

**ASSOCIATE DEGREE NURSING  
PROGRAM**

**NUR 115  
FUNDAMENTALS OF NURSING**

**COURSE SYLLABUS  
2007**

**MAYLAND COMMUNITY COLLEGE  
P. O. BOX 547  
SPRUCE PINE, NC 28777**

The information, including class, lab, and clinical requirements, contained in the course documents for NUR 115 is subject to change in the event of extenuating circumstances. Students will be informed of these changes. Students will be responsible both for notices posted on the ADN Program bulletin board by Rooms 204/205, for notices of changes given in class, and on LEO.

The student is accountable/responsible for knowledge from concurrent courses in the curriculum.

Rev. 7/25/07

**NUR 115  
FUNDAMENTALS OF NURSING**

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**ASSOCIATE DEGREE NURSING PROGRAM  
NUR 115 - FUNDAMENTALS OF NURSING**

**SECTION I: COURSE DESCRIPTION**

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Theory and procedures related to basic human needs are taught, demonstrated and practiced in class, nursing skills laboratory, and in area health care facilities.

**SECTION II: COURSE CREDIT AND PLACEMENT INFORMATION**

Fundamentals of Nursing is in the fall semester of the first year of the program. The course includes two (2) credit hours of class (32 contact hours), one (1) credit hour of skills lab (48 contact hours), and two (2) credit hours of clinical (96 contact hours).

Prerequisite to Fundamentals of Nursing is Admission to the Associate Degree Nursing Program.

Co-requisites to Fundamentals of Nursing are BIO 165 (Anatomy and Physiology I), ENG 111 (Expository Writing), NUR 116 (Nursing of Older Adults), and PSY 150 (General Psychology).

**SECTION III: COURSE OUTCOMES**

**Theory Objectives**

The student will:

1. Discuss human needs and evidence-based practice as a framework for prioritizing nursing care for adult clients with common alterations of health.
2. Describe use of the nursing process to administer basic, patient-centered nursing care to adult clients with common alterations of health.
3. Describe basic, effective communication techniques, including written expression, verbal and non-verbal expression, and informatics, used with individuals, significant others, and healthcare team members.
4. Discuss components of managing organized, basic nursing care, including quality improvement measures, for one or two adult clients with common alterations of health.
5. Describe legal, ethical and professional standards of basic nursing practice.

**Clinical Objectives**

The student will:

1. Use human needs and evidence-based practice as a framework for prioritizing basic nursing care for adult clients with common alterations of health.
2. As a provider of care use the nursing process to administer basic, patient-centered nursing care to adult clients with common alterations of health.
3. Use basic, effective communication techniques, including written expression, verbal and non-verbal expression, and informatics, in working with individuals, significant others, and healthcare team members.
4. As a manager of care, organize basic nursing care and quality improvement measures for one or two adult individuals with common alterations of health.
5. As a member within the discipline, practice basic nursing according to legal, ethical and professional standards.

## **SECTION IV: TEXTBOOKS**

**REQUIRED: \*Purchase ISBN 0-323-023185 to combine these 3 books at discount price**

Castaldi, P. A. (2005). *Skills performance checklists clinical nursing skills and techniques*. (6<sup>th</sup> ed.) St. Louis: Elsevier Mosby.

Chernecky, C., Macklin, D., & Murphy-Ende, K. (2006). *Saunders's nursing survival guide: fluids and electrolytes* (2<sup>nd</sup> ed.). St. Louis: W. B. Saunders.

Deglin, J. H., & Vallerand, A. H. (2007). *Davis's drug guide for nurses*. (10<sup>th</sup> ed.) Philadelphia: F. A. Davis.

Doenges, M., Moorhouse, M.F., & Burley, J.T. (2003). *Application of nursing process and nursing diagnoses: an interactive text for diagnostic reasoning* (4<sup>th</sup> ed.) Philadelphia: F.A. Davis.

Ignatavicius, D. D. & Workman, M. L. (2006). *Medical surgical nursing: critical thinking for collaborative care* (5<sup>th</sup> ed.) St. Louis: Elsevier and accompanying workbook.

Perry, A. G. & Potter, P. A. (2006). *Clinical nursing skills and techniques*. (6<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

Perry, A. G., & Potter, P. A. (2007). *Mosby pocket guide to basic skills and procedures*. (6<sup>th</sup> ed.). St. Louis: Elsevier Mosby.

