EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD - Approved

I. Course Information

Course Acronym: **NURS**
Course Number: **220**
Descriptive Title: **Nursing Fundamentals**
Division: **Health Sciences and Athletics**
Department: **Nursing**
Course Disciplines: **Nursing**

Catalog Description:
This course introduces students to concepts related to the four domains of care which include the patient, professional nursing, health, and illness. The course further examines the nursing process as the foundation of nursing practice and emphasizes the delivery of care based on Maslow's and Kalish's Hierarchy of Human Needs and Watson's Model of Caring. Emphasis will be placed on the concepts of infection, thermoregulation, pain, tissue integrity, gas exchange, perfusion, safety, nutrition, elimination, mobility, sleep, culture, spirituality, caregiving, and the health care system. The student will gain a conceptual understanding of principles and be able to apply them in all areas of nursing practice.

Conditions of Enrollment:
Prerequisite: Nursing 143 AND Nursing 144 AND Nursing 146 AND Medical Terminology 1 with a minimum grade of C in all prerequisites

Enrollment Limitation: Students must be admitted into the Nursing Program AND Students must have completed the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI-TEAS) with the state recommended passing score.

Course Length: Full Term

Hours Lecture (per week): 2
Hours Laboratory (per week): 4.5
Outside Study Hours: 4
Total Hours: 117

Course Units: 3.5

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: Yes Effective Date:
Transfer UC: No Effective Date:

General Education:
ECC
Term: **Other:**

CSU GE:
Term: **Other:**

IGETC:

Term: **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO #1 Nursing Implications
At the end of this course, the student will be able to utilize the laboratory and diagnostic text to identify nursing implications and current recommendations and practices.

SLO # 2 Oral Meds
At the end of this course, the student will be able to apply the nursing process to safely administer oral medications.

SLO #3 EHR
At the end of this course, the student will apply the principles and legal aspects of Electronic Health Records (EHR) documentation.

B. Course Objectives (The major learning objective for in this course are listed below)

1. Identify and apply an understanding of professional nursing roles and legal ethical nursing standards.
2. Demonstrate and practice the principles of medical and surgical asepsis.
3. Identify the steps of the nursing process by relating how it applies to nursing care.
4. Apply the use of the nursing process in formulating nursing care plans.
5. Utilize the nursing process to safely demonstrate fundamental nursing skills.
6. Identify safety issues related to patient care.
7. Identify Maslow's and Kalish's and Watson's theoretical principles and how they affect the care of the patient.
8. Utilize evidence-based information from this course and research related findings in the application of fundamental nursing care.
9. Analyze the physiological basis of selected disease processes.
10. Demonstrate effective communication utilizing Situation Background Assessment Recommendations (SBAR) and through electronic charting, with an emphasis on teamwork and collaboration.
11. Identify and apply techniques that deal with cultural considerations and barriers.
12. Demonstrate how to utilize pharmacology in the safe administration of oral and parenteral medications.
13. Identify issues that relate to both social and community aspects in nursing.
14. Identify techniques that deal with management and leadership through delegation.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics

I. Infection (3 hours, lecture)
- A. Medical asepsis
- B. Surgical asepsis

II. Tissue Integrity (3 hours, lecture)
- A. Physical hygiene

III. Thermoregulation, Perfusion, Gas Exchange, Pain (3 hours, lecture)
- A. Vital Signs

IV. Nutrition (3 hours, lecture)
- A. Normal nutrition
- B. Alterations to nutrition

V. Gas Exchange (3 hours, lecture)
- A. Oxygenation

VI. Mobility and Sleep (3 hours, lecture)
- A. Mobility
  1. Normal mobility
  2. Alterations to mobility
- B. Sleep
  1. Sleep apnea

VII. Elimination (3 hours, lecture)
- A. Urine elimination
- B. Fecal elimination

VIII. Safety (3 hours, lecture)
- A. Medication administration
- B. Quality and Safety Education for Nurses (QSEN)
- C. National Academy of Medicine

IX. Health Care Quality (4.5 hours, lecture)
- A. Nursing theory and philosophy
  1. The nursing process
  2. Maslow's Hierarchy of Human Needs
  3. Jean Watson's Model of Caring

X. Culture and Spirituality (3 hours, lecture)
- A. Culture
  1. Cultural diversity
- B. Spirituality

XI. Health Care Organizations Economics, Policy, Law, and Caregiving (4.5 hours, lecture)
- A. Health Care Delivery System

XII. Medical and Surgical Asepsis (10 hours, lab)
- A. Medical asepsis
  1. Hand hygiene
  2. Donning and removing personal protective equipment
  3. Isolation skills (contact, droplet, airborne)

B. Surgical asepsis
  1. Sterile dressings
  2. Wet-to-moist dressing
  3. Irrigation of wound
  4. Culture of wound

XIII. Physical Hygiene (10 hours, lab)

A. Oral hygiene including cleans upper and lower dentures
B. Complete bed bath with back rub
C. Perineal care for female and male patients
D. Foot care
E. Dressing patient with affected arm
F. Elastic stockings application (knee high and thigh high)
G. Use of sequential compression device
H. Bedmaking (unoccupied and occupied)

XIV. Vital Signs (10 hours, lab)

A. Body temperature
B. Locate and palpate pulse sites
C. Respiratory assessment
D. Blood pressure reading
E. Pain level assessment

XV. Oxygenation (5 hours, lab)

A. Oxygen therapy
B. Pulse oximetry

XVI. Nutrition (10 hours, lab)

A. Diets
B. Intake and output (measure and record)
C. Blood glucose
D. Nasogastric tube insertion and feeding
E. Feeds patient who cannot feed self
F. Weight of ambulatory patient (measure and record)

