

# NURS-1010: INTRODUCTION TO PATIENT CARE CONCEPTS

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## Cuyahoga Community College

**Viewing: NURS-1010 : Introduction to Patient Care Concepts**

**Board of Trustees:**

MAY 2025

**Academic Term:**

Fall 2025

**Subject Code**

NURS - Nursing

**Course Number:**

1010

**Title:**

Introduction to Patient Care Concepts

**Catalog Description:**

Introduces basic concepts necessary to care for patients within a variety of health care settings, specifically focusing on long term care settings. Emphasis on developing observation and communication skills, safety and emergency procedures, mobility/ergonomics, promoting and respecting patient rights, personal and restorative care, basic nursing skills, mental health and social service needs, and infection control. Successful course completion qualifies student to register for state nurse aid exam and Ohio Department of Health STNA Certificate of Completion.

**Credit Hour(s):**

4

**Lecture Hour(s):**

1

**Lab Hour(s):**

5.27

**Other Hour(s):**

3.73

**Other Hour Details:**

56 hours of clinical lab experience and 79 hours of on campus lab experience

## Requisites

**Prerequisite and Corequisite**

ENG-0995 Applied College Literacies, or appropriate score on English placement test; and MATH-0955 Beginning Algebra; or concurrent enrollment in MATH-0970 Essential Skills for Probability and Statistics and MATH-1410 Elementary Probability and Statistics; or qualified MATH placement; and NURS-1000 Introduction to Health Care Concepts, and departmental approval: cleared background check and successful completion of the HESI.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

## Outcomes

**Course Outcome(s):**

Provide safe, quality, evidence-based, patient-centered nursing care within the long term care setting to diverse patient populations throughout the lifespan.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

**Objective(s):**

1. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.
2. Identify patient needs based on assessment findings.
3. Promote factors that create a culture of safety.
4. Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
5. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.
6. Deliver care within expected time frame.
7. Provide patient-centered transitions of care and hand-off communications to ensure the receiving caregiver has the knowledge needed to provide safe care.
8. Demonstrate cultural awareness/sensitivity when providing care to diverse patients in a variety of healthcare settings.
9. Accurately document all aspects of patient care.
10. Calculate medication dosages for a specified patient scenario.

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**Course Outcome(s):**

Participate in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support systems.

**Objective(s):**

1. Identify communication techniques used by members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
2. Identify the interprofessional healthcare professionals with whom the nurse works when providing care to patients.
3. Discuss how the interprofessional team impacts patient safety and quality improvement.
4. Describe conflicts that may occur in the healthcare setting.

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**Course Outcome(s):**

Participate in quality improvement processes to improve patient care.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Identify information about quality improvement projects within the long term care setting.
2. Begin to identify gaps between local and best practice, and provide recommendations for closing the gaps.
3. Implement National Patient Safety Goals in all applicable patient care settings.

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**Course Outcome(s):**

Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

**Objective(s):**

1. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
2. Apply patient care technologies to address the needs of a diverse patient population.

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**Course Outcome(s):**

Introduce leadership, management, legal, and ethical guidelines in practice.

**Objective(s):**

1. Practice within the legal and ethical frameworks of nursing practice.
2. Discuss planned patient care within the context of the Ohio Department of Health (ODH), Nurse Aide Training Competency (NATCEP), American Nurses Association (ANA), and National Association for Practical Nurse Education and Service (NAPNES) Standards of Practice.
3. Demonstrate accountability for nursing care given by self.
4. Serve as a patient advocate.

