# COURSE INFORMATION

## Course Name: NUR 102 – Fundamentals of Nursing – PCS/BOOST

## Credit Hours

Theory 3 credit hours

Lab 2 credit hours

Clinical 3 credit hours

Total 6 credit hours

**Total Contact Hours 12**

**NOTE: COMPLETION OF THIS COURSE DOES NOT ADMIT YOU TO THE NURSING PROGRAM.**

## Instructor and Contact Information:

Instructor: TBD

Office: TBD

Phone: xxx-xxx-xxxx

Fax: xxx-xxx-xxxx

Email: TBD

Office Hours: TBD

### Contacting the Instructor

Contact with your instructor may be done through “College” Email, “LMS” email or phone. Preferable contact should be done through XXXXXX Email. The instructor will contact you back as soon as possible, however, please understand that on some days faculty are off campus and in a clinical setting with limited access to internet connections. Faculty do check internet and phone messages regularly and will respond within 48 hours of initial request: excluding holidays and weekends.

## Class Meeting Dates, Times, and Location

**Course Number:** TBD

**Day & Time:** TBD

**Building/Room Number:** TBD

Note: Clinical dates and times are TBA

The program utilized for recording the class lectures is not fail-proof. As with any form of technology, glitches occur and create delays in recording and/or releasing of lectures; therefore, you cannot rely solely on class recordings for learning the material. Reading, studying, and reviewing Power Points are each a part of your responsibility in order to be successful.

## Course Description

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

## Prerequisite(s) and Co-Requisite(s)

Admission into Patient Care Specialist Program or approval to take the course as part of BOOST.

## Professional Competencies and Objectives

Unless otherwise indicated, evaluation of student’s attainment of cognitive and performance objectives is based on knowledge and skills gained from this course. Competencies specified for each module may be set by certification agencies, national and state codes, health care facility policies, locally developed lab/clinical assignments, or any combination. Students are expected to utilize relevant technology for client care and documentation.

### MODULE A

A1.0 Promote safe and secure environment.

A1.1 Provide environmental safety and security.

* A1.1.1 Identify safety risk factors.
* A1.1.2 Explain body mechanics risk factors.
* A1.1.3 Explain positioning, transfer, and ambulation.
* A1.1.4 Define environmental hazards.
* A1.1.5 Identify safety restraints.
* A1.1.6 Explain guidelines and risk factors for using safety restraints.
* A1.1.7 Explain the process of using safety restraints.
* A1.1.8 Identify the hazards of immobility
* A1.1.9 Identify the nurse’s role in disaster management.
* A1.1.10 Identify issues related to risk management.
* A1.1.11 Explain the importance of risk management.

A1.2 Demonstrate aseptic techniques.

A1.2.1 Identify types of asepsis

* A1.2.2 Explain medical and surgical aseptic procedures including isolation.
* A1.2.3 Explain the chain of infection.
* A1.2.4 Explain the infectious process.
* A1.2.5 Explain the consequences of infection.
* A1.2.6 Explain the inflammatory process.
* A1.2.7 Identify diagnostic values related to inflammation and infection.
* A1.2.8 Identify OSHA guidelines for healthcare providers, including isolation.
* A1.2.9 Identify standard precautions

A1.3 Demonstrate reporting procedures and techniques for safety and security.

* A1.3.1 Identify measures that ensure a secure environment.
* A1.3.2 Define documentation processes for safety and security.
* A1.3.3 Explain the process of reporting breaches in safety and security.

### MODULE B – INTEGUMENTARY SYSTEM ALTERATIONS

B1.0 Provide care for clients with selected integumentary system alterations.

B1.1 Assess a client for selected integumentary system alterations.

* B1.1.1 Explain the anatomy and physiology of integumentary system.
* B1.1.2 Define terms associated with integumentary system alterations.
* B1.1.3 Identify causes of integumentary system alterations.
* B1.1.4 Describe diagnostic tests for selected integumentary system alterations.
* B1.1.5 Describe selected integumentary system alterations.
* B1.1.6 Interpret clinical manifestations to determine necessary care for selected integumentary system alterations.
* B1.1.7 Define terms associated with integumentary system alterations.
* B1.1.8 Identify causes of integumentary system alterations.
* B1.1.9 Describe diagnostic tests for selected integumentary system alterations.
* B1.1.10 Describe selected integumentary system alterations.

