NURS-1200: FUNDAMENTALS OF NURSING CONCEPTS

Cuyahoga Community College

Viewing: NURS-1200 : Fundamentals of Nursing Concepts
Board of Trustees:
March 2024

Academic Term:
Fall 2024

Subject Code
NURS - Nursing

Course Number:
1200

Title:
Fundamentals of Nursing Concepts

Catalog Description:
Overview of fundamental concepts important to the practice of nursing including patient care, individualized patient-centered nursing, the healthcare environment, and professional nursing practice. Includes concept analysis and related exemplars necessary to provide basic care to patients. Covers collection of appropriate data necessary to plan safe, quality care to patients and administer medication safely including dosage and calculations. Application of knowledge and skills occurs in the nursing laboratories and clinical setting.

Credit Hour(s):
4

Lecture Hour(s):
2.5
Lab Hour(s):
1.5

Other Hour(s):
3

Other Hour Details:
On Campus Laboratory: 22.5 per semester; Clinical Laboratory: 45 hours per semester

Requisites

Prerequisite and Corequisite
BIO-2331 Anatomy and Physiology I, and BIO-2341 Anatomy and Physiology II or concurrent enrollment, and NURS-1000 Introduction to Health Care Concepts, and NURS-1010 Introduction to Patient Care Concepts, and MATH-1240 Contemporary Mathematics, and PSY-1010 General Psychology, and PSY-2020 Life Span Development or concurrent enrollment; and departmental approval: admission to program.

Outcomes
Course Outcome(s):
Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations within various healthcare settings.

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.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
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. Conduct a head-to-toe assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Identify basic patient needs based on assessment findings.
3. Identify nursing interventions based on assessment findings.
4. Implement patient-centered care that reflects an understanding of human growth and development, pharmacology, nutrition, medical management, and nursing management for patients.
5. Incorporate interventions that create a culture of safety for patients.
6. Discuss information to include in a patient teaching plan considering basic aspects of developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
7. Deliver care within expected timeframe.
8. Utilize effective communication techniques when transitioning care to another health care provider.
9. Incorporate cultural awareness and sensitivity concepts when providing care to diverse patients in a variety of healthcare settings.
10. Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.
11. Document all aspects of patient care provided.
12. Follow essential principles when administering medications to adults across the adult life span.
13. Correctly calculate and administer subcutaneous, intra dermal, intramuscular, tube feedings, ears, eyes, nose drop medications, and IV medications.

Course Outcome(s):

Incorporate the use of clinical judgment to make patient-centered care decisions.

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.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Incorporate clinical judgment to make basic care decisions to ensure safe care in all nursing actions.
2. Begin to use clinical judgment when implementing all steps of the nursing process for patients within various healthcare settings.
3. Recognize potential risks and complications.
4. Identify ways to prioritize patient care.
5. Identify aspects of the clinical microsystem that may impact the nurse's ability to provide safe, quality care.

Course Outcome(s):

Explain how quality improvement processes are used 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. Describe quality improvement processes to ensure safety initiatives and monitor performance measures.
2. Discuss potential gaps related to basic nursing care between local and national standards of practices and competencies in the care of patients.
3. Discuss the importance of analyzing errors and how this is used to identify system improvements.
4. Implement the National Patient Safety Goals in the care of patients.

Course Outcome(s):

Recognize the importance of collaboration and teamwork with members of the interprofessional healthcare team, the patient, and the patient's support systems.

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.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network when providing care.
2. Collaborate with the appropriate interprofessional healthcare team member(s) to communicate data collected during patient care.
3. Describe patient safety and quality improvement within the context of the interprofessional healthcare team in a variety of healthcare settings.
4. Describe the use of conflict resolution principles as needed on the patient care unit.

Course Outcome(s):

Describe how information management principles, systems, and patient care technology are used in the healthcare setting.

Objective(s):

1. Utilize patient care technologies, information systems/technologies, and communication devices to support safe nursing practice in the care of patients.
2. Explain the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.
3. Describe specific patient care technologies used in the care of patients.

Course Outcome(s):

Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for patients.

