N210
Fundamentals of Nursing
Course Syllabus
2012-2013

Instructors
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Cooke
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Alcala

Cerritos College Nursing Department
Health Occupations Division
C E R R I T O S   C O L L E G E
Norwalk, California

COURSE OUTLINE
NRSG 210
FUNDAMENTALS OF NURSING

Approved by the Curriculum Committee on: February 14, 2008

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Rachel Natividad
Instructor

Reviewed by:

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Nursing Department

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Assistant Superintendent

Revised/reviewed: 12/9/99, 7/26/00, 10/10/02, 2/26/04, 10/14/04, 2/24/05, 8/25/05, 2/14/08
Content review: 12/9/99, 2/24/05, 2/14/08
I. Catalog description
A. Course description
The focus of this course is on the introduction of theory and beginning clinical application of the Nursing Process and the Roy Adaptation Model when providing care for geriatric patients in long-term care settings. Emphasis is also placed on the beginning application of therapeutic communication techniques and the acquisition of adult physical assessment skills and fundamental concepts and skills required for patient care. Students are evaluated using the Educational Competencies for Graduates of Associate Degree Nursing Programs as identified by the National League for Nursing Task Force. The student must receive a grade of “C” or higher in the lecture component and a satisfactory grade in clinical lab to pass the course.

B. Class hours: 3 lecture/6 lab
Units: 5.0

C. Prerequisite: Admission to Nursing Program.
Corequisite: NRSG 213A and NRSG 211

D. Recommendation: None

II. Texts and other instructional materials
A. Required texts
Cerritos College Nursing Department Student Handbook
Taylor’s Video Guide to Clinical Nursing Skills Student Set on CD-ROM
Jarvis, Carolyn. Pocket Companion for Physical Examination and Health Assessment. 5th ed. Philadelphia: Saunders, 2004
Mosby’s Medical Nursing and Allied Health Dictionary. 8th ed. St. Louis: Mosby, 2002

B. References
Jarvis, Carolyn. Physical Examination and Health Assessment. 4th ed Philadelphia: Saunders, 2004
Marieb, Elaine N. Human Anatomy and Physiology. 4th ed. Redwood City: Cummings, 2004

C. Required materials
Course packet
Stethoscope
Watch with second hand
Uniform and first year name pin
Cerritos College photo badge
III. Course content guided by the NLN Education Competencies
   A. Professional behaviors
      1. Ethical, legal, and regulatory framework
         a. California Board of Registered Nursing: Scope of Practice and Nurse Practice Act
         b. Confidentiality and privacy
         c. Laws and nursing
         d. Consents
         e. ANA Code of Ethics
      2. Nurse-patient relationship
      3. Patient rights
      4. Advanced directives, living wills
   B. Communication
      1. Verbal communication
         a. Therapeutic and non-therapeutic techniques
         b. Defense mechanisms
         c. Health history
         d. Interview techniques
      2. Written communication
         a. Documentation formats
         b. Medical abbreviations
      3. Communication challenges
         a. Cultural considerations
         b. Language barriers
         c. Sensory deficits
         d. Physical impairments
   C. Critical thinking and clinical decision making
      1. Define
      2. Use in nursing practice
      3. Strategies
   D. Application of the Nursing Process and the Roy Adaptation Model (RAM) with a focus on older adults
      1. Normal and age-related changes
         a. Vital signs
         b. Physical assessment
      2. Abnormal findings
      3. Admission and discharge procedures
      4. Physiological mode
         a. Neurological
            (1) Mental status
            (2) Pupillary response
            (3) Visual and auditory
         b. Oxygenation-gas exchange
            (1) Breath sounds
            (2) Pulse oximetry
         c. Oxygenation-gas transport
      III. Course content continued
         (1) Peripheral pulses
(2) Heart sounds
d. Fluid and electrolytes
   (1) Intake and output calculation
   (2) Dehydration
e. Nutrition
   (1) Meal percentage consumed
   (2) Enteral nutrition
      (a) Insertion of nasogastric tube
      (b) Care and maintenance of enteral tubes
      (c) Administration of enteral nutrition
   (3) Patient feeding
f. Bowel and urinary elimination
   (1) Abdominal assessment
   (2) Lower urinary tract infections
   (3) Types of incontinence
   (4) Catheterization
   (5) Enema and suppository
   (6) Toileting assistance
g. Protection
   (1) Medical and surgical asepsis
   (2) Personal hygiene measures
   (3) Bandages and binders
   (4) Restraints
   (5) Wound care and irrigations
h. Activity/rest
   (1) Range of motion
   (2) Positioning, transfer, and ambulation
   (3) Body mechanics
   (4) Hot and cold applications

