COURSE TITLE: Nursing Fundamentals

COURSE NUMBER: NUR 1020C

COURSE DESCRIPTION (with prerequisites):
This course is designed to provide students with a basic understanding of certain key concepts and principles fundamental to the practice of nursing. Emphasis on the wellness-illness continuum will lay the foundation for future study. The student is introduced to the nursing process as a systematic method of problem solving in which effective communication and interpersonal relationships are central components. Basic needs relative to hygiene, activity, rest and sleep, comfort, safety, nutrition, and fluid and electrolytes, urinary and bowel elimination, and oxygenation are necessary to meet the needs of the moderately ill, hospitalized patient. The content includes socio-economic, ethno-cultural, spiritual needs, community health concepts, nutrition, Smoking Cessation and HIV/AIDS education. Instruction includes the development of critical thinking skills. The student will be introduced to medication administration. The clinical application of drugs is also emphasized to insure rational and optimal patient care. Serious attention is given to the skills that are essential to safe nursing practice. Supervised practice and planned hospital experience will provide the student opportunities to assist patients to an optimal level of wellness. Theoretical instruction and clinical experience in geriatric nursing are incorporated throughout the course. This course will also present HIPPA regulations and the implications related to the provision of healthcare.

PREREQUISITES: SLS 1101, MAC 1105, BSC 2085C/L, ENC 1101

COREQUISITES: NUR 1020L, NUR 1141, NUR 1280C/L, PSY 2012, BSC 2086 C/L

NAME(S) OF INSTRUCTORS:
Amber Bruner, RN MSN  Instructor
Office- Bldg. Q, Rm 222
Phone- (850) 718-2323
E-mail- brunera@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
**TEXTBOOKS ARE AVAILABLE IN HARD COPY & ELECTONIC FORMAT FOR STUDENT CONVENIENCE ***
(Electronic Format= E-Books)
Jump Drive with @ least 4MB memory

* E-Book ISBN: 9780323168816

* E-Book ISBN: 9780323100557

E-Books ISBN 9780323091916

* E-Book ISBN: 9780323287364

ISBN: 9781455727551
E-Book ISBN: 9780323227704

* E-Book ISBN: 9780323074209

**GRADING POLICY:**
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

- **A** – 100 - 90
- **B** – 89 - 80
- **C** – 79 – 75
- **D** – 60 – 74
- **F** – 59 or less

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>65%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>

(see below for further instruction)

Quizzes will be administered at the discretion of the instructor. Students who are tardy for class will not be allowed to take the quiz.

A non-rounded grade of 75 on the theory (unit exam average) must be achieved in order for the student to be eligible to take the final exam. If a non-rounded grade of 75 is not achieved then the student does not successfully complete the course and a failing grade (D or F) will be assigned, please refer to the nursing handbook for specific examples of the grading policy.
The School of Nursing requires students to maintain a minimum grade of 75. Students must have a non-rounded unit exam grade average of 75 or above before they will be allowed to take the final exam. **Grades in the nursing program are NOT rounded.** PLEASE NOTE THAT AN **UN-ROUNDED GRADE OF 75% OR ABOVE WILL BE REQUIRED TO CONTINUE PROGRESSION IN THE NURSING PROGRAM.**

Assignments grades are added after a 75% average has been achieved on unit exams and the final.

While in the ADN program, students will be actively participating in clinical and simulation experiences. Critical nursing behaviors/skills will be evaluated in both areas (clinical & simulation). If a student earns (3) unsatisfactory (U) grades in a critical element for either area (clinical or simulation), the student will receive a failing grade in the assigned semester course and will not be able to continue in the course.

Students must progress satisfactorily under supervision before performing independently in the clinical area. Students must satisfactorily pass the clinical, simulation and skill lab component to pass the theory portion of the Fundamentals or the grade is an “F” for the course.

**Final Exams:**
Students are required to take an instructor generated midterm exam and a HESI final exam for each course. The midterm exam and final HESI course exam will be calculated at 15% each for the course grade. The student is required to have a non-rounded 75 average to be eligible to take the final HESI course exam for the class.

**Achievement Testing:** HESI (Health Education Systems Incorporated) RN-Exit Exam
In preparation for success on NCLEX-RN, the nursing program utilizes a national testing system upon admission and throughout the program. Student participation in this academic testing system (HESI) is a requirement. This system consists of a number of specialty exams related to specific content. At the completion of the program the student is required to participate in two comprehensive HESI exit exams (HESI E2). The exams are provided for the students benefit and will assist with identifying areas that may require remediation prior to the NCLEX licensure exam. A student that fails to participate in both exams will receive an **Incomplete** for the program. HESI test results greater than 850 are known to be a national best practice indicator of student success on the NCLEX-RN licensure exam. Students below this benchmark will be offered remediation strategies to assist with program success. Please refer to the Student Nursing Handbook for remediation actions.
Any student experiencing difficulty in any of the nursing classes is encouraged to seek assistance. Please make an appointment with the instructor to discuss different
strategies for success. The ACE tutoring lab is located in Building L and services are free to all students.

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [http://www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library
hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the **Academic Center for Excellence (ACE)** Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on in order to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
Professional standards that guide the student learning outcomes include the following sources: Healthy People 2020, National Patient Safety Goals, and NLN standards.

