

NUR 110 NURSING I

COURSE DESCRIPTION:

Prerequisites: ACA 111, BIO 168, BIO 169, ENG 111, ENG 112 or ENG 113, PSY 150, SOC 210, and Admission to the Associate Degree Nursing program; listing as a Nursing Assistant I in North Carolina

Corequisites: BIO 275

This course introduces concepts, which are basic to beginning nursing practice. Emphasis is on introducing the nurse's role as provider of care, manager of care, and member of the nursing discipline. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. Theoretical emphasis is on the nursing process and the concepts of basic human needs, communication, as well as teaching and learning principles. Course Hours Per Week: Class, 5. Lab, 3. Clinical, 6. Semester Hours Credit, 8.

Placement in the curriculum: First Semester

LEARNING OUTCOMES:

I. PROVIDER OF CARE

Upon completion of this course, the student should:

- A. Use the nursing process as a basis for solving problems, specifically:
 1. Utilize the client, family, health care team and printed and/ or electronic records to obtain subjective and objective assessment data to include physiological, psychological, spiritual, cultural and educational needs.
 2. Identify cultural practices specific to the client and family.
 3. Differentiate normal from abnormal components of the client's health state.
 4. Select 1-2 nursing diagnoses, from a selected list, based on the database for a specific client.
 5. Collaborate with the client to establish realistic and measurable client-centered outcomes.
 6. Identify appropriate nursing interventions.
 7. Utilize specific theories of development for planning age-appropriate care for clients.
 8. Implement a plan of care for one client involving the client in decision making and care management.
 9. State if client outcomes were met or not met.
 10. Revise plan of care as needed.

- B. Assess the client's reaction to health-illness in relation to developmental level and ability to meet needs, specifically:

1. Discuss the impact of society, environment and developmental stage on the client's health status.
 2. Identify basic principles of growth and development.
 3. Identify coping strategies utilized by clients of various developmental stages.
 4. List health care needs common to clients of various developmental stages.
 5. Utilize developmental milestones in the assessment of client needs.
 6. Describe the effects of illness on the developmental tasks of clients.
 7. Discuss the importance and influence of significant others on the individual in various developmental stages.
 8. Assess the client's ability to meet basic human physiological and psychosocial needs according to developmental stage.
 9. Plan basic nursing measures to assist one client in meeting basic physiological needs of oxygenation, temperature regulation, nutrition, mobility, elimination and rest/sleep/activity according to developmental age.
 10. Plan basic nursing measures to assist one client in meeting human psychosocial needs of safety, love and belonging, self-esteem, hygiene, comfort, rest/sleep/activity.
- C. Perform nursing measures by employing evidence-based nursing research as well as principles and concepts from selected arts and sciences, specifically:
1. Utilize principles of safety in providing care to adults and children.
 2. Incorporate universal precautions in nursing care.
 3. Demonstrate basic nursing measures to assist one client in meeting basic physiological needs of oxygenation, temperature regulation, nutrition, mobility, elimination and rest/sleep/activity according to developmental age.
 4. Demonstrate basic nursing measures to assist one client in meeting human psychosocial needs of safety, love and belonging, self-esteem, hygiene, comfort, rest/sleep/activity.
 5. Explain scientific principles supporting basic nursing skills.
 6. Identify the client's response to treatments and progress toward meeting client outcomes.
 7. Assess the client medication regimen.
 8. Identify changes in the client health status immediately.
- D. Demonstrate caring behaviors, specifically:
1. Provide the client with comfort, privacy, safety and clean surroundings.
 2. Communicate respect and empathy to the client.
 3. Provide the client with choices about nursing care.
 4. Establish a trusting relationship with the client.
 5. Establish a helping relationship with the client.
 6. Demonstrate age-appropriate verbal and non-verbal communication with the client.
 7. Identify barriers to effective nurse/client communication.
 8. Modify communication techniques to meet the client's cultural, spiritual and psychosocial needs.
 9. Respect the rights of the client as related to cultural diversity and developmental stage.
- E. Utilize teaching and learning principles to support and promote healthy lifestyles, specifically:
1. Assess learning needs of the client based on cultural and developmental influences.

2. Consistently implement client/family teaching for specific nursing interventions.
3. Utilize specific theories in providing age-appropriate teaching for the client.

II. MANAGER OF CARE

Upon completion of this course, the student should:

- A. Provide appropriate, quality nursing care, specifically:
 1. Utilize evidence-based standards of care in performing nursing measures.
 2. Complete assigned care.
 3. Define Quality Improvement.
- B. Coordinate the delivery of nursing care, specifically:
 1. Provide organized care for one client.
 2. Ask for assistance from appropriate individuals when needed.
 3. Assist peers and staff as needed.
 4. Identify other health care team members
- C. Practice in a cost-effective manner
 1. Describe the cost effectiveness of health promotion/maintenance relative to illness.
 2. Utilize minimal supplies in the delivery of nursing care.

III. PROFESSIONAL

Upon completion of this course the student should:

- A. Practice within a professional, ethical and legal framework, specifically:
 1. Describe the role of the ADN student in the delivery of nursing care.
 2. Discuss the use of policy and procedure manuals.
 3. Discuss the Nursing Practice Act.
 4. Adhere to workplace confidentiality.
 5. Describe the AHA Patient Bill of Rights.
 6. List behaviors consistent with the profession.
 7. Discuss the Nursing Code of Ethics
- B. Follow appropriate protocol for communicating nursing care, specifically:
 1. Identify appropriate verbal and non-verbal communication, which conveys a caring attitude toward colleagues.
 2. Identify the importance of nursing documentation and reporting of significant data to the health care team and instructors in a timely manner.
 3. Identify other disciplines within the health care team.
 4. Document significant data in a timely manner.
 5. Utilize information technology to support and communicate the planning and provision of care.
 6. Report to the health care team and instructor significant data in a timely manner.
- C. Assume responsibility for self-development and continued learning, specifically:
 1. Discuss the importance of setting learning goals.
 2. Identify personal learning issues.
 3. Identify ways in which evidence-based information can be utilized.