E. Caring interventions
   1. Psychosocial mode
      a. Care of the dying patient
         1. Post-mortem care
      b. Care of the aged patient

F. Teaching and learning
   1. Discharge planning

IV. Course objectives
   A. Lecture objectives
      Upon completion of studying this content, the student will be able to:
      1. Identify and apply therapeutic communication techniques verbally and in
         writing to patient care situations using nursing documentation techniques
      2. Assess for and adapt care to address the needs of patients’ cultural,
         language, ethnic, or spiritual needs
IV. Course objectives continued

3. Recognize and document normal (including age-related changes) and abnormal physical assessment findings using the RAM physiological mode
4. Apply the Nursing Process guided by the Roy Adaptation Model
5. Describe concepts to be applied to assisting a patient
   a. Personal hygiene measures
   b. Vital sign measurements
   c. Toileting
   d. Intake and output
   e. Catheterization
   f. Collection of specimens
   g. Enema administration
   h. Range of motion exercises
   i. Transferring, positioning, and ambulating
   j. Use of restraints
   k. Use of bandages and binders
   l. Use of hot and cold therapy
   m. Use of anti-embolism therapy
   n. Feeding a patient orally and with tubes
   o. Meal percentages
   p. Insertion of nasogastric tube
   q. Wound care
   r. Isolation techniques
6. Discuss concepts related to medical and surgical asepsis and demonstrate appropriate use during skill demonstration
7. Discuss beginning principles related to legal and ethical issues in nursing and the admission/discharge process
8. Discuss the specialized care of the aged patient and the patient dying
9. Describe the nursing care of patients with identified integumentary and genitourinary disorders

B. Clinical objectives

1. Critical clinical competencies
   a. Demonstrate safe practice of designated nursing skills
   b. Provide for physical safety of patient
   c. Protect patient from emotional harm
   d. Seek assistance from instructor or other healthcare member for care which is beyond the student’s level of knowledge or experience
   e. Call attention to own errors and report situation accurately
   f. Maintain confidentiality
   g. Comply with college and agency policies and procedures
   h. Submit required graded papers
   i. Pass medical calculation exam
2. Course specific objectives
   a. Professional behaviors
      (1) Complies with college, nursing department, and facility regulations and policies
IV. Course objectives continued

(2) Arrives at clinical on time and prepared. Submits all assignments within designated time frame, including referrals and make-up assignments

(3) Notifies instructor when late or unable to attend clinical

(4) Demonstrates responsibility and accountability for one’s actions
   (a) Calls attention to errors and reports situations to clinical instructor
   (b) Reports unsafe practices
   (c) Maintains professional boundaries in the nurse-client relationship

(5) Practices within guidelines of NRSG 210
   (a) Individual knowledge and expertise
   (b) Seeks assistance for care beyond level of knowledge

(6) Abides by HIPPA standards

(7) Follows universal precautions

(8) Demonstrates professional behavior such as attitude, punctuality, behavior and appearance (follows dress code)

b. Communication

(1) Communicates verbally in a clear and concise manner in English
(2) Writes in a clear and concise manner in English
(3) Utilizes therapeutic communication when interacting with patients, family, and significant others
(4) Documents and communicates patient assessment, interventions, and evaluation of care verbally and in writing using appropriate medical terminology
(5) Communicates effectively with the healthcare team, providing patient updates in a timely manner to staff nurse and instructor

c. Critical thinking and decision making

(1) Makes clinical judgment decisions to ensure accurate and safe care
(2) Prioritizes care based on actual clinical situation(s) encountered
(3) Demonstrates verbal and written ability to apply theory to clinical situations and state scientific rationale
(4) Demonstrates application of prior and current learning
(5) Demonstrates appropriate problem solving

d. Nursing process

(1) Utilizes appropriate sources to elicit data about the patient
(2) Collects and organizes data in all four modes of the Roy Adaptation Model recognizing the biopsychosocial nature of the patient
(3) Demonstrates ability to accurately perform and document physical assessment
(4) Performs an environmental assessment
(5) Identifies appropriate nursing problems
(6) Formulates patient-specific nursing diagnoses using North American Nursing Diagnosis Association (NANDA)
(7) Develops patient-specific outcomes
(8) Develops patient-specific interventions
IV. Course objectives continued

