COURSE INFORMATION FORM

DATE SUBMITTED 2/9/15
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CATALOG NO. PNUR 103
DATE LAST REVIEWED 1/29/13

DISCIPLINE Practical Nursing
COURSE TITLE Fundamentals of Practical Nursing
CR.HR 10 LECT HR. 8 LAB HR. _____ CLIN/INTERN HR. 6 CLOCK HR. _____

CATALOG DESCRIPTION
The Fundamentals of Practical Nursing course introduces the student to the role of the practical nurse in the provision of basic nursing care to diverse populations across the life span. Professional communication, critical thinking, theory concepts, the nursing process and evidenced based practice are taught. Clinical experiences allow the learner to apply knowledge and skills introduced in the lab and classroom. The concepts introduced and incorporated into the care of individuals are: basic needs; biological, nutrition, psychological, social and spiritual, hygiene, physiological functioning, safety, cultural diversity, societal influences, developmental stages

PREREQUISITES
Biology 109 or BIOL 110 and BIOL 210 with a C or higher and Admission to the PN Program

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Identify basic nursing needs of the client.
2. Document using the correct medical abbreviations and medical terminology.
3. Assess the environment for reduction of risk potential related to client safety.
4. Implement the safe, effective use of equipment utilized in the delivery of client care.
5. Apply the nursing process when providing basic nursing care to clients with acute, chronic, or life-threatening physical health conditions across the lifespan.
6. Implement care that assists with promotion and support of the emotional, mental, and social wellbeing of the client.
7. Describe the use of the nursing process, Maslow’s hierarchy of needs, and Erikson’s stages of development related to the delivery of nursing care.
8. Demonstrate clinical competence of nursing knowledge and skills as related to asepsis, safety, communication and documentation.
9. Describe the legal and ethical responsibilities of the practical nurse.
10. Document the use of evidence based practice in devising a plan of care for maintaining independence, restoring health or providing end-of-life care.
11. Utilize critical thinking skills in the classroom with written assignments, exams, questions and answers, and appropriate feedback during lecture.
12. Utilize clinical skills in the laboratory and the clinical setting.
13. Demonstrate professionalism within the classroom, the nursing skills lab, simulation lab and the clinical setting through positive verbal/social interaction, professional dress, and timeliness.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ESO</th>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

- Implements nursing care using basic skills and knowledge commensurate with safe and effective licensed practical nurse practice.
- Communicates therapeutically with patients/clients and families using verbal, non-verbal and written skills.
- Utilizes the nursing process for data collection, planning, implementation and evaluation in providing patient/client care across the life span.
- Demonstrates critical thinking skills for safe clinical practice by applying theoretical knowledge throughout the wellness-illness continuum.
- Integrates cultural, ethnic, and spiritual aspects into the plan of care for the patient/client.
- Utilizes principles and provides care related to the patient/client’s developmental stages (Erickson’s and Maslow’s)
- Displays responsibility, accountability and professionalism as a life long learner in their nursing practice.
- Identifies the environment’s internal and external forces that affect the patient/clients well-being.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Quizzes (1-13)
2. Assignments (1-13)
3. Projects (1-13)
4. Demonstrations (1-13)
5. Clinical Evaluations (1-13)
6. Final Exam (1-13)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Medical Terminology
   A. Identify the parts of a word
   B. Terms
      1. Root word
      2. Prefix
      3. Suffix
   C. Functions of prefixes
   D. Functions of suffixes
   E. Prefixes, suffixes and root words as word parts used to write medical terminology
   F. Medical abbreviations
   G. Medical terms

II. Asepsis Infection Control
   A. Key terms
   B. Relationship of the chain of infection to transmission of infection
   C. Body’s normal defenses against infection
   D. Events in the inflammatory response
   E. Conditions that promote the transmission of nosocomial infection
   F. Medical and surgical asepsis
   G. Rationale for standard precautions
   H. Proper procedures for hand-washing
   I. Factors that may weaken the body’s natural defenses.

III. Safety
   A. Key terms
   B. Nursing responsibilities regarding safety measures for the client
   C. Nursing interventions specific to clients’ age for reducing risk of falls, fires, poisonings, and electrical hazards.
   D. Types of restraints and the appropriate method of using and applying
   E. Injuries that can be caused by environmental hazards
   F. Fire plans in the health care facility (RACE)
   G. Assessment activities designed to identify client’s physical, psychosocial, and cognitive status as it pertains to their safety.