OUTLINE OF INSTRUCTION

- I. The Nature of Nursing
 - A. Historical Perspectives
 - B. Contemporary Nursing Practice
 - C. Roles and Functions of the Nurse
 - D. Professionalization
 - E. Factors Influencing Contemporary Nursing Practice
 - F. Nursing Organizations
 - G. Nursing Education and Research
- II. Health Promotion, Wellness, and Culture
 - A. Health Promotion
 - B. Health, Wellness, and Illness
 - C. Individual, Family, and Community Health
 - D. Culture and Ethnicity
 - E. Spirituality
 - F. Holistic Healing Modalities
- III. Therapeutic Communication in Nursing
 - A. The Helping Relationship
 - B. Communication and the Nursing Process
 - C. Stress and Coping
- IV. Lifespan Development
 - A. Concepts of Growth and Development
 - B. Development from Conception through Adolescence
 - C. Development from Young through Older Adulthood
- V. Skin and Wound Care
 - A. Skin integrity
 - B. Common alterations
 - C. Wounds and wound healing
 - D. Pressure ulcers
- VI. Concepts of Nutrition
 - A. Categories of Nutrients
 - B. Dietary Recommendations for Healthy Americans
 - C. Socio-cultural Influences on Diet
 - D. Assessing Diet and Nutritional Needs
 - E. Food Preparation, Storage and Safety
 - F. Feeding Clients with Special Needs
- VII. The Nursing Process
 - A. Critical Thinking and the Nursing Process
 - B. Assessment

- C. The Nursing Diagnosis
 - D. Planning Client Care
 - E. Implementing and Evaluating Nursing Care
 - F. Documentation
- VIII. Pharmacology Concepts in Nursing Practice
- A. Drug Standards
 - B. Legal Aspects of Drug Administration
 - C. Effects of Drugs
 - D. Drug Misuse
 - E. Administration Routes
 - F. Medication Orders
 - G. Classification of Drugs
 - H. Medication Calculation
- IX. Sleep and Rest
- A. Functions and Physiology of Sleep
 - B. Variations in Sleep Patterns throughout the Life Span.
 - C. Types of Sleep
 - D. Common Sleep Disorders
- X. Legal and Ethical Issues relating to Nursing Practice
- A. Legal Aspects of Nursing
 - B. Values, Ethics, and Advocacy
- XI. Contemporary Health Care
- A. Health Care Delivery Systems
 - B. Community-based Nursing and Care Continuity
 - C. Home Care
 - D. Quality Improvement
 - E. Evidence-Based Practice in Nursing
 - 1. The Research Process
 - 2. Nursing Activities in Research
 - 3. Quantitative and Qualitative Approaches

REQUIRED TEXTBOOKS

- Berman, A., Snyder, S. J., Kozier, B., and Erb, G. (2008). Fundamentals of Nursing: Concepts, Process, and Practice. 8th Ed. New Jersey: Prentice Hall. (978-0-13-171468-7)
- Dudek, S. (2007). Nutrition Essentials for Nursing Practice. 5th Ed. Philadelphia: Lippincott, Williams & Wilkins. (978-0-7817-6651-6)
- Hoefler, P. (2007). Test-Taking Strategies for Beginning Nursing Students. 5th Ed. Maryland: Meds Publishing. (978-1-56533-514-1)
- Karch, A. (2008). Focus on Nursing Pharmacology. 4th Ed. Philadelphia: Lippincott, Williams & Wilkins (978-07817-9047-5)
- Lipe, S. and Beasley, S. (2004). Critical Thinking in Nursing: A Cognitive Skills Workbook. Philadelphia: Lippincott Williams & Wilkins. (0-7817-4042-8)

Pickar, G. Dosage Calculations. 7th Ed. (2004). Clifton Park, NY: Thomson Delmar Learning. (0-7668-6286-0)

Smith, S. F., Duell, D. J., & Martin, B. C. (2008). Clinical Nursing Skills: Basic to Advanced Skills. 7th Ed. New Jersey: Prentice Hall (2004). (978-0-13-224355-1)

Sparks, S. M., & Taylor, C. M. Nursing Diagnosis Reference Manual. 6th Ed. Pennsylvania: Springhouse (2004). (1-58255-292-4)

Mosby's Medical, Nursing & Allied Health Dictionary. 7th Ed. St. Louis: Mosby. (2006). (139780323035620)

OR

Taber's Cyclopedic Medical Dictionary (1996). 20th Ed. Philadelphia: F. A. Davis. (0-8036-1263-X)

SUGGESTED TEXTBOOKS:

Berman, A., Snyder, S. J., Kozier, B., and Erb, G. Clinical Handbook for Fundamentals of Nursing. 8th ed. New Jersey: Prentice Hall (2007). (0-13-188933-8)

Hogan, M. A., Bowles, D., & White, J. E., (2003). Nursing Fundamentals Reviews & Rationales. New Jersey: Prentice Hall. (0-13-030455-7)

Myers, E. RNotes Nurse's Clinical Pocket Guide. Philadelphia: F. A. Davis (2007). (0-8036-1060-2)

Nugent, P. (2008). Fundamentals Success. Philadelphia: F. A. Davis (0-8036-1921-0)

Wilson, B. A. Nursing Drug Guide 2008. New Jersey: Prentice Hall.

OR

Any drug guide *for nurses* published within the past 2 years

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.