BOSSIER PARISH COMMUNITY COLLEGE
Master Syllabus

Course Prefix and Number: NURS 200 **Credit Hours:** 6

Course Title: Fundamentals of Nursing

Prerequisites: Admission to the Nursing Program

Co-requisites: NURS 200L, NURS 201, NURS 202, NURS 205

Enrollment in the 200 Level of Nursing (NURS) courses is limited to those students who have been selected and admitted to the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks:
Craven, R. & Hirnle, C. (2013). *Fundamentals of Nursing* (8th ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
ATI Online Resources
Gulanick, M. & Myers, J. (2014). *Nursing Care Plans* (9th ed.). Elsevier

Course Description:

This course introduces students to the basic concepts and skills that are essential to the foundation of professional nursing practice. Included are therapeutic communication, QSEN competencies, the Nurse Practice Act, quality improvement, patient- centered care with regard to cultural and lifespan diversity, evidence-based practice, and the nursing process. Students learn how to meet basic human needs including physical assessment, medication administration, nutrition, elimination, and hygiene, while promoting safety among patients and staff.

Student Learning Outcomes (SLO)

1. Professional behaviors including commitment to continued quality improvement, ethical and legal standards of practice, efficient management of resources, patient advocacy and lifelong learning
2. Promote safety in the workplace to minimize risk of harm to self, patients, family members and coworkers.
3. Use of therapeutic communication techniques which result in optimal relationships with patients and families and teamwork and collaboration with interdisciplinary team members.
4. The ability to provide patient-centered care with regard to cultural and life-span diversity in a variety of healthcare settings
5. Evidence-based practice to inform the nursing process for clinical judgment and critical decision making.
6. Use of informatics and technology to document, manage patient records and support decision making.

7. Competency with the nursing process to assess, plan, implement and modify patient care to promote positive outcomes.

Course Student Learning Outcomes (CSLO)

At the end of this course, the student will be able to*:*

A. Apply the concepts of therapeutic communication, patient advocacy, evidence-based practice, teamwork and collaboration, to the provision of patient-centered nursing care to meet the needs of diverse patient populations. (SLO: 4,5)
B. Incorporate concepts of professionalism, including integrity, responsibility and commitment to quality improvement, to nursing practice. (SLO: 4)
C. Apply the Nurse Practice Act and QSEN competencies to the role of the Registered Nurse. (SLO: 1,7)
D. Apply basic concepts of pathophysiology to the safe performance of foundational nursing skills. (SLO: 2,5)
E. Relate the role of the nursing process to the provision of foundational nursing skills. (SLO: 3,7)

Objectives

To achieve the course student learning outcomes, the student will meet the following objectives:

1. Describe how nurse advocacy is the basis for communication with patients. (CSLO: A)
2. Discuss the role of the nurse as collaborator and develop awareness of own strength and weaknesses as a team member. (CSLO: C)
3. Describe standards of care in nursing. (CSLO: B)
4. Identify distinct pathways for entrance into professional nursing. (CSLO: B)
5. Describe the importance of the Nurse Practice Act in relation to the legal and technical aspect of nursing. (CSLO: C)
6. Describe the QSEN competency of quality improvement. (CSLO: C)
7. Explain why the Quality and Safety Education for Nurses (QSEN) competencies are important to nurses. (CSLO: C)
8. Describe best practices for performing quality foundational nursing skills. (CSLO: D)
9. Discuss the focus of nursing care in various settings and situation. (CSLO: E)
10. Explain the relationship of functional health pattern typology to patient centered nursing care of culturally diverse populations. (CSLO: A, E)
11. Give some examples of come commonly used holistic interventions. (CSLO: D, E)
12. Describe factors the place an individual's health at risk. (CSLO: E)
13. Discuss the QSEN definition of patient-centered care. (CSLO: C)
14. Describe how nurses' act as patient advocates for diverse populations when giving patient centered care. (CSLO: A)
15. Define the QSEN competency of safety. (CSLO: C)
16. Discuss physiological and environmental factors effect on safety. (CSLO: C)
17. Discuss safety risks for healthcare workers. (CSLO: B)
18. Describe the care regimen to promote safety in physical surroundings. (CSLO: C)
19. Describe nursing roles and responsibilities in home care. (CSLO: B)
20. Discuss related theories of development across the life span. (CSLO: E)
21. Describe the characteristics of culture. (CSLO: A)

