



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 3/9/2006
- COR Update
- X Pre Req/Advisories 3/9/06
- X Other Changes 12/06/2007
- Effective Date
- X SLO 3/20/2008

COURSE SUBJECT & NUMBER: NS 111 NS 111CL

COURSE NAME: Fundamentals of Nursing Science (formerly NS 101, Principles of Nursing Science)

COURSE UNITS: 7 **COURSE HOURS:** 15 hrs weekly (3 hours lecture, 12 hours clinic)

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Limitation on Enrollment: Formal admission to the Associate Degree Nursing Program.

Prerequisite: Completion of BIOL 201, BIOL 202, BIOL 204 and ENGL 101. Minimum GPA of 2.4 for all college classes. Minimum GPA of 2.5 for BIOL 201, 202, and 204. Minimum GPA of 2.0 for college level English courses. No more than one repeated science course of the three required is allowed.

Corequisites: Concurrent enrollment in NS111L.

Instructional materials fee required for this course and must be paid at registration.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

Fundamental nursing principles of patient care are presented within the self-care framework. Focus is on Orem's Universal requisites. Pharmacology, nutrition, geriatric nursing and culturally competent patient care are integrated. Major emphasis is on the "acting for, doing for" role of the nurse and the development of critical thinking skills. Participation in concurrent clinical experience in acute care nursing facilities is required. (CSU, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Demonstrate behavior that reflects legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice.
- *2. Establish effective therapeutic and social communication with patients, significant others and health team members.
3. Practice the student role in advocating for adult medical and surgical patients' and significant others' rights.
- *4. Use the nursing process to safely care for one to two adult medical and surgical patients including report and documentation of pertinent and accurate data under the guidance of an instructor.
5. Demonstrate caring behavior towards the adult medical and surgical patient, significant other(s), peers and other members if the health care team respecting human diversity.
- *6. Demonstrate application of theory to clinical decision making for the adult medical and surgical patient.
- *7. Demonstrate use of information technology to support and communicate the planning and provision of patient care with guidance of an instructor.
8. Recognize principles of growth and development in relation to the delivery of nursing care to adult medical and surgical patients.
- *9. Implement individual plans of care according to identified patient teaching needs with guidance of the instructor.
10. Collaborate with patient, significant other(s), and appropriate members of the health care team in the decision making process, with instructor guidance.
- *11. Demonstrate accountability and responsibility for all patient care assigned.

*Denotes SCANS competencies.

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

I. Dorothea Orem's Universal Self Care Requisites applied to nursing care of patients with medical/surgical conditions

A. Maintenance of Balance between Rest and Activity

1. Use of proper body mechanics in patient care
2. Management of patient with impaired mobility and activity intolerance
3. Patient safety for immobilized patient
4. Stages of normal sleep cycle
5. Management of patient with pressure ulcers and other impaired skin integrity in the clinical setting

B. Basic concepts related to maintenance of sufficient intake of air
Basic concepts in nursing related to oxygenation

1. Use of physical assessment skills in clinical setting
2. Assessing vital signs in clinical setting
3. Management of patient with oxygen deficits in the clinical setting

C. Basic concepts related to biological hazards: Medical Asepsis

1. Basic concepts of infection control
2. Use of standard precautions in clinical setting

D. Basic concepts of biological hazards: Surgical Asepsis

1. Normal process of wound healing
2. Management of patient with wounds and dressings

E. Basic concepts of chemical hazards

1. Medication administration
2. Administration of medications safely to patient in the clinical setting

F. Basic concepts of elimination processes

1. Assessment of GI and urinary systems
2. Management of patient with urinary tubes and GI tubes

G. Basic concepts of the aging process

1. Theories and myths of aging
2. Physical and psychosocial changes of aging
3. Management of the elder patient in the clinical setting
4. Health concerns of the older adult

H. Basic concepts of water, fluids and electrolytes

1. Distribution, composition, movement and regulation of body fluids
2. Regulation and movement of major electrolytes
3. Management of patient with fluid and electrolyte imbalance in clinical setting.