\**Mosby's dictionary of medicine, nursing and allied health professions* (2006) (7<sup>th</sup> ed.) St. Louis: Mosby.

\*Potter, P.A., & Hall, A. (2007). *Virtual clinical excursions for Potter & Perry: Basic nursing* (6<sup>th</sup> ed.) St. Louis: Mosby.

Potter, P. A., & Perry, A. (2007). *Basic nursing essentials for practice*. (6<sup>th</sup> ed.). St. Louis: Mosby.

Ralph Sparks, S., & Taylor, C. M. (2005). *Nursing diagnosis reference manual*. (6<sup>th</sup> ed.) Ambler, PA: Lippincott, Williams & Wilkins.

Schuster, P. (2002) *Concept mapping: a critical thinking approach to care planning*. Philadelphia: F. A. Davis.

Stanfield, P. S., & Hui, Y. H. (2003). *Nutrition and diet therapy: self-instructional modules*. (4<sup>th</sup> ed.) Sudbury, MA: Jones and Bartlett.

Van Leeuwen, A. M., Kranpitz, T. R., & Smith. L. (2006). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications*. (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

NUR 115 Course Syllabus

NUR 115 Course Outline

## **SECTION V: GRADING POLICY**

**In order to pass the course, the student's theory unit tests must average 77 and lab unit tests must average 77, before the grades of other assignments are calculated to determine the final course grade. Students who do not achieve a theory unit test grade average of 77 or lab unit test grade average of 77 do not have the option of taking the final exam.**

Students who make less than 82 on any given unit test will be required to complete remedial assignments, to a specified standard, as determined by the instructor. The student's original test grade will stand and be the one used to calculate the final course grade.

It is the student's responsibility to prepare to perform designated skills satisfactorily before doing them in the skills lab and clinical agency. The student will be able to apply knowledge and principles taught in theory, lab, or clinical in this course. Students are expected to use audio-visual resources and to practice independently before doing motor performances. Appointments can be made for additional practice time with the course instructor or lab facilitator.

Assignments, which are not submitted on time, are unsatisfactory according to the existing policy in the *MCC Nursing Program Student Handbook*. All assignments must be completed and turned in on designated due dates.

## Evaluation

### 1) Classroom Theory

- |  |     |     |
|--|-----|-----|
| a. Theory unit tests   | 50% |     |
| b. Pop quizzes (which may include workbook assignments from Doenges, Chernecky, Stanfield, and Virtual Clinical Excursions) and medical terminology quizzes  | 10% |     |
| A medical terminology quiz will be given during the first 5-10 minutes of each class period. See "Medical Terminology and Abbreviations Self-Study Packet"   |     |     |
| c. Theory final exam   |     | 10% |
| d. Lab unit tests  |     | 20% |
| e. Lab written final exam  | 10% |     |
| f. Written assignments   |     |     |
| 1. Doenges, <i>Application of Nursing Process and Nursing Diagnosis</i> . Read Doenges Chp. 1-8 and complete Practice Activities and work pages for each chapter. Complete the two practice activities and one work page for Chp. 7. Complete two of the four Interactive Care Plan worksheets for Chp. 8. Due date TBA. |     |     |
| 2. Chernecky, <i>Fluids and Electrolytes</i> assignment Chapters 1-9 and Chp. 16 pp. 285-311.  |     |     |
| 3. Stanfield and Hui <i>Nutrition and Diet Therapy</i> . Read and complete modules 1-8 and Lesson #4 of Module 9.  |     |     |
| 4. <i>Virtual Clinical Excursions</i> as indicated under "Homework Assignments" in Course Outline  |     |     |
| 5. Four written article reviews related to clinical assignments or best current nursing practices. Two of the four are due with the case study.  |     | S/U |
| 6. Remediation assignments.  |     | S/U |

### 2) Clinical S/U

- Satisfactory clinical performance. See *MCC Nursing Program Student Handbook* for "Criteria for Grading of Clinical" and "Consequences of Unsatisfactory Clinical Performance."
- Clinical will be graded on an S/U basis, and a student must receive an "S" on the Final Clinical Evaluation Tool in order to pass the course
- An unsatisfactory final clinical grade, regardless of the theory or lab grade, will result in an "F" for NUR 115 and dismissal from the program.
- Completion of each scheduled clinical day
- Satisfactory clinical practice according to stated clinical objectives
- Completion of the following written assignments with a grade of "S" in accordance with established guidelines:
  - Interpersonal Process Recording (IPR) (1). If 1<sup>st</sup> IPR is not satisfactory, S/U a 2<sup>nd</sup> satisfactory one is required
  - Concept mapping on two clients in addition to the concept map required for the case study.
  - Case study (1) including:
    - Data collection guide S/U

- b) Nursing care plan S/U
- c) Medication care plan S/U
- d) Article reviews (2) S/U
- e) Concept map S/U

A satisfactory (S) case study is required. If student receives an unsatisfactory (U) case study, a second satisfactory case study will be required.