**Methods of Evaluation:**

1. Case studies
2. Case presentations
3. Clinical evaluation tool
4. Lab skills check off
5. Quizzes
6. Examinations

**Course Content Outline:**

1. **Infection**
  - a. Infection control
  - b. Hand and body hygiene
  - c. Hospital acquired infection (HAI)
  - d. Personal protective equipment (PPE)
  - e. Specimen collection
2. **Functional Ability**
  - a. Activities of daily living (ADLs)
    - i. Oral hygiene
    - ii. Bathing
    - iii. Additional personal care skills
    - iv. Basic restorative services
  - b. Self-care
  - c. Sensory deficits-hearing/vision
  - d. Physical activity
  - e. Promoting independence and respecting rights
  - f. Basic nursing skills
    - i. Observational skills
    - ii. Recognizing changes in body functioning
    - iii. Recognizing signs and symptoms of common diseases
    - iv. Bed-making techniques and comfort measures
    - v. Admission and discharge
3. **Thermoregulation**
  - a. Hyperthermia
  - b. Hypothermia
4. **Health Promotion**
  - a. Vital signs
  - b. Basic facts and misconceptions about the elderly standards
  - c. Sexuality in aging
  - d. Resident comprehensive assessment, care plan and care
  - e. Special needs populations
5. **Perfusion**
  - a. Oxygen use
  - b. Safety procedures
6. **Mobility**
  - a. Ergonomics
  - b. Restraints
  - c. Mobility/ambulation aides

- d. Prosthetic devices
- e. Preventing complications of immobility
- 7. **Communication**
  - a. Situation, background, assessment, recommendation (SBAR)
  - b. Therapeutic
  - c. Nurse-patient
  - d. Documentation
  - e. Communicating and interacting with residents with impairments
  - f. Communication and interpersonal skills
- 8. **Technology and Informatics**
  - a. Electronic health record (EHR)
  - b. Computerized acuity systems
- 9. **Safety:**
  - a. Basic Life Support (BLS) review
  - b. Occupational Safety and Health Administration (OSHA)
  - c. Joint Commission (JC)
  - d. National patient safety goals
  - e. Fire safety
  - f. Disaster preparedness
  - g. General safety
  - h. Medication dosage calculations
- 10. **Tissue Integrity**
  - a. Pressure ulcers
  - b. Skin-integumentary assessment
  - c. Special skin care
- 11. **Elimination**
  - a. Urinary elimination/catheters
  - b. Incontinence
  - c. Toileting
  - d. Bowel elimination
  - e. Specimen collection
  - f. Intake/output (I/O)
  - g. Bowel and bladder program
- 12. **Collaboration**
  - a. Nurse-to-nurse collaboration
  - b. Nurse and patient family
- 13. **Patient Education**
  - a. Health literacy
  - b. Teaching learning principles
- 14. **Clinical Judgement**
  - a. Decisions about timing of bathing and personal care
  - b. Decisions about extent of bathing and personal care
- 15. **Culture and Spirituality**
  - a. Morals and value
  - b. Cultural sensitivity
  - c. Religion and spirituality
  - d. Caring
- 16. **Health Care Organization**
  - a. Long term care facility as home
  - b. Hospice
- 17. **Health Care Law/Ethics**
  - a. Role and responsibility of the nurse aide
  - b. Policy and procedure manuals
  - c. Legal responsibilities
  - d. Resident rights
- 18. **Nutrition**
  - a. Types of feeding
  - b. Types of diets
  - c. Feeding tubes

- d. Introduction to dosage calculations
  - e. Nutritional assessment
  - f. Malnutrition
  - g. Obesity
  - h. Mealtime
  - i. Nutrition and fluid needs
19. **Cognitive Function**
- a. Confusion
  - b. Care of the confused resident
20. **Coping and Stress**
- a. Emotional and psychological stress
  - b. Death and dying
  - c. Grief and loss
  - d. Mental health and social service needs
  - e. Meeting the basic emotional needs of residents
  - f. Rest and sleep
  - g. Care of the resident with depression
21. **Evidence**
- a. Practice guidelines
  - b. Healthy people initiative
  - c. Qualitative research
  - d. Quantitative research

## Resources

Giddens, Jean Foret. *Concepts for Nursing Practice*. 4th ed. Elsevier Inc., 2025.

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Jarvis, Carolyn. *Physical Examination & Health Assessment*. 9th ed. Elsevier Inc., 2024.

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Potter P.A., Perry, A. G., Stockert, P. A., & Hall, A. M. *Fundamentals of Nursing*. 11th. St. Louis, Missouri: Elsevier Inc, 2023.

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Kostelnick, Clare. *Mosby's Textbook for Long-Term Care Nursing Assistants*, Elsevier Inc., 2024.

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## Resources Other

Clinical Essentials Skills Video's 2017

## Instructional Services

### CTAN Number:

Career Technical Assurance Guide CTLPRN001 and Industry-Recognized Transfer Assurance Guide ITLPRN001 (2 of 5 courses, all must be taken)

Top of page

Key: 4510