

# Capital Area School of Practical Nursing

## Fundamentals of Nursing with Medical Terminology

### Course Syllabus

#### Course Information:

Time: 12:30 – 4:00 p.m.

Theory Contact Hours: 143.5

#### Instructor Information:

Karen Durr RN BSN

Office: 217-585-1215 ext. 207

Email: sdurr@caspn.edu

#### Classroom Performance and Student Expectations:

All policies are to be followed as outlined in the CASPN student handbook.

#### Methods of Evaluation:

Assignments, tests, and point distribution per individual faculty will be distributed with each course calendar.

#### **Textbook:**

Williams, Patricia. *deWit's Fundamental Concepts and Skills for Nursing*. 5<sup>th</sup> ed., Elsevier, 2018.

Williams, Patricia. *Study Guide for deWit's Fundamental Concepts and Skills for Nursing*. 5th ed., Elsevier, 2018.

#### Course Description:

This course provides an introduction to nursing and roles of the nurse as well as profession related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment, nursing skills and medical terminology is presented, and the student is given an opportunity to demonstrate these skills in a laboratory setting. An introduction to the nursing process provides the student with a beginning framework for decision making.

#### Course Objectives:

1. Define basic assessment skills related to a patient's physiological, psychosocial, cultural and spiritual dimensions using proper techniques and measures that ensure patient safety.
2. Discuss the history of nursing, the role of the nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
3. Appreciate the nurse's role in supporting a patient's physiologic needs related to infection control, basic care and comfort, and nutrition.
4. Introduce concepts of effective communication and documentation skills as a member of the health care team.
5. Introduce health care technologies and methods to locate evidence-based resources that impact patient care.
6. Define healthcare literacy, barriers to learning, and strategies to reinforce health education.
7. Define organizational skills, time management, priority-setting, patient advocacy, and clinical decision making.
8. Introduce concepts related to safety and the delivery of quality care.
9. Introduce concepts of ethical and legal standards as well as professional accountability for the delivery of patient centered care.

#### Content Units:

Nursing Role and Scope of Practice

##### Unit Objectives:

1. Define nursing and relate its current state to historical events and leaders.
2. Compare and contrast the various roles of contemporary nurses today.
3. Review the different educational paths to professional nursing and their implications for career mobility and advancement.
4. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
5. Describe how state nurse practice acts define the legal scope of nursing practice.
6. Review an established code of ethics and its role in guiding nursing practice and ethical decision making.
7. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.

## Content Units:

### Spectrum of Healthcare

#### Unit Objectives:

1. Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.
2. Define the terms health promotion and wellness and discuss the nurse's role in supporting patient's movement towards optimal health.
3. Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.
4. Differentiate between the goals of acute and chronic care and examples of patient conditions in each category.
5. Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with patients undergoing rehabilitation.
6. Compare and contrast palliative and hospice care and the role of the nurse in providing end of life care.
7. Describe the various health care settings within which patient care is delivered.
8. Discuss the roles of state and federal governments in regulating health care agencies.

## Content Units:

### Patient Related Concepts/ Nursing Process (includes Nursing Process Lab)

#### Unit Objectives:

1. Identify the steps of the nursing process.
2. Review the use of the nursing process as a tool for planning patient care.
3. Differentiate between subjective and objective data and various data collection methods.
4. Review the elements of a nursing diagnosis and its use in describing potential and actual patient problems.
5. Apply principles of the nursing process to an actual or simulated patient record.

## Content Units:

### Profession Related Concepts/ Patient Centered Care

#### Unit Objectives:

1. Discuss the meaning of patient-centered care.
2. Describe concepts of holistic health and nursing.
3. Describe the concept of caring as a foundation for nursing practice.
4. Review the professional skills inherent in providing patient-centered care.