B1.2 Develop a nursing care plan to provide care for a client with selected integumentary system alterations.

* B1.2.1 Describe the pharmacological agents for selected integumentary system alterations.
* B1.2.2 Describe nutritional considerations for treating selected integumentary system alterations.
* B1.2.3 Identify treatment modalities for selected integumentary system alterations.

B1.3 Implement a nursing care plan to provide for a client with selected integumentary system alterations.

* B1.3.1 Describe the process for implementing a nursing care plan to treat selected integumentary system alterations

B1.4 Evaluate the effectiveness and interventions for a client with integumentary system alterations.

* B1.4.1 Identify expected outcomes of treatment modalities for selected integumentary system alterations.
* B1.4.2 Use critical thinking to prioritize management of care.

### MODULE C – ACTIVITIES OF DAILY LIVING

C1.0 Assist clients with activities of daily living.

C1.1 Given scenarios and various clinical settings demonstrate assisting clients with activities of daily living.

* C1.1.1 Describe typical activities of daily living.
* C1.1.2 Explain the process of providing hygiene.
* C1.1.3 Identify special equipment for activities of daily living.
* C1.1.4 Explain how to assist with toileting needs.
* C1.1.5 Identify equipment and techniques to assist with mobility.
* C1.1.6 Identify measures to maintain skin integrity.
* C1.1.7 Describe measures that promote a therapeutic environment.

### MODULE D – VITAL SIGNS

D1.0 Assess vital signs

D1.1 Assess vital signs

* D1.1.1 Define terminology related to assessing vital signs.
* D1.1.2 Identify equipment used for measuring temperature.
* D1.1.3 Explain the process for assessing temperature.
* D1.1.4 Identify equipment used for measuring pulse (central and peripheral).
* D1.1.5 Explain the process for measuring pulse (central and peripheral).
* D1.1.6 Identify equipment used for measuring respiration.
* D1.1.7 Explain the process for measuring respiration.
* D1.1.8 Identify equipment used for measuring blood pressure.
* D1.1.9 Explain the process of measuring blood pressure.
* D1.1.10 Identify assessment tools for measuring pain
* D1.1.11 Explain the process of measuring pain
* D1.1.12 Recognize abnormal findings.
* D1.1.13 Explain the relationship between vital sign measures.

D1.2 Document vital signs.

* D1.2.1 Describe considerations for documenting vital signs.

### MODULE E – THERAPEUTIC COMMUNICATION SKILLS

E1.0 Use therapeutic communication skills.

* E1.1 Establish a therapeutic nurse-client/family relationship.
* E1.1.1 Explain confidentiality.
* E1.1.2 Define the nurse-client/family relationship.
* E1.1.3 Explain the process of establishing and maintaining an effective nurse-client/family relationship.

E1.2 Demonstrate effective communication skills.

* E1.2.1 Define communication.
* E1.2.2 Define therapeutic and non-therapeutic communication.
* E1.2.3 Differentiate between therapeutic and non-therapeutic communication.
* E1.2.4 Identify barriers to effective communication.
* E1.2.5 Explain how to overcome barriers to effective communication.
* E1.2.6 Identify basic concepts related to teaching and learning activities.
* E1.2.7 Describe considerations for performing teaching and learning activities.

E1.3 Document and report client information.

* E1.3.1 Identify information to record.
* E1.2.2 Define therapeutic and non-therapeutic communication.
* E1.3.2 Describe types and categories of documentation consistent with organizational policy.
* E1.3.3 Explain the process of reporting and documenting client information.

E1.4 Demonstrate professional communication among members of the healthcare team.

* E1.4.1 Identify strategies to promote professional communication among healthcare team members.

### MODULE F – PROFESSIONAL BEHAVIOR

F1.0 Demonstrate professional behaviors.

F1.1 Given scenarios and various clinical settings, demonstrate professional behaviors associated with nursing.