(9) Correctly evaluates patient response to care and revises patient care as needed

(10) Revises care as indicated following evaluation of outcomes
(11) Organizes plan of care and prioritizes total patient care for one patient
(12) Completes the nursing care plan (NCP)/concept map with 75% or higher

e. Caring interventions
(1) Assists the patient to obtain optimum comfort and functioning
(2) Provides a safe physical and psychological environment protecting the patient from undue harm, maintaining dignity and respect
(3) Identifies and honors the emotional, cultural, and spiritual influences on the patient’s health
(4) Adapts care considering the patient’s values, customs, culture, and/or habits when possible
(5) Advocates for the patient
(6) Demonstrates empathy when providing nursing care

f. Teaching and learning
(1) Provides simple explanations and instruction to patients
(2) Instructs the patient prior to interventions and procedures
(3) Identifies patient’s knowledge level and readiness to learn
(4) Modifies teaching according to patient needs
(5) Documents and reports patient’s response to instruction

g. Clinical skills
(1) Demonstrates safe practice of designated nursing skills in NRSG 210 in clinical and/or skills lab
(2) Seeks out patients that provide varied learning and skills opportunities

h. Managing care and collaboration
(1) Works cooperatively with healthcare team members, peers, and family toward common patient-centered outcomes
(2) Manages the patient assignment in an organized and efficient manner completing care within allotted time frame.

V. Assignments
A. Reading
1. Readings from textbooks as indicated in the study guide
2. Reading assignments from the course packet

B. Writing or problem solving or skill attainment
1. Weekly reflective journal
2. Successful demonstration of skills taught in class
4. Appropriate documentation in all submitted work

VI. Methods of instruction may include
A. Classroom lecture and discussion
B. Class handouts, bibliography of required and suggested readings
C. Required and suggested audiovisual materials available in the Learning Resource Center (LRC)
D. Weekly reflective journal
E. Demonstration

VI. Methods of instruction continued
F. Structured group experiences
   1. Role playing
   2. Simulations
G. Clinical practice
H. Simulated nursing skills laboratory
I. Written assignments
J. Tutorial services as needed
K. Computer-related methods of instruction, alternate methods of instruction will be utilized for students with disabilities, as needed

VII. Method of evaluation
A. Quizzes on didactic content from textbook reading and course packet
B. Final comprehensive exam on didactic content
C. Satisfactory performance of clinical skills
D. Satisfactory performance of physical assessment
E. Non-graded Assessment Testing (ATI)
F. Satisfactory performance in clinical component of course
C. Preparation for and satisfactory performance of clinical skills
D. Non-graded Assessment Testing (ATI)

VIII. Learning outcomes
A. Students will pass the physical assessment practicum with a score of 90% or greater
B. Students will score a Level 2 proficiency or greater on the ATI Fundamentals Content Mastery Exam at the completion of NRSG 212
Syllabus

Required Materials
• Stethoscope, Penlight, Transparent Ruler
• Wrist watch with second hand
• Full Uniform
• First year name pin
• Cerritos College photo badge

Office Hours
All full time faculty are required to maintain and post office hours. Refer to faculty’s office doors for office hour availability. This time is open for students to make appointments or walk in (if available) for course related assistance.

Attendance
Attendance is required in lecture and control lab. See attendance policy in student handbook.

You are expected to remain in attendance during lecture time and control lab. Verify attendance with instructor when tardy, otherwise you will be marked absent on attendance sheet. It is the student’s responsibility to notify instructor prior to any absence or tardy for lecture or clinical. See clinical absence make-up guidelines.

As part of your professional behavior, it is an expectation that you will arrive on time for lecture and control lab. Your first tardy, you will be given a written/verbal warning. Your second incident of tardy, you will be given an advisement notice. Your third incident of tardiness, you are at risk of being dropped from the nursing program.