Objective(s):

1. Provide care within the legal and ethical frameworks used in nursing practice.
2. Interpret the American Nursing Association (ANA), National League for Nursing (NLN), Quality Safety Education for Nurses (QSEN), and National Association for Practical Nurse Education and Services (NAPNES) Standards of Practice.
3. Explain the concept of accountability for nursing care given by self and/or delegated to others as applied to the care of patients.
4. Explain the nurse's role in the process of delegation when working with other healthcare team members.
5. Acts as a patient advocate.
6. Discuss the importance of economic, political, social, and demographic forces on the delivery of health care for patients.

Methods of Evaluation:

1. Concept Maps
2. Case Studies
3. Clinical Evaluation Tool
4. Lab Skills Competency
5. Nursing Care Plans
6. Teaching Plan
7. Quizzes
8. Exams

Course Content Outline:

1. Elimination
   a. Abdominal assessment (GI/GU)
   b. Foley insertion
   c. Enemas
   d. UTI
2. Tissue Integrity
   a. Cellulitis
   b. Skin assessment
   c. Wounds
3. Fluid And Electrolytes

     a. Fluid balance/imbalance (Intake/Output)
     b. Fluid Volume Deficit
     c. Fluid volume excess
     d. Fluid electrolyte needs (Sodium, Calcium, Magnesium, Potassium)

4. Mobility
     a. Musculoskeletal assessment
     b. Immobility

5. Communication*
     a. Subjective Background Assessment Recommendation (SBAR)
     b. Therapeutic
     c. Nurse-patient
     d. Nurse-interdisciplinary team
     e. Documentation

6. Health Promotion*
     a. Primary prevention - vaccinations
     b. Secondary prevention-health screenings/assessment
     c. Tertiary prevention-disease management

7. Nutrition
     a.
     b. Modified diets
     c. Disease-specific diets (HTN)
     d. Malnutrition

8. Perfusion
     a. Cardiovascular (CV) assessment
     b. Hypertension (HTN)

9. Inflammation
     a. Acute Inflammation
     b. Chronic Inflammation

10. Infection
     a. C-diff
     b. Influenza

11. Safety*
     a.
     b.
     c. Quality and Safety Education for Nurses (QSEN)
     d. National Patient Safety Goals (NPSG)
     e. Error prevention
     f. Medication administration
     g. Dosage calculations

12. Gas Exchange
     a. Respiratory assessment
     b. Atelectasis
     c.
     d.

13. Stress & Coping
     a. Fight or flight
     b. Adaptation
     c. Relaxation techniques

14. Functional Ability
     a. Health Assessment
     b. Vital Signs

15. Immunity
     a. Allergic response
     b. Types of Immunity

16. Sensory Perception
     a. Neurological assessment
     b. Sensory Deprivation

17. Informatics and Technology*

     a. Electronic Health Record (EHR)
     b. Bar code medication administration
18. Collaboration*
     a.
     b. Inter-professional collaboration
     c.
     d. Civility
     e.
19. Patient Education*
     a. Medication compliance
     b. Instructions specific to health conditions
     c.
20. Culture and Diversity*
     a. Cultural practices
     b. Healthcare disparities
21. Evidence*
     a. Health care law
     b. Health policy
     c. Standards of care
22. Clinical Judgement*
     a. Nursing Process
     b. Critical Thinking

*These concepts and exemplars are taught across the curriculum

Resources

Giddens, J.F. *Concepts for Nursing Practice.* 3rd. St. Louis, Missouri: Elsevier Inc. , 2021.

Ignatavicius, D. D. & Workman, M. L. *Medical-Surgical Nursing Patient- Centered Collaborative Care*. 11th. St. Louis, Missouri: Elsevier Inc. , 2023.

Jarvis, C. *Physical Examination & Health Assessment*. 9th. St. Louis, Missouri: Elsevier Inc. , 2024.

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

Skidmore-Roth, L. *Mosby's Nursing Drug Reference*. 37th. St. Louis, Missouri: Elsevier, Inc. , 2024.

Instructional Services

CTAN Number:

Career Technical Assurance Guide CTLPRN001 and Industry-Recognized Transfer Assurance Guide ITLPRN001 (3 of 5 courses, all must be taken)

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