22. Explain how the consideration of culture influences the quality and safety of nursing care. (CSLO: A, B)
23. Identify cultural assumption patterns of one's own and others' behavior. (CSLO:A, B)
24. Identify important assessment areas to address when communicating with culturally diverse patients. (CSLO: A, E)
25. Discuss nutritional considerations across the lifespan of culturally diverse populations. (CSLO: A)
26. Describe various types of coping patterns used by diverse populations to handle stress. (CSLO: A)
27. Define the QSEN competency of patient-centered care to diverse populations. (CSLO: A, C)
28. Define the QSEN competency of evidence based practice. (CSLO: C)
29. Define the QSEN competency of teamwork and collaboration. (CSLO: A)
30. Explain how nurses must collaborate with other disciplines in order to provide culturally sensitive care. (CSLO: A)
31. Identify important assessment areas to address when communicating with culturally diverse patients. (CSLO: A, E)
32. Define therapeutic communication. (CSLO: A)
33. Describe the process of therapeutic communication when providing patient centered care to diverse patient populations. (CSLO: A)
34. Identify therapeutic communication skills. (CSLO: A)
35. Discuss how culturally sensitive nurses look for patterns of behavior from a subculture or ethnic group. (CLSO: A)
36. Define the QSEN competency of patient-centered care to diverse populations. (CSLO: A, C)
37. Discuss the advantages of the nurse-patient relationship in relation to patient centered nursing care to diverse populations. (CSLO: A)
38. Describe how the nurse-patient relationship and therapeutic communication are used to implement the nursing process when communicating with culturally diverse patient populations. (CSLO: A, E)
39. Explain cross-cultural communication with various cultural and ethnic groups and cultural differences in nonverbal communication. (CSLO: A)
40. Discuss the QSEN definition of patient-centered care. (CSLO: C)
41. Describe how nurses' act as patient advocates for diverse populations when giving patient centered care. (CSLO: A)
42. Explain patient dignity and how to adapt the concept to culturally diverse populations. (CSLO: A)
43. Explain functional and physiological changes taking place in older adults. (CSLO: D)
44. Explain how nurses must collaborate with other disciplines in order to provide culturally sensitive care. (CSLO: A)
45. Recognize communication resources available and how the nurse works with and is a part of these resources. (CSLO: B)
46. Explain contributions of evidence-based practice research to nursing practice involving diverse populations. (CSLO: A)
47. Explain characteristics of nursing research and how research relates to Quality Improvement. (CSLO: B, C)

48. Identify patient teaching needs and appropriate outcomes to provide information and skills regarding patient health choices. (CSLO: E)
49. Describe important qualities of the teaching-learning relationship. (CSLO: E)
50. Analyze how assessment plays a role in patient safety. (CSLO: B)
51. Explain how critical thinking is used in nursing. (CSLO: B)
52. Explain why problem-solving, management and nursing process are similar. (CSLO: C)
53. Explain lifespan and cultural safety considerations for various groups. (CSLO: A)
54. Discuss patient safety utilizing correct medical and surgical asepsis. (CSLO: C,D)
55. Discuss evaluation of medication effectiveness and documentation regarding safe medication administration practices. (CSLO: C)
56. Discuss the relationship of safety to sensory function. (CSLO: C)
57. Discuss the role of healthcare personnel and health agencies in infection control. (CSLO: B, C)
58. Describe the procedures used to assess vital signs. (CSLO: D, E)
59. Discuss nursing measures that strengthen defense mechanisms against infection. (CSLO: B, C)
60. Identify the skills required for nursing assessment. (CSLO: E)
61. Formulate Nursing Diagnoses for patient situations. (CSLO: E)
62. Discuss the Nursing Outcome and Nursing Intervention Classification projects in relation to the Nursing Care Plan. (CSLO: E)
63. Describe nursing activities during the evaluation phase of the nursing process. (CSLO: D, E)
64. Incorporate age appropriate spiritual assessment questions into nursing assessment when caring for patient's from diverse populations. (CSLO: A, E)
65. Apply the nursing process to grieving patients. (CSLO: E)
66. Discuss the effects of surgery on health function. (CSLO: D, E)
67. Describe the impact of immobility on physiologic and psychological functioning when functioning when caring for diverse populations. (CSLO: A, E)
68. Discuss nursing assessment of urinary function. (CSLO: D, E)
69. Describe appropriate subjective and objective data to collect to assess bowel function. (CSLO: D, E)
70. Discuss interventions to promote rest and sleep. (CSLO: D, E)
71. Develop a nursing plan of care for a patient experiencing pain. (CSLO: A, E)
72. List resources available to families of people with altered cognitive processes. (CSLO: B, E)
73. Plan care for a person with altered self-concept. (CSLO: E)
74. Evaluate the impact of altered family function on activities of daily living. (CLSO: D, E)
75. Discuss basic hygiene nursing skills such as bathing, shampooing hair, perineal care, foot care, back massage, toileting and bed making. (CSLO: D, E)
76. Discuss nursing skills such as catheter insertion and care, tracheostomy care, nasogastric tube placement, medication administration, and tube feedings. (CLSO: D, E)
77. Describe nursing measures to ensure a patent airway. (CLSO: D, E)

Course Requirements

In order to pass the course, the student must earn 76% of the total possible points on the unit tests for the course and make a minimum score of 70% on the final exam. The student must achieve an overall course average of 76%. Grades will not be rounded. Failure to complete any of the course requirements listed below will result in an "F" for the course.

The student will:

- Participate in/complete all classroom/laboratory experiences (such as discussion questions; quizzes; case studies; concept mapping; DVD, video, web-site, or reading assignments).
- Be held responsible for the content of the entire course. The final exam is mandatory, will be cumulative, and worth 25% of the overall grade for the course.
- Earn a minimum score of 80% on the Nurse Practice Act and QSEN assessments.
- Complete a comprehensive assessment examination through ATI.

Grading Scale:

93 – 100% = A
85 – 92% = B
76 – 84% = C
68 – 75% = D
0 – 67% = F

Attendance Policy: The college attendance policy, which is available at http://catalog.bpcc.edu/content.php?catoid=5&navoid=369#class-attendance allows that "more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses." The attendance policy of the Nursing program in described in the Nursing Program Clinical Handbook.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA
Angie Cao, Student and Disability Services Specialist

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111
318-678-6511
acao@bpcc.edu
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
Human Resources Office, A-105
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6056
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

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