IV. Hygiene
   A. Factors that influence personal hygiene practices
   B. Role critical thinking plays in the provision of hygienic care
   C. Conditions that place clients at risk for impaired skin integrity
   D. Factors that influence the condition of the nails and feet
   E. Importance of foot care for the diabetic client
   F. Conditions that place clients at risk for impaired oral mucous membranes
   G. Common hair and scalp problems and their related interventions
   H. Hygiene care for the older adult
   I. Different approaches used in maintaining a client’s comfort during hygiene care
   J. Hygiene procedures for the care of the skin, perineum, feet and nails, mouth, eyes, ears and nose
   K. Principles of bed making
   L. Guidelines for making an occupied and unoccupied bed
   M. Body mechanics while performing tasks.
   N. Nurse’s responsibility regarding cleanliness and orderliness in daily care of the unit.
V. Vital Signs
   A. Principles and mechanisms of thermoregulation
   B. Nursing measures that promote heat loss and heat conservation
   C. Physiological changes associated with fever
   D. Accurately assess pulse, respirations, oxygen saturation, and blood pressure
   E. Physiology of normal regulation of blood pressure, pulse, oxygen saturation, and respirations
   F. Factors that cause variation in body temperature, pulse, oxygen saturation, respirations and blood pressure
   G. Acceptable ranges for vital signs, regarding the different age specific groups
   H. When vital signs should be taken
   I. Recording and reporting vital sign measurements
   J. Vital sign measurement delegation to assistive personnel

VI. Body Mechanics and Therapeutic Exercise
   A. Benefits of exercise and activity in physiological and psychological functioning
   B. Techniques when helping a client to move up in bed, repositioning a client, assisting a client to a sitting position, and transferring a client from a bed to a chair or from a bed to a stretcher
   C. Active and passive range-of-motion exercises
   D. Essential techniques when helping a client to safely use crutches or a walker
   E. Proper body mechanics when turning, lifting, dangling or transferring a client
   F. Reasons why the nurse should use proper body mechanics
   G. Proper body alignment and effective uses of muscles involved when standing, sitting and walking.

VII. Developmental Theories
   A. Family structure and patterns of functioning affecting the health of family members and the family as a whole
   B. Family members influence one another’s health
   C. Families as caregivers
   D. The different types of families
   E. Developmental theories
   F. Developmental theories and planning interventions in the care of clients
   G. Health concerns of the young adult and the middle adult
   H. Common myths and stereotypes about older adults
   I. Significance of nurses’ attitudes toward older adults
   J. Nursing interventions related to the physiological, cognitive and psychosocial changes of aging
   K. Health concerns of the older adult

VIII. Critical Thinking and the Nursing Process
   A. Nurse’s responsibility in making clinical decisions
   B. Critical thinking skills used in nursing practice
   C. Relationship between clinical experience and critical thinking
   D. Relationship of the nursing process to critical thinking
   E. Purpose of nursing assessment
   F. Relationship between data collection, data analysis, and critical thinking
   G. Objective and subjective data
   H. Sources of for a nursing assessment
   I. Purpose of a nursing history
   J. Steps of Nursing Assessment
   K. The steps of the nursing process
   L. Advantages of nursing diagnosis for the client and the nursing profession
   M. Formulation of a nursing diagnosis from a nursing assessment
   N. Process of priority setting
   O. Link between critical thinking and selecting nursing interventions
   P. Goal setting
   Q. Evaluation and critical thinking

IX. Health Assessment and Physical Examination
   A. Purposes of physical assessment
   B. Techniques used with each physical assessment skill
   C. Importance of understanding cultural diversity as it influences the approach to health assessment
   D. Techniques used to prepare a client physically and psychologically before and during an examination
   E. Interview techniques used to enhance communication during history taking
   F. Environment preparations before an examination
   G. Information to collect from the nursing history before an examination
H. Normal physical findings in a young and middle-age adult compared with an older adult
I. Document findings on a physical examination for
J. Communication of abnormal findings to appropriate personnel
K. General nursing responsibilities when assisting with special examinations
L. Categories of test or examinations that are commonly performed
M. Principles involved in specimen collection of urine, blood, stool, cultures
N. Proper use of a glucometer

X. Communication
A. Aspects of critical thinking that are important to the communication process
B. Basic elements of the communication process
C. Features and therapeutic outcomes of nurse-client helping relationships
D. Features and desired outcomes of nurse-health team member relationship
E. Qualities, behaviors and communication techniques that affect professional communication
F. Effective communication techniques for clients at various developmental levels
G. Client health states that contribute to impaired communication
H. Nursing care measures for clients with special communication needs

