



**BSN Program
NURS-3620: Fundamentals of Nursing Care
Syllabus
Summer 2015**

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COURSE INFORMATION

Materials- Textbooks, required:

- Berman, A., & Snyder, S. (2015). *Kozier and Erb's fundamentals of nursing* (10th Ed.). New Jersey: Pearson. (ISBN:978-0133974362).
- Carpenito, Lynda (2012) *Nursing Diagnosis Application to Clinical Practice* (14th Ed.). Philadelphia: Lippincott, Williams & Wilkins (ISBN: 9781608311095).
- Hogan, M. (2013). *Nursing Fundamentals : Reviews and Rationales* (3rd Ed.). Boston: Pearson. (ISBN: 978-0133083590)
- Kee, J. L. (2014). *Laboratory and diagnostic tests with nursing implications* (9th Ed.). Upper Saddle River, NJ: Pearson. (ISBN: 9780133139051).
- Ogden, S. J. (2012). *Calculation of drug doses*. (9th Ed.). St. Louis: Mosby. (ISBN: 9780323077538).
- Mosby's nursing video skills DVD and DVD-ROM (4th Ed). (2013). Basic, intermediate & advanced skills: Student version 3.0 [Computer software]. St. Louis: Mosby. (ISBN: 9780323088633).
- Silvestri, Linda Anne (2014). *Comprehensive Review for the NCLEX-RN Examination* (6th Ed.). St. Louis: Saunders. (ISBN: 9781455727551).
- Skidmore-Roth, L. (Consultant) *Mosby's drug guide for nurses* (9th Ed.). St. Louis: Mosby. (ISBN: 9780323081047) or any current nursing drug book.

Recommended References:

- Carpenito, Lynda (2012) *Handbook of Nursing Diagnosis* (14th Ed.). Philadelphia: Lippincott Williams & Wilkins (ISBN: 978-1608311101).
- Student Workbook and Resource Guide for Kozier & Erb's Fundamentals of Nursing* (9th Ed.).

(2011). (ISBN- 978-0138024666)

Mosby. *Mosby's Dictionary of Medicine, Nursing, & Health Professionals* St. Louis. (Latest edition)

Q-sen.org

Prerequisites: NURS 3311: Health Alterations; NURS 3312: Use of Pharmacology Principles; NURS 3414: Health Assessment; NURS 3313: Nurse as a Therapeutic Communicator

Other Resources: Simulation Scenarios

COURSE DESCRIPTION (6 credit hours)

This course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. The majority of the theoretical information is provided through an online environment. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

Student Learning Outcomes:

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

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems.
2. Apply principles from applied science and interpersonal processes to nurse-client interactions.
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnoses and relevant interventions for individual clients.
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care.
5. Apply therapeutic communication and decision-making skills to involve the client in decision making regarding his/her healthcare.
6. Identify theoretical principles and critical behaviors of fundamental nursing.
7. Use critical thinking skills as a framework for clinical decision-making.
8. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
9. Demonstrate professional standards of moral, ethical, and legal conduct.

Clinical Objectives: At the end of this course the student will be able to:

1. Demonstrate fundamental nursing psychomotor skills in a safe manner.
2. Use written verbal, non-verbal and emerging technology methods to communicate effectively.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate beginning critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement evidence based care plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to bio-psychosocial, cultural, and spiritual care needs.

8. Assess evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Utilize the nursing process in the care of all clients.
11. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
12. Create a safe care environment that results in high quality patient outcomes.
13. Apply knowledge of social and cultural factors to the care of diverse populations.
14. Apply ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
15. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
16. Use caring and healing techniques that promote a therapeutic nurse-patient relationship.
15. Communicate effectively with all members of the health care team, including the patient and the patient's support network.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case study, clinical assignments and supervision, post clinical conferences, Critical Thinking Tool on assigned patients, practice and return demonstration in campus laboratory.

In order to begin preparing for the NCLEX-RN licensure examination, students will be required to submit 50 NCLEX-RN style questions per week over Fundamentals content. The questions will be submitted via Dropbox and are due every Friday morning at 8AM. The minimum grade for each group of questions is 80. This assignment is mandatory and the student will receive credit for submitting questions. The questions are not included in the grade average.