I. Basic concepts of solitude and social interaction

1. Basic elements of the communication process
2. Therapeutic and non therapeutic communication techniques
3. Current trends in American family
4. Use of nursing process to provide for the health care needs of the family in the clinical setting
5. Use of therapeutic communication techniques in the clinical setting

J. Basic concepts of diversity

1. Gender social and cultural influences in health, illness, and caring patterns.
2. Spiritual and religious aspects of health.
3. Management of a patient from a different socio-cultural background in the clinical setting

K. Basic concepts of nutrition

1. Balance between energy intake and energy requirements
2. Nutritional requirements in the adult and variances in these
3. Enteral and parenteral nutrition
4. Assess the nutritional status of assigned patient in the clinical setting

L. Basic concepts of normalcy as it relates to self-concept and pain

1. Maslow's hierarchy of needs
2. Concept of stress according to Selye
3. Components of self-concept
4. Apply the nursing process to promote a patient's self-concept in the clinical setting
5. Physiology of pain and various approaches to treatment of pain
6. Assess and treat a patient with pain in the clinical setting

M. Basic concepts in promotion of normalcy:sexuality

1. Key concepts of sexual health
2. Characteristics of a sexually health person

N. Basic concepts in maintaining normalcy in the surgical patient

1. Pre-operative and post-operative teaching
2. Pre-operative and post-operative assessment of patients in the clinical setting

II. Supervised clinical practice integrating course theory and concepts

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students are required to read assigned topics outside of class according to the modules that include readings from the textbooks and journals.

An average weekly assignment:

Potter and Perry's Textbook of Fundamentals of Nursing (175 pages)

Mosby's Pharmacology in Nursing (50 pages)

Nursing Journals (15 pages)

Essentials of Nutrition and Diet Therapy (17 pages); Weldy's Fluid and Electrolytes (10 pages)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students are required to write 3 graded nursing care plans with additional non-graded mini nursing care plans in clinic. A 10-15 page research paper on assigned topics related to the Orem Nursing Theory is also required.

Average weekly assignments:

Health care team progress notes

Patient teaching plan

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Mathematical problems using Dimensional Analysis are provided in the Student Resource Manual as preparation for a math exam given early in the semester.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students are required to think creatively and scientifically, make decisions and problem solve. Critical thinking skills are required using the nursing process. The nursing process includes assessment, planning, implementation and evaluation. Students are evaluated daily for utilization of critical thinking skills when making nursing judgments.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students are required to:

Give oral presentations on cultural diversity in health care and its effect on the delivery of nursing care.

Manage the nursing care of assigned patients in clinic.

Share clinical learning experiences in post-clinical conferences.

Complete specific module assignments such as I&O and assessment guidelines.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading Assignments: 15 hours

Writing Assignments: 4 hours

Computational Assignments: 4 hour

Other Assignments: 4 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, multi-media, instructor-guided skills demonstrations, and concurrent guided experience in the clinical setting..

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Multiple choice examinations are administered every 3 to 4 weeks. All exam questions focus on the course objectives including theory (#6), nursing process (#4), communication (#2), legal aspects (#1) and medications (#4). This content is necessary in order to safely care for patients. Other methods of evaluation include short answer quizzes, short written assignments, math tests, written patient care plans, skill demonstrations in the nursing lab and in the clinical setting, a research_term paper, weekly formative evaluations, and a comprehensive final examination.

Clinical objectives are evaluated through direct observation of student actions in the clinical setting. Clinical performance involves application of theoretical knowledge, problem solving ability, sound decision making, using effective communication skills and practicing safe clinical skills.

Participation in clinical hours is required to evaluate satisfactory completion of the clinical objectives. Failure to participate in the minimum number of clinical hours will result in dismissal from the course. The maximum number of hours that are allowed to be missed is addressed in the attendance policy of the ADN Resource Manual.

Criteria for successful completion of the course is a minimum of 70% on the examinations and satisfactory completion of clinical performance.

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Carpenito, Lynda. Nursing Diagnosis: Application to Clinical Practice, 11th Edition, Lippincott Williams & Wilkins 2006
Chernecky & Berger. Laboratory Tests and Diagnostic Procedures, 4th Edition, Saunders, 2004.
Curren & Munday. Dimensional Analysis for Meds, 3rd Edition, Del Mar, 2006
Deglin & Vallerand. Davis's Drug Guide for Nurses, 11th Edition, FA Davis, 2006.
McKenry & Salerno. Mosby's Pharmacology in Nursing, 22nd Edition, Mosby, 2006.
Potter & Perry. Fundamentals of Nursing, 6th Edition, Mosby, 2005.
Sparks & Taylor. Nursing Diagnosis Reference Manual, 13th Edition, Springhouse, 2006.
Speakman & Weldy. Body Fluids and Electrolytes, 8th Edition, Mosby, 2002
Taber's Cyclopedic Medical Dictionary, 20th Edition, FA Davis, 2004.