

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**NURS 101: FOUNDATIONS OF NURSING**

**I. Basic Course Information**

- A. Course Number and Title: NURS 101 Foundations of Nursing
- B. New or Modified Course: Modified
- C. Date of Proposal: Semester: Spring Year: 2017
- D. Effective Term: Fall 2017**
- E. Sponsoring Department: Health Science Education
- F. Semester Credit Hours: 9
- G. Weekly Contact Hours: Lecture: 4 hours  
Learning Lab Lecture: 1 hour (NURS T01)  
Learning Lab: 2 hours (NURS L01)  
Demo Skills Lab: 3 hours (NURS S01)  
Clinical Lab: 10 hours (NURS C01)  
**Out of class student work per week: 8**
- H. Pre-requisites: BIOL125-Human Anatomy and Physiology II; Cumulative GPA 2.75; MATH 020-Elementary Algebra
- Co-requisites: ENGL 111-English Composition I  
Pharmacology Clinical Calculations Placement Test or NURS 016-Pharmacology Clinical Calculations  
FITN115-(Dynamics of Fitness and Wellness,  
NURS T01, NURS C01, NURS L01, and NURS S01
- I. Laboratory Fees: Yes
- J. Name and Telephone Number or E-Mail Address of Department Chair:  
**Beryl Stetson, 908-526-1200 ext 8208**

## **II. Catalog Description**

Prerequisites: BIOL 125 –Human Anatomy and Physiology II; 2.75 Cumulative GPA; MATH 020 -Elementary Algebra.

Co-Requisites: Pharmacology Clinical Calculations Placement Test or NURS 016 -Pharmacology Clinical Calculations. ENGL 111 -English Composition I. FITN 115- Dynamics in Fitness and Wellness, NURS T01, NURS C01, NURS L01, NURS S01

This first clinical nursing course focuses on providing safe basic nursing care utilizing techniques based on scientific rationales. Concepts related to wellness states, growth and development in the adult client, principles of communication, cultural diversity, legal and ethical standards of health care, nutrition for health maintenance, safe and comfortable environment, pharmacotherapeutics, the nursing process and fluid and electrolytes are introduced. The student is guided in developing clinical reasoning skills for problem solving to be used in the classroom, college lab and clinical lab settings. The student will begin to explore wellness states associated with various developmental levels, and alterations in wellness states associated with surgical clients, clients with fluid and electrolyte imbalances and clients with cancer. The college laboratory, the clinical laboratory and community experiences provide settings for the student to develop basic care skills. This course acquaints the student with the role of the nurse as a provider of care, a manager of care and as a member of the profession of nursing. This is accomplished through competencies reflective of holistic human needs within a practice philosophy which incorporates clinical reasoning, collaboration, therapeutic interventions, growth and development, teaching and learning principles, clinical practice standards, community based care, health care systems, current trends, communication, ethical behaviors, caring, self growth and accountability. Students are responsible for 3 independent hours of lab skill preparation each week. A satisfactory clinical evaluation, a satisfactory college learning lab evaluation and a minimum theory grade of 75% are required for progression in the program. Fall offering only. The lab component of this course is where the students learn the skills needed and are tested on those skills which will be used in the clinical environment.

This course may be transferable to other nursing programs based on their content and criteria in Foundations of Nursing.

## **III. Statement of Course Need**

- A. This is a standard clinical nursing course that fulfills the need for nursing students to identify with the roles of nursing and to develop fundamental skills necessary to prepare entry-level nurses. This course is also required by The New Jersey Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC) in meeting the requirements for the AAS degree in Nursing.
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these

skills in clinical facilities. The clinical lab component enables application of course content in the healthcare delivery system.

- C. This course is not designed to transfer, but may transfer to an AAS degree in Nursing or to a BS in Nursing.

#### **IV. Place of Course in College Curriculum**

- A. Free elective.
- B. This course meets a program requirement for the A.A.S degree in nursing.
- C. To see course transferability: a) for New Jersey schools go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); for all other colleges and universities go to their individual websites.