* F1.1.1 Describe nursing from a historical perspective.
* F1.1.2 Identify the educational career paths available to nurses.
* F1.1.3 Describe competencies associated with each level of nursing.
* F1.1.4 Define the roles of the nurse as a provider of care, manager of care, and member of the discipline of nursing.
* F1.1.5 Identify the professional behaviors expected of nurses.
* F1.1.6 Identify caring behaviors associated with nursing.
* F1.1.7 Differentiate the scope of practice for LPNs and RNs as related to teaching and learning activities for the client, family, and community.
* F1.1.8 Explain the importance of adhering to standards of nursing practice.
* F1.1.9 Explain legal and ethical issues related to nursing.
* F1.1.10 Explain the importance of adhering to nursing program and healthcare facility policies and procedures.
* F1.1.11 Describe the consequences of substance abuse by healthcare providers.
* F1.1.12 Describe the nurse’s responsibilities in maintaining an environment free of substance abuse.
* F1.1.13 State the roles of regulatory agencies, accrediting bodies and professional organizations related to nursing.

### MODULE G – PROVIDING NEEDS-BASED CARE

G1.0 Provide needs-based care according to Maslow’s Hierarchy.

G1.1 Given scenarios and various clinical settings, provide needs-based care for client/family.

* G1.1.1 Define Maslow’s Hierarchy of Needs.
* G1.1.2 Describe needs throughout the lifespan.
* G1.1.3 Explain the impact culture and ethnicity can have on care during the lifespan.
* G1.1.4 Explain how spirituality can impact care during the lifespan.
* G1.1.5 Explain how sexuality can impact care during the lifespan.
* G1.1.6 Explain how anxiety, stress, and adaptation affect homeostasis throughout the lifespan.
* G1.1.7 Describe the effect of grief and loss throughout the lifespan.
* G1.1.8 Describe considerations for recording client care.

### MODULE H – NURSING PROCESS AND CRITICAL THINKING

H1.0 Utilize the nursing process and critical thinking skills.

H1.1 Apply the nursing process.

* H1.1.1 Define the nursing process.
* H1.1.2 Identify the steps of the nursing process.
* H1.1.3 Identify data required for assessment and documentation.
* H1.1.4 Explain the process for gathering assessment data.
* H1.1.5 Explain the process for developing a nursing diagnosis using North American Nursing Diagnosis Association (NANDA).
* H1.1.6 Review data to develop an acceptable NANDA nursing diagnosis.
* H1.1.7 Define the process for identifying goals.
* H1.1.8 Define a measurable goal.
* H1.1.9 Identify nursing interventions related to goal attainment.
* H1.1.10 Explain considerations for evaluating goal attainment.

H1.2 Demonstrate critical thinking while providing nursing care.

* H1.2.1 Define the critical thinking process.
* H1.2.2 Use the critical thinking process to make decisions.

### MODULE I – COMFORT, PAIN, SLEEP, AND REST MANAGEMENT

I1.0 Manage comfort, pain, sleep, and rest.

I1.1 Given scenarios and various clinical settings provide comfort measures for pain management, sleep and rest promotion.

* I1.1.1 Define terms associated with comfort, pain, sleep, and rest.
* I1.1.2 Explain techniques to promote comfort.
* I1.1.3 Explain techniques to manage pain.
* I1.1.4 Explain the process of promoting sleep.
* I1.1.5 Explain the process of promoting rest.

I1.2 Apply the nursing process to manage comfort, pain, sleep, and rest.

* I1.2.1 Explain the application of the nursing process in managing comfort, pain, sleep, and rest.

### MODULE J – NUTRITION/FLUID BALANCE

J1.0 Provide nutrition/fluid balance.

* J1.1 Identify nutrition and fluid intake and output requirement across the lifespan.
* J1.1.2 Describe nutrition and fluid balance.
* J1.1.3 Differentiate between the values of various types of nutrients.
* J1.1.4 Explain roles of nutrients in the body.
* J1.1.5 Identify diagnostic values related to nutrition and fluid balance.
* J1.1.6 Identify food sources for nutrients.
* J1.1.7 Explain types of therapeutic diets.
* J1.1.8 Explain the relationship of prescribed diet to nutritional/fluid balance.
* J1.1.9 Identify equipment for measuring nutrition and fluid intake and output.
* J1.1.10 Calculate nutritional/fluid intake and output.
* J1.1.11 Explain the process of monitoring client nutritional intake and output.
* J1.1.12 Explain documentation requirements for nutrition and fluid intake and output.

J1.2 Demonstrate various methods for enteral and parenteral feeding.

