

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2013

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: NU 105

Course Title: Basic Nursing Concepts and Skills

Reason for initiating, revising, or canceling:

Course guide is being updated to reflect the General College Catalog March 2011 update, implementation of contact hours for coordination and preparation of student's clinical experience, supervision of nursing students in the clinical sites, nursing program grading policy, and implementation of newly approved (02/17/12) Associate in Science Degree in Nursing Individualized Degree Plan (IDP).



Rosa M. Tudela, RN

07/06/12

Proposer

Date

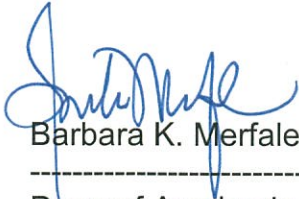


Rosa M. Tudela, RN

07/06/12

Department Chair

Date



Barbara K. Merfalen

07/06/12

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Course: NU 105 Basic Nursing Concepts and Skills

1. Department

Nursing

2. Purpose

The purpose of this course is to lay a foundation of skills and concepts needed to obtain an Associate in Science Degree in Nursing (ASN). The target population is students who have completed their NMC Math and English requirement as well as other college course prerequisites for entering the nursing program. Upon completion of the program and passage of the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the graduating nursing students will be prepared to fill one of the consistently vacant RN positions in the health care facilities in the Commonwealth of the Northern Mariana Islands (CNMI).

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Altman, Gaylene Bouska, Patricia Buschel, and Valerie Coxon.
Delmar's Fundamental & Advanced Nursing Skills. 2nd ed.
Albany, NY: Delmar Publishing, Inc., 2004.

Readability level: Grade 12

Taylor, Carol, Carol Lillis, and Priscilla P. LeMone. *Fundamentals of Nursing: The Art and Science of Nursing Care*. 5th ed.
Philadelphia, PA: J.B. Lippincott Co., 2005.

Readability level: Grade 12

Recommended:

Anderson, Kenneth N., Lois E. Anderson, and Walter D. Glanze.
Mosby's Medical, Nursing, and Allied Health Dictionary. 7th ed.
St. Louis, MO: Mosby, 2006.

Gulanick, Meg, et al. *Nursing Care Plans: Nursing Diagnosis and Intervention*. 5th ed. St. Louis, MO: Mosby.

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** Lab/clinical 18 hours per week / 270 hours per semester
3. **Other:** Lead Course Instructor – gets 3 credits for coordination and preparation of student's clinical experience. Nursing instructor(s) assigned to supervision of nursing students in the clinical site gets 1 credit per student.

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C. Credits

1. **Number:** 9
2. **Type:** Regular degree credits

D. Catalogue Course Description

This course focuses both on identifying the basic needs of the person who is experiencing illness and assisting clients who require a minimum of adaptation to meet those needs. This course introduces students to nursing history and nursing roles, utilizing the nursing process and basic nursing skills with an assessment of cultural and bio-psychosocial needs and therapeutic communication techniques. Once these skills are demonstrated satisfactorily in the lab, the student will be able to apply these skills in the clinical setting. Prerequisites: A "C" grade or higher in BI 101, BI 225, BI 251, BI 252, CH 124, EN 101, MA 132, and PY 101. Concurrent enrollment: NU 124 and NU 209 or approval of the Nursing Department Chair. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

E. Degree or Certificate Requirements Met by Course

This course fulfills a requirement for the Associate in Science Degree in Nursing.

F. Course Activities and Design

This course will consist of three hours per week of theory instruction in the classroom and 18 hours per week in clinical or lab to practice patient skills. Activities include, but not limited to: lectures, discussions, group activities, case studies, drug cards, computer assignments, audiovisual programs, and skills demonstrations. During the first four weeks of instruction, students remain on campus for additional laboratory/lecture in preparation for their first experience in the hospital. They will be introduced to the hospital during the fifth week of instruction.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): Complete all Nursing prerequisites with a grade of "C" or higher. Concurrent enrollment: NU 124 and NU 209, or approval of the Nursing Department Chair.

English Placement Level: EN 202

Math Placement Level: MA 161

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5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 9-credit course, textbooks, course fee, BLS/CPR fee, physical exam, uniforms, required clinical equipments and supplies.

Cost to the College: Instructor's salary; mileage reimbursement for full-time instructors during clinical.