#### Content Topics:

- a. Nursing process/ Define the nursing process and discuss its use as a tool for identifying actual and potential patient problems and planning patient-centered care.
  - b. Nursing process/ Compare and contrast the various steps of the nursing process and the role of the nurse.
  - c. Nursing process/ Discuss the purpose of a patient plan of care, its developmental process, its implementation, and role in determining attainment of patient outcomes.
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- a. Clinical decision making/ Define clinical decision making and its relationship to nursing practice.
  - b. Clinical decision making/ Compare and contrast clinical decision making and critical thinking.
  - c. Clinical decision making/ Differentiate between decision making and problem solving.
  - d. Clinical decision making/ Discuss the significance of the scientific method for determining best nursing practices.
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- a. Advocacy/ Define advocacy and its relationship to nursing practice.
  - b. Advocacy/ Discuss the relationship between the nurse's role as advocate and the patient's right to information and make informed health care decisions.
  - c. Advocacy/ Review the Patient's Bill of Rights and the Self Determination Act and their association with the nurse's role as patient advocate.
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- a. Cultural sensitivity/ Define cultural sensitivity and its relationship to nursing practice.
  - b. Cultural sensitivity/ Discuss the term culture and the various components that contribute to its definition (ethnicity, spiritual beliefs, social practices).
  - c. Cultural sensitivity/ Compare and contrast the terms cultural sensitivity and cultural competence in relation to the role of the health care provider.
  - d. Cultural sensitivity/ Recognize the influence culture has on health, health practices, illness, and caring patterns.

- a. Communication/ Define communication and its relationship to nursing practice.
- b. Communication/ Describe the four components of the communication process.
- c. Communication/ Differentiate between verbal and nonverbal communication.
- d. Communication/ Discuss characteristics of varied types of communication.
- e. Communication/ Differentiate between nontherapeutic and therapeutic communication.
- f. Communication/ Discuss the use of technology in the communication process.
- g. Communication/ Describe how nursing documentation is a written form of communication.
- h. Communication/ Identify potential barriers to effective communication.

Content Units:

Profession Related Concepts/ Interdisciplinary Collaboration

Unit Objectives:

1. Define the concept of interdisciplinary care.
2. Describe the essential aspects of collaborative health care.
3. Discuss the benefits of an interdisciplinary health care team providing patient care.

Content Units:

Profession Related Concepts/ Evidence-Based Practice

Unit Objectives:

1. Define the concept of evidence-based practice.
2. Identify available resources for evidence-based nursing practice.
3. Discuss how evidence-based practice provides optimum care for individuals and their families.

Content Units:

Profession Related Concepts/ Safety

Unit Objectives:

1. Define the concept of patient safety.
2. Discuss personal and environmental factors that impair a patient's ability to protect themselves from injury.
3. Review interventions that can assist in reducing risk of patient injury (properly identifying patient, using six rights of medication administration, performing fall risk assessment, communicating patient information to appropriate team member).
4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.
5. Recognize the role of the nurse in promoting a safe environment.
6. Review the National Patient Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.

Content Units:

Profession Related Concepts/ Patient Education

Unit Objectives:

1. Define the concept of patient education.
2. Identify the role of the nurse in relation to patient education.
3. Describe the three domains of learning.
4. Review basic principles of learning.
5. Discuss how to identify educational needs of patients.

Content Units:

Profession Related Concepts/ Professionalism

Unit Objectives:

1. Define the concept of professionalism and its relationship to nursing practice.
2. List professional behaviors that are consistent with those of a nurse.
3. Discuss the relationship of ethical and legal practice to the role of nurses.
4. Compare and contrast accountability and responsibility.

Content Units:

Profession Related Concepts/ Leadership

Unit Objectives:

1. Define the concept of leadership.
2. Identify the characteristics of effective leaders.
3. Describe various leadership roles assumed by nurses.
4. Discuss how nurses as leaders can influence provision of safe patient care.

Content Units:

Patient Related Concepts/ Rest and Sleep

Unit Objectives:

1. Review the role played by rest and sleep in maintaining good physical and mental health.
2. Discuss the effect that lack of sleep has on a patient's physical and mental health.
3. Discuss developmental variations in sleep patterns.
4. Describe the functions, physiology, and stages of sleep.
5. Identify conditions that interfere with a patient's rest and sleep pattern.
6. Recognize the characteristics of common sleep disorders.
7. Review nursing interventions that can help improve a patient's quality of rest and sleep.

Content Units:

Patient Related Concepts/ Spirituality

Unit Objectives:

1. Compare and contrast the concepts of spirituality and religion.
2. Review the religious practices of selected religions and their relationship to health promotion and health care.
3. Determine factors that contribute to spiritual distress and resulting manifestations.
4. Review the nurses' role when caring for patients who are experiencing spiritual distress.