* J1.2.1 Define enteral feedings.
* J1.2.2 Identify equipment used for enteral feedings.
* J1.2.3 Explain the procedure for initiating enteral feedings.
* J1.2.4 Explain the procedure for inserting a nasogastric tube.
* J1.2.5 Define parenteral therapy.
* J1.2.6 Describe equipment requirements for parenteral therapy.
* J1.2.7 Describe the types, purposes, operations of various GI tubes.

### MODULE K – MAINTAINING OXYGENATION

K1.0 Maintain oxygenation.

K1.1 Maintain airway.

* K1.1.1 Define terms associated with oxygenation.
* K1.1.2 Explain the physiology of oxygenation.
* K1.1.3 Explain the process of oxygen administration.
* K1.1.4 Explain the process of nasopharyngeal suctioning.
* K1.1.5 Explain the process for specimen collection.
* K1.1.6 Identify diagnostic values related to oxygenation.
* K1.1.7 Explain pulse oximetry.
* K1.1.8 Explain the process of connecting a pulse oximeter.

K1.2 Demonstrate emergency techniques.

* K1.2.1 Identify emergency techniques for restoring oxygenation.
* K1.2.2 Explain the process of using various emergency techniques for restoring oxygenation.

K1.3 Apply the nursing process to maintaining oxygenation.

* K1.3 1 Explain the process of applying the nursing process to maintaining oxygenation.

### MODULE L – ELIMINATION

L1.0 Promote, maintain, and restore elimination.

L1.1 Provide interventions to promote, maintain, and restore bowel/bladder elimination.

* L1.1.2 Identify procedures for assisting with bowel/bladder elimination.
* L1.1.3 Identify equipment used for different types of catheterization.
* L1.1.4 Explain the procedures for different types of catheterization.
* L1.1.5 Identify types of bladder irrigation.
* L1.1.6 Identify equipment used for bladder irrigation.
* L1.1.7 Explain the procedures for bladder irrigation.
* L1.1.8 Identify types of specimen collection.
* L1.1.9 Identify equipment used for specimen collection.
* L1.1.10 Identify techniques for specimen collection.
* L1.1.11 Identify types of enemas.
* L1.1.12 Identify equipment used for different types of enemas.
* L1.1.13 Explain the procedures of performing an enema.
* L1.1.14 Explain procedures for removing fecal impactions.
* L1.1.15 Identify the types of ostomies.
* L1.1.16 Identify equipment used for different types of ostomy care.
* L1.1.17 Explain the procedures for types of ostomy care.

L1.2 Apply the nursing process to promote, maintain, and restore elimination.

* L1.2.1 Explain the process of applying the nursing process to promote, maintain, and restore elimination.

L1.3 Document and report interventions.

* L1.3.1 Explain the process of documenting and reporting interventions related to bowel/bladder eliminations.

### MODULE M – AGING PROCESS

M1.0 Explain issues associated with the aging process.

M1.1 This module is measured cognitively.

* M1.1.1 Define terms associated with the older adult.
* M1.1.2 Explain biological, sociological and psychological theories of aging.
* M1.1.3 Explain the most common psychosocial changes faced by older adults in various cultures.
* M1.1.4 Explain current social problems/issues concerning the older adult.
* M1.1.5 Describe the most common methods of financing health care for the older adult population in the country.
* M1.1.6 Describe the most common changes in physical appearance, body system alterations and the nursing implications.
* M1.1.7 Explain ways in which the older adult can promote and maintain good health.

## Textbooks and Other Learning Resources

### Required Resources:

Treas, L., & Judith, W. (2014). Basic Nursing: Concepts, Skills and Reasoning. Philadelphia: F. A. Davis Company.

F. A. Davis Student Resources at [F.A. Davis Student Resources](http://davisplus.fadavis.com/Index.aspx%20)

Reliable Internet computer access

Equipment & Patient Care Specialist Attire:

Assessment Technologies Institute, LLC Resources at [Assessment Technologies Institute](http://www.atitesting.com)

## Outline Of Modules

### Unit I

* Module A – Safety (Skills); Module F – Professional Behavior (Theory)

### Unit II

* Module D- Vital Signs (Skills); Module C- Activities of Daily Living (Skills)
* Module H- Nursing Process and Critical Thinking (Theory)

### Unit III

* Module E- Therapeutic Communication (Theory); Module L- Elimination (Skills)
* Module J- Nutrition/Fluid Balance (Skills)

### Unit IV

* Module B- Integumentary System Alterations (Skills); Module K- Oxygenation (Skills)

### Unit V

* Module M- Aging Process (Theory); Module I- Comfort, Pain, Sleep, and Rest (Theory)
* Module G- Providing Needs Based Care (Theory)

Application of the nursing process incorporates guidelines provided by the following: Quality and Safety for Nurses (QSEN), Healthy People 2020, The Joint Commission, and Advancing Care Excellence for Seniors (ACES).