4. Journal S/U

The student will keep a journal and make an entry for each clinical day as to how the clinical experience helped meet the objectives for the course and personal learning needs. The student will give specific examples related to each clinical objective. Any other relevant learning experiences or observations are to be included. The student may include feelings: what was liked most, what was liked least about the day, what would be changed or done differently in relation to the behavior, performance, or the care provided for the client(s) may be included. The instructor will notify students of dates the journal is due to be turned in before mid-term and again before the end of the course. The instructor will make comments to indicate that the journal has been read. This assignment is not graded, but must be completed. Students have the opportunity to see their own progress through this assignment as well as to express feelings.

**3) Lab S/U**

- a. Completion of all required lab return demonstrations, with a grade of “S” earned by instructor’s deadline.
- b. If a student makes a “U” on a lab return demonstration, it may be repeated only twice to obtain a grade of “S”. Failure to obtain a grade of “S” on the third attempt will result in a grade of “U”, failure in NUR 115, and dismissal from the program.
- c. Completion of all scheduled labs with a grade of “S”.
- d. Failure to obtain a satisfactory in any of the lab components will result in failure of NUR 115 and dismissal from the program.

4) At the conclusion of this course, students may be required to take standardized achievement tests. These tests must be taken in order to complete program requirements. Students, making less than the predetermined scores, will be required to remediate, complete and pass additional tests and review materials as assigned by instructors to progress in the program.

**SECTION VI: ATTENDANCE:** See MCC Nursing Program Student Handbook

**SECTION VII: EXPECTATIONS**

**Theory (Classroom)**

Students are expected to be prepared for the content of the classroom and skills labs. Adequate preparation is essential before attending class and skills lab to gain the most from the sessions.

Students are encouraged and expected to contact the classroom, lab and clinical instructors to make an appointment for an individual conference, if at any time they are having difficulty with the course or feel a need for more individualized attention.

Any students in this course who have a documented disability that may prevent them from fully demonstrating their abilities should contact the official disability coordinator, who is the SOAR Director or Coordinator of Counseling Services as soon as possible. The disability coordinator will collaborate with the nursing program dean to discuss what, if any, reasonable accommodations may be necessary to complete the course requirements.

If a student has not been in contact with the instructor and has not attended class, lab, or clinical for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor.

## **Clinical**

Clinical experiences will be assigned to each student at area health care facilities. Students are expected to adequately prepare for the clinical assignment. Preparation includes preparing an initial plan of care based on client diagnosis by preconference time. This assignment is the responsibility of the student once the client assignments are posted.

## **SECTION VIII: TEACHING STRATEGIES**

1. Lecture/discussion/lab
2. Audiovisuals
3. Student presentations
4. Computer simulations/tutorial programs
5. Independent study
6. Clinical experience
7. Clinical conferences
8. Case study/critical thinking exercises
9. Role playing
10. Remediation

## **SECTION IX: LEARNING ENVIRONMENT/ACTIVITIES**

Personal responsibility for learning and student development is fostered throughout NUR 115 by use of independent learning activities. (Examples: computer simulations/tutorials, study questions, viewing audiovisuals, reading of periodicals, remediation, etc.).

## **SECTION X: FACULTY**

- 1) Andrea Buchanan, RN, BSN  
Room #264, Phone #765-7351, ext. 256
- 2) Fredel Reighard, RN, MSN  
Course Coordinator  
Room #206A, Phone #765-7351 ext. 262
- 3) Vicki Wise, RN, MSN  
Room #236, Phone #765-7351, ext. 268
- 4) Sheryl Young, RN, MA  
Room #235, Phone #765-7351 ext. 200
- 5) Jill Howell, RN, BSN  
Room #205A, Phone #765-7351 ext. 340