XVII. Body Mechanics Principles (6 hours, lab)

A. Positioning the patient
B. Transfers from bed to chair (wheelchair) using transfer belt
C. Transfers from bed chair (wheelchair) using Hoyer lift
D. Assists to ambulate using transfer belt
E. Performs passive range of motion

XVIII. Elimination (10 hours, lab)

A. Foley catheter insertion and care (female and male)
B. Urinary output (measure and record)
C. Assist with use of bedpan

XIX. Medication Administration (20 hours, lab)

A. Oral medications
B. Parenteral medications
C. Nasogastric tube medications

Total Lecture Hours:	36
Total Laboratory Hours:	81
Total Hours:	117

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation:

3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:
Demonstrate the steps used in performing hand hygiene. Apply and remove isolation gown, face mask, and gloves to reduce the risk of healthcare associated infections.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Utilizing the patient information given in a case study, develop a nursing care plan. Review the patient's assessment data (objective and subjective), determine a nursing diagnosis, develop a nursing care plan for patient by identifying expected outcomes/goals and interventions to meet the patient's needs. Describe the implementation of interventions identified in the plan. Then describe and note how the patient's progress will be evaluated.

Critical Thinking Assignment 2:

Given a providers order of a patient receiving a parenteral medication, write a summary of the medication which includes the drug ordered, indication for patient, classification and action, safe dose, contraindications, adverse reactions and interactions, and nursing considerations. Using the six rights of medication administration, calculate the correct dosage, select the correct syringe, needle and injection site. Give the injection using the proper technique.

D. Other Typical Assessment and Evaluation Methods

Class Performance, Laboratory Reports, Multiple Choice, Objective Exam, Performance Exams, Quizzes, Written Homework

V. Instructional Methods

Demonstration, Discussion, Lab, Role play/simulation

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:
Computer assisted programs

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)

American Psychological Association. Publication manual of the American Psychological Association (7th ed.). American Psychological Association, (2020).

Assessment Technologies Institute (ATI) Testing Package (2020).

Castillo, S. L. M. Strategies, techniques, approaches to critical thinking. (6th ed.). Elsevier, Inc., (2018).

Giddens, J. G. Concepts for nursing practice. (3rd ed.). Elsevier, Inc. (2021).

Hinkle, J. L., & Cheever, K. H. Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Wolters Kluwer, (2018).

LexisNexis. California Nursing Practice Act. Matthew Bender & Company, (2020).

Lippincott's The Point. Lippincott Advisor for Education (2020 ed). Wolters Kluwer, (2020).

Lippincott's DocuCare Electronic Health Record Simulation Software. Wolter's Kluwer, (2020).

Lynn, P. Taylor's clinical nursing skills: A nursing process approach (5th ed.). Wolters Kluwer, (2019).

Pickar, G. D., & Pickar-Abernethy, A. Dosage calculations (9th ed.). Delmar Cengage Learning, (2013). "Discipline standard".

Taylor, C., Lynn, P., & Bartlett, J. L. Fundamentals of nursing: The art and science of person-centered care (9th ed.). Wolters Kluwer, (2019).

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)

C. Required Supplementary Readings

D. Other Required Materials

Nurse Pack: Contains lab supplies to complete requisite skills for learning.
Dove Skills Lab Uniform
Dove Clinical Uniform

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite
Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.

Nursing-143 AND Nursing-144 AND Nursing-146 AND Medical Terminology-1

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). Gather data for a biophysical health history from an adult client.

NURS 146 -Identify common abnormal biophysical findings and evaluate the impact on an adult client.
NURS 146 -Compare and contrast normal and common abnormal findings for the biophysical body structures and systems.
NURS 146 - Identify the steps in the nursing process and demonstrate how to use it in a client's history and physical.
NURS 146 -Document normal and abnormal findings and complete basic history and physical examination of all the body systems using correct terminology.
NURS 146 - Analyze and evaluate the findings from health and physical examinations utilizing the nursing process and critical thinking skills.
NURS 146 - Perform a physical assessment from head to toe utilizing the appropriate equipment and medical terminology.

Medical terminology knowledge is important as it applies to patient care in the ability to analyze and identify medical terms to describe diseases, their symptoms as well as diagnostic tests and medical surgical procedures.
MEDT 1 - Formulate medical terms by properly arranging prefixes, suffixes, word roots, and combining forms.
MEDT 1 -Differentiate between proper and improper spelling and pronunciation of common medical terms used to describe diseases and their symptoms as well as diagnostic, treatment and surgical procedures.
MEDT 1 -Choose correct abbreviations for medical terms used to describe diseases and their symptoms as well as diagnostic tests and medical surgical procedures.
MEDT 1 -Use a medical dictionary to compare closely related medical terms and choose the appropriate terms for specific applications.
MEDT 1 - Differentiate between medical terms that describe various diseases related to each of the nine body systems.
MEDT 1 - Arrange medical terms that describe various diagnostic tests and medical surgical procedures.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations
Enrollment Limitations and Category:
Students must be admitted into the Nursing Program. and Students must have completed the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI-TEAS) with the state recommended passing score.
Enrollment Limitations Impact:
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Course Created by:
No name was listed.

No name was listed. Deborah Heming Date: 05/14/2018

Original Board Approval Date: 07/16/2018

Last Reviewed and/or Revised by Robbie Lee Date: 11/01/2021

Last Board Approval Date: 01/18/2022