## EVALUATION AND ASSESSMENT

### Evaluation Blueprint

Unit Exam (5) 60%

Comprehensive Final 30%

Safety Validation 3%

A.T.I. Skills Modules (10) 3%

A.T.I. Fundamental Exam 4%

**Class Grade** 100%

### ****Calculating Course Grade****

Average of exam scores multiply by 0.6

Final exam score multiply by 0.3

1st attempt score multiply by 0.03

Average of scores multiply by 0.03

A.T.I. points 100 Total Points (Course Grade)

The grading scale for will be as follows:

| **Grade** | **Scale** |
| --- | --- |
| A | 90 to 100 |
| B | 80 to 89 |
| C | 75 to 79 |
| D | 60 to 74 |
| F | Below 60 |

Safety Validation Exam (Located on [LEARNING MANAGEMENT SYSTEM])

## Minimum Hardware and Software Requirements

## [LEARNING MANAGEMENT SYSTEM]

## Student Responsibilities

The student is responsible for the following:

* Attending class as scheduled.
* Pacing self to prepare, through study and completion of all chapter exercises and suggested activities.
* Taking quizzes/exams on the dates indicated on the course calendar.
* Contacting the instructor for questions in regard to this course and its content.

## Statement of Discrimination and Harassment

## Americans with Disabilities

## Tentative Course Calendar and Schedule

A tentative course calendar/schedule will be posted on Blackboard and discussed in class.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites, and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

## STUDENT ACKNOWLEDGEMENT

Please sign acknowledgement of all policies on form and submit to the instructor on the first day of class or when requested.

1. I acknowledge that I have received and understand the content of the course syllabus for PCS/BOOST NUR 102.
2. I agree to communicate with course faculty through the [LMS] page established for the Course.
3. I will abide by the Academic Integrity Pledge as published in the [College] Catalog.
4. I agree to have my grades posted via [LMS] in a secure format.
5. I acknowledge that I have read and understand the content of the current [College] Patient Care Specialist Student Handbook.
6. Students will maintain confidentiality of client information and respect the client’s right to privacy. It is illegal according to the provisions of the Health Information Portability and Accountability Act (HIPAA) of 1996 and unethical to reveal client identity or information without the client’s permission. All students must have a signed Responsibility and Confidentiality Statement on file before beginning clinical. Written assignments will have no identifying client information. Information will only be shared with nursing faculty/clinical group within the HIPAA provisions. Discussions of client situations will be conducted in private or clinical conferences for the express purpose of student learning. NO DISCUSSIONS about clients may take place in hallways, elevators, cafeterias, or outside the agency setting. Accessing confidential client information without the legal or ethical foundation for doing so may result in disciplinary actions. A breach of this policy may result in dismissal from the program, denial of readmission as well as imprisonment and fines under HIPAA regulations.
7. I will abide by the cell phone/electronic device policy as published in the [College] Catalog and the Patient Care Specialist Student Handbook.
8. I have read and understand the Essential Functions and agree to notify the Course Coordinator of any changes in my status.
9. I understand that the catalog for [College] is available online with all pertinent policies.
10. I have read and agree with the exam review process.
11. I have read and agree to comply with the clinical attendance and make-up policy. I understand this policy is effective for clinical, clinical lab, and simulation experiences.
12. I have read and understand the ATI requirement and remediation policy for this course.
13. I have read and agree to abide by the Professionalism Warning System.
14. I consent to still photography and continuous AV digital recording while in the [College] Simulation Center and/or Skills Lab.
15. I understand that I am required to wear my ID badge and scrubs while I am on campus.
16. I understand that completion of this course does not admit me to the nursing program.

| Student Acknowledgement |
| --- |
| Student Signature: |
| Printed Name: |
| Date: |

| This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites, and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership. |
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