Class Expectations
1. Attendance: see above expectations
2. a. Class preparation
   • Complete study guides and/or Self learning modules before lectures if applicable
   • If tardy or absent it is your responsibility to arrange for missed materials
   • Read assigned material prior to lecture
   • Integrate related material from prerequisite and concurrent courses (anatomy & physiology, microbiology, Nursing 211)
   b. Lab preparation (Tuesdays/Wednesdays)
      1. Complete Study Guide
         Specific lab sessions that involve skills demonstration require a study guide to be completed (See study schedule and Reading Assignment). Failure to complete the study guide prior to beginning of lab demonstrates a lack of preparation for the content of the day. Failure to complete the study guide will result in an additional assignment (make-up assignment) due the next day. See make-up
assignment. Failure to complete the study guide for the first time will result in a verbal warning. A repeat of this behavior will result in an advisement note. See advisement note guidelines in the Nursing Student Handbook (www.cerritos.edu/nursing)

2. **View the skills demonstration online at**
   http://talonnet.cerritos.edu/osp-portal prior to lab session. You may use the skills lab computers during skills lab hours or your home computer to view the skills.

3. **If the skill has no video on Talon Net, view the skills videos from Taylor’s Guide to Clinical Nursing Skills CD-ROM prior to lab session.** You may use the skills lab computers or your home computer to view the videos.

4. You may practice the assigned skills in the skills lab prior to the lab session.
   - Make-up Assignment:
     1. Complete the lecture or laboratory learning outcomes for the study guide content you failed to complete.
     2. Turn in completed learning outcomes, together with the completed study guide you failed to complete, the next day to your clinical instructor or the lead instructor. Failure to follow the make-up policy will result in an advisement notice.

3. **Complete Health Packet**
   All health packets (CPR, TB, Physical) to be completed prior to beginning of clinical rotation. No student will be allowed in a clinical setting without it completed. See Luanne Korn in the Health Occupations Division for any questions regarding your health packet.

4. Behaviors:
   - Contact instructor early in course if difficulties experienced within course, that is, lack of understanding of material, poor scholastic achievement, etc.
   - Record own quiz grades; be aware of ongoing status in class by calculating own grade.
   - Think before taking action. If unsure, always check with instructor to assure safety.
   - **Review Clinical Objectives (N210 Clinical Evaluation Tool) and act accordingly.**

**Grading Criteria**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>75-79%</td>
<td>C</td>
</tr>
<tr>
<td>70-74%</td>
<td>D</td>
</tr>
<tr>
<td>69-below</td>
<td>F</td>
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</tbody>
</table>

- Total points (includes exams, journals, final exam) achieved divided by total points possible $\times$ 100 $=$ GRADE for COURSE in percentage
• Final exam is comprehensive
• Clinical Component: Pass or Fail based on meeting the Clinical Evaluation Objectives.
• Must pass course with minimum grade of C to continue in program.

The clinical component of this course is pass/fail. You will demonstrate your skill mastery on three separate occasions. Failure to pass the demonstrations are outlined below.

• Vital Signs competency: failure to pass this competency will result in a skills lab referral and a retesting date will be coordinated with your clinical lab instructor. You MUST pass vital signs competency PRIOR to beginning the clinical rotation in long term care.

Physical Assessment Practicum: You must pass the practicum demonstration with a 90% or better. Failure to pass with a score of 90% or greater results in an advisement note and a retest (arrange appointment with instructor). Failure to pass the retest with a score of 90% or greater will result in mandatory enrollment and completion of N251 course prior to Fall semester N220 or concurrent with Spring semester N220 course. You may receive a Needs Improvement if you earned a score of 90-94%. Students who receive a Needs Improvement will be required to complete a skills lab referral for a Head to Toe physical assessment with the skills lab instructor within 2 weeks of the test date.

• Clinical Performance Evaluation (CPE). The clinical performance evaluation is the random testing of at least three clinical skills. Failure to successfully pass all three skills on the first attempt will result in a skills lab referral and retesting opportunity outlined on the schedule. If a student is unable to pass the CPE on the second attempt, the student will be given an advisement note for lack of proficiency with clinical skills.

Quiz Protocol
1. See “Test Taking Protocol” in student handbook. In addition, all students are to follow the following rules:
   • no bulky jackets (sweat shirts or small sweaters are allowed), no hats, caps, or sunglasses are to be worn while testing
   • no talking; no phones or ipods
   • cell phones are to be turned off before you enter the testing area
   • keep eyes on paper; once you leave the testing room-no re-entering
   • do not bring any bags, purses or backpacks in the testing area, place belongings in front of the room.
   • sit in a chair alternating with a second semester student
2. Testing begins at 9 am on Monday mornings. All students must be in the testing room HS 102 by 9:15am. You may not leave testing for any reason.
3. We encourage you to write on the test.
4. Make sure to put your student ID number on the scantron sheet. If you fail to put your student ID on the scantron sheet, with corresponding bubbles filled in, you will not be allowed to participate in quiz review and
will only be able to view the exam and scantron during office hours during the week of the exam.
5. Make sure all stray marks are erased from scantron sheets.
6. Content of quizzes is outlined on quiz schedule. Content is based on lecture objectives and may be based on related material from prerequisite and concurrent courses.
7. If unable to attend a testing session:
   • Student must notify instructor prior to the quiz by calling the Health Occupation office at X2551 after 07:30 am if unable to attend testing session.
   • If the student notifies the instructor prior to the quiz time and the reason for the absence is approved, a make up quiz will be given by the lead instructor at a later date. The type of exam will be at the discretion of the instructor.
   • A student may only make-up one quiz!
   • An unexcused absence will result in a zero (0) grade for the missed quiz.
8. Nursing department statement on honesty in effect.