Instructional resources needed for this course include: Lab/medication cards, BLS/CPR fee, videotaped materials, TV/VCR, CD-ROM, computer software programs, pens, papers, overhead projector and transparencies, chalk, markers, computer, NMC Internet access, copier machine, copier paper and toner.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

The Nursing Department utilizes the following grading scale to assign letter grades to grade percentages:

- A: 92-100%
- B: 82-91%
- C: 75-83%
- D: 60-74%
- F: 0-59%

If a nursing course contains a clinical component, student grades will also be based on these grade percentages. The student must pass both the clinical and the theory with 75% or higher in order to pass the course. **This course has a clinical component.**

NMC's and Nursing Department's attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Foundations for Nursing Practice
 - 1.1 Introduction to nursing
 - 1.2 Health of individual, family, and community
 - 1.3 Culture and ethnicity
 - 1.4 Promoting wellness in health and illness
 - 1.5 Theoretical base for nursing practice
 - 1.6 Values and ethics in nursing
 - 1.7 Legal implications of nursing

- 2.0 Promoting Wellness Across the Lifespan
 - 2.1 Developmental concepts
 - 2.2 Conception through young adult
 - 2.3 Aging Adult

- 3.0 Community-Based Settings for Client Care
 - 3.1 Health Care Delivery Systems
 - 3.2 Continuity of care
 - 3.3 Home health care

- 4.0 The Nursing Process
 - 4.1 Introduction to the nursing process
 - 4.2 Core competencies and critical thinking
 - 4.3 Assessing
 - 4.4 Diagnosing
 - 4.5 Planning
 - 4.6 Implementation
 - 4.7 Evaluation
 - 4.8 Documentation, reporting, and conferring

- 5.0 Nursing Roles
 - 5.1 Provider
 - 5.2 Communicator

- 6.0 Basic Nursing Care
 - 6.1 Vital signs
 - 6.2 Health assessment
 - 6.3 Safety
 - 6.4 Asepsis and Infection Control
 - 6.5 Complementary and Alternative Theories

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- 6.6 Medications
- 6.7 Perioperative nursing

7.0 Promoting Healthy Psychosocial Responses

- 7.1 Self concept
- 7.2 Stress and adaptation
- 7.3 Loss, grief and dying
- 7.4 Sensory stimulation
- 7.5 Sexuality
- 7.6 Spirituality

8.0 Promoting Health Physiological Responses

- 8.1 Hygiene
- 8.2 Skin integrity and wound care
- 8.3 Activity, rest, and sleep
- 8.4 Comfort
- 8.5 Nutrition
- 8.6 Urinary and bowel elimination
- 8.7 Oxygenation
- 8.8 Fluid, electrolyte and acid-base balance

8. Instructional Goals

This course will introduce students to:

- 1.0 The definitions of nursing, the history of nursing, and the status of nursing as a profession and a discipline;
- 2.0 The various levels of educational preparation in nursing;
- 3.0 The relationship between healthcare organizations, standards of nursing practice, nurse practice acts, and the nursing process on the practice of nursing;
- 4.0 Describe how to promote wellness across the lifespan;
- 5.0 Community-based settings for client care;
- 6.0 Use of the Nursing Process;
- 7.0 The nursing roles of provider, communicator, and member within a profession;

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- 8.0 Basic nursing care activities such as measuring vital signs, performing health assessments, maintaining safety, using aseptic technique, administering medications, and providing perioperative nursing care;
- 9.0 Healthy psychological responses in relation to self-concept, stress and adaptation, loss, grief, and dying; and
- 10.0 Healthy physiological responses in hygiene, skin integrity and wound care, activity, rest and sleep, nutrition, elimination, and oxygenation.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain the historical background and definitions of nursing and the status of nursing as a profession and as a discipline;
- 2.0 Distinguish the various levels of educational preparation in nursing;
- 3.0 Describe the effect of healthcare organizations, standards of nursing practice, nurse practice acts, and the nursing process on the practice of nursing;
- 4.0 Relate wellness across the lifespan;
- 5.0 Discuss community based settings for client care;
- 6.0 Apply the Nursing Process using each of its five steps;
- 7.0 Explain the roles basic to nursing care as provider, communicator, and member within a profession;
- 8.0 Practice basic nursing care such as measuring vital signs, performing health assessments, maintaining safety, using aseptic technique, administering medications, and providing perioperative nursing care;
- 9.0 Examine healthy psychological responses in relationship to self-concept, stress and adaptation, loss, grief, and dying; and
- 10.0 Examine healthy physiologic responses in hygiene, skin integrity and wound care, activity, rest and sleep, nutrition, elimination, and oxygenation.

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10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Demonstration of knowledge in course content by successfully completing quizzes, examinations, case studies, nursing care plans, written assignments and computer assignments;
- 2.0 Practice nursing skills in the skills lab and give acceptable return demonstrations without assistance before student can perform those skills in the clinical setting;
- 3.0 Students are expected to obtain client information on their assigned patients/clients and be thoroughly prepared for the clinical experience prior to providing care. The student's clinical evaluations are based on knowledge, skill and behavioral criteria. An unsatisfactory evaluation in clinical component automatically constitutes a failure in this course;
- 4.0 The clinical component of the course is graded on a grade percentages described under Method of Evaluation;
- 5.0 Attendance: There is limited amount of absenteeism one may have and still successfully complete the course. When students miss a day, they will be required to do an assignment to make up for material taught on that day; and
- 6.0 The student must attain a grade of "C" or higher which is 75% or higher in both theory and clinical in order to pass the course.