XI. Client Education
A. Appropriate topics for a client’s health education needs
B. Similarities and differences between teaching and learning
C. Role of the nurse in client education
D. Factors that determine the readiness to learn from those that determine the ability to learn
E. Ways to incorporate teaching with routine nursing care
F. Methods for evaluating learning
G. Guidelines for effective documentation of client education

XII. Documentation
A. Purposes of a health care record
B. Guidelines for effective documentation and reporting
C. Legal guidelines for recording
D. Different methods used in record keeping
E. Advantages of standardized documentation forms
F. Elements to include when documenting a client’s discharge plan
G. Important aspects of long-term care documentation
H. Issues related to computerization in documentation
I. Purpose and content of a change of shift report
J. How to verify telephone orders
K. Importance of using only approved medical abbreviations when charting

XIII. Responding to Loss, Death and Grieving
A. Nurse’s role in each phase of the nursing process when helping clients and families experiencing loss, grief, or death
B. Kubler-Ross’ stages of the dying / grieving process
C. Factors influencing a client’s reaction to loss and the ability to cope
D. Characteristics of a person experiencing grief
E. Nursing diagnoses that can be applied during the grieving process
F. Interventions for grieving clients to provide sensitive caring that supports the client and family in their grief work
G. Meeting a dying client’s needs for comfort and caring
H. Ways for the nurse to assist a family in caring for the dying client
I. Important factors in caring for the body after death
J. Role of the nurse’s own loss experience as it influences care of the grieving

XIV. Stress and Adaptation
A. Limitations of homeostatic control
B. Four models of stress as they relate to nursing practice
C. How adaptation occurs
D. Physiological adaptation
E. Three phases of general adaptation syndrome
F. Behaviors that are responses to stress
G. Effects of prolonged stress on a person’s functioning
H. Stress management techniques that nurses can help client’s use and use themselves

XV. Complementary & Alternative Therapies
A. Complementary and alternative therapies
B. Clinical applications of relaxation therapies
C. Principles and effectiveness of imagery, meditation, and hypnotherapy
D. Therapeutic touch
E. Complementary and alternative therapies in relationship to the practice of nursing
XVI. Activity and Exercise
   A. Role of the musculoskeletal and nervous systems in the regulation of movement
   B. Physiological and pathological influences on body alignment and joint mobility
   C. Benefits for implementing an exercise program for health promotion
   D. Assessment of clients for impaired mobility and activity intolerance
   E. Interventions for maintaining activity tolerance and mobility during the acute, restorative and continuing care of clients
   F. Nursing diagnoses for clients experiencing problems with impaired mobility and activity intolerance
   G. Nursing care plan for maintaining activity and exercise for clients across the life span and with specific chronic illnesses.

XVII. Oxygenation
   A. Impact of a client’s level of health, age, lifestyle, and environment on tissue oxygenation
   B. Clinical outcomes of hyperventilation, hypoventilation, and hypoxemia
   C. Nursing care interventions in the primary care, acute care, and restorative and continuing care settings that promote oxygenation
   D. Methods of assessment regarding oxygenation status of clients
   E. Safety concerns regarding the administration of oxygen therapy
   F. Care of patients with chest tubes, water-seal drainage system
   G. Therapeutic techniques related to oxygenation

XVIII. Fluid, Electrolyte & Acid-Base Balance
   A. Distribution, composition, movement, and regulation of body fluids
   B. Regulation and movement of sodium, potassium, calcium, magnesium, chloride, bicarbonate and phosphate
   C. Process involved in acid-base balance
   D. Common disturbances in fluid, electrolyte and acid-base balances
   E. Variables affecting normal fluid, electrolyte and acid-base balance
   F. Clinical assessment for a client for fluid, electrolyte, and acid-base balances
   G. Laboratory studies associated with fluid, electrolyte, and acid-base imbalances
   H. Nursing interventions for clients with fluid, electrolyte and acid-base imbalances
   I. Measure and record fluid intake and output

XIX. Nutrition
   A. Why each major nutrients are necessary for nutrition
   B. Importance of a balance between energy intake and energy requirements
   C. Food guide pyramid and the healthy eating index and discuss their valve in planning meals for good nutrition
   D. Variance in nutritional requirements throughout growth and development
   E. Three major nutritional problems and describe clients at risk
   F. Procedure for initiating and maintaining tube feedings
   G. Methods to avoid complications of tube feedings
   H. Methods to avoid complications of enteral nutrition
   I. Diet counseling and client teaching in relation to client expectations

XX. Sleep
   A. Characteristics of rest and sleep
   B. Effect the 24 hour sleep-wake cycle has on biological function
   C. Mechanisms that regulate sleep
   D. Function of sleep
   E. Sleep requirements of different age groups
   F. Factors that normally promote and disrupt sleep
   G. Characteristics of common sleep disorders
   H. Nursing diagnoses appropriate for clients with sleep alternations
   I. Nursing interventions designed to promote sleep cycles for clients of all ages
   J. Evaluate sleep therapies