#### **V. Outline of Course Content**

- A. Orientation and Introduction to Nursing
- B. Communication
- C. Holism
- D. Infection Control
- E. Nursing Process and Critical Thinking
- F. Issues Basic to Health Care Maintenance
- G. Pharmacology
- H. Peri-operative Care
- I. Promoting Fluid and Electrolyte and Acid/Base Balance
- J. Nutrition
- K. Elimination
- L. Nursing care of the Client with Cancer

#### **VI. General Education Goals and Course Learning Outcomes**

##### **A. General Education Learning Outcomes**

**At the completion of the course, students will be able to:**

1. The student will function as providers of care when they:
  - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
  - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, \*)
  - 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1,4)

- 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, \*)
  - 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
  - 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1,3)
  - 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, \*)
2. The student will function as managers of care when they:
    - 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE- NJ 1, 8, ER, \*)
    - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)
    - 2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL,\*)
  3. The student will function as members within the profession of nursing when they:
    - 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
    - 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)
    - 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3, 4, 5, 8, IL)
    - 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL,ER,\*)

\*embedded critical thinking

## **B. Course Learning Outcomes**

**At the completion of the course, students will be able to:**

1. Define the role, function, legal and ethical responsibilities of the professional registered nurse.
2. Identify health care delivery systems and related community services for the patient to access.
3. Identify pathophysiological processes, related medical and/or surgical treatments and nursing actions with regard to patients with infectious disease, fluid and electrolyte alterations or cancer.
4. Recognize and utilize components of therapeutic nurse, patient, and health care team relationships.
5. Demonstrate an understanding of group dynamics.
6. Utilize concepts of teaching-learning principles.
7. Recognize growth and development across the lifespan in developing and implementing appropriate nursing care.
8. Identify holistic human needs using Maslow's hierarchy.
9. Demonstrate knowledge of nursing actions designed to assist the patient in meeting holistic human needs within structured health care facilities and community settings.
10. Demonstrate ability to incorporate concepts of cultural diversity in planning and implementing care.
11. Utilize the nursing process for providing care reflective of Evidence Based Practice and ANA Practice Standards.
12. Recognize priorities for care using clinical reasoning skills to organize nursing care.
13. Practice safe administration of pharmacotherapeutics agents related to knowledge of drug classification, dosage, calculations, proper administration protocols and drug interactions.
14. Discuss treatment and nursing management of the patient with fluid and electrolyte alterations; undergoing surgery or oncologic disorders.
15. Identify basic nutrition concepts.
16. Discuss nutritional needs of the patient related to growth and development, financial implications, specific dietary needs and alterations.
17. Discuss processes of elimination and nursing management and care required by the patient.
18. Develop effective study strategies and techniques.
19. Evaluate self-performance and growth in the clinical setting.
20. Demonstrate self-direction in seeking resources to enhance the learning process.
21. Recognize personal strengths which will facilitate the transition to the role of professional registered nurse.

22. Demonstrate therapeutic communication between the nurse, patient and the health care team.
23. Demonstrate appropriate documentation in the clinical record, written or electronic.
24. Discuss the evolving role of nurses in informatics and its implications for health care.

### **C. Assessment Instruments**

1. nursing care plans
2. communication studies ( process recordings)
3. class, clinical laboratory and college laboratory manual assignments
4. unit quizzes
5. tests

### **VII. Grade Determinants**

- A. unit quizzes
- B. tests
- C. nursing care plans
- D. learning lab practicum
- E. clinical performance

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. reading assignments
- C. independent Study
- D. skill laboratory demonstrations
- E. skill Evaluation/Testing
- F. theoretical, clinical lab and college laboratory manuals
- G. audio-visual aids
- H. observational experiences
- I. review sessions
- J. clinical laboratory practice

### **VIII. Texts and Materials**

- A. Required textbooks:
  1. Ackley, "Nursing Diagnosis Handbook – A Guide to Planning," (11<sup>th</sup> Edition), Elsevier.
  2. Deglin, "Davis's Drug Guide for Nurses (Book with CD ROM)," (15<sup>th</sup> Edition)
  3. Kee, "Pharmacology – A Nursing Process Approach," (8<sup>th</sup> Edition), Elsevier

4. Lewis, Medical Surgical Nursing – Assessment and Management of Clinical Problems, (10<sup>th</sup> Edition), Elsevier.
  5. Potter and Perry, Fundamentals of Nursing, 9<sup>th</sup> Edition,
  6. Mosby's Nursing Clinical Skills: Essentials Collection 1<sup>st</sup> Ed., online
  7. Adaptive Quizzing Code
  8. Calculating Drug Dosages Online (Access Card): [www.DosageCalc.com](http://www.DosageCalc.com), Martinez de Castillo, Werner-McCullough
  9. Davis' Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, 6<sup>th</sup> Edition, Van Leeuwen
  10. Medical/Surgical vSim – 2 years
  11. DocuCare – 1 year
  12. Passpoint – 6 months
  13. ATI
  14. NursePac
- B. Course syllabus/study guides, clinical and learning lab manuals
- C. Useful supplemental texts/materials
1. Medical Dictionary
  2. Professional nursing journal

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## **XI. Resources**

- A. RVCC library resources
- B. Health Science Education Learning Lab electronic resources
- C. Clinical facility resources