Weaver

Students who have not completed the Weaver Reading Program will complete 20 hours over the summer. Once the student has reached the 10th-14th grade level in both Reading Comprehension and Vocabulary, the student will be complete and will not need to continue in Weaver. Students who have completed the requirements will be notified by faculty.

Grading

Grades will be determined as follows:

Exams (8) (10% each)	80%
Medication paper	10%
Quizzes (2)	10%
Dosage Calculation Exam	0%
Clinical	PASS/FAIL

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade of 75 is required to pass the course.

TECHNOLOGY REQUIREMENTS

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

The following hardware and software are necessary to use eCollege.

-Internet access/connection-high speed recommended (not dial up)

-Word Processor (MS Word, or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services.

COMMUNICATION AND SUPPORT

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES**CLASS**

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.

3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

NURSING SKILLS LABORATORY

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, titers, CPR, TB status, and clear criminal background check must be complete and on file for students to be able to attend clinical experience at the assigned clinical locations.
3. A dosage calculation test will be administered prior to students administering medications in the clinical setting. Also, calculation questions will be part of every exam in Fundamentals. Students who fail to pass the dosage calculation test or who miss dosage calculation questions on the exams will be required to perform additional weekly remediation until all calculation questions on the exams are correctly answered.
4. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
5. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
6. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
7. Students are expected to prepare for clinical practice in order to provide safe, competent care.
8. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
9. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation

- Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
 3. Other offenses which may lead to immediate failure of the course include but are not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe or unprofessional practices or behaviors
 - HIPPA violations
 - Inability to pass required clinical assignments
 - Falsification of records

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct Code – Refer to the BSN Student Guide

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Text: Kozier & Erb, *Fundamentals of Nursing, 10th ed*

Week	Course Content	Reading Assignments
1 June 8-June 12	Orientation to class/clinical (6/2/14) Skills Lab-various skills (see calendar) Assessing Health (not covered in class) -vital signs Health Promotion (not covered in class) Promoting health in young/middle age adults (not covered in class) Integral Components of Client Care -asepsis -safety	Chapter 29 (need not cover the How-to portion) Chapter 16 Chapter 22, 23(review from lifespan course) Chapter 31, pp 670-700, 710-12 Chapter 32
2 June 15-June 19	Integral Components of Client Care -hygiene -skin integrity and wound care <i>Exam 1 (ch 29, 31, 32)</i>	Chapter 33 Chapter 36
3 June 22-June 26	Quiz #1 Due by 5PM June 22 Promoting Physiological Health - activity and exercise -sleep, -pain management <i>Exam 2 – ch 33, 36</i>	Chapters 44-46
4 June 29-July 3	The Nursing Process -assessing, diagnosing, planning, implementing, and evaluating -documenting and reporting <i>Exam 3(ch 44-46)</i>	Chapters 11-15
5 July 6-July 10	Medications/Medication Lab/Skills Lab-NGT -oral, IM, IV Promoting Physiological Health -nutrition -urinary and fecal elimination <i>Dosage Calculation Exam- July 8</i> <i>Exam 4 (ch 11-15, 35)</i>	Chapter 35 Ogden: Chapters 6-8, 12-15 Chapter 47 Chapter 48, 49
6 July 13-July 17	Promoting Physiological Health -oxygenation -circulation <i>Exam 5 (ch 47-49)</i>	Chapter 50 Chapter 51
7 July 20-July 24	Promoting Physiological Health -fluid and electrolyte and acid-base balance Promoting Psychosocial Health -sensory perception -self-concept <i>Exam 6 (ch 50-51)</i>	Chapter 52 Chapter 38, 39
8 July 27-July 31	Promoting Psychosocial Health -sexuality -spirituality -stress and coping -loss, grieving and death <i>Exam 7 (ch 38, 39, 52)</i>	Chapters 40-43
9 Aug 3- Aug 7	Integral Aspects of Nursing -caring, teaching, leading, managing, and delegating <i>Exam 8 (ch 40-43)</i>	Unit 6 (chapters 25, 27, 28)
10 Aug 12	<i>Lab (Foley Catheterization, IV Skills, IV Dosage Calculations)</i> <i>Quiz #2 Due by 5PM August 12 (ch 25, 27, 28)</i>	