N1. Demonstrate knowledge of common, well-defined health needs with predictable outcomes and prioritize and perform therapeutic interventions using current nursing care standards.

N2. Apply foundational knowledge of the nursing process on providing advanced nursing care for clients throughout the life span.
N3. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the life span.
N4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations.
N5. Identify culturally diverse populations and formulate and care to reflect diversity throughout the life span.
N6. Demonstrate use of relevant technology for client care and documentation.
N7. Synthesize the use of safe, legal, ethical and professional practices to meet the needs of individuals throughout the life span.

Professional Standards

Incivility in the classroom will not be tolerated. According to the American Nurses Association Code of Ethics, “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual.."(p.4).

- 1.5 Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others (p.9).

- 3.4 "Nurse educators have a responsibility to …promote a commitment to professional practice prior to entry of an individual into practice" (p.13).

Healthy People 2020
NLN Standards
National Patient Safety Goals

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR NUR 1020C</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the role of the nurse and important techniques used in gathering objective and subjective client data utilizing the nursing process, proper medical terminology, and basic assessment skills.</td>
<td>N1-N7 for all</td>
<td>T, UT, Q, F, EX, SP, SD, W, PS, H, Clin, CS, CP, Obs.</td>
<td>Portfolio for all</td>
</tr>
<tr>
<td>• Differentiate between the collection of baseline data and ongoing nursing</td>
<td></td>
<td>T, UT, Q, F, EX, SP, SD, H, PS,</td>
<td></td>
</tr>
</tbody>
</table>
assessments and explain the importance of establishing a patient data base.

- Formulate, validate, and prioritize nursing diagnoses for each patient while identifying patient goals and expected outcomes.

- Implement the nursing actions planned in the previous step to assist the patient in achieving desired health goals, promote health, prevent disease and illness, restore health, and facilitate coping with altered functioning.

- Communicate the patient centered plan of care to all involved healthcare team members as well as the patient.

- Identify actual and potential factors/etiologies that contribute to health or illness while recognizing the client’s response to both.

- Identify the importance of patient education and client-centered care in order to help determine measures the client can utilize to improve health and prevent or resolve illness.

- Differentiate between the role of the registered nurse and other members of the health care team.

- Differentiate between nurse-initiated, physician-initiated, and collaborative interventions while identifying the nursing interventions that are most likely to assist the patient in achieving their goals.

- Demonstrate proficiency in basic nursing skills

**Assessment Codes**

<table>
<thead>
<tr>
<th>T</th>
<th>Tests</th>
<th>RPT</th>
<th>Report/Presentation</th>
<th>Proj.</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/Post</td>
<td>Pre- and Post-Tests</td>
<td>SP</td>
<td>Skills Performance</td>
<td>Exp.</td>
<td>Experiments</td>
</tr>
<tr>
<td>OT</td>
<td>Objective Tests</td>
<td>W</td>
<td>Writing Assignments</td>
<td>Cap. Proj.</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>UT</td>
<td>Unit Tests</td>
<td>E</td>
<td>Essays</td>
<td>Cap. Course</td>
<td>Capstone Course</td>
</tr>
<tr>
<td>Q</td>
<td>Quizzes</td>
<td>DE</td>
<td>Documented Essays</td>
<td>Prac.</td>
<td>Practicum</td>
</tr>
<tr>
<td>F</td>
<td>Final Examination</td>
<td>J</td>
<td>Jury</td>
<td>Intern.</td>
<td>Internship</td>
</tr>
<tr>
<td>CF</td>
<td>Cumulative Final</td>
<td>RP</td>
<td>Research papers</td>
<td>H</td>
<td>Homework</td>
</tr>
<tr>
<td>EX</td>
<td>Departmental Exam</td>
<td></td>
<td></td>
<td>BO</td>
<td>Behavioral Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clin.</td>
<td>Clinicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CS</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CP</td>
<td>Case Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Port.</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obs.</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sk. Check</td>
<td>Skills Check-off</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Curriculum Frameworks</td>
</tr>
</tbody>
</table>

Clin, CS, CP, Obs, Sk Check
UT, Q, CP, F, EX, W, H, PS, Clin, CS, CP, Obs
T, Q, F, EX, SP, SD, PS, Clin, CS, CP, Obs, JP
T, UT, F, EX, RPT, SP, SD, PS, Clin, CS, CP, Obs
T, UT, Q, F, EX, RPT, SP, SD, H, PS, BO, Clin, CS, CP, Obs
T, UT, Q, F, EX, SP, SD, PS, Clin, BO, CS, CP, Obs
T, Q, F, EX, Clin, CS, CP
T, Pre/Post, UT, Q, F, SP, PS, CS, EX
SP, SD, T, Q, Sk Check, UT, Clin, CS, Obs
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
Lecture, discussions, projects, selected readings, handouts, audio-visuals, skills lab, return demonstration, clinical lab, simulation lab, portfolios, and/or computer lab.

ASSIGNMENT AND/OR COURSE OUTLINE
Nursing and the Health Care Environment
Caring throughout the Lifespan
Critical Thinking in Nursing Practice
Professional Standards in Nursing Practice
Foundations for Nursing Practice
Psychosocial Basis for Nursing Practice
Physiological Basis for Nursing Practice

See your Instructor First Day Handout for individual instructor assignment schedule.