Content Units:

Patient Related Concepts/ Growth and development and Caring for the elderly

Unit Objectives:

1. Review selected theories of human development and their respective stages.
2. Discuss the impact that successful and unsuccessful achievement of developmental tasks has on the ability of an individual to progress to a higher level of development.
3. Ascertain the personal and environmental factors that can influence an individual's successful achievement of developmental tasks.
4. Review indicators of successful and delayed task resolution.

Content Units:

Patient Related Concepts/ Sensory perception

Unit Objectives:

1. Review the role played by sensory perception in maintaining good physical health.
2. Describe the anatomical and physiological components of the sensory-perceptual process.
3. Discuss factors that affect a patient's sensory perceptual processes.
4. Identify conditions that interfere with a patient's ability to process sensory input.
5. Differentiate between sensory deficits, overload, and deprivation.
6. Review nursing interventions that can facilitate or maintain a patient's sensory perceptual processes.

Content Units:

Patient Related Concepts/ Care of the Surgical Patient

Unit Objectives:

1. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
2. Review theories related to the physiology of pain.
3. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.
4. Differentiate between the various types and characteristics of pain.

5. Determine a patient's need for pain relief using established subjective tools and objective data.
6. Review pharmacologic and non-pharmacologic nursing interventions that can assist patients in managing their pain.
7. Review alternative and complementary methods of pain relief that patients may consider (acupressure, acupuncture, biofeedback).
8. Demonstrate proper techniques that support a patient's comfort needs.

Content Units:

Patient Related Concepts/ Documentation

Unit Objectives:

1. Describe the significance of nursing documentation as a written form of communication.
2. Discuss the use of technology in the communication process.
3. Identify the purpose and various elements of the patient record.
4. Review the legal parameters that guide documentation and the maintenance of patient records.
5. Review proper guidelines for effective documentation.
6. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.

Content Units:

Patient Related Concepts/ Assessment/Data Collection (includes Assessment Labs by Body System)

Unit Objectives:

1. Describe the purpose of assessment/data collection when providing patient care.
2. Review assessment/data collection techniques used during comprehensive/focused assessments.
3. Use culturally sensitive, therapeutic communication when interviewing the patient regarding their health history and current reason for seeking health care.
4. Discuss interventions that will foster a therapeutic, caring nurse patient relationship
5. Differentiate between normal and abnormal physical and laboratory findings for each body system.
6. Use appropriate terminology when documenting assessment/data collection findings.
7. Demonstrate proper assessment techniques when collecting data on patients.

Content Topics:

- a. Lab Head to Toe Assessment/data collection purpose and techniques
- b. Lab/ Vital signs
- c. Lab/ Health history
- d. Lab/ Skin, hair, and nails
- e. Lab/ Eyes, ears, nose (external structures), mouth, and oropharynx
- f. Lab/ Heart sounds and pulses
- g. Lab/ Lung sounds
- h. Lab/ Breasts and lymph nodes
- i. Lab/ Abdomen and bowel sounds
- j. Lab/ Musculoskeletal and range of motion
- k. Lab/ Mental status (level of consciousness, orientation, language)
- l. Lab/ Head to toe assessment
- m. Theory/Lab/ Wound care (Sterile dressing changes, specialized wound dressings, suture and staple removal, emergency care of evisceration and documentation)
- n. Theory/Lab/ Elimination (continuous bladder irrigation, sterile catheter irrigation and specimen collection, colostomy care and documentation).
- o. Lab/ Fundamental Skills lab (Includes: assessment (head to toe), sterile dressing change, sterile gloves/sterile field, glucose monitoring, foley catheter insertion, vital signs, drains (management and removal), ostomy care, oxygen devices, enema admin

Content Units:

Emergency Preparedness

Unit Objectives:

1. Discuss issues related to an internal threat, natural disaster, or a mass casualty situation.
2. Review prepared security plans and chain of responsibility for emergency situations.
3. Relate the importance of knowing the location and purpose of the MSDS Manual.
4. Describe the RACE acronym and its use as a guide for action during a fire.
5. Define the term triage and its related steps.
6. Determine priorities when evacuating clients from a client care setting.

**NOTE**

This syllabus is not a contract between the instructor and student enrolled. Content is subject to change. Students will be given notice of changes made in content, policies, or grading as they may occur.