will utilize measures to:			As measured by:
2. Applying physical and mental health principles in performing nursing activities to provide care to hospitalized individuals.	<p>-promote exercise regimes</p> <p>-support ambulation patterns</p> <p>-support principles of transfer and positioning</p> <p>-promote rest/sleep</p> <p>-monitor oxygenation</p> <p>-promote oxygenation</p> <p>-promote comfort</p>	<p>5. Activity</p> <p>-exercise regimes i.e. range of motion (active, passive, active assistive, isometric, resistive)</p> <p>-ambulation patterns i.e. safety factors, frequency, progress</p> <p>-principles of transfer and positioning i.e. bed pan, moving on bed to/from wheelchair to/from stretcher, ambulation</p> <p>6. Rest/Sleep</p> <p>-measures to promote rest/sleep i.e. physical (back massage) environmental considerations</p> <p>7. Oxygen</p> <p>-measures to monitor oxygenation i.e. inspection, palpation, auscultation (chest, lungs, heart, peripheral pulses, skin color/tone)</p> <p>-measures to promote oxygenation i.e. positioning</p> <p>8. Pain Avoidance</p> <p>-measures to promote comfort i.e. individual, environmental</p>	<p>Clinical laboratory experience with:</p> <p>-prevention of pressure areas</p> <p>-body mechanics</p> <p>-transfers</p> <p>-support, pillows, foot boards, cradles, side rails</p> <p>-positioning</p> <p>-use of high/low beds, mechanical lift devices</p> <p>-ROM (passive/active)</p> <p>Clinical experience with:</p> <p>-oral, rectal, tympanic, axillary temperature</p> <p>-pulse (apical/radical, pedal)</p> <p>-respirations</p> <p>-breath sounds</p> <p>-blood pressure</p> <p>-back massage</p>	Achievement of satisfactory performance in the clinical laboratory.

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To demonstrate an understanding of:	Student will utilize measures to:			As measured by:
2. Applying physical and mental health principles in performing nursing activities to provide care to hospitalized individuals.	<p>-meet basic human needs of individuals affected by aging</p> <p>-meet basic human needs of individuals affected by hospitalization</p>	<p>A. Aging -nursing implications when caring for the aged i.e. psychosocial, safety, physiological</p> <p>B. Hospitalization -nursing implications when caring for the hospitalized individual</p>	<p>Clinical laboratory experience in caring for hospitalized aged individuals.</p> <p>Use of Pre-Clinical Data Tool to describe effects of selected stressors on basic human needs Nursing rounds Pre/Post Clinical Conferences Discussions of research relevant to care of persons of diverse cultural backgrounds.</p>	Achievement of satisfactory performance in the clinical laboratory.

3 Utilize the nursing process to assist hospitalized individuals meet basic human needs.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
3. The nursing process to assist hospitalized individuals meet basic human needs.	<ul style="list-style-type: none"> -collect data -cluster data -validate data -describe nursing diagnosis -construct patient oriented short term goals -construct nursing care plan -implement selected nursing activities -evaluate plan of care 	<p>I. The Nursing Process</p> <p>A. Assessment</p> <ul style="list-style-type: none"> -data collection i.e. subjective (interview) objective (patient record, Kardex, observation physical assessment) -data clustering -validation of data (critical thinking) -nursing diagnosis – i.e. identification (NANDA nomenclature) -nursing vs. medical diagnosis <p>B. Planning</p> <ul style="list-style-type: none"> -patient oriented goal statements -nursing care plan <p>C. Implementation</p> <ul style="list-style-type: none"> -selected nursing activities-i.e. rationale <p>D. Evaluation</p> <ul style="list-style-type: none"> -effectiveness of plan 	<p>With guidance, small group discussion of:</p> <ul style="list-style-type: none"> -steps in problem solving -critical thinking issues -components of the nursing process <p>Use of components of nursing process to complete Pre-Clinical Data Card</p> <p>Clinical experience with:</p> <ul style="list-style-type: none"> -Kardex, patient record -nursing care plan -admission procedure -nursing rounds <p>Weekly written evaluation of plan of care in reflective journal. Apply reflective judgment in journals following clinical experience.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