XXI. Comfort / Pain
   A. Common misconceptions about pain
   B. Physiology of pain
   C. Components of the pain experience
   D. How physiology of pain relates to selecting interventions for pain relief
   E. Components of pain assessment
   F. Assessment of a client experiencing pain
   G. How cultural factors influence the pain experience
   H. Nursing diagnoses, outcomes, and interventions for a client with pain
   I. Guidelines for selecting and individualizing pain interventions
   J. Various pharmacological approaches to treating pain
K. Applications for use of nonpharmacological pain interventions
L. Nursing implications for administering analgesics
M. Client’s response to pain interventions
N. Difference between tolerance, dependence and addiction

XXII. Urinary Elimination
A. Process of urination
B. Factors that commonly influence urinary elimination
C. Common alterations in urinary elimination
D. Nursing diagnoses appropriate for clients with alterations in urinary elimination
E. How to obtain urine specimens
F. Characteristics of normal and abnormal urine
G. Nursing implications of common diagnostic tests of the urinary system
H. Nursing measures to promote normal micturition and reduce episodes of incontinence
I. How to insert a urinary catheter
J. Nursing measures to reduce urinary tract infections
K. How to irrigate a urinary catheter

XXIII. Bowel Elimination
A. Role of gastrointestinal organs in digestion and elimination
B. Four functions of the large intestine
C. Physiological aspects of normal defecation
D. Psychological and physiological factors that influence the elimination process
E. Common physiological alterations in elimination
F. Assess a client’s elimination pattern
G. Nursing diagnoses related to alterations in elimination
H. Nursing implications for common diagnostic examinations of the gastrointestinal tract
I. Nursing measures that promote normal elimination
J. Nursing measure included in bowel training
K. Relationship between the structure and function of bowel diversions and nursing care required
L. Critical thinking in the provision of care to clients with alterations in bowel eliminations
M. Procedures, positioning and the different types of enema

XXIV. Skin Integrity & Wound Care
A. Risks and contributing factors to pressure ulcer formation
B. Four stages of pressure ulcers and classification of pressure ulcers
C. Normal process of wound healing
D. Differences among wounds healing by primary or secondary intention
E. Complications of wound healing and their usual time of occurrence
F. Factors that impair or promote wound healing
G. Nursing care of acute and chronic wounds
H. Assessment for a client with impaired skin integrity
I. Nursing diagnoses associated with impaired skin integrity
J. Sterile and clean dressing changes
K. Assessment, interventions, documentation and evaluation of skin integrity

XXV. Sensory Alterations
A. Processes of reception, perception, and reaction to sensory stimuli
B. Relationship of sensory function to an individual’s level of wellness
C. Common causes and effects of sensory alterations
D. Common sensory changes that normally occur with aging
E. Factors to assess in determining a client’s sensory status
F. Nursing diagnoses relevant to clients with sensory alterations
G. Plan of care for clients with visual, auditory, tactile, speech, and olfactory deficits
H. Conditions in the health care agency or client’s home that can be adjusted to promote meaningful sensory stimulation
I. Maintaining a safe environment for clients with sensory deficits

XXVI. Surgical Client
A. Concept of perioperative nursing care
B. Classifications of surgery
C. Preoperative assessment of a surgical client
D. Correctly witness a client’s informed consent for surgery
E. Postoperative exercises: diaphragmatic breathing, coughing, turning, and leg exercises
F. Client preoperative teaching
G. Preparing a client for surgery
H. The actions and side effects of general, regional and local anesthesia
I. Nurse’s role in the operating room
J. Nursing interventions designed to prevent postoperative complications
K. Caring for outpatient versus inpatient surgical clients

XXVII. Medication Administration
A. Nurse’s role and responsibilities in medication administration
B. Physiological mechanism of medication action, including absorption, distribution, metabolism, and excretion of medications
C. Factors that influence medication actions
D. Methods of educating a client about prescribed medications
E. Roles of the prescriber, pharmacist, and nurse in medication administration
F. How to calculate a prescribed medication dose
G. Assessing a client’s needs for and response to medication therapy
H. Five rights of medication administration
I. Preparation and administration of subcutaneous, intramuscular, and intradermal injections, oral and topical skin preparations; eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants
J. Components of a drug order
K. Difference between trade and generic drug names
L. A typical MAR and its purpose
M. Actions to be taken when a medication error occurs