Quiz Review

Quiz review is given the week of the quiz. Quiz questions and answers will be given during this session. The purpose of these sessions is for learning opportunities, it is not for discussion or argument. Any discrepancies should be discussed with the instructor during office hours the week the quiz was given.

• No writing utensils or note taking allowed during quiz review.
• No talking to other students during quiz review. You may ask instructors questions at the end of quiz review, at the instructor’s discretion.
• Students whose scantrons do not have student ID #s entered will not be allowed to view their scantrons during quiz review. Make an appointment with the instructor during office hours to see the quiz (within the week of the quiz review).
• Students who wish to see the quiz for a second time during instructor office hours need to make an appointment within 1 week of the quiz review time.

Clinical Skills Practice

1. Clinical skills taught during N210 are to be practiced during control lab, skills lab hours (AED 90.47) and at home.
2. Sign in on attendance sheet for each control lab to assure you are marked present. Also sign in SL 121 book for the AED 90.47 skills lab.
3. Wear your name tag (not photo badge) to control lab and skills lab (AED 90.47).
4. Bring skill checklist forms (optional), Taylor textbook, lecture notes and any related equipment needed for skill testing.
5. See study guide schedule for competency performance examination (CPE) dates.
6. Control lab is designated for demonstration and practice. It is equivalent to time spent in clinical. No one will leave the lab until lab time is over. When in lab, students are expected to practice and seek assistance with skills.

Skills Lab Referral

A skills lab referral is given to any student identified as needing additional practice with clinical skills including documentation and math computation. **The student has two weeks to complete the skills lab referral.** Please make note of open skills lab hours. Once the student has demonstrated mastery of the skill and completed all components of the skills lab referral, the referral will be signed by the skills lab instructor and returned to the instructor that made the referral. **SKILLS LAB REFERRALS ARE NOT OPTIONAL.** Failure to complete a skills lab referral within two weeks or the assigned date will result in an advisement note.

Skills Lab Etiquette

- See Skills Lab Rules Handout
- No food or drink in the Skills Lab building.
- **Leave work area as you found it:** neat, supplies put away, beds neatly made, beds in down position with over bed tables in place and curtains pulled back. This is a professional responsibility.
- Some equipment is available for check out. See the Skills Lab Coordinator.

Cell phones/ beepers/ pagers

Audible signals from cell phones, beepers or pagers disrupt the educational process. Upon entering class and control lab, cell phones are to be turned off and beepers/pagers set in vibration mode. Students will not be excused from class in order to respond to electronic summons. Failure to respect this policy will not be tolerated per the “Student Conduct Policy” in the College Schedule of Classes. CONTINUED DISRUPTION MAY BE GROUNDS FOR DISCIPLINARY ACTION AT THE ADMINISTRATIVE LEVEL. Students will be immediately sent to the office of the program director or her designee. If a student is “on call” for work the instructor must be informed at the beginning of the course.

No cell phones, beepers or pagers are allowed in the clinical setting. **DO NOT BRING THEM INTO THE CLINICAL SETTING.** If you have PDA capabilities on your cell phone, you may bring the cell phone to the clinical setting and turn off the phone capabilities. If an emergency should arise, family, significant others, school personnel, etc. should contact the Health Occupations Division secretary at (562) 860-2451 ext. 2551. The secretary will forward the information to the faculty who will then notify the student. Students are encouraged to give the college telephone number and secretary extensions to the emergency contact person(s).
Nursing 210
SIGNATURE PAGE FOR COURSE SYLLABUS

I have read and clarified the information in this course syllabus.

__________________________________________  ________________________
Signature                                           Date

__________________________________________
Print Name