4. Function in the nursing role to meet basic human needs of hospitalized individuals.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
4. The nursing role to meet basic human needs of hospitalized individuals.	<p>-describe composition of the health team</p> <p>-function as a member of the nursing team</p> <p>-describe the purpose of the health team</p> <p>-explain legal considerations of health team</p> <p>-document communication</p> <p>-evaluate nursing role on health team</p>	<p>I. The Nursing Role</p> <p>A. Composition of the Health Team</p> <p>-health team members i.e. patient/client, nurse, physician, social worker, dietitian, clergy</p> <p>-nursing team members i.e. administrators, head nurse, team leader, registered nurse, licensed practical nurse, students (RN, LPN) Certified Nursing Assistant, unlicensed personnel</p> <p>B. Role of Health Team</p> <p>-purpose of health team i.e. prevention, restoration, maintenance</p> <p>-response to disaster, i.e. institutional (disaster plan) i.e. personal (personal plan).</p> <p>-selected legal considerations of health team i.e. patient record, confidentiality, Patient Bill of Rights, Student Bill of Rights; HIPPA;</p> <p>-methods of documentation, i.e. source oriented medical record, problem oriented medical record, narrative notes, flow sheets, medical terminology, reporting</p> <p>-evaluation of nursing role on health team i.e. self/peers</p>	<p>Clinical laboratory experience as health team member</p> <p>Clinical experience</p> <p>-observing others on health team</p> <p>-recording</p> <p>-reporting</p> <p>-peer review</p> <p>Written self evaluation</p> <p>-weekly</p> <p>-course end</p> <p>Simulated laboratory experience in Peer Review</p> <p>Guest Speakers: Legal Implication, Nursing Role</p> <p>With guidance small group discussion to practice writing notes</p> <p>-S.O.A.P.</p> <p>-narrative</p> <p>-flow sheets</p> <p>-discuss clinical laboratory experience in post conference, reflective journals.</p> <p>-role playing communication during a disaster.</p> <p>-discussion of Red Cross materials related to personal plans.</p> <p>-locate institutional disaster plan.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
4. The nursing role to meet basic human needs of hospitalized individuals	<p>-illustrate trends in nursing</p> <p>-discuss major issues in nursing</p> <p>-describe major nursing organizations</p> <p>-define ethical principles</p> <p>-explain the ANA nursing code of ethics</p>	<p>C. History and Trends in Nursing</p> <p>-history and trends i.e., major social developments, leaders in nursing, role of the student nurse during an unexpected event.</p> <p>-major issues i.e. legislation (legal responsibilities) Nurse Practice Act 1975, levels of licensure, OBRA</p> <p>-nursing practice (entry in practice, ethical issues</p> <p>-dependent/independent functions, levels of practice</p> <p>-nursing education (types of programs) technical vs. professional</p> <p>-expansion of 85+ age group in society</p> <p>-major nursing organizations i.e. American Nurses' Assoc., National League for Nursing, National Student Nurse's Assoc.</p> <p>D. Process of Ethical Decision Making</p> <p>-values and morals</p> <p>-ethical principles</p> <ul style="list-style-type: none"> o Respect for persons o Respect for autonomy o Beneficence and nonmaleficence o Justice o Veracity, confidentiality, & fidelity <p>-ANA code of ethics (accountability & responsibility)</p>	<p>Small group discussion values clarification</p> <p>Small groups viewing interactive program ethics</p> <p>Critical thinking exercise</p> <p>Case studies</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

F. Required Text(s) and Materials:

1. Adams, M. *Pharmacology for Nurses, A pathophysiologic approach*. Prentice Hall, 2004.
2. Doenges, M., Moorhouse, M. *Nursing Diagnosis Manual*. F.A. Davis Co. 2005.
3. Grodner, Anderson, DeYoung. *Foundations and Clinical Applications of Nutrition. A Nursing Approach*. 3rd Ed. Mosby 2003.
4. Morris, D.G. *Calculate with Confidence*. 3rd Edition. Mosby 2002.
5. Nurse Pack (student orders via telephone or email)
6. Nursing 101 Booklet
7. Perry and Potter, *Clinical Nursing Skills and Techniques, 6th Ed. with Nursing Skills CD-ROMs (Student Version)*. Mosby, 2006.
8. Potter, P., Perry, A. *Fundamental of Nursing Text*. 6th Ed. Mosby, 2004.
9. Springhouse, *Fluid and Electrolytes Made Incredibly Easy*. Springhouse, 2005.
10. Stedman's Medical Dictionary for the Health Professions and Nursing, 5th Ed. Lippincott, 2005.
11. Wilson, *Nurse's Drug Guide, 2006*. Prentice Hall, 2006.

Recommended

- Doenges, M., Moorhouse, M. *Nurse's Pocket Guide/Diagnoses, Interventions, and Rationales*. 9th Ed. F.A. Davis Co. 2004.
- Nugent, P., *Fundamentals success, A course review applying critical thinking to test taking*. F. A. Davis, 2004.
- Potter, P; .Perry, A. *Study Guide for Fundamentals of Nursing, 6th Ed*.
- Springhouse, *Dosage Calculations Made Incredibly Easy, 2nd Ed*. Springhouse, 2005.

- G. Information Technology:** Students are expected to access Web CT Vista on a regular basis. Faculty will utilize this media to communicate with students both individually and as a group/class. Written assignments can be submitted via this method, including reflective journals.

4/2005